



Colorado State Board of Education

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

**May 4, 2017 Meeting Transcript - PART 2**

BE IT REMEMBERED THAT on May 4, 2017, the  
above-entitled meeting was conducted at the Colorado  
Department of Education, before the following Board Members:

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



1                   MADAM CHAIR: State Board of Education will  
2 now conduct a hearing in case number 17-AR08, the  
3 accountability recommendations concerning Westminster Public  
4 Schools.

5                   Under the Education Accountability Act of  
6 2009, if the district receives a priority improvement or  
7 turnaround rating for more than five consecutive years, the  
8 State Board of Education must direct an action to the local  
9 Board of Education. Westminster Public Schools will enter  
10 its sixth-year priority improvement or turnaround from July  
11 1, 2017.

12                  During this hearing, the board is acting in  
13 its capacity to hear the recommendations of the commissioner  
14 and the State Review Panel pursuant to 20 -- 22-11-209(3)  
15 CRS. The commissioner and her staff are here today to  
16 present their recommendation. The district is al -- is also  
17 present and will share their report.

18                  The State Review Panel, an independent body  
19 of education experts, has issued a recommendation regarding  
20 Westminster that is part of the hearing record and is  
21 included in the board packet. In the case of Westminster  
22 Public Schools, the State Review Panel conducted a site  
23 visit and document review in 2016 and recommended innovation  
24 school status for M. Scott Carpenter Middle School as a --  
25 as the district's pathway.



1                   The State board's consideration of the matter  
2 should be limited to material submitted by the parties and  
3 maintained in the record of proceedings. At this hearing,  
4 each party shall have a maximum of 30 minutes to present its  
5 report. Board members may not interrupt with questions  
6 during this time. Board members will have an opportunity to  
7 ask questions after both parties complete their  
8 presentations. The hearing shall proceed as follows.

9                   The department shall present its 30-minute  
10 report, then the district shall present its 30-minute  
11 report. Ms. Cordial, over here in the corner, will let you  
12 know when five minutes are remaining in your presentation.  
13 Following the presentations of both the department and the  
14 district, the state board shall have the opportunity to ask  
15 questions of both parties for a time period, not to exceed  
16 two hours.

17                   The state board may ask one or both parties  
18 to submit proposed final written determinations for the  
19 state board's consideration. The state board will consider  
20 and adopt a final written determination at a subsequent  
21 state board meeting.

22                   At this time, I would ask the department's  
23 representatives to introduce themselves for the record and  
24 to begin their presentation. Commissioner.

25                   MS. ANTHES: Thank you, Madam Chair. I'm Katy



1 Anthes, Commissioner of Education.

2 MS. PEARSON: Alyssa Pearson, Associate  
3 Commissioner.

4 MR. SHERMAN: Peter Sherman, Executive  
5 Director.

6 MS. ANTHERS: Okay. Thank you so much. We'll  
7 begin our presentation. Dr. Swanson, Dr. Durham, and all of  
8 the rest of your board members and members of the district,  
9 thank you for being here today, we really appreciate it. I'd  
10 like to begin today's hearing just by starting with a little  
11 bit of a difference of where we were last week and this  
12 week.

13 This board shared the idea last week that  
14 while poverty may be an influence on student performance,  
15 it's our duty to figure out what we need to do to support  
16 students academically. Today's conversation is about just  
17 that, a conversation around the work that the district has  
18 done to support students academically, and it's also a  
19 conversation about what the district is proposing to do in  
20 order to meet the challenging student needs. We share an  
21 overview-we share an overview of the how today and  
22 Westminster Public Schools will provide many more details  
23 about the work they are doing.

24 We have been working iteratively and giving  
25 feedback to the district and working together on the pathway



1 plan. We've asked them questions, dug deeper, as they've  
2 opened their doors to let us learn about their system and in  
3 response, they have evolved their plan as well.

4                   Through all of this, we've pushed on the  
5 right pathway to support students, and we think the best  
6 pathway is with management partners. Based on our work with  
7 the district, we have seen bright spots and we s -- still  
8 see areas where there are some challenges. The things we see  
9 as bright spots are, over time the district has improved its  
10 rating.

11                   Its achievement percentile rankings are  
12 increasing, and some schools have improved their ratings.  
13 There is a lot to learn from these schools in the district.  
14 The district is committed to a competency-based system and  
15 they have a clear vision for that different innovative type  
16 of education for their students.

17                   It's a model where individual students are  
18 the focus and students can have a strong sense of ownership  
19 over their learning. In order to expand these bright spots  
20 and realize the full impact for students, we also have  
21 identified a few challenges. Fidelity of the full  
22 implementation of a competency-based model, monitoring the  
23 implementation of the competency-based model, and supporting  
24 educators with the training needed for the complex but  
25 promising practice of a competency-based model.



1                   We do believe that the district is committed  
2 to students and believes in students and is working hard for  
3 their students, and they've worked very hard on this  
4 management plan and we've worked hard to push in all of the  
5 places that we think are necessary. So, because of this and  
6 because of the work that's happened over the past year, I  
7 recommend the management pathway for Westminster Public  
8 Schools. With that, I'll turn it over to Alyssa Pearson.

9                   MS. PEARSON: Thank you. Good afternoon  
10 everybody. I just wanted to spend a few minutes first  
11 talking about what I've been able to experience and learn  
12 from the districts these last six months. The districts  
13 really opened their doors and I appreciate that they've  
14 given us the opportunity to learn what their model really  
15 looks like.

16                   We've seen their vision for learning, then  
17 they have a real clear vision for what learning can look  
18 like for students. They've shown us the data systems that  
19 they've been building and the instructional supports, and  
20 they allowed us to visit Sherrelwood Elementary School  
21 principal who's here today, and we saw what competency-based  
22 systems can look like in action.

23                   And what I saw, there was kids really being  
24 able to own their learning and there's a very powerful  
25 impact of that. So, we appreciate it's not easy to open your



1 doors, it's not easy to show different things to other  
2 people especially to the state, we really are thankful for  
3 that. So now they get into more of the details.

4 Westminster Public Schools will enter its  
5 sixth consecutive year of priority improvement or turnaround  
6 on July 1, 2017. As such, you are -- are required to direct  
7 action to the district's local board prior to June 30th.  
8 While the district has schools on the accountability clock,  
9 none are set to enter your sixth, so today's conversation is  
10 focused on the district as a whole.

11 As Dr. Anthes mentioned, the district is --  
12 the CBE is recommending a management partnership for  
13 Westminster Public Schools. Like with all of our  
14 recommendations, it's based on a review of the data,  
15 leadership, culture, academic systems, unified improvement  
16 plan and history of grants and supports for the district,  
17 the commissioner's conversation and staff conversation with  
18 district leadership, the State Review Panel's final  
19 recommendation and the district's own proposal from a  
20 management pathway.

21 The State Review Panel, I just want to take a  
22 few minutes now just to kind of explain what ha -- where the  
23 State Review Panel came in. They reviewed the district and  
24 the school in 2015, and at that point, the district had one  
25 school that was an -- at the end of the accountability



1 clock. So what the State Review Panel did was really tied  
2 the recommendation for the district to that one school, and  
3 at that point, the recommendation for the district was  
4 innovation status for Scott Carpenter Middl -- Middle  
5 School.

6                   So the context for whether the -- the State  
7 Review Panel came in is a little bit different from where we  
8 are today. The Commissioner's recommendation is for  
9 management as is the district's proposal. So a little bit  
10 more background for you. Westminster Public Schools is an  
11 urban/suburban school district with nearly 10,000 students,  
12 just north of Denver.

13                   As we've talked about the di-district is in-  
14 initiating a competency-based system and it has been doing  
15 so since 2009. Again, the district serves a higher  
16 proportion of average students than the state. You can see  
17 that comparison on the slide there. This slide shows some of  
18 the performance rating and trends for the district over  
19 time, so you can see the district has made progress in 2010  
20 and 2011.

21                   The district was accredited with turnaround.  
22 Since 2012, the district has been in the priority  
23 improvement level. Districts had struggled with achievement  
24 for English language, arts, and math at the elementary,  
25 middle, and high school, but you can see the growth is a





1 more positive bright spot for them. At the same time, the --  
2 the -- the overall achievement level has been a challenge  
3 for them.

4                   They have seen a positive trend with the  
5 achievement rankings, especially at the elementary level  
6 that has a nice steady increase. This slide, I'll show you  
7 the school plan types over time from the district. You can  
8 see in 2010, 12 out of 17 schools run the accountability  
9 clock. In 2016, eight schools came back onto the clock  
10 though, so there is all this progress that it happened  
11 between 2010 and 2014. In 2016, we had eight schools come  
12 back on.

13                   But we can see that there's been some real  
14 successes over time with the schools that have made progress  
15 of, and additionally Scott Carpenter Middle School which we  
16 talked about just earlier, that school had been at year five  
17 and came off in the most recent year, district has done a  
18 lot of focused work there. This slide shows that achievement  
19 rankings, the percentile rankings for those districts  
20 overall and the disaggregated groups only for 2016.

21                   So, this isn't a trend slide, it's just  
22 showing where we are right now, and the cut score for  
23 approaching the 15th percentile, so you can see there still  
24 not quite there, that this percentile ranks have increased  
25 over time. This shows the median growth percentiles for the



1 district for 2016, the meets cut score is at 50, so you can  
2 see that they are close to that and have met it in one area.  
3 But those again are they're -- they're moving up. It's just  
4 not quite enough to get students caught up yet. CDE has been  
5 engaged with the districts in a number of different ways  
6 over time.

7                   Six Westminster schools have partnered with  
8 CDE on the implementation of tiered intervention grants. And  
9 I know there's been lots and we've talked about it together  
10 about the tiered intervention grants such that the school  
11 improvement grants is what they're called nationally, and  
12 there has been a lot of mixed review of the impact of that  
13 money. Westminster has seen pretty good solid impact of  
14 those funds and of that grant with their schools.

15                   Of the six schools that were involved, four  
16 of them are now off the clock. The CDE has also worked with  
17 the district through the Early Actions Pathway Grant which  
18 is helping them and supporting them in the formal plan for  
19 this accountability pathway today. Then there's also been  
20 turnaround support managers working with the district  
21 grants, and programs, and really individualized unified  
22 improvement planning support as well.

23                   These are some of the grants that the  
24 district has received, focused on school improvement since  
25 2012. We may have more detail in our -- our commissioner's



1 report as well around those. I'm going to turn it over to  
2 Peter Sherman now to talk about the condition of the system  
3 and the District.

4 MR. SHERMAN: Afternoon. National research  
5 and turnaround shows that a focus on some conditions are a  
6 one way to be able to organize and look at the work that  
7 we're doing, and the districts do, those conditions around  
8 district and school leadership teaching staff, academic  
9 systems, support, and specialized support, and flexibility,  
10 and board and community relations.

11 We will speak through some of these different  
12 conditions. Around district and school leadership currently  
13 superintendent of Westminster public schools Dr. Pamela  
14 Swanson. Dr. Swanson has been the superintendent since 2011  
15 and has held a number of other positions in the district.  
16 The superintendent's developed a variety of structures that  
17 engage with different stakeholder groups. She maintains  
18 multiple cabinets including a student and a teacher  
19 leadership cabinet. Principal turnover rate within that  
20 district is similar to statewide turnover rate.

21 However, the impact of principal turnover  
22 within the competency-based system is significant and adds  
23 an additional layer of content knowledge and skills that are  
24 needed for leading schools within the system. The district  
25 has a program in place and is developing more to support



1 current teachers who are not interested in -- who are  
2 interested in moving into administrative positions in the  
3 district.

4 I'm sure some are not as well, for those that  
5 are. Around -- the district has some of the highest teacher  
6 salaries in the state. The teacher turnover rate has been  
7 increasing over time, from 13 percent in 1213 to almost 21  
8 percent 1516, and that rate seems to be stabilizing the  
9 statewide average for teacher turnover, is about 17 percent.  
10 Given the complexity of the system, again, finding skilled  
11 teachers and/or reinvesting in new teachers is a significant  
12 resource demand and challenge, ongoing challenge, for the  
13 district.

14 According to 2015 TELL survey data,  
15 Westminster has seen some decline or declines in almost all  
16 of the perception categories between 2011 and 2015, and  
17 generally has lower results in some of these -- in some of  
18 these categories in the state average. The district  
19 participated in CDE's early literacy grants to support the  
20 development of literacy structures. And in 2009 the district  
21 initiated a competency-based system, or we refer to that as  
22 the CBS system, or they do as well.

23 At its best, a competency-based education  
24 includes some of these features; students advanced levels  
25 upon mastery versus traditional grade level advancement. So,



1 as kids get -- become proficient at certain levels they move  
2 along. Some of those competencies include explicit,  
3 measurable, transferable, learning objectives that empower  
4 students.

5                   Assessment is meaningful and -- a po -- in a  
6 positive learning experience for students as it's a way for  
7 them to advance levels. Students receive timely  
8 differentiated support based on their individual learning  
9 needs, and learning outcomes emphasize competencies that  
10 are, are about application and creation of knowledge along  
11 with skill development and dispositions.

12                   The districts identified inconsistency in the  
13 implementation of the competency-based system as one of  
14 their core challenges facing their district. The district  
15 has support -- has supports and monitors at schools, and the  
16 implementation of a competence-based system in several  
17 different ways.

18                   The districts developed an online tool called  
19 Empower platform. They -- I'm sure you'll hear more about  
20 it. They monitor teacher implementation and student progress  
21 through the Empower platform. The district-initiated  
22 learning walks every month to check for implementation of  
23 the competency-based system. These learning walks gather  
24 information which is used, that data as analyze both to  
25 think about how to offer professional development, and how



1 to support school leaders, and how to support teachers.

2                   There are other tools as well that go along  
3 with those learning walks. The districts began analyzing the  
4 system wide and school level data for information and  
5 decision making to inform their professional development and  
6 other ways to support teachers. Several notable school  
7 specific improvement strategies over the last few years  
8 include, that the district has applied for and has been  
9 granted six different tiered intervention grants for six  
10 different schools, beginning in 2011.

11                   So, those are some of our more intensive  
12 federal grants that allow those schools to really focus on  
13 and get in deep in some of their improvement strategies. In  
14 2013, the district opened its first Innovation School the  
15 Colorado STEM Academy, and that schools demonstrated the,  
16 the highest performance in the district on the most recent  
17 school performance frameworks.

18                   And in 2015, the district supported the  
19 conversion of one of their low elementary -- low performing  
20 elementary schools, Westminster Elementary, to a new model  
21 that was focused on international studies. And that school's  
22 going to grow to a K-8 school. The current Westminster  
23 School Board is supportive of the competency-based system  
24 and the current direction of the district leadership.

25                   The district underwent a significant re-



1 branding in the past year that included changing the  
2 district name from Adams County School District 50, to  
3 Westminster Public Schools, and that also included a  
4 strategic plan what they -- that they called Vision 2020.  
5 While the district's undertaking significant efforts to help  
6 the community understand the competency-based system,  
7 parents and students to -- report needing additional  
8 resources to interpret and understand the system as it's  
9 quite a different system than some of them were probably  
10 used to.

11                   The district is building on a new evidence-  
12 based parent engagement program, the PAS Parents Institute,  
13 as they call it. This was piloted at Scott Carpenter, and I  
14 believe other schools. And that's something that the  
15 district is looking at expanding over the -- in the coming,  
16 coming years. The district's pathway plan must address some  
17 of these following conditions.

18                   So I shared with you, up to now, some of the  
19 key conditions that we've identified. These -- these next  
20 couple of slides are some of the conditions that we've  
21 identified for success that we think are important that the  
22 districts focus on in order to really be able to move  
23 forward and achieve that acc -- accredited rating or beyond  
24 as a district. In terms of accountability and continuous  
25 improvement, the district has demonstrated a strong



1 commitment to continuous improvement of the competency-based  
2 system.

3                   For this system to realize a positive impact  
4 on the students, the district needs to build out some  
5 strong, internal, data-driven accountability systems that  
6 will communicate clear, high expectations for student  
7 learning to internal and external stakeholders, specifically  
8 thinking about the progress for each student based on the  
9 current instructional level and how far they need to go to  
10 progressing their levels.

11                   To ensure that the differentiated approach of  
12 the CBS system sets and monitors individual targets for each  
13 students, to support staff development, to monitor  
14 implication imp -- excuse me, implementation and the  
15 outcomes of their system and to be agile enough to adjust to  
16 emerging needs for students and teachers and families.

17                   Other conditions around academic systems. The  
18 district's developed a number of important structures, that  
19 I referred to earlier, that support the competency-based  
20 system. But consistent districtwide implementation continues  
21 to be a challenge.

22                   By leveraging data and the Empower platform,  
23 curriculum and instruction systems can be strengthened,  
24 implementing district tools such as their proficiency scales  
25 and the competency tracker. These are tools that they have





1 developed at the district level that they use.

2           These will require support and professional  
3 development that I'm certain that they have begun to really  
4 ensure that those tools are used and are implemented  
5 effectively. Educators need support to access instructional  
6 resources as well as the district has set some ambitious  
7 goals, and we know that in order to meet those, teachers  
8 having access and having support to access materials and  
9 resources is critical.

10           And the continual refinement and improvement  
11 of these systems and expectations needs to be a core  
12 component of the design going forward. Around talent  
13 management, the school leadership and instructional staff  
14 must be well-supported to effectively implement the  
15 competency-based system since the system requires different  
16 skills and competencies for teachers and leaders, compared  
17 to our more traditional systems. So robust talent pipeline  
18 and professional development structures are really critical  
19 in this.

20           UNIDENTIFIED VOICE: Based on all of that  
21 review and information, the commissioner recommends a  
22 management partnership for Westminster Public Schools. We  
23 look through all the possible pathways and really thought  
24 about what, what pathway is the one that's going to best  
25 meet the needs and the conditions that we're seeing in the



1 district.

2                   So for the management partnership, we really  
3 think that the district needs a partner with proven  
4 experience and curriculum and instruction in a competency-  
5 based system to support the professional dov-professional  
6 learning and the data driven instruction that is needed to  
7 make sure that there is comprehensive implementation of the  
8 competency-based system.

9                   And it will really deepen the capacity of  
10 teachers across the district and address those academic  
11 systems and management needs. Additionally, we also see a  
12 need for the district to have a partner who can help them  
13 kind of with the system level accountability for  
14 implementation.

15                   They've started a lot of this work with the  
16 district, learning walks, but it's really going deeper and  
17 ensuring the supports and the process for strong  
18 implementation in each of the schools and the district level  
19 itself. A partner can provide objective feedback to the  
20 districts.

21                   You know, it's sometimes hard to see your own  
22 things, it's really helpful to have those outside eyes. We  
23 really talked to the district a lot about looking at where  
24 you've seen success, and where you've seen challenges, and  
25 what is the root cause of those, and wh -- why didn't why



1 didn't those things occur.

2                   And having that objective eye of our partner,  
3 is a-will really benefit the district from being able to do  
4 that learning. And we also see that district partner is  
5 someone who can drive continuous improvement at the district  
6 level, really focusing on student outcomes. As I said, we  
7 looked at the alternative pathway options as laid out in law  
8 and wh -- when we looked at this -- the data and where the  
9 district is out right now, it's not a single school issue  
10 going on, right?

11                   We're really seeing districts system-wide,  
12 challenges to help the whole entire system. So a pathway  
13 that targets a single school or a few schools by si -- by  
14 converting to a charter or innovation status, isn't going to  
15 get at those implementation challenges that we're seeing  
16 districtwide.

17                   Such closure of individual school too  
18 wouldn't, wouldn't address the districtwide needs.  
19 Additionally, closure of any school, there's not capacity in  
20 the district to be able to absorb students in, in another  
21 school around the district. And at this point, because of  
22 the progress we've seen over time with Westminster Public  
23 Schools, the progress that some of their schools have made,  
24 just for your organization does not make sense at this time  
25 to us.



1 UNIDENTIFIED VOICE: As with other districts,  
2 CDE has evaluated the management plan put forward by the  
3 district and we've had a couple of back and forths over the  
4 last month or two. CDE's determine that the proposed  
5 management plan meets their expectations of our rigorous  
6 standards and acc -- according to our CD -- so the CDE's  
7 UBAR.

8 The Westminster plan addresses key conditions  
9 of success and improvement priorities identified by the  
10 district around their competency-based system. It contains  
11 activities and rough timelines that describe the work of the  
12 district and the management partner, and it outlines  
13 responsibilities of AdvancED and Marzano, Marzano Academies  
14 in managing academic systems, professional development, and  
15 the monitoring of progress.

16 CDE also found that the partnership, these  
17 partnerships, could be strengthened with some other focus  
18 areas, and we'll talk a little bit more about those, but  
19 around the district level of accountability and articulating  
20 more a little bit the decision making, the decision-making  
21 roles that these partners would play.

22 The plan includes detailed description about,  
23 about AdvancED, about the roles that they'll play with  
24 Westminster Public Schools, including gathering and  
25 analyzing stakeholder information, evaluating and monitoring



1 implementation of professional development, analyzing and  
2 replicating successful practices from other schools in the  
3 district, to assess and diagnose and plan and monitor  
4 implementation, results of school performance will be  
5 watched, to conduct quality assurance practices for the  
6 implementation and to work with the plan says that west that  
7 -- excuse me, that AdvancED would work with Westminster  
8 Public Schools between 12 and 36 months, for a time period.

9           Although not their primary management  
10 partner, Westminster will also work with Marzano Academies  
11 to develop individualized and whole school professional  
12 development plan, to develop individual growth plans for  
13 students, to con -- have continuous monitoring of overall  
14 student growth and, and the improvement of the system.

15           This slide is a summary of some of CDE's  
16 evaluation of the district's proposed management plan per  
17 your request on the plan. So, again, D -- CDE determined  
18 that the plan meets the expectations, but there are some  
19 areas that we think it could be strengthened. The plan has  
20 some strong components of systemic accountability for the  
21 implementation of a competency-based system.

22           The plan could be strengthened by increasing  
23 AdvancED's role in the authority at the district level and  
24 the district's systems of accountability. More specific  
25 reporting schedule would be helpful to understand so that we



1 would be able to support them with evaluating the progress  
2 of these -- of their implementation.

3           The plan also has strong components and  
4 academic systems that can be further strengthened by  
5 ensuring that work -- the work and the roles of AdvancED and  
6 Marzano are aligned well. And finally, the plan outlines  
7 some initiatives that the district will take around talent  
8 and leadership management.

9           We remain concerned about the intensive of  
10 learning and the collaboration and instructional practices  
11 required for teachers and leaders in implementing the  
12 competency-based system. I also mentioned -- talked a little  
13 bit earlier about the State Review Panel, so just very  
14 briefly again, the Review Panel in 2015 recommended the  
15 innovation pathway that was really based upon Scott  
16 Carpenter being the only school that -- the only school that  
17 was on the clock at the time, so that's why there's a  
18 difference between our recommendation and State Review  
19 Panels from 2015. Back to you, Commissioner.

20           UNIDENTIFIED VOICE: Thank you. So in  
21 summary, I recommend the management partnership for  
22 Westminster Public Schools. We have determined that the  
23 partnership with AdvancED and Marzano Academies, will add  
24 the needed support and level of analysis, for the -- of the  
25 competency-based system, and for their system-wide



1 improvements.

2                   We believe that if implemented with fidelity,  
3 transparency, and continuous progress monitoring, the plan  
4 will help Westminster Public Schools make signi -- continue  
5 to make significant improvements in student achievement. For  
6 progress monitoring, we will remain involved, in the  
7 monitoring of the progress of the district.

8                   We will continue to support the district  
9 through a turnaround support manager, and implementation of  
10 various grants. And the District will be invited to provide  
11 annual updates to the state board, until the district comes  
12 off the clock. The board, as always, as we've talked about,  
13 may request additional progress monitoring, through the  
14 written determination including, annual updates from the  
15 district, and their agreed upon scope of work. So, at this  
16 point this concludes our presentation.

17                   UNIDENTIFIED VOICE: Thank you. This time I  
18 would ask that Westminster Public Schools rep --  
19 representatives, introduce themselves for the record and  
20 begin presentation. Sorry. One moment.

21                   UNIDENTIFIED VOICE: For the record, I'd like  
22 to announce to Senator Moreno has joined us today. Thank you  
23 for coming.

24                   UNIDENTIFIED VOICE: And welcome.  
25 Westminster, please proceed.



1 MS. SWANSON: Good afternoon Madam Chair,  
2 members of the board, Dr. Hemphis, I'm Pam Swanson. I'm the  
3 superintendent, Westminster Public Schools. To my left is  
4 Dr. Oliver Grana, he's our chief education officer.

5 We also have our two partners with us. We  
6 have Dr. David Hurst from AdvancED, and Dr. Robert Marzano  
7 who is also here with us from Marzano Labs and Research,  
8 and, Academies. And to my right, beginning our presentation,  
9 is board President, Mr. Larry Dino Valente. We call him,  
10 Dino Valente. So, Mr. Valente.

11 MR. VALENTE: Thank you Dr. Swanson. Members  
12 of the board, my name is Dino Valente, and I'm president of  
13 the board of directors of Westminster Public Schools. We're  
14 here today to discuss the great management pathway plan  
15 approved unanimously by my board, on April 25th, and  
16 recommended by Dr. Anthers, to be approved by you today.  
17 Before Dr. Swanson and the staff of Westminster Public  
18 Schools discuss the technical details, I would like to begin  
19 by providing a community snapshot.

20 Over the last several months, you've heard  
21 this accreditation conversation with many districts and I've  
22 heard the term failure used too much and inappropriately.  
23 Last week when we were here on another issue, the associate  
24 commissioner, blithely characterized our community as  
25 unfocused, and not smart, and relying on excuses because we





1 have low expectations.

2                   Nothing, and I mean nothing, could be further  
3 from the truth. To paraphrase John Taffer, we don't embrace  
4 excuses, we embrace solutions. Seven of the last nine  
5 members of the board of directors of Westminster Public  
6 Schools, including me, have been graduates of the district,  
7 who have all embraced the notion of giving back, because  
8 it's about something bigger than oneself. We have had  
9 successful careers rooted in the fantastic foundational  
10 education we received in our school district, and we want  
11 today's learners to have the same.

12                   Over the past 50 years, our community has  
13 gone from being a young suburban, post-war blue-collar  
14 community, that worked at Sundstrand and Rocky Flats, to an  
15 ethnically diverse urban community, of all ages and income  
16 levels. Today, we are 81 percent free and reduced ranch-  
17 eligible, 46 percent English language learners, and nearly  
18 25 percent are considered mobile. Additionally, 77 percent  
19 of the population is identified as Latino, but nearly 40  
20 different languages are supported in our district.

21                   These are the realities of our community, and  
22 we do not see them as excuses. Rather, they guide our daily  
23 and long-term goals. Our goal is to provide the students who  
24 come to us, with the best, positive public education we can,  
25 and with the resources available to us. Our system is not



1 inferior.

2                   Our teachers are not inferior. Our students  
3 are not inferior. Our bus trip to Vail, just isn't starting  
4 in downtown Denver, but at the Kansas border. And we're  
5 taking everybody with us and leaving nobody behind. We  
6 provide three meals a day, year around, to many of our  
7 students and their families. Last summer alone, we provided  
8 146,000 meals.

9                   We have local partnerships to provide  
10 housing, and clothing, and emergency shelter. We believe in  
11 the value of early childhood education and have made a  
12 conscientious choice to fund free full-day kindergarten,  
13 when we only get a 58 percent reimbursement from the state.  
14 This fall, in addition to our highly successful early  
15 childhood and kindergarten programs, we will be offering  
16 pre-school programs, at 11 of our 12 elementary schools,  
17 with the 12th opening in 2018.

18                   We have an immensely successful K-8  
19 Innovation STEM School, and we'll be adding a second K-8  
20 Innovation School this fall, which focuses on international  
21 studies and language development. For the past seven  
22 consecutive years, we have had at least one Daniels Fund  
23 scholarship recipient in each graduating class amongst our  
24 graduates.

25                   In case you're unaware, to be selected as a



1 Daniels Fund Recipient, one must demonstrate strength of  
2 character, leadership potential, willingness to give back to  
3 the community, academic performance, and have a well-rounded  
4 personality. Failed students, teachers, and schools do not  
5 produce such scholars.

6 Our Robust Theater Arts Program has received  
7 among the most Bobby G awards of any high school in  
8 Colorado. The Bobby G Awards presented by the Denver Center  
9 for the Performing Arts, encourage, celebrate, and reward,  
10 outstanding achievements in high school musical theater, in  
11 Colorado. Additionally, our theater arts program is one of  
12 only four high school programs, in the United States of  
13 America, chosen to participate in the prestigious AT&T  
14 stagings Success Initiative.

15 I would hardly characterize such a program as  
16 unfelt, focused, and built on low expectations. Westminster  
17 High School, houses one of the pre-eminent international  
18 baccalaureate programs, in the mat -- metropolitan area,  
19 with hundreds of students, earning scores of certificates  
20 each year in this prestigious, academically, reli --  
21 rigorous program.

22 Last year, the college board named  
23 Westminster High School, a top 10 Advanced Placement school.  
24 Our middle school students are engaged in robust Project  
25 Lead the Way classes. Visit any of our elementary school



1 classrooms, and you will find eager, young, learners, who  
2 enthusiastically, and voluntarily, show you their data  
3 notebooks and what they're working on in their classes.

4           One recent alumnus who is in our school  
5 system from elementary through graduation, is completing his  
6 first year at Harvard Medical School. Not smart? No, I don't  
7 think so. In fact, students who started in Westminster  
8 Public Schools in the 8th grade, and graduated in the class  
9 of 2016, posted an 83 percent, four-year graduation rate.  
10 Eighty three percent.

11           Teaching in the era of negative factors and  
12 standardized tests for standardized tests is not easy. Some  
13 teachers leave the classroom early in their careers because  
14 it is just too much for them and not what they signed up f -  
15 - to do. In Westminster public schools, our teachers enjoy  
16 one of the most attractive salary and benefits packages in -  
17 - of all districts in the state of Colorado.

18           If you ask them why they stay, they will tell  
19 you they believe in the kids and they're invested in the  
20 competency-based system. Our parents and guardians are  
21 equally invested. Technology is not cheap to buy or keep  
22 current.

23           Two years ago, we made a bold decision to  
24 create a technology fund fee because we simply lacked  
25 ongoing resources to maintain the necessary tools our



1 students and staff need in our technology driven society. We  
2 projected three to five years to reach our goal of one te --  
3 one technology. Yet with the right conversations with our  
4 parents and our principals as to why we were doing what we  
5 were doing and how the students would benefit, they  
6 responded with nearly 100 percent buy in and we achieved our  
7 goal in one year.

8                   Were our expectations low? No, because they  
9 reflect that we were asking our parents to make serious  
10 budgetary choices in hard times. The choice they made was  
11 that they want their kids to have the tools they need to be  
12 successful in their education.

13                   This is just a brief snapshot of my home, the  
14 community you see as low performing and a failure. However,  
15 I simply cannot embrace such a myopic distortion of the  
16 Westminster public schools' community. That I yield to Dr.  
17 Swanson.

18                   MS. SWANSON: Thank you Mr. Valente. So now  
19 to the plan. We believe the management pathway plan you have  
20 before you is a solid plan with great potential. Westminster  
21 Public Schools is advancing this plan because we think it  
22 will help our students, which is the only criterion that  
23 really matters.

24                   We take -- we support it for a number of  
25 reasons and take it very seriously and promote it beginning



1 before today, actually. And so, for those reasons, there is  
2 strong support for the plan and our district's direction  
3 both internally and externally.

4           The plan also supports, and we believe  
5 strengthens our competency-based system which is at the  
6 heart of our educational model and steeped in the belief  
7 that high expectations are held for every child in all of  
8 our schools.

9           For too long, we believe traditional systems  
10 have allowed students to advance to another grade level  
11 based on time rather than competency. We work hard to try  
12 and change that every day. While we recognize it that our  
13 challenges are many, we believe this plan addresses them.

14           Just this week, the Colorado Department of  
15 Education delivered its every student succeeds act plan to  
16 the US Department of Education and one of its key provisions  
17 reads as follows. Helping support and grow local  
18 innovations, including evidence based and place-based  
19 interventions developed by local leaders and educators.

20           We do not believe there is any district in  
21 the state that reflects this idea more than Westminster  
22 public schools. Our plan is not about improving a school or  
23 a few schools, it is about providing a personalized  
24 education for every student in every school.

25           Our tagline speaks directly to this notion,



1 where education is personal. We talk a lot about making sure  
2 our students are ready for the day after graduation and that  
3 truly is our genuine goal. We also focus on continuous  
4 improvement in our plan by utilizing two strong partners  
5 with established track records in great credibility.

6                   They are all about high standards, high  
7 expectations, and meaningful accountability for the benefit  
8 of children. At this time, I would like to give each of them  
9 an opportunity to tell you directly why they are working  
10 with us. Dr Hurst is here from AdvancED and he is our lead  
11 accountability partner. Dr. Marzano is CEO of Marzano  
12 Research and founder of Marzano Academies and Dr. Marzano  
13 was our lead instructional partner. So Dr. Hurst, if I could  
14 start with you first for a moment.

15                   MR. HURST: Thank you, Dr. Swanson. Madam  
16 Chair, board members, commissioner and all the staff. I'd  
17 like to begin by saying that it's an honor for me to be here  
18 today and to be working with the Westminster district.  
19 Second, that I am thrilled to hear that the board, the state  
20 board is supportive of and pushing equitable education for  
21 poverty level students and for English language learning  
22 students.

23                   That is also a key of AdvancED's culture and  
24 purpose. And I want to thank CDE and the commissioner for  
25 all of the support that they have given us in producing this



1 plan. I need to remind you that AdvancED is a not for profit  
2 organization and that while we do not work with all 34,000  
3 of our accredited institutions to the degree that we are  
4 going to wo -- be working with Westminster, we do choose  
5 special districts and special institutions that we believe  
6 showed tremendous potential.

7                   There are a lot of other reasons that we  
8 chose Westminster. Primarily their cutting edge thinking  
9 about individualized instruction and their leadership is  
10 strong and the culture as you heard the board and  
11 superintendent talk about is -- is very strong and that is  
12 essential to success. And we look forward to working with  
13 them for that.

14                   Their challenges are somewhat great in  
15 implementing a very non-traditional learning program in a  
16 traditional accountability program that we have across the  
17 United States and with teacher pre-service programs that  
18 teach in traditional ways. So, the competency-based system  
19 comes with some exceptional challenges, but we believe they  
20 have the potential to meet those challenges.

21                   And that's what we want to do to help them  
22 through building a model of accountability measures that  
23 they will be able to clearly see at all levels of the  
24 district and throughout all constituencies within the  
25 district how they are performing. We also believe in working





1 with them to change the instructional culture within the --  
2 the -- the learning culture, within the district to continue  
3 to push competency based instruction, because we firmly  
4 believe that it will be a very short time in America when  
5 every child will have their own individualized learning plan  
6 and we support that and push toward that.

7 We are honored to serve in this capacity. We  
8 look forward to working with this Westminster School System,  
9 with CDE and with you to support the learners of it -- of  
10 Colorado and the Westminster district.

11 MS. SWANSON: Thank you. Dr. Marzano.

12 MR. MARZANO: Thank you. Madam Chair, members  
13 of the board, commissioner, my honor to be here. Thank you  
14 very much. My name is Bob Marzano. I'm the co -- I'm one of  
15 the co-founders of Marzano Research which is an R&D firm,  
16 but I'm also a founder and director of Marzano Academies  
17 which is a newly started not for profit. And the purpose of  
18 that not for profit is to number one champion competency-  
19 based education because of the belief that it is the future  
20 of education and to help solve some of the problems around  
21 competency-based education, which I think you're seeing  
22 right now.

23 The competency-based edusa -- education is so  
24 different, it just doesn't fit right now, the current  
25 paradigm in terms of accountability. Yet accountability has



1 to be there, those problems have to be solved. The most  
2 obvious one is that their students are moving at their own  
3 pace. They might be instructed below their actual grade  
4 level determined by age.

5                   And so, a test at their grade level might not  
6 accurately reflect how well they're -- they're doing, yet we  
7 need those accountability measures, we really do.  
8 Competency-based education is growing rapidly across the  
9 country. I've been involved since about 1996, you know, when  
10 it was just an, just an idea. The -- actually to my  
11 knowledge, schools that use competency-based education tend  
12 to be charter schools more than public schools because they  
13 have more flexibility.

14                   I think that's a shame that we can't make it  
15 fit with a K-12 public education. The -- i -- it's not  
16 simple. I mean, good accountability has to be there, but  
17 what accountability is fair and how do you, you know, ge --  
18 get those metrics. Also, how do you measure something's a  
19 competency-based education is designed to foster that aren't  
20 typically measured?

21                   Things that the US Department of Education is  
22 now calling non-cognitive skills like resiliency and  
23 students' self-agency and et cetera, et cetera. This  
24 particular project will function from the perspective of --  
25 you can think of it as a lab school or better yet schools,



1 where we will make sure that a CDE approach is followed  
2 consistently and with fidelity and that'll be our function  
3 to monitor that. But it will be a lab school in the sense  
4 that other teachers from within the district and outside the  
5 district can come and learn what it looks like when it's  
6 done with fidelity. Administrators can come.

7                   So, even though we're going to focus on one  
8 hopefully, two hopefully, three schools as these lab schools  
9 the ideas that those pure exemplars you know, will help  
10 spread district wide, statewide. My goal is nationwide. The  
11 reason I want to work with We -- Westminster and the growing  
12 I believe in competency-based education and they're one of  
13 the very few districts across the country that are trying it  
14 at the district level.

15                   I -- I believe you can count the districts  
16 that are doing it on one hand. I really do. And -- and the  
17 districts that are, you know, are very small. I guess mo --  
18 most are -- are charter organizations and I've had the good  
19 fortune of working with the Dr. Swanson and other members of  
20 district administration for a number of years and just to  
21 hear it. It's not a, not for the faint of heart to try to  
22 have a competency-based district. It's really not.

23                   It's very, very difficult because of the  
24 challenges that I -- I try to briefly outline. So, it's my  
25 pleasure to be here and I'm honored to be part of this.



1 MS. SWANSON: This time I'd like to ask Dr.  
2 Oliver Grana Chief Education Officer to provide a few  
3 technical highlights in the plan.

4 MR. CRANMER: Madam Chair, members of board,  
5 Commissioner Anthes, I'm pleased to present the highlights  
6 of Westminster public schools management pathway plan. We've  
7 worked with the folks at CDE to submit a plan that meets the  
8 specified criteria, as well as strengthen our education  
9 model and Westminster public schools for the benefit of  
10 students, teachers, and the community.

11 Mr. Valente already referenced our  
12 demographic statistics and the only thing that I will add to  
13 that is no matter what business or career you have, in order  
14 to improve you must always know your audience, so you can  
15 best meet their needs and desires.

16 Today, you'll learn how Westminster public  
17 schools plans to better meet the needs and desires of the  
18 children with whom we are entrusted. While the 2016  
19 Performance Framework shows a one-year break in the  
20 improvement trend of the previous performance frameworks,  
21 our continuous improvement prior to 2016 is significant and  
22 we fully expect to see an upward trajectory again as we move  
23 forward.

24 This graphic shows the Westminster public  
25 schools learning model for competency-based education, or as



1 we call it, CBS. The model has four tenets or core beliefs  
2 that drive the five main components, where the learners in  
3 their classrooms is the most important.

4 I didn't have time in this hearing to go into  
5 detail about the entire model, but I do want to point out  
6 that the continuous improvement component, is essential and  
7 integral to implementing the model. This slide shows the  
8 four essentially improvement strategies or goals, if you  
9 like, of our management pathway plan.

10 Also listed, are the key action steps and, of  
11 course, the targets or outcomes that directly speak to  
12 student achievement. The goals focus on: number one,  
13 ensuring consistency of competency based instructional  
14 practices within and across all schools and all classrooms,  
15 two, supporting and developing talented staff, three,  
16 fostering academic success at every level to ensure post-  
17 secondary workforce readiness and four, strengthening and  
18 expanding opportunities for our very youngest learners.

19 Westminster Public Schools has developed  
20 tools with considerable input from stakeholders that when  
21 implemented, will bring better consistency. One example of  
22 that tool is empower. Empower's a very sophisticated  
23 competency-based learning management system that allows  
24 teachers to interact and collaborate with each other and  
25 with students.



1 All users, including principals and parents  
2 can know in real time, what learning a student or class has  
3 achieved. Another tool that will be large district wide next  
4 school year, is a competency tracker that will be used in  
5 key conversations with students and parents regarding  
6 whether or not they are on track to graduate.

7 It can be more easily described as a K12  
8 transcript as those conversations with parents will be  
9 beginning at the elementary level. This next graphic  
10 describes what we do when a student needs more support. In  
11 Westminster public schools, we recognize that all learners  
12 need some level of instruction, intervention or support  
13 during their learning journey from pre-school through  
14 graduation.

15 The level of intervention or acceleration can  
16 be small or large depending on the individual needs shown by  
17 the learner. In Westminster public schools, when a greater  
18 level of intervention is required, it is provided through a  
19 model we call the interventions framework which is a data  
20 driven multi-tiered support system that addresses the  
21 academic needs of diverse learners at all levels of  
22 performance.

23 And from the data on this slide, you can see  
24 that achievement has been improving for all subgroups over  
25 time. An indication that points to the success of the



1 framework. In Westminster public schools, we recognize that  
2 teachers and principals are also learners in our system and  
3 prior AdvancED its feedback in the spring of 2015, we began  
4 to deepen our professional development opportunities and  
5 programs to grow our own talent.

6                   We do offer a very competitive salary but the  
7 teacher shortage in Colorado means that we have to expand  
8 our recruiting efforts to other states. Teachers who are new  
9 to our system will have an additional five days of  
10 professional learning before the school year starts.

11                   We also build professional development time  
12 into the school day as well as the calendar and we continue  
13 to find innovative ways to tailor professional development  
14 to teacher needs. One example of that tailoring is by  
15 offering professional development in a symposium design  
16 which follows a conference type format where a teacher can  
17 select the most pertinent PD opportunity to meet their  
18 individual needs.

19                   Another example is, the innovative method  
20 through the Empower system and the playlist function where a  
21 teacher can access preloaded lessons electronically 24/7.  
22 One of AdvancED and systemic improvement priorities that  
23 they recommended to us, was to broaden and deepen  
24 stakeholder engagement to ensure that the voice of all  
25 stakeholders is equitably represented in the implementation



1 of the system's purpose and direction.

2                   Toward this end, superintendent Swanson  
3 established multiple advisory cabinets examples of which are  
4 listed on that slide. The conversations at these meetings  
5 focus on improving system structures, processes and  
6 communications to deepen and sustain a culture of academic  
7 success. Similarly, in the area of career technical  
8 education, this year over 110 business partnerships have  
9 been created supporting advisory boards, assisting with  
10 hiring fairs, industry tours, in-class demonstrations,  
11 internships and apprenticeships and advising on professional  
12 certificates meaningful to the industry in order to engage  
13 students in a culture of academic success that leads to an  
14 inspired career.

15                   Other opportunities for engaging stakeholders  
16 in deepening the culture of success across the district  
17 include utilizing the future center as a family resource to  
18 connect students to job opportunities, the military, and  
19 apprenticeships as well as act as a conduit for college  
20 bound students as documented at each student's ICAP or  
21 individual career academic plan which is now a very robust  
22 process in our district.

23                   This year I also saw the implementation of  
24 the parent academy for students success or pass which was  
25 launched at Scott Carpenter Middle School. In fact, 87





1 parents are graduating tonight upon reading the program  
2 requirements. District level communication families and the  
3 community have also been increased and include such items as  
4 Westminster Public Schools app, which allows students and  
5 parents to access school information on the go, an improved  
6 website, regular district newsletters known as Whatsup WPS  
7 in addition to several publications in English and Spanish  
8 describing and explaining our competency-based system.

9           As already mentioned, Westminster Public  
10 Schools has suspended public funded full day kindergarten  
11 and next year will make a further budgetary commitment to  
12 reduce class sizes in kindergarten and first grade to allow  
13 for greater focus to meet the higher expectations in early  
14 literacy, language, and numeracy instruction.

15           This will require intensive and focused  
16 professional development for all staff to ensure academic  
17 measures such as dibbles, scores, increase. Additionally, to  
18 further help our youngest learners who begin school behind  
19 their peers, Westminster Public Schools this year, with  
20 philanthropic support added seven free full day preschool  
21 classrooms and next year will add two more.

22           Therefore, next year, we'll have all 12  
23 school sites that offer free preschool in addition to an  
24 early childhood center that currently houses 300 students.  
25 We'll also be creating an infant and toddler program as an



1 additional choice and service for our community. As  
2 mentioned earlier, continuous improvement is a crucial  
3 component for a competency-based system.

4           On this slide, you will see a few key  
5 structures and processes that will be implemented at mu --  
6 at much deeper level next year. In Westminster Public  
7 Schools, we teach and measure progress and standards  
8 attainment using proficiency scales which are really a scope  
9 and sequence on steroids.

10           Also in response to AdvancED --  
11 recommendation to design and implement a process to  
12 continually verify that all instructional staff and leaders  
13 are implementing CBS with Fidelity, this year we implemented  
14 learning walks and plan to go deep with the process next  
15 year. We've already documented that these learning walks are  
16 having an impact on improving, understanding and  
17 consistency.

18           Data are integral to the learning process as  
19 are the three-week data cycle, student data notebooks and  
20 the intervention's model. Principals meet every other month  
21 with the superintendent of schools to review their latest  
22 data and report on progress. Many communication tools have  
23 also been developed and continue to be created to increase  
24 parent understanding, especially for parents who are new to  
25 our competency-based system and we continue to work with



1 school and district leadership for managing change.

2                   You've already heard from Dr. Hurst. This  
3 slide summarizes the area where our future work together  
4 will focus. Our goal in Westminster Schools is to score at a  
5 level three proficient rating on each of Advanced ' 's 41  
6 indicators that are embedded in their standards for quality  
7 improvement.

8                   You've heard me mention these systemic  
9 improvement priorities that Advanced, is holding us  
10 accountable for improving, as part of their accrediting  
11 process, Advanced, will review what the district has done to  
12 address these priorities which are incorporated in the 2016  
13 district UIP. This last slide describes the areas of focus  
14 that will occur at the Rosano Academy Lab School and will  
15 model classrooms across the district.

16                   Next year, wi -- will be a planning year and  
17 the lab school will formally open for the 2018/19 school  
18 year. I do want to note that all staff in the district will  
19 have access to the professional development and the  
20 structural resources provided by Rosano to help further  
21 ensure consistent implementation. District schools will also  
22 be able to participate in the Marzano's high reliability  
23 Schools certification process where certification in the  
24 highest level, level five, is the goal for all schools.  
25 Okay, thank you.



1 MS. SWANSON: And -- and in summary, we  
2 believe that we do have an excellent plan that we've co-  
3 developed with CDE and we believe it will yield positive  
4 results for our students and we would like to ask you  
5 formally today to approve our plan. And with that, we also  
6 want you to know we're prepared to submit a joint order with  
7 CDE in the next seven days. So, at this time, what questions  
8 do you have for us?

9 UNIDENTIFIED VOICE: Thank you very much. At  
10 this time, the state board will engage in discussion and ask  
11 questions of both parties. As a reminder, based on the  
12 board's 2016 procedures for state board accountability  
13 actions, this is our only time for discussion and our  
14 opportunity to ask clarifying questions of both the  
15 department and district in the next two hours.

16 We need to be sure that we're clear with the  
17 direction and conditions we request to include in the  
18 proposed and final determination as public testimony will  
19 not be heard at the subsequent meeting. So, I'm going to  
20 suggest this time that might maybe we just kind of, first  
21 round go down the line with questions and then if that's  
22 okay with you.

23 Board member Durham. Do you have questions or  
24 comments and you'll get another pass at it? I'm just trying  
25 to make sure that everybody has an opportunity to speak.



1 MR. DURHAM: Thank you, Madam Chair. I have a  
2 few questions for this -- this round. Doc Swanson, how many  
3 -- what's the total budget of your district and how's that  
4 breakdown -- what's the per pupil allocation?

5 MS. SWANSON: Okay. Okay. And actually, I  
6 anticipated this question and if I may I would like to  
7 invite Ms Sander Niece. She's our Chief Financial Officer  
8 with all that detail to come to the table.

9 MR. DURHAM: I asked a question what, it's  
10 not her duty to explain, so-.

11 MS. SANDER: Good afternoon. So, from our  
12 audited financials last year, our total budget was a hundred  
13 mi -- \$111 million and our per pupil on that was \$11,353 per  
14 student.

15 MR. DURHAM: Thank you very much. Dr.  
16 Swanson, how many schools do you have and how many of those  
17 are charters?

18 UNIDENTIFIED VOICE: We do not have any  
19 charter schools. We have 18 schools and an early childhood  
20 center, and also a day treatment facility. We do have one  
21 innovation school that is our highest performing school as a  
22 choice for parents.

23 It just renewed its three-year plan for the  
24 second time. And we also have one on the docket that's  
25 another choice for parents it's Westminster Academy for



1 International Studies, and that is in operation as well.

2 MR. DURHAM: Do you have a significant what I  
3 would characterize as trade school component in your  
4 district? Do you have -- offer automotive or those kinds of  
5 programs?

6 UNIDENTIFIED VOICE: We're going to play  
7 musical chairs and Ms. Sandra Steiner is our dire --  
8 director of secondary and workforce readiness, and she can  
9 talk to you specifically about career technical education  
10 and the traits.

11 MR. DURHAM: Thank you.

12 MS. SANDRA: We have a number of different  
13 traits programs that are available at Westminster High  
14 School and soon to be coming to Hidden Lake High School as  
15 well. So, we have pro start where students are able to get  
16 college credit from Metro State for successful completion of  
17 those couple of years.

18 We have video cinema arts and our students  
19 are actually doing community work in that regard. And that  
20 program has expanded to include covering events and  
21 happenings in the community as well as stage work by  
22 students. We have a large number of computer science program  
23 courses and we have actually been working with the White  
24 House on CS for all and trying to revamp the computer  
25 science component of our curriculum throughout the entire



1 district.

2                   But we're starting with the high school and  
3 remapping all of those courses to make sure that students  
4 have graduation opportunities in those industries. And we  
5 will be partnering, we expect soon with a couple of P tech  
6 companies in order for us to be able to grow computer  
7 science people out of that curriculum. We have a family of  
8 consumer sciences program.

9                   We have media -- media design and so graphic  
10 arts, and students that take that class are also able to get  
11 front range community college credit. We have horticulture,  
12 that's probably the most robust program that we have. We  
13 have an amazing facility and we will be adding to staff in  
14 that program so that we can grow into more of the AG  
15 component with all of our kids.

16                   And we have welding, which is also now going  
17 to be part of AG officially. And so, we have a large number  
18 of programs including business and marketing a little bit  
19 more traditional stuff. We do not currently have automotives  
20 in our center, but we are really close to front range  
21 community college and so we make available to our students  
22 who can current enrollment any CDE program that's available  
23 in our partner schools.

24                   MR. DURHAM: Thank you. Dr. Marzano.

25                   MR. MARZANO: Sir.



1 MR. DURHAM: The -- I guess the -- the one  
2 question I have about comp based education which I -- I'm  
3 happy to -- to see districts try innovative things I know --  
4 unfortunately, I don't think there's enough of it goes on in  
5 public education but this one while perhaps effective then I  
6 -- I'm not sure.

7 Maybe you could comment about it nationally  
8 or research wise how effective this model appears to be at  
9 this time and what you belie -- why you believe it might  
10 become more effe -- and more effective model in the future.  
11 But are we in a situation where at the present time is --  
12 this model is unduly complicated and so difficult to -- to  
13 implement that it may be a drain, or it may -- may weigh  
14 against higher achievement results if -- than if you were  
15 just on a traditional model and could you comment on that?

16 MR. MARZANO: Sure yeah. And those -- those  
17 are good questions. I would say at the school level the  
18 models have been vetted that it can work in you know a  
19 school. The larger the school the more difficult that it  
20 gets. It produces the desired results as measured by  
21 traditional tests but also the other growth measures.

22 The district levels I've heard of too before,  
23 that's the challenge. It really is. That -- and, and I wrote  
24 -- I submit -- to my knowledge there's -- you know just a  
25 small handful of districts that are doing it. So, yeah, I





1 think you can go either way. I think you can make a case  
2 that a district you know shouldn't do it because it's very  
3 difficult.

4 I think you can make a case that a district  
5 should do it because once the glitches get worked out, you  
6 know then it will be replicable across the country. Of  
7 course, you know where I land on that. So, relative to the  
8 district I -- I -- just -- it -- is because of -- there are  
9 so few attempts to do it, and there have been a number of  
10 districts that have -- large districts that have tried and -  
11 - and have not succeeded.

12 Charleston County School District for example  
13 which has 55,000 students, tried it and the schools in which  
14 it was implemented, it worked very well. But again, it was  
15 the district rollout that became problematic and you've  
16 already pointed out that that's because of lack of fidelity  
17 with the program.

18 So I don't know. I honestly don't. It's a  
19 good question. I -- I -- hon I truly believe that if we have  
20 districts the size of Westminster that actually pull it off  
21 and it's about the right size to pull it off, I think it  
22 will create a really powerful movement across the country.

23 UNIDENTIFIED VOICE: If I may supplement. I  
24 think you can look to other states as well Mr. Durham. New  
25 Hampshire, Maine, some places in California. A few years



1 ago, you didn't see many states on the national map. I know  
2 even at the National School Boards Association conference  
3 that was recently held here in Denver and some of our own  
4 board members were there.

5 The map was showing from four years ago to  
6 today and it's -- it's really growing. And I think it's also  
7 the wave of the future with many higher education  
8 institutions as well. Dr. Granham had something to add.

9 DR. GRANHAM: I'll just speak from the  
10 district point of view. I've been in the district for quite  
11 some time. I've tracked our data in the district for that  
12 period of time. The pattern of data that we see today at the  
13 high-level data as well as the classroom data is very  
14 different from what we had in a traditional system which  
15 tended to vary up and down a lot. Is this system making a  
16 difference in our community? I absolutely tell you it is,  
17 and a positive one.

18 MR. DURHAM: When -- when did you start? When  
19 -- when was this sub-system implemented?

20 DR. GRANHAM: We implemented our first year  
21 of this model in 2009/10. The very same year that Colorado  
22 implemented Senate bill 09163.

23 MR. DURHAM: Thank you, Madam Chair. I'll  
24 yield to Dr. Flores.

25 MS. FLORES: Thank you. I wanted to ask the



1 question. In your program, do you have a pretesting -- a  
2 pretesting way of -- of testing before providing the  
3 treatment or their competency-based module so, that students  
4 who already have that knowledge can just continue on further  
5 and not lag behind others?

6 UNIDENTIFIED VOICE: Right.

7 MS. FLORES: Would you speak about that?

8 UNIDENTIFIED VOICE: Sure. I just invited Ms.  
9 Jenny Garter. Her role in the school district is Executive  
10 Director of teaching and learning and she manages the  
11 empower system you saw on the slides, as well as our  
12 assessment both internally and externally.

13 MS. JENNY: So, we use Scantron performance  
14 series which is a nationally normed assessment as our  
15 initial placement for any student in the district. So,  
16 whether it be the first day of school or midway through the  
17 year our students upon entry take both the math and reading  
18 Scantron performance series assessment to determine initial  
19 placement.

20 MS. FLORES: Okay.

21 MS. JENNY: We keep an eye on them for at  
22 least the first two weeks where teachers gather additional  
23 data because we don't want to make a placement on one data  
24 point.

25 MS. FLORES: Sure.



1 MS. JENNY: So, they analyze a variety of  
2 different data points before they make final placement into  
3 their appropriate performance level.

4 MS. FLORES: Okay. So, I mean the program has  
5 already been planned out and -- so students who had that  
6 knowledge will advance and not be kept behind. Okay.

7 The next set of questions I'm going to ask  
8 because of knowledge that I know of some young students that  
9 I -- I met a couple of years ago. And these were students  
10 that were having a hard time at Westminster. And in fact,  
11 they -- they dropped out.

12 And they were -- they dropped out because  
13 they were minority and LGBTQ students and they felt that  
14 they were getting bullied a lot. And so, I'm -- mean I'm --  
15 I'm just wondering what -- what is being done to keep these  
16 students in? Are you providing cultural diversity programs?  
17 Are you providing possibly dual language programs? Because  
18 you do have a large minority, a large number of Hispanic  
19 kids.

20 Now I'm going to go on with my questions and  
21 just keep a lo -- little log. Do our teachers and other  
22 personnel provided with training in how to work with  
23 culturally different kids; Are you teaching courses in --  
24 that are culturally -- culturally -- in cultural diversity  
25 for this large number of culturally different kids?



1 I think these are very important, and I, I  
2 think that there's research to show that st -- students need  
3 to see themselves, and they need to see in the program, in  
4 the curriculum as well, see themselves. Because when they  
5 do, research shows that they do better academically. So, how  
6 are you working on this cultural diversity, great cultural  
7 diversity that you have in your schools?

8 MS. FLORES: We have probably three people  
9 who are going to respond to the, the questions.

10 UNIDENTIFIED VOICE: Thank you.

11 MS. FLORES: The first one would be our board  
12 president, because I think it's relevant that you see the  
13 leadership from even our Board of Education in these  
14 matters.

15 UNIDENTIFIED VOICE: Yes, Commissioner  
16 Flores. So, let's talk about the minority LGBTQ issue that  
17 you posed. Earlier this year, our board passed a resolution  
18 in support of students, parents, and staff within our  
19 system, and in our community in supporting multiculturalism,  
20 et cetera.

21 We may be expanding on that because one, one  
22 teacher came forward with some concern, that maybe the  
23 terminology we used for sexual identification wasn't strong  
24 enough, because apparently, now there are 37 different ways  
25 in which a person can identify gender wise. I'm still trying



1 to figure it out myself, and we're doing additional  
2 research.

3                   We are very committed to providing a safe and  
4 inclusive environment within our system, and we take  
5 allegations of bullying, et cetera, very clearly. I'd like  
6 to reference back to my first year on the board, when Mr.  
7 Mike Lynch then President of Westminster High School came to  
8 me and several other members of, of the board and said, "I  
9 want to discuss an issue with you in case you hear something  
10 about it in the community."

11                   Our Homecoming Queen and King nominations are  
12 in, and we have one person nominated for both king and  
13 queen, and his name is Vince, and I've talked to him. I've  
14 asked if this was bullying. I've asked his comfort level,  
15 and Vince was an openly LGBTQ student. And ultimately, Vince  
16 was the homecoming queen that year, and it was a very  
17 beautiful moment.

18                   Something that would not have happened 25  
19 years earlier when I was a student when some of my friends  
20 who were then identified as gay. Now, it's a little bit more  
21 broad definitions, who were bullied, who were treated as  
22 outcasts or something. And I thought, "Wow, what a fantastic  
23 evolution in our society." So, are there problems?

24                   Well, there's problem society-wide. I mean,  
25 we hear him coming out of Washington every day. But are we



1 working very hard and very tirelessly to combat them, and to  
2 make sure that our community feels safe and inclusive? You  
3 betcha.

4 UNIDENTIFIED VOICE: Thank you.

5 MS. FLORES: And with that, I've invited Mike  
6 Lynch, who's now our Director of Secondary Schools and  
7 Professional Development for the school district. And when  
8 he's finished the third question, I would like to invite Dr.  
9 James Stouffer, our Chief Operating Officer forward to  
10 address that.

11 UNIDENTIFIED VOICE: Thank you.

12 UNIDENTIFIED VOICE: Yeah. I was never  
13 president, just for the record, I was the principal, but  
14 thank -- thank you for that endorsement.

15 UNIDENTIFIED VOICE: It's a promotion.

16 UNIDENTIFIED VOICE: Right, yeah. I  
17 appreciate that. I just -- we do not teach specifically  
18 multicultural studies as an elective in and of itself, but I  
19 know that our, our CLD program is not only gaining momentum,  
20 partly because we hired Mr. Chad Anderson, Chadwick  
21 Anderson, directly from Scott Carpenter to lead that charge.  
22 So, we're excited to have that fresh set of leadership to  
23 also implement a new curriculum that was just purchased that  
24 we think is going to leverage the very things that you  
25 talked about.



1                   One of the things that Tiffany Keywood (ph)  
2 our current principal does very well is keep a big school  
3 small. And so, we have academic enrichment courses where  
4 each teacher loops with 25 or 30 kids for four years in a  
5 row, reading their names as their faculty here hold in that  
6 fourth year. So, you have to do things besides celebrating  
7 Vince. Thanks for that memory, too.

8                   Do you know that was a, a special day for us,  
9 but we continually do that to foster a small school feel in  
10 a very large high school?

11                   UNIDENTIFIED VOICE: Very good. Thank you.

12                   MS. FLORES: Dr. Duffy?

13                   UNIDENTIFIED VOICE: Dr. Flores?

14                   UNIDENTIFIED VOICE: Yes.

15                   UNIDENTIFIED VOICE: So, your next question  
16 dealt with our culturally and linguistically different  
17 students-

18                   UNIDENTIFIED VOICE: Yes.

19                   UNIDENTIFIED VOICE: -and how we are  
20 providing support for this population?

21                   UNIDENTIFIED VOICE: Yes.

22                   UNIDENTIFIED VOICE: So, a -- as you've heard  
23 we have a very robust CLD program. That program is centered  
24 around five goals, goals one and two are that all of our ELL  
25 students will reach high standards and become proficient in





1 English, and we do that through a variety of instructional  
2 programming. We have structured language blocks. We have  
3 content-based newcomer instruction to help them acclimize to  
4 US culture. You mentioned transitional or a bilingual  
5 program. Would you have one transitional bilingual program?

6 UNIDENTIFIED VOICE: Well, I, I think I said  
7 dual language.

8 UNIDENTIFIED VOICE: Okay. But we have a  
9 transitional bilingual program, and that is at one of our  
10 elementary schools, and then we also -- as, as you've heard  
11 earlier, we, we do inclusion, and we have targeted  
12 intervention for additional support. You, you asked about  
13 our teachers. One of our goals is that all of our ELL  
14 students will be taught by highly qualified teachers.

15 Currently, in our district, 91 of our  
16 teachers hold a CLD or linguistically different endorsement,  
17 and we have 12 additional teachers in program, and we are  
18 looking at how we can expand that. So, that's about 20  
19 percent of our teaching staff.

20 UNIDENTIFIED VOICE: And, and these teachers  
21 are Hispanic, they're Black, they're other cultures?

22 UNIDENTIFIED VOICE: Correct.

23 MS. FLORES: Thank you. I'm sorry to  
24 interrupt you.

25 UNIDENTIFIED VOICE: We also realizing that



1 we have such a high incident of second language learners in  
2 our district require that all of our teachers go through a  
3 minimum of 30 hours of additional training, that focuses on  
4 culture and sheltered instruction. And today, over 350 of  
5 our teachers have been through that program, or  
6 approximately 61 percent of our total teaching staff.

7 UNIDENTIFIED VOICE: Mr. Minch just mentioned  
8 some of the curriculum we brought in. And so, one of our  
9 goals in the program is that all our students will be  
10 educated in environments that are conducive to learning and  
11 support their cultural and social needs. So, we have the  
12 welcome newcomers curriculum that helps them transition into  
13 life into the United States. We have iLit which is a web-  
14 based program to help accelerate their English language  
15 development. We're also using, On Our Way to English, which  
16 is a comprehensive language development program.

17 UNIDENTIFIED VOICE: But, let me stop you  
18 here because, one of the things is, we do need to teach  
19 English. But, you know, I -- I'm also concerned about  
20 teaching a deficit model. In other words, stripping kids  
21 from their culture in their language.

22 So, how do we kind of equalize it? So we're  
23 not taking away from what kids already bring? Which I think  
24 is, is, you know, very beneficial to their self-concept in  
25 who they are. So you -- you're telling me about how you



1 teach English, but how do we kind of build their self-  
2 concept with what they already bring, the, the positive  
3 things, the in-culture that they already bring.

4 UNIDENTIFIED VOICE: So, some of the things  
5 that we are doing, we do believe that we need to support  
6 their first language, and we do believe we need to support  
7 their culture. So, we have a variety of programs in place.  
8 We have our multicultural program at the high school.

9 We have, you had mentioned the LG Hubie Team  
10 Community about history minds. A lot of the work that we do,  
11 and we reach out to our community, is in English and  
12 Spanish. We know to maintain that culture, we really need to  
13 reach out and connect with the families. We've cultural  
14 liaisons who bring families into the schools, because we  
15 know parents are some of the first and they are key  
16 educators for families.

17 So, when you think of a traditional parent  
18 program, ours might be a little different. At one of our  
19 schools, our Latino families, Latino mothers come in and  
20 they have a sewing club.

21 UNIDENTIFIED VOICE: Oh, wonderful.

22 UNIDENTIFIED VOICE: And it's a way to get  
23 them into school. We teach them basic computer skills. We --  
24 we teach them nutrition classes. You know, we teach them how  
25 to value their culture. So, we do a lot of that by working



1 with the families. And, you know, as Mr. Valente said, the  
2 board, the administration, the teachers and the students,  
3 have an all tolerance feel in the buildings. And we do  
4 support everyone, and we want to make sure that everyone  
5 feels welcome.

6 UNIDENTIFIED VOICE: Thank you. One last  
7 thing, and that is -- and this is added to the other. How do  
8 you add band, orchestra, music art, dance? All those areas  
9 that are so -- that also help kids stay in school and become  
10 better academically, because research shows that it does,  
11 that these areas do.

12 UNIDENTIFIED VOICE: Right, one of the things  
13 that we are blessed with in our school district, is a  
14 community and a Board of Education and staff who support all  
15 of those things you just mentioned. Performing Arts is a big  
16 one.

17 UNIDENTIFIED VOICE: And how does it work  
18 with competency-based.

19 UNIDENTIFIED VOICE: It's -- it's the  
20 hallmark of competency-based education. It's all about the  
21 demonstration of what you know. So, the demonstration of  
22 performance. And, and actually that's my background so I  
23 could get, you know, go on pretty quick on this so I won't.  
24 But -- but in our strategic plan, Vision 2020, one of our  
25 pipelines, we have three address there.



1                   One of our pipelines is the performing arts  
2 pipeline and the visual arts pipeline. And so, with that Mr.  
3 Lancz has worked in a -- we have more than 24 almost 26 of  
4 our kids at Westminster High School, he can talk to you  
5 about how his schedule stuff like that.

6                   MR. LANCZ: Yeah. It's very difficult at the  
7 elementary level in particular, because of so many competing  
8 interests in time. And so, we haven't cracked that, not yet.  
9 We'll continue to try. One of the ideas out there is maybe  
10 to even expand the day, because it's unfair for a kid who  
11 wants to learn an instrument to have to choose between  
12 recess or learning that instrument.

13                   So, it's -- it's very difficult at the  
14 elementary level. I will say this, that, that pipeline that,  
15 that Dr. Swanson mentioned tonight when we go to the  
16 graduation of 86 parents that are graduating. Scott  
17 Carpenter are under our Pass program which is -- we're  
18 pretty excited to go there. We're also going to hand out  
19 pamphlets for summer arts program.

20                   It's a two-week intensive camp around  
21 performing arts, fine arts and it's a -- it's 75 bucks for  
22 two weeks. And the kids get fed two meals a day and it's,  
23 the -- run partially by kids from the high school. So, a  
24 nice way to grow your own and give back.

25                   UNIDENTIFIED VOICE: Thank you.



1 UNIDENTIFIED VOICE: And if you're looking  
2 for something to do, you -- we have a Star Wars concert  
3 tonight at Westminster High School.

4 UNIDENTIFIED VOICE: That's great.

5 UNIDENTIFIED VOICE: Commissioner Flores,  
6 before we leave, I'd like to come back to your notion of  
7 equalization. How do we equalize? A couple things. We've  
8 partnered with the Colorado Statewide Parent Coalition, and  
9 I knew there's a representative here today, to help us bring  
10 our non-English speaking families back into the schools.

11 One of the things they've done is, they've  
12 gone into schools that we've identified and worked with,  
13 where we do have some deficiencies in English language,  
14 amongst families who are new to this country. They don't  
15 want to lose their cultural heritage, like my family did 100  
16 years ago.

17 What they do want to do, is make sure that  
18 they're participating in their student's education. And what  
19 they've done is gone in and identified leaders, through the  
20 principals, et cetera, parent leaders, work to train them  
21 and had them then worked to help break down the barriers  
22 that can seem so high to persons who are learning the  
23 language and who are finding their way around a new  
24 environment. And they host other -- what do we call them?  
25 The team-



1 UNIDENTIFIED VOICE: The conferences?

2 UNIDENTIFIED VOICE: Conferences. So, instead  
3 of a parent trying to go and stumble through English and not  
4 understand, they have group parent conferences where they  
5 come in, and there's translation services available, and the  
6 teachers talk through the translators, and then there's  
7 someone to tell them about the students in there.

8 And then there's some ability for some more  
9 one-on-one as needed. And the other part of that is actually  
10 out in our hall right now. You don't provide translation  
11 services. We do. And we actually brought a translator here  
12 with us today, Nydia Irizarry, who has been with us for at  
13 least a decade. And we had many parents who wanted to come,  
14 but who were put off by the fact that they wouldn't be able  
15 to understand because you don't offer language services. So,  
16 we brought our own translators so that they could be part of  
17 the process. So that's how we equalize in our school system.

18 UNIDENTIFIED VOICE: And sometimes  
19 equalization it's not equity. I mean, or-

20 UNIDENTIFIED VOICE: Oh, absolutely. But you  
21 didn't ask an equity question, and we don't have enough time  
22 for me to answer the equity question.

23 UNIDENTIFIED VOICE: Thank you. Thank you for  
24 your wonderful answer. Board member Rankin.

25 UNIDENTIFIED VOICE: He's finished, right?



1 UNIDENTIFIED VOICE: Yeah

2 MS. RANKIN: I don't know who to pose this  
3 question to, maybe Leann M., but she's probably not in the  
4 room. On Page 13, the School Improvement Grants and  
5 supports. How much money comes into this district, for these  
6 12 grants or supports? And I am assuming that's in addition  
7 to the 111 million.

8 MR. SHERMAN: Ms. Rankin, we've estimated  
9 about nine million dollars of grants over the last I think  
10 six years.

11 MS. RANKIN: So, nine million dollars' worth  
12 of grants in the time that they have been on turn around  
13 statuses are priority, is that correct, Mr. Sherman?

14 MR. SHERMAN: Yes. And that's on page --  
15 thank you. Page 48 there's a -- there's is a numerical  
16 table.

17 MS. RANKIN: Okay, thank you. And then-

18 UNIDENTIFIED VOICE: What page?

19 MR. SHERMAN: 48.

20 UNIDENTIFIED VOICE: 48 of the-

21 MR. SHERMAN: Of the CDE section.

22 UNIDENTIFIED VOICE: And Mr. Sherman I also  
23 have a follow up to that. How often has the CDE turn around  
24 group either visited or been in contact with Westminster and  
25 when and is the communication from CDE side to Westminster?





1 Is it from Westminster to CDE?

2 MR. SHERMAN: Sure. I think that the  
3 communication is both ways. I mean there have been  
4 performance managers or turnaround support managers from CDE  
5 working with mess -- Westminster for a number of years as  
6 long as I've been here for the last at least the last four  
7 or five years.

8 I'm off and on and I think that that work  
9 varies depending on what the district has as needed a lot of  
10 that work has really focused at the school level, especially  
11 around those six TIG grants that generally there are folks  
12 either from my office or from federal programs office that  
13 work with those schools.

14 I know the UIP team has worked with the  
15 district extensively. There have been grants around -- with  
16 the -- with our ELL office and a variety of folks I think  
17 work with the district. The district has not taken advantage  
18 of our turn around network or some of the more intensive  
19 supports that we've offered. But we know that they that may  
20 not always be a fit.

21 MS. RANKIN: Thank you. Thank you very much.  
22 And I don't know if this goes to Dr. Swanson but we're  
23 talking about management and I -- I -- R&D is Dr. Marzano.  
24 And Dr. Hearst is this program part that we've been reading  
25 part of your input into this -- this management and are



1 there people thought of as consultants. But one new  
2 management group that is taking the bull by the horns so to  
3 speak.

4 DR. SWANSON: I can start.

5 MS. RANKIN: Thank you.

6 DR. SWANSON: And then Dr. Hearst and Dr.  
7 Marzano can jump in. We invited Dr. Hearst and the AdvancED  
8 group into Westminster because we wanted third lens. Part of  
9 our model is continuous improvement to say is competency-  
10 based education in our system working and what can we do to  
11 improve. So, we brought them in and actually they were in  
12 every single one of our schools for their initial diagnostic  
13 review.

14 And we had over 500 interviews. And if I get  
15 any of this wrong Dr. Hearst let me know. But at the end of  
16 the day what we received was a number of suggestions. And we  
17 also received a five-year accreditation from advancing. And  
18 so, in year two they worked with us all through the year,  
19 every year. But in year two, you know, there will be a  
20 review to see if we have implemented some of their  
21 recommendations which we asked for.

22 And in fact, we already have this year was  
23 our first year to be able to do some of that. Now it is in  
24 our best interest and it's our goal to maintain our  
25 additional accreditation with AdvancED. And so, in order to



1 do that, the progress monitoring Dr. Hearst, his team will  
2 do and actually their first report after the initial  
3 diagnostic review. We invited them, and they produced that  
4 report and those findings and a public board meeting.

5                   So, our Board heard it our staff heard it.  
6 Our community heard it because were televised, you know, on  
7 and on. And so, that's the I guess the accountability part.  
8 We've never shied away from accountability. But that's what  
9 we want because we want to learn, and we want to get better  
10 for our kids. Dr. Hearst.

11                   DR. HEARST: Okay, so, Commissioner Rankin,  
12 I'd like to add to what she has just said from the  
13 standpoint of actual management what AdvancED has learned in  
14 working with schools across 50 states is that typically what  
15 happens when you remove a Board of Education or you remove  
16 leadership and you replace it with a management company.  
17 Nine times out of 10 it fails.

18                   And so AdvancED has adopted a philosophy of a  
19 continuum of management. So are decisions depending upon  
20 where we need to make a decision, we will first try to reach  
21 consensus with a district. And so far, that has worked very  
22 well because we have provided for them some recommendations.  
23 We've also said if you want to stay accredited you must do  
24 this, we call those required actions or improvement  
25 priorities that they must -- that they must meet.



1                   So far, they have already begun to address  
2 each of those. So AdvancED takes the philosophy of this  
3 continuum and as long as things are working well, we look  
4 for consensus before we look for a unilateral decision  
5 making.

6                   MS. RANKIN: Did you -- was this plan part of  
7 your writing? Your-

8                   DR. HEARST: It most certainly is.

9                   MS. RANKIN: Okay. Thank you.

10                  UNIDENTIFIED VOICE: Board member McClellan.

11                  MS. MCCLELLAN: Good afternoon. As your  
12 newest board member, I've been serving since January and my  
13 district is Congressional District six which many of you may  
14 know goes up into Adams County and although Westminster is  
15 included in the seventh congressional district, I have  
16 nevertheless had an ample opportunity to get to know many of  
17 you and I see some familiar faces here today.

18                  Many of you may know I come from the  
19 municipal world, where I have had the pleasure of getting to  
20 know a number of your municipal leaders, including former  
21 Councilman Moreno and now Senator Moreno whose past service  
22 includes service on the education committee. So his presence  
23 here today is very much appreciated.

24                  I've also had a chance to get to know your  
25 very dedicated municipal leaders and county commissioners,



1 so it comes as no surprise to me that there is hardly an  
2 empty chair here today. I have gotten to know Westminster as  
3 a community that cares very much about your community today  
4 and about your future. And so, I thank you all for caring  
5 enough to be here today.

6                   It isn't always the case that we have a  
7 packed house for every accountability hearing and I think  
8 you should be commended for the care that you're showing  
9 here today. I also want to acknowledge that because service  
10 on local school boards can sometimes have the worst pain to  
11 pay ratio in public service.

12                   I -- I want to especially recognize board  
13 President Valente for his service and thank you for being  
14 here. My question is for this is the same question I -- I  
15 typically ask of every management partner. So, I'm going to  
16 ask this of Dr. Hearst and also Dr. Marzano. Can you give me  
17 some information about your experience in helping and having  
18 success with schools or districts with similar demographics  
19 to the ones that you'll be working with here in Westminster?

20                   DR. HEARST: Absolutely. Well, first of all  
21 keep in mind that AdvancED works with very small, very rural  
22 districts; very small, very urban districts; very large  
23 urban districts. And so, we have a we have a wide variety of  
24 districts that we -- that we have worked with.

25                   Probably the one that fits best is something



1 that I have shared with the leadership of Westminster is in  
2 Fleming County Kentucky where we worked with a district most  
3 recently to do almost exactly what we planning to do here in  
4 Westminster. They went from a turnaround district in the  
5 state of Kentucky and in two years they know what would be  
6 considered an A+ or an excellent district.

7                   Now we can't take credit for that of course,  
8 but we do like to take credit for the fact that they did  
9 what we asked them to do and they did it with fidelity and  
10 they did it and they were very structured in the way that  
11 they went about it. And so, yes, we can provide those  
12 additional ones for you. We've worked with individual  
13 schools that look very much like the Westminster Schools all  
14 across the United States.

15                   We have a program that we call a diagnostic  
16 review process gets very deep into the leadership of the  
17 school very deep into the performance of the students. We  
18 have seen significant success in those individual schools as  
19 well. So both working with individual schools and working  
20 with districts and districts about this size, I believe we  
21 can provide for you plenty of evidence.

22                   MS. RANKIN: And Dr. Marzano I know you  
23 mentioned that your firm is newer, but I'm betting that the  
24 name Marzano Research and Dr. Robert Marzano being to same -  
25 - the same is not a coincidence or perhaps you can speak to



1 your experience working with school communities.

2 DR. MARZANO: Sure.

3 MS. RANKIN: Communities with a similar  
4 demographic. That would be helpful to me.

5 DR. MARZANO: Absolutely. And remember one of  
6 the management side of this where the curriculum assessment  
7 instruction side.

8 MS. RANKIN: I think could be helpful to hear  
9 from you nevertheless, but I think. Okay.

10 DR. MARZANO: Sure, sure.

11 MS. RANKIN: Sure.

12 DR. MARZANO: So, our goal is to have a pure  
13 Copley based system that produces results and defined in a  
14 very broad way including traditional measures. We've had  
15 great success when the approaches are executed with fidelity  
16 and that's the bottom line. Without fidelity even, the best  
17 program idea just doesn't seem to work with fidelity and  
18 that's why we're using the Lab School model that Dr. Granham  
19 alluded to Marzano Research has actually a system of  
20 accountability, probably the wrong word, called the High  
21 Reliability Schools.

22 And if you go to Marzano Research website it  
23 does little tab you click on it there's 577 schools in that  
24 in the system only -- only 120 have received certification.  
25 You know, and you have to certify a level one before a level



1 two. Level one is safe and collaborative culture. And it's  
2 kind of a tautology to be certified you have to demonstrate  
3 that you actually have that number of measures.

4           And so, you'll see there's certified schools  
5 and actually you can click on the little icon, it takes you  
6 right to the school, you know, where they commonly display  
7 their results. So I'll go back you know and click into the  
8 assessment instruction site when executed the Fidelity  
9 things work very, very well. But that's the big problem  
10 getting type programs executed with Fidelity.

11           UNIDENTIFIED VOICE: Board member Mazanec.

12           MS. MAZANEC: Dr. Hurst, the school in  
13 Kentucky, the large school that you said is similar to  
14 Westminster.

15           DR. HURST: That's a district.

16           MS. MAZANEC: District, I'm sorry, I meant  
17 district. Did you -- is it a competency-based system too?

18           DR. HURST: It is not a competency-based  
19 system.

20           MS. MAZANEC: Have you worked with any large  
21 districts that have used the competency-based student  
22 system?

23           DR. HURST: Well, it depends, quite honestly,  
24 on how you define large district, but with districts this --  
25 the size of Westminster, we have worked with one in Florida





1 that is doing quite well. The catch is as Dr. Marzano has  
2 alluded to it's not an entirely competency-based district.

3 And so their, their issues right now are how  
4 do we balance between traditional education in some schools  
5 and competency-based in others. Their competency-based  
6 schools right now are actually are performing and growing  
7 more quickly than their traditionally-based schools.

8 MS. MAZANEC: And is the fidelity, the  
9 implementation with fidelity, is that a function largely of  
10 your teachers being well-trained and bought in?

11 DR. HURST: Well, I'll start with-

12 MS. MAZANEC: Well, and your administrators  
13 as well.

14 DR. HURST: Yeah, I'll let Dr. Marzano  
15 address that more, but just so you know, we have a quality  
16 assurance department that will be working with Dr. Marzano's  
17 group to eng -- to -- so that we -- one of the requirements  
18 from CDE, or one of the recommendations from CDE was that we  
19 closely align Dr. Marzano's work with our work our -- that  
20 will be the, the role of our quality assurance group, to  
21 make sure that that that is taking place, that are the  
22 alignment is taking place, and that the results -- we're  
23 achieving the results that we want. The actual teacher  
24 instruction piece would come from Dr. Marzano.

25 DR. MARZANO: With Fidelity, I'm speaking to



1 your question about, is it because of teachers not buying  
2 in, the fact that you don't have complete fidelity. I  
3 certainly think that's a possibility in some places but most  
4 -- in this day and age, schools that attempt this, they get  
5 pretty, you know, they're not going to do it unless they  
6 have buy in. Teacher training could be a problem, but it  
7 gets getting better and better.

8 I think a problem, and I'm not trying to be  
9 critical when I say this, a lot of competency, competency-  
10 based systems I've worked with, they run into a problem in  
11 terms of fidelity bu -- and I, as I mentioned before, when a  
12 external test a state test is given, you know, testing kids  
13 at their grade level based on chronological age. So what  
14 they end up doing is running two systems sometimes.

15 In other words, they are competency-based  
16 until about a month before the test and then they switch  
17 over to a system where now they're working on the test. So  
18 they -- in my opinion, at the district level, not many  
19 districts have had the opportunity to really try it out in a  
20 pure fashion because they run this, this kind of  
21 schizophrenic schedule, if you will. They have to be -- they  
22 realize are accountable to a, to a certain scores of the  
23 state tests. And really don't mean it to be critical.

24 That I -- I -- that's one of things I'm  
25 really interested in studying. How do you solve that



1 problem? You know, how do you get different metrics? How do  
2 you honor that metric? And I don't have any ready answers,  
3 but I think that's one of the big problems at the district  
4 level of competency-based systems now.

5 MS. MAZANEC: Mr. Valente, you made a comment  
6 about someone referring to failure about your district  
7 seemed to be defending your district against some remarks.  
8 I'm not clear what you were talking about. Can you explain  
9 that?

10 MR. VALENTE: Absolutely. I sat through some  
11 of the hearings last week and listened to some online with  
12 some of the other districts. And I continually heard the  
13 term failure used from the state board in talking about  
14 those districts. I also heard the very personal, very  
15 hurtful comments levied towards our district in the issue  
16 that was before your board last week.

17 And quite frankly, our entire community was  
18 up in arms. They heard it in the hallway. They heard it on  
19 live stream. They read the transcripts. They were very upset  
20 by those comments. And as the sovereignly elected member  
21 sitting at the table here, and I do have at least two my  
22 other board members here, maybe all four of them, we took  
23 him very personally. We were here last week to talk about an  
24 issue.

25 And the issue is completely obfuscated, and



1 it became personal. And quite frankly, we need to make sure  
2 that this board knows that we support our community and we  
3 see our community, our staff, our students, our teachers,  
4 our parents as bright individuals with tremendous potential.

5 MS. MAZANEC: Thank you. Board member Goff.

6 MRS. GOFF: Thank you. I'd like to get to  
7 teaching and learning a bit here. I don't -- if you don't  
8 believe it's possible, just please say so. I would be  
9 interested in some short, clear, concise examples when you -  
10 - and I know you both been in classrooms enough to see this  
11 and am pretty familiar with the work that -- the walk-  
12 through work and, and other things like that, of consistent  
13 competency-based teaching.

14 So, if, you know, take a 10-minute period of  
15 time in a classroom and you've got a teacher doing it. Any  
16 example that you have where there's, there's a beginning, a  
17 middle, and an end, which is really about the point of  
18 competency-based but it gives an idea of some structure to  
19 what it looks like to be consistent.

20 Then the quick follow-up to that would be,  
21 how is it similar among levels? If you if you see that in a  
22 kindergarten classroom, then you see that in a fifth grade  
23 classroom, then you see that in a high school classroom,  
24 could be the same content area or not, but that I would be  
25 interested in knowing how we as educators can talk to other



1 teachers about what consistency looks like, and what  
2 inconsistency looks like.

3 MS. MAZANEC: So, over the past two years,  
4 one of the major tools that we've developed is a proficiency  
5 scale building up to Dr. Marzano work, that is, a tool that  
6 is consistent it's a tool that looks at the core academic  
7 standards and pulls together the, the common themes and puts  
8 those in a structure that defines what it means to be a  
9 score two, score three or score four.

10 We have those same consistent tools from pre-  
11 school through 12th grade in every single content and area  
12 we have, so that students are interacting with those and  
13 teachers are interacting with those throughout their entire  
14 schooling career.

15 Another point of consistency we, we, when we  
16 adopt new resources, we look for a tight alignment to those  
17 proficiency scales and we've also taken an additional step  
18 that we know one of the, the problems when our students move  
19 from elementary school to middle school, many models and for  
20 us in the past we had every day math at the elementary level  
21 and went to a completely different program at the middle  
22 school and when kids are still straddling some of those  
23 levels, it was difficult for them to transfer into a  
24 completely different way of learning math. We're now we're  
25 looking for each time we do a new curriculum adoption we're



1 looking for a PK12 tool.

2                   So, for -- for instance, right now we're  
3 using that progressive math initiative that is, spans the  
4 entire curriculum and aligns nicely with the Colorado  
5 academic standards. So, we have those pieces in place. We've  
6 always used the art signs of teaching, again, Dr. Marzano's  
7 work for the past seven years, I believe, and now looking at  
8 the revised version that's very student-focused that matches  
9 our system.

10                   So, classroom instruction is not all that  
11 different. Many of the strategies, the 43 elements that work  
12 in a traditional classroom, are still executed in our  
13 classrooms. Some of the big differences are the, the use of  
14 data to drive instruction and decide beginning of the year  
15 kids don't start their traditional beginnings scope and  
16 sequence. They start where their data says, the data lives  
17 on forever. So that drives their placement.

18                   And the other big shift is grouping. So, we  
19 still do hope group instruction if the data says all kids  
20 need the same thing. But in many cases, you're going to see  
21 much more differentiated groupings where this group  
22 specifically needs this, and that teacher might be with that  
23 group while other kids are working on a different  
24 proficiency scale that they need. So grouping is one of  
25 those other key differences. But the scales build that



1 consistency across our model.

2 UNIDENTIFIED VOICE: I think this is probably  
3 a pretty basic everyday question. How often are groups  
4 changed? I mean, how -- what would -- what is a parent told  
5 about a schedule? Lack of a better word. Is there a time  
6 frame when your child will be -- well, you have to -- you  
7 have to go -- always go backwards, but is there a time frame  
8 for assessing or measuring or taking a check and then  
9 movement? And what can a -- what can a elementary parent  
10 expect?

11 Let's say, just on a semester, first half of  
12 a year, and then, the same thing may be tied in with that a  
13 little bit. Is this -- is this content integrated? And I'm -  
14 - right now, I'm really thinking about high-school level. Is  
15 it -- is the work revolving around more than math and  
16 science or language arts or reading? Is this bringing in  
17 competency-based instruction and learning in all kinds of  
18 areas, including your elective programs?

19 So, is -- if there's a, then I know. The  
20 music program and the arts programs are blooming and  
21 blossoming -- blossoming -- sorry, my voice, but is there --  
22 is there an attempt to incorporate the whole idea of  
23 competency based, bringing in other content areas in high-  
24 school? So, the first question is, what about children and  
25 families being told about that or grouping and changing



1 around? And then, what is the picture look like for a high-  
2 school choir class, who's, who's also operating under state  
3 standards? Okay?

4 MS. GOFF: So, the first one, again, I, I  
5 talked briefly about our initial placement of students.

6 UNIDENTIFIED VOICE: Right.

7 MS. GOFF: So, once students are placed in  
8 their levels, they, for instance, math level four, we have  
9 16 proficiency scales. So, students progress through those  
10 at their own pace. So, some -- each one of our principals in  
11 the room can talk to you about their level movement  
12 ceremonies. So, some of them do it once a month, some of  
13 them do it every semester, every quarter.

14 So, each school has a little different flavor  
15 to that. On our very last slide, we have a picture of a  
16 student that has a dog tag, and Metz Elementary, that's how  
17 they celebrate level movements, that students get that thing  
18 and they keep hanging them on each time they complete a  
19 level.

20 So, some students may level up on October  
21 1st, and other students may -- it may be April 30th, and  
22 it's unique to each content level. So, I know we've had some  
23 questions in the past about why can't we just place students  
24 in their appropriate grade level for testing, but we don't  
25 look at students as, as, I'm level -- I'm fourth grade in





1 math, literacy, science, and social studies. Our students  
2 could be in level four in math, level five in literacy,  
3 level three in science and social studies, based on their  
4 unique needs.

5                   So, kids can move at any time, and, again,  
6 empower is our learning management system. One of the only  
7 ones I know of that the la -- data lives on forever, so that  
8 when they leave at the end of the school year and I have,  
9 say, 14 of the 16 proficiency scales for level four done, I  
10 start back up at the beginning of the year with those 14  
11 intact and have to just complete the, the last two to be  
12 able to level up and move to the next class.

13                   In some cases, the students will level up  
14 within that teacher's class. If there's not a logical  
15 movement, at that point, move them into another teacher's  
16 class. So, that's very dependent on the, the makeup of the  
17 building and how -- where other students are within those  
18 levels. On the content side of things, at our high school  
19 specifically, for three years, we've been involved in the  
20 Next Generation Grants that's focused on project-based  
21 learning.

22                   So, that is all of their -- I believe nearly  
23 every one of their professional development days is  
24 dedicated to supporting teachers, providing teachers time to  
25 develop those project-based learning, those project-based



1 lessons to integrate the content areas. So, that's  
2 definitely our focus.

3 UNIDENTIFIED VOICE: If I may, I would like  
4 to also invite -- thank you, Ms. Goff -- one of our other  
5 school board members, Ryan McCoy, up. He's also a parent in  
6 our school district. So, to your question about parents, Ms.  
7 Goff, Ryan can take it from there.

8 MR. MCCOY: So, a quick anecdote. Actually, I  
9 wanted to get up front. That was the only reason I wrote  
10 that note. I've been waiting this whole time I got demoted.  
11 The, the reality of the competency-based system as it  
12 relates to parents, I think there's one example that  
13 highlights the work that's being done, and this transpired  
14 in my daughter's first grade class, where they had a group  
15 parent-teacher conference and every parent was in the room  
16 collectively, and each of us were giving -- given a number  
17 of our -- that identified our students.

18 So, for example, my daughter Ida was number  
19 16, and so, when they started to do a comparative analysis  
20 of, this is where each student, each child in the class is  
21 at, at specific levels, whether we're talking math, reading,  
22 et cetera, what was powerful about this though from a parent  
23 perspective, and you kind of saw this moment where a lot of  
24 people, this light bulb went off in their head of like,  
25 okay, I get this. I get what we're doing here, and this is



1 more objective than telling you that your child has a C and  
2 then trying to figure out, well, what's a C really mean.

3                   And what -- the power that came out of that  
4 was the simple fact that the teacher sat with the parents at  
5 that particular point and saying, this is what you need to  
6 do to move your daughter up in reading, this is what that  
7 looks like to get her to the next competency level, and I  
8 think that was one of the most powerful things as a parent  
9 that I was able to see. And the reason that we selected the  
10 sch -- putting our children into a competency-based system  
11 was knowing that, first of all, this enables us to move  
12 quicker if needed but also pull back if our child's not  
13 ready to move on to the next level, and I think that was the  
14 most powerful thing that transpired within those type of  
15 interactions. I don't know if that answers the question, but  
16 as an anecdote, I wanted to share.

17                   MS. GOFF: I know. It's a good example. It  
18 helps a lot. Thank you for the example. I, I just think it's  
19 helpful for people to actually see things through words  
20 because oftentimes, when we talk about what is still a  
21 relatively new concept, competency based, what does it --  
22 what does that mean? What does it look like? For it to keep  
23 blooming, it's got to have some concrete visible, visible  
24 things to understand it by.

25                   MR. MCCOY: And I think that that speaks to a



1 lot of the work that we're doing with the Parent Academy and  
2 getting the parents more involved. I think that's one of the  
3 resistance that we see within our community as it relates to  
4 parents, and Dino and other board members and you probably  
5 all experience this, we make the joke of Accuspeak and  
6 meaning, they're talking to us, like, well, what does that  
7 mean though? And that's what happens when you get a room  
8 full of PhDs. They're talking at this level, and, like,  
9 that's a whole different world, and then, we're really  
10 bringing it to a level that parents understand it, parents  
11 own it, and more importantly, the children start to own  
12 their education, and that to me, that's the most important  
13 thing that we could do.

14 MS. GOFF: Well and -- as well for teachers  
15 to own-

16 MR. MCCOY: Right.

17 MS. GOFF: -to grab and hold and to be able  
18 to own it and really carry that out.

19 MR. MCCOY: But I also think it's, it's  
20 important that teachers, it's not just their burden. This is  
21 where our community needs to come in, and that's why we're  
22 really focusing on the parents, because the parent is the  
23 number one indicator of a child's success and its future.

24 MS. GOFF: So, I call it edu-babble but-.

25 UNIDENTIFIED VOICE: Edu-babble. Edu-babble,



1 accuspeak. It all works.

2 UNIDENTIFIED VOICE: So, if I may you're  
3 finished, right, Ms. Goff?

4 MS. GOFF: I'm -- yes. In more ways than one.

5 UNIDENTIFIED VOICE: So, I would like -- I  
6 would like to continue your conversation and that I read  
7 that your goal is going to be for kids who are behind that  
8 they make a year and a half progress and I guess I don't  
9 ever hear -- I haven't read or heard how you go about that.

10 If you've got an ability group that is made  
11 up of kids that are age-wise on-track and age-wise not on-  
12 track that need to make a year. In other words, how do you  
13 manage that piece of catching up the kids so that ultimately  
14 there is a relationship between where they are?

15 UNIDENTIFIED VOICE: Right.

16 UNIDENTIFIED VOICE: In their age or they're  
17 ahead but they're not behind?

18 UNIDENTIFIED VOICE: Right. I think that's  
19 one of the hallmarks of the system we have in place now even  
20 though it's not a perfect system and where -- you know there  
21 was no roadmap for this when we first started. But I can  
22 tell you the genesis of it and to get to your question. When  
23 we first looked at going down this route, I was deputy  
24 superintendent and we sat in a very sobering conference room  
25 and our team, we literally went through every single child



1 in the school district and looked at where they were with  
2 regard to achievement, and a lot of measures, not just state  
3 tests but you know local tests as well assessments.

4           And it was very sobering because we saw a lot  
5 of our kids were so far behind. And one of the reasons we  
6 went to a competency-based model was to be able to  
7 accelerate because we recognize that for many of our  
8 children who walk into preschool with only 30 words in their  
9 vocabulary, that we have a lot of catching up to do before  
10 they even got to grade that was tested if you will. So,  
11 that's why such an emphasis on early childhood.

12           So, that's one aspect. But the other piece  
13 really was so that we could accelerate. Scott I was talking  
14 to you about how we move kids all through the year. That's  
15 one of the difficulties in the state assessment for us. We -  
16 - we don't mind the assessments. We -- we don't we don't shy  
17 away from that. But if we could do him on demand, by content  
18 level, by performance level it sure would help a lot.

19           So, we could get information back. But we  
20 believe the competency-based system is the way to accelerate  
21 and not -- not just to say we're going to get kids to  
22 graduation day, we certainly are going to do that. Sometimes  
23 it's three years, sometimes it's four, sometimes it's five  
24 or six. And we have different rates there. But if you're  
25 just passing kids through with social promotion that's not



1 the answer.

2 I don't think it's -- it's good enough for a  
3 kid to go across a stage with a D minus on graduation day  
4 and put them into the world. And so even though there --  
5 there's lots of talk about graduation rates and everything  
6 else, we believe the fastest way to accelerate kids is if we  
7 can move them fluidly all through the year. So, that even  
8 though we have them kind of grouped by age level, not  
9 always, a lot of these classrooms are multi-age, but  
10 developmentally appropriate for sure.

11 We're not going to -- I -- I promised HOA  
12 groups and everything, everybody else and their brother when  
13 we first started down this road that we were not going to  
14 have kids driving at elementary school. We were not going to  
15 do that. We are going to have kids appropriately grouped by  
16 age and maturation. But the fastest way to get kids  
17 accelerated to get more than a year's growth, which most of  
18 our kids need is to be able to move fluidly all through the  
19 year. That's why the traditional system was not working for  
20 our students.

21 UNIDENTIFIED VOICE: So, I'm still having a  
22 hard time with the mechanics. Dr. Marzano, can you help me  
23 understand that? How are -- the mechanics of having a group  
24 of kids that are at a certain level and knowing that some of  
25 those kids are ahead age wise and you're comfortable just



1 having them move at their own pace and then you've got some  
2 kids that are behind age wise and they don't get, I hope  
3 they don't get to pick the pace.

4 But there are some interventions that occur  
5 that ups this pace, so that we don't have this dilemma that  
6 we see of kids just too far behind and having an  
7 accountability system that suggests something that isn't  
8 what's going on. I don't get the -- I don't get the  
9 mechanics of how you do that?

10 UNIDENTIFIED VOICE: You bring up a good  
11 point. Working at your own pace can be misconstrued to be  
12 I'm going to go as slow as possible I don't see any sense of  
13 urgency in catching up. That's why the data in the system  
14 are paramount to moving that forward. Ms. Gaddo talked about  
15 empower in terms of the system that houses data.

16 All of our schools have three-week data  
17 cycles where they're looking at -- at kids progress during  
18 that three weeks and targeting kids for their lessons in  
19 that three weeks. They have data walls in their schools. You  
20 can walk into one of our schools and see how kids are moving  
21 over time in a big picture kind of setting.

22 Principals come every other month to myself  
23 and Dr. Swanson to talk about what's happening in their data  
24 cycles, to talk about what progress kids are having. We --  
25 we now tend to think about that as more flexible pace of





1 learning for students and we talk about the slowest pace as  
2 teacher pace, not kid pace because kids are still kids and  
3 they will take advantage.

4           So, that goes back to try to invest that in  
5 their own education. We have across our district kids have  
6 their own data notebooks, and believe it or not, kids love  
7 their data notebooks. I did threaten some kids that would  
8 take their books away because I didn't see why they need to  
9 use it. They were totally appalled by my assertion.

10           If you think of any student even your own  
11 grandkids or kids that you know, just with their physical  
12 height. Kids love to see did they grow more than the last  
13 time they were measured in their physical height, and they  
14 like to compare their own growth to themselves first, and  
15 then they like to compare it to their siblings. Am I  
16 catching up with so-and-so or whatever.

17           It's the same with the academic data. So the  
18 data itself becomes very much a positive reinforcement for  
19 students. But we have to make sure that they understand what  
20 that data mean, and we have to make sure that that data is  
21 appropriate to the level that they are performing at.

22           Dr. Swanson is a -- is a -- well, she can  
23 tell you about her music career. But she is very high-end  
24 classical piano player. I don't even know the right terms to  
25 call that. I do now play the piano at all. But for me to



1 simply listen to her, I'm not going to be able to play. I  
2 need to start with the very basic scales and work my way up.

3           And I need be measured, even though I'm much  
4 older than any school age kid. I need to be measured at  
5 those very basic scales to see if I can do those  
6 appropriately first. And once I know I can do those  
7 appropriately, then I'm ready for the next thing, and I'm  
8 more confident about going to the next thing.

9           It's the very same with all of our students  
10 no matter what challenges they have. That's why we have  
11 worked with the -- with the assessment office here to try to  
12 figure out how do we administer these tests at the level the  
13 student is performing at. We would love to do that, not just  
14 once in the year but as many times as the kid is ready for  
15 that and we have certified that as adults in the system.

16           So that that assessment is something students  
17 opt into, not opt out of, and it's something that they see  
18 as their growth. So, we do believe that assessment can be a  
19 very powerful piece when done very well. We do believe we  
20 need a rigorous assessment because once these students leave  
21 us, they need to know this stuff in order to be successful.  
22 And Dr. Marzano if you want to add more, I will pass it you.

23           DR. MARZANO: Just a little bit. I -- I think  
24 one of the -- because this is also board member Goff's  
25 question too. What does it look like? And I think the



1 picture that really comes to mind is the teacher in front of  
2 a class with a whole group instruction and. It's so hard to  
3 fit competency-based education into that. So, what -- what  
4 you find more is if you look at instruction as a whole group  
5 instruction, small group instruction, or individualized  
6 instruction, you look at the percentages now. It's going to  
7 be a lot of whole group construction feel better, it's a  
8 small group you know very little individualized instruction.  
9 That -- that hierarchy gets completely flipped.

10 MS. GOFF: You're flipping that.

11 DR. MARZANO: They're completely flipped.

12 MS. GOFF: So, the incentives are one on one.

13 DR. MARZANO: Yeah.

14 MS. GOFF: And every kid wants to please  
15 their teacher, let's face it.

16 DR. MARZANO: Yeah, and but, but now -- but  
17 now the problem we're talking about fidelity is, you still  
18 have to have some whole group construction. This is the art  
19 part of competency-based education. So, a system where you  
20 know kids come in, and right from the get-go it's just, you  
21 know what you have to work on, start working on it.

22 And that's all that happens during the class.  
23 If that's all and you did, you know that, that's a drawback  
24 too. But there are times when there has to be small group  
25 instruction and there are times this whole group instruction



1 and I think that's, that's the art, I really do.

2 MS. GOFF: Okay. Please.

3 UNIDENTIFIED VOICE: If I may. I invited Dr.  
4 Steve Sandoval to the table. He's also on our central staff  
5 he's the brains behind our interventionist framework and a  
6 few other things and special services. So, Dr. Sandoval

7 DR. SANDOVAL: Thank you. Thank you, Madam  
8 Chair, for your question on interventions. I wanted to  
9 mention, first of all that, I think all of us believe here  
10 or maybe don't believe that, that competency-based education  
11 is the magic bullet for every one of our students. And the  
12 reason why is because we have students with disabilities, we  
13 have students that are English learners, we have a number of  
14 students that need more. They need more services, they need  
15 more interventions.

16 And to Dr. Granham's point earlier in his  
17 intervention he talked about interventions framework, and  
18 it's a very collaborative blurring of the lines approach to  
19 support and serve students that need that extra support.  
20 It's an important part of our framework and it weaves really  
21 nicely into our competency-based system. Our  
22 interventionists are our special ed teachers, our title  
23 teachers, our CLD specialists, who not only provide services  
24 but provide interventions for kids that need it.

25 And their job is really primarily to cut or



1 close the gap between how students are performing and where  
2 they're expected to perform. So, I've been kind of chomping  
3 at the bit to talk a little more about that. But to your  
4 point specifically that is our approach to close the gap for  
5 our what we call focus students our students that are really  
6 struggling.

7 UNIDENTIFIED VOICE: Thank you Dr. Sandoval.  
8 And I think evidence is always important.

9 UNIDENTIFIED VOICE: Sure.

10 UNIDENTIFIED VOICE: But the -- the mechanics  
11 are one thing but what's the output, right? So Mr. Lynch,  
12 can you come up and talk about what we observe directly in  
13 terms of advancing kids and accelerating kids to close this  
14 gap sent to high school.

15 MR. LYNCH: Thank you, Dr. Swanson. As you  
16 can imagine blending in a traditional model with the CBS  
17 model at the same time is somewhat schizophrenic. And when I  
18 was hired as the principal Westminster High School, we had  
19 juniors and seniors that were still in a traditional grading  
20 system, and freshmen and sophomores that were in SBS which  
21 is now CBS.

22 What that did for us is cost. You know, a lot  
23 of dissidents for a couple of years because we had teachers  
24 who are trying to train them in this new model and then they  
25 were grading in the old model. Some of us that teach at the



1 graduate level had trouble going into our graduate classes  
2 and giving percentages grades when we knew that it was so  
3 faulty and been exposed through our work with our kids in  
4 Westminster.

5                   But what we had once those kids all  
6 graduated, and we were fully implemented, we didn't have a D  
7 and F list. So, as a traditional high school principal, you  
8 always use the D and F list to figure out where you had to  
9 focus your work to catch those kids up, to keep those kids  
10 who are at risk from not graduating or dropping out because  
11 you had that data point. That data point was gone, but what  
12 we did have was students in grades nine through 12 and  
13 levels five through 12.

14                   So, it arguably was, I think the largest  
15 alternative high school in the state of Colorado. The kids  
16 were all over the place, so we had to find ways to catch  
17 those kids up. We could have predicted and did that our  
18 graduation rate at the four year was going to really take a  
19 hit three years ago, because of the fact that we had fifth  
20 grade level students as ninth graders in high school. Now,  
21 that was exposed.

22                   CBS exposed those things that were hidden  
23 before in the traditional grading or D and F or maybe just  
24 the D. So, because of that exposure, we had to find ways to  
25 bundle. So the mechanics of it was, we bundled classes



1 together and foundations and concepts which is what we  
2 called the name of the course, which is really levels 5, 6,  
3 and 7, 8 foundations and concepts. We accelerated those kids  
4 through those learning targets, so they get them high school  
5 ready as quickly as we could. You know that, that continuum  
6 of time gets shorter in high school because most kids don't  
7 want to go to high school when they're 19 and 20, and we  
8 don't want them there, frankly.

9           But that -- that was a real hurdle that we  
10 had to overcome. I can say that the middle schools are doing  
11 a great job. Fewer and fewer students are coming to the high  
12 school level that are behind, but they're there. One of th -  
13 - one of the interventions that Ms. Kewitt (ph) discussing  
14 now with her -- a leadership team is an academy of kids that  
15 are behind two or more levels in two or more core classes,  
16 and we're going to literally put them in a cocoon and help  
17 them accelerate to get them graduated into the mainstream  
18 population of kids that are high school ready.

19           UNIDENTIFIED VOICE: That makes a lot of  
20 sense. Thank you very much. So I have some more questions,  
21 and that's about the data around your teachers. A 20 percent  
22 turnover rate seems pretty high when you in fact need a very  
23 specialized training for those teachers. Do you have any  
24 kind of an alternative prep program in order to accelerate?  
25 If you need to hire 20 percent new teachers every year,



1 that's, that's a lot.

2 UNIDENTIFIED VOICE: Yeah. You know, I was in  
3 human resources as an assistant superintendent for about 12  
4 or 13 years, and I carry an SPA Chair designation, which is  
5 an industry designation, and so talent management is  
6 something that I've, I've worked a lot in in my career. And  
7 so, there was once upon a time in Westminster public schools  
8 where we were hiring 200 teachers a year, and so we made  
9 quite a dent in that. And along the way, we were able to do  
10 some other things.

11 We're not a wealthy district, but I think we  
12 are -- we use our resources wisely. But our Board of  
13 Education, we made a commitment to having one of the highest  
14 compensation packages for our teachers because we do realize  
15 that -- that's a component in retaining teachers. But also,  
16 in retaining teachers, some -- what we found over the past  
17 few years is that as we have fully implemented CBS, we have  
18 teachers in our system who want to be in CBS.

19 People who are coming to us now are often  
20 coming to our recruiting events, and they are coming because  
21 they've heard about it. So, I think what we've had is a  
22 number of retirements because people can leave for a lot of  
23 reasons as we know. And we've had a lot of folks decide to  
24 either move, retire, and quite frankly, we have a high  
25 standard of accountability also for our employees at all





1 levels, and so some of those folks have made other decisions  
2 as a result of that.

3                   So I think the core group of teachers we're  
4 working with now, I would hold our teachers up against  
5 anywhere. And what we're trying to do to get to your  
6 question is two things. One is we're doing very targeted  
7 recruiting, not just here, because Colorado doesn't produce  
8 enough teachers to fill all of Colorado's classrooms. We  
9 know that.

10                   UNIDENTIFIED VOICE: They never have.

11                   UNIDENTIFIED VOICE: They never have. So, we  
12 are doing targeted recruiting in terms of supply and demand,  
13 where we know people who work with challenging demographics  
14 or people who want to come to work in a system that is  
15 accountancy-based one versus a traditional one. And our  
16 chief human resources officers here as well, Mr. Kirk Leday,  
17 and so I don't know if he'll have anything to add to this.  
18 But the second thing we're doing is we have a longer  
19 contract year for brand new teachers so that we can  
20 hopefully ramp them up before returning teachers come back.

21                   So we do a full week of what we call a new  
22 teacher N -- NTO -- is an orientation and is -- for, for  
23 veteran teachers is different, a little different than for  
24 beginning teachers, so let's just put it that way. So we do  
25 that-



1 UNIDENTIFIED VOICE: We have a mentoring  
2 program, I believe.

3 UNIDENTIFIED VOICE: Yeah, we do have a  
4 mentoring program as well. We also have -- and this was  
5 alluded to earlier. I think 28-

6 UNIDENTIFIED VOICE: Kirk L-

7 UNIDENTIFIED VOICE: This is Kirk Leday, our  
8 Chief Human Resources Officer, who's a recovering high  
9 school principal as well, and so he, he has been in the  
10 recruitment game for a long time. But I do think that the,  
11 the people who are aspiring to take on different roles in  
12 their district, sometimes they're also moving into an  
13 instructional coach role or an assistant principal role, and  
14 so we're backfilling that way-.

15 UNIDENTIFIED VOICE: Right.

16 UNIDENTIFIED VOICE: -because we recognize  
17 that, you know, we want highly-skilled people, best of the  
18 best in front of our kids. Kirk, do you have anything to  
19 add?

20 MR. LEDAY: No. I, I think she was very  
21 thorough in that. In our system, we do have some teachers  
22 that move into administrative roles, move into instructional  
23 roles, and then we do have a percentage of our population  
24 that are eligible for retirement. And sometimes those people  
25 make those choices.



1                   It's unfortunate for us if we have a large  
2 percentage of those people that make those choices in the  
3 same year. I do want to point out just a couple of stories  
4 as we have a -- an external and an internal process for  
5 recruiting talent. And as we all know that there is a  
6 teacher shortage across the country, but what I have found  
7 this year is that the quality of candidates that I'm able to  
8 access is much greater than some of -- in the past, and  
9 that's primarily because most of those students are being  
10 introduced to a competency-based model in, in their college  
11 preparation program.

12                   One particular example I like to tout is in  
13 Tennessee this year, there was a young lady who was from the  
14 Vanderbilt University, graduated at top of her class. She  
15 came to the fair, and she was talking to our friends at  
16 Littleton Public Schools. Great people. After listening to  
17 them, she indicated that she had particularly come to the  
18 fair because she wanted to speak to us, because she had  
19 researched our model and was quite interested in it.

20                   So being the great people that they are, they  
21 walked her right down to where we were, and I had the  
22 opportunity to have a conversation with her, put her in  
23 touch with some of our people back in the district, and then  
24 we were able to extend a letter of intent for that young  
25 lady to come to Colorado.



1 UNIDENTIFIED VOICE: So let me add this just  
2 a little bit to that question because in -- I think in my  
3 reading, I saw something about to be a teacher, to be  
4 accredited in competency-based system. Who's doing that  
5 accrediting of teachers? Is that coming from prep programs?

6 MR. LEDAY: Some -- well, I know Regis  
7 University has a program where they are exposing kids and  
8 sev -- several universities across the country are starting  
9 to create some programs to introduce teachers into a  
10 competency-based model because that does appear to be the  
11 trend now.

12 UNIDENTIFIED VOICE: Is that and accr --  
13 accreditation, a specific accreditation?

14 UNIDENTIFIED VOICE: More like a certificate,  
15 I think. But, Dr. Marzano, the high reliability schools I  
16 think is another one, and a lot of our folks are in that  
17 training as well. Do you want to comment?

18 UNIDENTIFIED VOICE: I thought, I thought I  
19 read that terminology somewhere here.

20 MR. LEDAY: Sure, in the lab school that'll  
21 be one of the characteristics of a teacher there.

22 UNIDENTIFIED VOICE: And whi -- which schools  
23 are the lab schools?

24 UNIDENTIFIED VOICE: We're in still in the  
25 process of talking about that, but one elementary school



1 that we spoke to last week was Flynn Elementary. It's in the  
2 North end of our district.

3 UNIDENTIFIED VOICE: Okay.

4 UNIDENTIFIED VOICE: It -- Dr. Swanson admits  
5 that some of the states, you mentioned Maine and New  
6 Hampshire. I -- I believe it's U -- University of Northern  
7 New Hampshire is the only college I know that has an  
8 accreditation-

9 UNIDENTIFIED VOICE: They do have-

10 UNIDENTIFIED VOICE: -- for teachers in  
11 competency-based education. And that's because -- no, wait,  
12 Maine -- I'm taking that back. University of Northern Maine,  
13 in their teacher led program you'd -- can get a  
14 certification in competency-based education. Because so many  
15 of the schools in Maine, all of which are very small, you  
16 know, use a competency-based system.

17 UNIDENTIFIED VOICE: Okay. And I have one  
18 more question, and then we may have another round of  
19 questions, I'm not sure. In looking at the rubric that the  
20 staff uses in evaluating the district management plan, and  
21 I'm assuming that you all saw that?

22 DR. SWANSON: Yes.

23 UNIDENTIFIED VOICE: There were some  
24 vacancies of information. In other words, there were some  
25 places where there was a wish for there to be more. Has that



1 been filled out?

2 DR. SWANSON: I think some things will be  
3 developed once we know we have initial approval, because  
4 quite honestly, the timelines were pretty tight. And so,  
5 trying to pull all of it together, I don't think it's a -- a  
6 glaring absence in an overt way. I think it's just we need  
7 more time to be able to sit down, and work with CDE through  
8 some of these areas.

9 For example, when we receive our test scores  
10 that we just wrapped up in the fall, you know, that, that  
11 will tell us some more things about how AdvancED's going to  
12 work with us and with which schools. You know, that's just a  
13 -- a small example, I know there are other areas as well.  
14 But the truth is, we were on a, a very fast pace trying to  
15 get this done. And even though we're very thoughtful about  
16 the work you have before you today, I think it's a living  
17 breathing document we still need to add more to.

18 UNIDENTIFIED VOICE: So, the dilemma is we  
19 want to sign off, right?

20 DR. SWANSON: Right.

21 UNIDENTIFIED VOICE: And when there's an  
22 absence of adequate information, it makes us a little  
23 uncomfortable. So, I don't know whether you -- for example,  
24 one of the items was a desire to have clarity between the  
25 two management organizations. Who does what, when those



1 kinds of things that I think were still missing. They may be  
2 completed now, but I don't have -- we don't have them.

3 DR. SWANSON: Yeah.

4 UNIDENTIFIED VOICE: So, I don't know if you  
5 want to set for yourself a deadline by which you'll be  
6 answering some of these questions. Perhaps the commissioner  
7 has some comments about that, but it was not -- I mean, this  
8 is a rubric that we've approved for-

9 DR. SWANSON: Right.

10 UNIDENTIFIED VOICE: -management, and so we  
11 just assume that the information would be complete.

12 DR. SWANSON: Well, and -- if I c -- if I  
13 may, I think all of the -- the elements on the rubric, even  
14 though it is a work in progress, have met CDE's criteria.

15 UNIDENTIFIED VOICE: And I'm talking about  
16 our criteria.

17 DR. SWANSON: Okay. Well-

18 UNIDENTIFIED VOICE: Okay.

19 DR. SWANSON: -that may be a commissioner  
20 question.

21 UNIDENTIFIED VOICE: I will just say that I  
22 did -- I was listening for the two areas that we have talked  
23 about with, with Westminster around areas we would want a  
24 little more detail. I did hear some of that in their  
25 presentation around the specific scopes of AdvancED and



1 Marzano. So, I got a little bit more of that in the  
2 presentation today. And -- and we did say at -- at the  
3 beginning that it meets the expectation of our rubric.

4           We also say that there's always room for  
5 improvement. You know, there's always -- there's always  
6 places you can continue to get better, and I do think it's a  
7 living breathing document that we go back on. But I did note  
8 some of the areas that I heard about in terms of their, you  
9 know, the quality assurance department. I heard it -- that  
10 was their answer to ensuring that there is alignment between  
11 -- and clarity between what an AdvancED is doing, and what  
12 Marzano Research is doing, and that there is a coordination  
13 there. And so, that was a new piece of information that was  
14 discussed today.

15           UNIDENTIFIED VOICE: Madam Chair, if I could  
16 address one thing related-

17           UNIDENTIFIED VOICE: Sure.

18           UNIDENTIFIED VOICE: -to the legal  
19 requirements of the board here. The -- the provision that  
20 we're dealing with requires a takeover of management and  
21 speaks to the role of management of an outside entity. You  
22 know, looking at the -- the department's presentation, one  
23 of the areas that they identified as lacking information  
24 was, what was the districtwide or district -- district level  
25 role of the management organization.





1                   And looking at the management proposal  
2                   itself, the pathway proposal, when you look at the  
3                   definition of what exactly the outside partner is doing,  
4                   that role isn't exactly precisely defined. One thing the  
5                   board could ask for of the district is to define that  
6                   management level role of the outside entity within the  
7                   management pathway, and that could be incorpora -- then that  
8                   the management pathway that could be incorporated into the  
9                   early accreditation contracts, and also that could be  
10                  essentially referenced in the final order.

11                  And that may be one way to define more  
12                  clearly and also have accountability in terms of what is  
13                  required of this outside entity in that managem --  
14                  management pathway.

15                  UNIDENTIFIED VOICE: Dr. Swanson what's your  
16                  thought on that?

17                  DR. SWANSON: In terms of the moni -- in  
18                  terms of-

19                  UNIDENTIFIED VOICE: Can you help us with  
20                  that clarity that's missing?

21                  DR. SWANSON: Okay. And so, let me make sure-

22                  UNIDENTIFIED VOICE: Not today, not today-

23                  DR. SWANSON: I know, but let me make sure I  
24                  understand the question. You want us to define the  
25                  management role of the AdvancED and Marzano in concert with



1 the district in moving forward, and how we're monitoring our  
2 plan?

3 UNIDENTIFIED VOICE: So that we know who does  
4 what.

5 DR. SWANSON: Okay.

6 UNIDENTIFIED VOICE: Who is responsible for  
7 what.

8 DR. SWANSON: That's all right.

9 UNIDENTIFIED VOICE: And -- and at the end of  
10 the day, the management companies are there to support our  
11 district, not to supplant it. We want a partner -- at the  
12 end of the day we have a responsibility, the five elected  
13 board members to the electorate of our district as set forth  
14 in the Constitution of the State of Colorado, just as you  
15 all do.

16 UNIDENTIFIED VOICE: Right.

17 UNIDENTIFIED VOICE: So, we take that very  
18 seriously.

19 UNIDENTIFIED VOICE: Comment, sorry. No, that  
20 was my turn, and now I'm ready to open it up to all of you.

21 UNIDENTIFIED VOICE: Board member McClellan.

22 MS. MCCLELLAN: Thank you, Madam Chairwoman.  
23 My question is going to be about the mechanics of  
24 implementation of the competency-based model. So, there was  
25 a gentleman who was speaking to that, and it -- it might be



1 appropriate to ask you. As you've experienced challenges  
2 that are associated with implementing a competency-based  
3 model, though you're on the vanguard of this implementation  
4 in Colorado, you're not the first to invent the wheel here.

5                   So, do you have contacts and relationships  
6 with those who've been operating this model successfully in  
7 say, Maine or New Hampshire or some of the schools in  
8 California? And can you kind of describe what you've done to  
9 help yourself not be reinventing the wheel, and feeling all  
10 the bumps for the first time?

11                   UNIDENTIFIED VOICE: And maybe also touch on  
12 what the relationship would be with those contacts or those  
13 who've gone before and -- and how those folks might interact  
14 with the management company as well. That might be helpful  
15 to give us kind of a picture of how we navigate these two  
16 things that we're trying to do at once about this innovative  
17 model as well as bringing up the standards with the help of  
18 the management. So, figuring out how all of that works  
19 together would be helpful.

20                   UNIDENTIFIED VOICE: Yeah. Well, the first  
21 part, if I can, we have partnered with Lindsay California.  
22 We've actually sent people there and visited with them.  
23 Spent many, many days learning, comparing, you know, what  
24 their student learn, and classroom looks like compared to  
25 ours.



1                   We've taken principals, we've taken district  
2 leaders and even a few teachers. We did the same thing in  
3 Maine, and all this was funded by a grant. And there were  
4 many CDE partners there. I know Elliott Asp was on both of  
5 those trips you all know Dr. Asp, and it was because of  
6 that, that we finally felt that we were the voice in the  
7 wilderness.

8                   I think at the case conference two years ago,  
9 the -- the two gentlemen from Maine were speaking, and I  
10 think for the first time I thought, "Finally we found  
11 somebody that speaks our language." And it was -- it was a  
12 brilliant sharing of ideas and, and, you know, the trials  
13 and tribulations that we all had, there's certainly a lot of  
14 commingling with that and co-sharing with that.

15                   With regards to that aligning with the  
16 partnership, I think if you read any of the work that either  
17 m -- of these men are associated with it, it goes hand and  
18 glove. The art and science of teaching we just did the --  
19 the second round of it 2.0 just last week in Centennial,  
20 really revitalized many of the principals that we brought to  
21 that on what we're doing well and what we can do to improve.

22                   So, we have a really nice partnership with a  
23 lot of people that are innovators, that are change agents,  
24 they're not afraid to tackle these obstacles that we have in  
25 front of us. But you can speak it better than I can.



1 UNIDENTIFIED VOICE: Well, I'll go from  
2 AdvancED standpoint first, and that is that because we have  
3 a rather broad cross-section of the United States and around  
4 the world of people who are doing these types of things, we  
5 have been able to identify more schools that are already  
6 associated with our schools and districts, schools that are  
7 not yet associated with us, but we hope one day will be.

8 From a philosophical standpoint, we strongly  
9 support competency-based education. So, we continue to look  
10 for those and I have already begun to share that list with -  
11 - with the leadership in the district. But quite honestly,  
12 you are -- you are in the room with the expert and  
13 competency-based instruction and that's-

14 UNIDENTIFIED VOICE: Well, he couldn't be  
15 here but-

16 UNIDENTIFIED VOICE: Did you take his place?

17 UNIDENTIFIED VOICE: Yeah, I'll take his --  
18 The admission were the only decide with your RDND, the  
19 disseminations of third party. See I -- I think that's where  
20 things will help competency-based education to link up those  
21 groups that are working in that area, I just don't think  
22 that's been done enough.

23 And quite frankly Maine, New Hampshire,  
24 Lindsay Unified in California, you all kind of all started  
25 about the same time there just aren't that many districts



1 doing it as I mentioned. So I think as we get -- get kind of  
2 this energy going, communication going between those groups  
3 and that will be part of our goal to do that through the  
4 academy, I think you -- we'll find a lot of help.

5 UNIDENTIFIED VOICE: I would like to-

6 MADAM CHAIR: Dr. Swans can I ask -- can I  
7 ask a favor of you all?

8 DR. SWANS: Sure.

9 MADAM CHAIR: Let us have a break. I know  
10 it's really hard, but I have indulged on my colleagues by  
11 going for two and a -- two and a half hours.

12 DR. SWANS: That's fine.

13 MADAM CHAIR: And there's pain going on up  
14 here, I guess. So five minutes?

15 DR. SWANS: Sure.

16 MADAM CHAIR: We definitely want to continue  
17 the conversation.

18 DR. SWANS: Okay.

19 MADAM CHAIR: It's always hard to know just  
20 exactly where to say, boom, So I'm just doing it, I'm just  
21 cutting it. Folks for that break we appreciate it, I should  
22 have called it sooner. Board member Flores, I believe you  
23 were-

24 UNIDENTIFIED VOICE: Madam Chair.

25 UNIDENTIFIED VOICE: I'm not sure -- Oh,



1 there we go, thank you very much. W -- would we be permitted  
2 the opportunity briefly to address the management question  
3 that was just raised by conflict counsel.

4 UNIDENTIFIED VOICE: Well, sure.

5 UNIDENTIFIED VOICE: Thank you. Madam Chair,  
6 members of the board, just from the department's  
7 perspective, we wanted to explain why we believe that this  
8 particular plan is compliant with the statute. First, just  
9 to remind the board from our perspective, this involves a  
10 management plan involving a school district.

11 So that's the statute that talks about  
12 management with the consent of the school district. So the  
13 degree of management authority that any outside entity is  
14 going to have is, by definition, going to be driven in large  
15 part by the scope of the school districts consent.

16 Now, we also concur with the district that  
17 the best use of a management partner involves some level of  
18 shared authority and collaboration that grows capacity  
19 within district staff versus supplanting-type relationship  
20 where there's a temporary assumption of responsibility and  
21 then two years later there is a complete changeover.

22 So, as the management entity grows that kind  
23 of capacity, that's the exact kind of structure that the  
24 board approved for managing the Cortez, you'll recall where  
25 -- it was a districtwide management plan and they had



1 enrolled, essentially participating in the University of  
2 Virginia turn-around program that is similarly as much  
3 capacity building a collaborative process for the school  
4 district.

5                   So to the extent that the board has questions  
6 about statutory compliance for the proposal, we're certainly  
7 comfortable that it meets both the intent of the statute and  
8 it's consistent with the best interest of the students in  
9 the district.

10                   MADAM CHAIR: Thank you very much.

11                   UNIDENTIFIED VOICE: Madam Chair, if I may  
12 just add to what was just said, Dr. Granham caught me on the  
13 break, and he has something he would add. And then the two  
14 partners with us, both AdvancED and, and Dr. Marzano they  
15 have something in terms of their -- what they will do and  
16 what they won't do to add as well.

17                   MADAM CHAIR: Great. That's the clarity I  
18 think that we were asked.

19                   DR. GRANHAM: And I would just like to refer  
20 back to Slide 12 which has a little bulleted list in terms  
21 of what AdvancED elders or lead accountability partner will  
22 do. But in terms of the plan itself, this is specified on  
23 pages 52 -- 55 to 60, where it really talks about the p --  
24 performance contract Memorandum of Understanding with  
25 Advanced debt.





1                   And we've also had a pre-existing partnership  
2 with AdvancED since we invited them in, and Dr. Hurst will  
3 talk about those pieces in a moment. Also, in terms of the  
4 Marzano piece that -- that -- if we could move to Slide 14  
5 there's a little description there of Dr. Marzano's work.  
6 And, again, that's the sum -- Page 28 of the plan. But at  
7 this time, I'd like to ask Dr. Hurst to talk about  
8 AdvancED's role prior to what invited you as well as-

9                   DR. HURST: So, if you may need to get this -  
10 - if you may need to pull this up, I actually have the  
11 rubric in front of me that is dated March 22nd, not sure if  
12 that's the most recent one, but if I will be talking  
13 directly to some of those points. Just so you know, the  
14 district did call us in a couple of years ago and said look,  
15 we're competency-based, we want -- but we want to be  
16 accredited.

17                   We want an independent outside party to come  
18 in and evaluate how well we are performing. And so that was  
19 the initial contact with us. After that we did one of our  
20 evaluations, which resulted in the accreditation of the  
21 district. So just so you know, we have the authority to pull  
22 that accreditation if they do not meet our expectations.  
23 That's -- that is the bottom line with us.

24                   Whether you choose then to follow our lead  
25 and do that is it is of course up to you, but we will do



1 that. I want to also suggest that the pages that Dr. Granham  
2 referred to give you a list of our turnaround activities  
3 that we have done, and we can do, we don't intend to do all  
4 of them. First of all, it would be extraordinarily expensive  
5 to do all of them.

6 But we want to do work in collaboration with  
7 the district, to choose the strategies that are going to be  
8 best needed, or that are going to produce the greatest  
9 impact in the shortest amount of time. So if you want to  
10 review some of those activities, I'll be glad to answer  
11 questions about that. I'd like to go to, with your  
12 permission, Page 4 of the rubric. The plan-

13 MADAM CHAIR: Help me out, I'm sorry which  
14 rubric? Is the CDE? Is it the department rub-

15 DR. HURST: It is the CDE rubric.

16 MADAM CHAIR: Thank you.

17 UNIDENTIFIED VOICE: Page 34, 35, 36. Okay.

18 UNIDENTIFIED VOICE: Okay?

19 UNIDENTIFIED VOICE: Yes.

20 UNIDENTIFIED VOICE: Are we good?

21 UNIDENTIFIED VOICE: Yeah. I don't have quite  
22 -- yeah. Okay, four. I got it. We have presentation. That's  
23 all?

24 UNIDENTIFIED VOICE: I'm sorry.

25 UNIDENTIFIED VOICE: I'm fine.



1 UNIDENTIFIED VOICE: So, since the plan  
2 focuses on individual schools, the commonalities for this  
3 school. Actually, one of the -- our first issue will be  
4 working with the fidelity of implementation across the  
5 district, not just with the individual schools. So, we're  
6 really looking at the system level first, because if we can  
7 take care of the issues at the system level, we may not need  
8 to dig into the individual school's level, which, of course,  
9 will be more time consuming, and hence more expensive.

10 So, we hope that by working with that on the  
11 front end, we can do that. Our job is about continuous  
12 improvement, okay? And I'll get to that in just a moment. I  
13 would like to -- I'm turning now to Page 7, where it says,  
14 "The district implemented learning walks to assess  
15 implementation, examples of how these walks have helped.  
16 Where did that come from? Actually, it came from us.

17 So, we suggested, you need to get into your  
18 classrooms more. And -- and you need to do this. So, let's  
19 go to Page 8 now, and it says, "The plan states that  
20 AdvancED has expended time learning about WPS system." Given  
21 the unique challenges of CBS, will AdvancED be the right  
22 partner? Keep in mind, this is a unique situation. And Dr.  
23 Marzano has already told you that there are very few people  
24 out there that do competency-based systems.

25 I'll be honest with you, that is not our area



1 of expertise. But what is our area of expertise, is making  
2 sure that whatever a system adopts as their -- their  
3 instructional model, that they do it with quality, they do  
4 with fidelity and they, they do it in a method of continuous  
5 improvement, so that whatever those measures are, we will  
6 look to see, are we performing at a higher level today than  
7 we did before? On Page 9, it talks about, wi -- work with  
8 AdvancED on how they will support the district goals.

9                   We actually gave them the districts goals.  
10 What we found out later was that CDE's work earlier had  
11 identified many of the same issues, Dr. Marzano -- Marzano's  
12 work has identified the same issues we think we're all  
13 singing from the same hymnal, if you will, here. And we  
14 believe that primarily, our job is going to make -- is going  
15 to be, again, from a systemic standpoint, that the  
16 implementation, the measures that are implemented, are done  
17 with consistency, that we align the work with Dr. Marzano's  
18 work in the classroom and with the CBS model.

19                   Because, again, that's not our strength. But  
20 looking at systemic improvement, I challenge you to find  
21 anyone that -- that has more experience in looking at those  
22 things. So, with that said, I would refer you back to -- if  
23 you have additional questions about that, I'll be happy to  
24 answer those along with all of the other turnaround  
25 activities that we have used across schools in our network.



1 And at this time I'd like to talk to -- pass along, Madam  
2 Chair, if I may, to Dr. Marzano.

3 DR. MARZANO: Tha -- tha -- thank you, David.  
4 First of all, let me apologize. When I present, I'm going to  
5 have to leave. I've got a sick family member who can't be  
6 left alone. So, I -- I need to get back. Okay.

7 On our side, so we're go -- we use the Lab  
8 School model. There and we -- we tal -- I talked with Dr.  
9 Granham and Dr. Swanson and said, if we're going to have a  
10 Marzano Academy, there are certain things we have to be in  
11 control of. And -- otherwise it's not an academy.

12 We are not in control of things like hiring  
13 and firing, and salaries and the run -- the end of building  
14 itself. But we will be in control of -- and some of these  
15 things Westminster is already doing. The use of proficiency  
16 scales, how students are assessed, the accuracy of those  
17 assessments using the Empower system, monitoring that  
18 accuracy and how well the school is doing as a whole, so  
19 we'll monitor that.

20 We're going to actually use a lot of that  
21 release nabe items as indicators of just how well we're  
22 doing, informally. You know, to be able to say, "Okay, based  
23 on this metric here, we're doing a good job in reading,  
24 we're not doing such a good job in reading." Holding  
25 teachers to -- already said, there's a big learning curve in



1 terms of going to the competency-based system, you don't  
2 expect your every teacher to do it perfectly right after  
3 that.

4                   But if after a year or more a teacher is not  
5 conforming to that model, you know, then we have to have the  
6 ability to say, "Wait a minute, we need to find a better fit  
7 here." And it could be the case that I -- I don't anticipate  
8 this and I hope it would never happen. But, you know, if  
9 really after a while we realize that the school wasn't going  
10 to follow this, then we would just back out, and say, well,  
11 it's not -- it's already not an academy then.

12                   UNIDENTIFIED VOICE: So, let me clarify for  
13 myself please. You're going to be running a lab school?

14                   DR. MARZANO: Yes.

15                   UNIDENTIFIED VOICE: Where you are going to  
16 be monitoring?

17                   DR. MARZANO: Monitoring, we'll be monitoring  
18 that lab school with the idea of anything we learn gets  
19 disseminated widely. And it's a-

20                   UNIDENTIFIED VOICE: And that's -- and that's  
21 Dr. Hurst job-

22                   DR. MARZANO: Right. Part-

23                   UNIDENTIFIED VOICE: -to see that it's -- and  
24 in your job as well. But-

25                   DR. MARZANO: External. Over and above --



1 over and above what we do. Yeah.

2 UNIDENTIFIED VOICE: That it will be -- that  
3 we find more approach-

4 UNIDENTIFIED VOICE: It'll permeate -- it'll  
5 permeate the whole system.

6 UNIDENTIFIED VOICE: That's correct. We  
7 disseminate that throughout the district.

8 UNIDENTIFIED VOICE: And the process for that  
9 is-

10 UNIDENTIFIED VOICE: Well-

11 UNIDENTIFIED VOICE: -teachers coming in to  
12 observe?

13 UNIDENTIFIED VOICE: It c -- it could be any  
14 of those. And -- and again-

15 UNIDENTIFIED VOICE: Any -- Any number of  
16 system.

17 UNIDENTIFIED VOICE: -that's dependent. It  
18 could be mentoring and coaching models, of which they  
19 already have a good model. But we would focus that  
20 specifically on the CBS model.

21 If -- if -- if I may, I -- I want to cover a  
22 question that go -- actually goes back to everyone's  
23 questions about fidelity, because that's really what we're  
24 looking at here, is the fidelity of implementation. So, when  
25 we're looking at the fidelity of implementation, it starts



1 with leadership, but it also -- all teachers are accountable  
2 for the fidelity of implementation.

3 Here's another piece that's -- hasn't been  
4 talked about a lot and it's really not within your purview,  
5 but it's -- it has been mentioned here. And that is the  
6 accountability of students, and the accountability of  
7 parents to understand CBS and how it works, their understa -  
8 - measurement of their understanding of it, and then the  
9 district's ability to share that information with them.

10 As Dr. Marzano just said, we see that in any  
11 system when we're trying to put something in place, there  
12 are about four types of people. You have the people that  
13 know and just don't want to do it. That's the teacher that  
14 he talked about earlier.

15 At that point, we would sit down with Dr.  
16 Marzano and the district and say, "We -- we probably need to  
17 talk about these folks." You also have people that know  
18 what's wanted, but they don't know how to do it. And we see  
19 this more than anything else. We see-

20 UNIDENTIFIED VOICE: Sure.

21 UNIDENTIFIED VOICE: -people who wake up  
22 every day coming to work not intending to do bad things, but  
23 they simply don't know. Then we have people that don't know,  
24 but they think they do. And so, they do the wrong things.  
25 Part of our job will be to find out where we're having





1 miscommunications with those.

2                   And then finally, the people who don't know,  
3 and they don't know that they don't know. And so, we'll be -  
4 - we'll be working with those. So, I'm -- I want to go back  
5 to -- Mr. Durham's very first question was maybe this is too  
6 complex and too hard.

7                   And I believe the answer to that is no. I  
8 believe we have a unique situation, with a perfectly sized  
9 district, with the, with the resources. And I believe that  
10 working in concert with Marzano Research -- I believe  
11 AdvancED, and Marzano Research are, are quite honestly,  
12 perhaps the perfect partners to make sure that this district  
13 succeeds. So, I'll stop there, Madam Chairman. Thank you for  
14 my soapbox.

15                   DR. MARZANO: Can add one other thing to  
16 that. There are some things actually hardwired into the  
17 system for the dissemination -- dissemination piece, and that's  
18 the Empower system. Here's what we found out over the years.

19                   There is a lot of upfront professional  
20 development required for something like this. So much that  
21 the school district wouldn't have the en -- resources to  
22 give that many days to the professional development. So, one  
23 part of that -- one of the roles of the project will be to  
24 create online professional development housed within  
25 Empower, you know, which now is available to the entire



1 district. I think in the Marzano academies; all of that  
2 stuff will be just public domain information. So, that's  
3 part of it too.

4 UNIDENTIFIED VOICE: I -- I really do have to  
5 apologize. I'm going to-

6 UNIDENTIFIED VOICE: Understood.

7 UNIDENTIFIED VOICE: Okay. Thanks a lot.

8 UNIDENTIFIED VOICE: Thank you very much-

9 UNIDENTIFIED VOICE: Sure.

10 UNIDENTIFIED VOICE: -for coming. If I -- if  
11 we may continue, Dr. Flores had some more questions or  
12 comments.

13 DR. FLORES: Actually, it -- it was more of a  
14 comment, and it -- Mr. Valente, it -- it was true what you  
15 said about a couple of stories that I and one of the  
16 department people said. And it was just to reaffirm what the  
17 lawyer had said, that it was a hard -- a difficult job  
18 working at the system because of where you had mob --  
19 mobility, that was an issue.

20 There was an issue of minority, a large  
21 number of minority students and ESL. And I think both of us  
22 just said that it was hard. We understood that it was hard  
23 cause both of us had, had taught that ma -- population. And,  
24 and so, we understood, but at the same time, we affirmed  
25 that these students could learn.



1                   That's what we said, that these students can  
2 learn. And my example was that, I taught at a migrant school  
3 in McClellan, Texas, seventh and eighth grade. They were  
4 migrant students. They, they came in in October and they  
5 left in April. And so, it was hard, but we did, not all of  
6 them, but we did bring a -- a large number of them to grade  
7 level. It was hard. We had a very long day.

8                   We didn't say that it was impossible or, you  
9 know, that your program was bad or not. You know, I was  
10 trained as a competency-based program as, as -- in a  
11 master's program. So, I understand that it takes some time,  
12 you know, to -- to get there. But we didn't want to -- I  
13 just don't want you to leave thinking that we said that it  
14 wasn't possible.

15                   UNIDENTIFIED VOICE: Well, thank you for your  
16 clarification.

17                   DR. FLORES: Thank you.

18                   UNIDENTIFIED VOICE: Board member Durham.

19                   MR. DURHAM: Thank you, Madam Chair. Mr.  
20 Valente, I do have a couple of quick questions. You -- you  
21 had, you Westminster has had six years on the clock and --  
22 which means it's achieved one of the two lowest ratings  
23 available.

24                   You apparently presume that, that the  
25 characterization of it being a failure is too strong a word.



1 What -- what's the word that you would apply to the  
2 performance of the district over the last six years?

3 MR. VALENTE: Determined.

4 MR. DURHAM: Determined. Determined to do  
5 what?

6 MR. VALENTE: We're out there determined to  
7 do our best every day. When I first was elected to the board  
8 in 2011, I walked into a school district with my new board  
9 majority. We didn't have a superintendent. We had CAS going  
10 on around us.

11 The first meeting we had was with our  
12 auditor, we also didn't have a CFO at the time. And the  
13 auditor said, "Here's four major red flags that you need to  
14 clear up right away." So, we had all these things going on  
15 that we had to deal with. We got the red flags cleared.

16 We hired a superintendent. We said that the  
17 current model of how our board operated wasn't working.

18 We went back to a policy-based model where  
19 the board had responsibility, not -- not delegating  
20 everything to the superintendent. Policy in our district  
21 belongs to our board and we're very, we're very proud of  
22 that because it means that we have some skin in the game as  
23 well.

24 But, when you talk about this, the other  
25 thing I've noticed, so this, this infamous clock was ticking



1 when I started. Since the time I've started, we were asked  
2 to meet one set of expectations, but along that journey,  
3 we've been through four iterations of state testing.

4                   We've been through, I think, four  
5 commissioners down here. We have been through various  
6 different standards of where -- where the goalposts are,  
7 what it takes to score a touchdown. Now, when you're already  
8 behind in the game and the rules change in the game, it's  
9 definitely a little bit different than when you've already  
10 got a 20-point lead in the game.

11                   So, we're determined to get there. It may  
12 take a little more time. We would certainly welcome the  
13 systems not changing anymore for a while, so that we can  
14 actually complete what we started. But if they changed, if  
15 we get 17 more commissioners and 37 different types of  
16 accreditation ratings, we'll work with it. But we're  
17 determined to do the best we can.

18                   MR. DURHAM: So, hundreds, hundred -- we have  
19 five districts on the clock that have failed for six years  
20 consecutively, 174 districts in Colorado have not, have not  
21 failed. So, so, the -- you've been, you've been on the  
22 board, and the board since 2011, that's all six years that  
23 the district has, has had the low performance.

24                   And -- and if I understood Mr. Farrow's  
25 arguments last week, I think it was last week, it was that



1 those poor performances should be excused by a combination  
2 of what you just mentioned that goalpost move, although they  
3 moved for the other 174 districts as well. But -- and -- but  
4 also because you have significant hardships in your  
5 alternative or in your, in your makeup.

6 Mr. Farrow, I didn't ask you any questions,  
7 just for the record. So, so, to your -- how much ownership  
8 do you -- does this board take for being in the bottom of  
9 the, of the bottom, what is it? 174, 175, something less  
10 than 2.5 percent of the districts.

11 MR. VALENTE: Madam Chair, our position on  
12 the rating appeal is noted for the record. I think we've  
13 answered all the questions that we need to answer and stated  
14 everything we need to state about those arguments.

15 UNIDENTIFIED VOICE: Excuse me. Are you --  
16 are you directing Mr. Valente not to answer the questions,  
17 any more questions?

18 UNIDENTIFIED VOICE: I haven't directed him  
19 to do anything.

20 UNIDENTIFIED VOICE: So, we can continue? I  
21 thought maybe as counsel you were directing him not to  
22 answer.

23 UNIDENTIFIED VOICE: She was recognizing  
24 probably what's obvious which is he had several over hearing  
25 about the issues that board member Durham is raising, and



1 they've been asked and answered.

2 UNIDENTIFIED VOICE: So, Mr. Valente came  
3 here making some comments that I would say -- said something  
4 folks off that was not helpful, especially about our staff.  
5 You can track us all you want to but-

6 UNIDENTIFIED VOICE: And the commentary made  
7 about our staff and our community last week, we felt the  
8 same way. So, we'll call it a standoff on those issues. As  
9 far as answering your question, you and I will respectfully  
10 agree to disagree.

11 I do not see my community, my home, the place  
12 that my family has called home for 73 years, the place where  
13 my family has done business for 64 years, the place where  
14 three generations of my family have graduated, that has gone  
15 through tremendous flux from rural, to suburban, to urban, I  
16 do not see it as a failure because of how somebody scores on  
17 a standardized test.

18 Personally, I think standardized testing in  
19 general is a failure. But I do what I have to do. I have no  
20 children of my own. I'm an employer in the community, and I  
21 get these students whether they come to me from our school  
22 district, other school districts, public schools, private  
23 schools, charter schools. They are not ready to tackle the  
24 workforce.

25 They have -- I as an employer have to take



1 the remedial steps to train new employees how to work  
2 before, I can train them to do any job that I'm hiring them  
3 to do, and that is not unique to my business or any other  
4 district. So, if we want to have the conversation about what  
5 we as -- as a society need to do to up those standards  
6 overall beyond just a standardized test, I'm more than happy  
7 to have that conversation with you. But I don't think time  
8 allows for that here today.

9 UNIDENTIFIED VOICE: Mr. Durham.

10 MR. DURHAM: Thank you, Madam chair. I think  
11 the problem that I have observed with a number of districts  
12 coming in here and it was nice to not see it with Aguilar  
13 this morning where a district that clearly has had its share  
14 of problems, owned up to its share of responsibilities,  
15 accepted their responsibility, and actually put some skin in  
16 the game in some meaningful ways which I don't see this  
17 district doing.

18 They put some skin in the way by a -- by  
19 actually voluntarily giving up some management control to a  
20 partner and saying out loud in front of this board and to  
21 their own people, we can't get it done, we're going to see  
22 this. They had real skin in the game and in part I think  
23 it's almost like a 12-step program.

24 If you don't admit you have a problem, then  
25 it's going to be darn hard to solve the problem. I think





1 what I've seen all too often, and I see it all too often in  
2 education generally is nobody wants to admit there's a  
3 problem. The reality is you have to have some standard.

4           The legislatures decided the standard and  
5 they haven't provided the flexibility to their staff to say,  
6 "Well, that standard doesn't apply if you have too high a  
7 percentage of minority kids, or too high a percentage of  
8 poor kids, or too high a percentage of mobile kids," they --  
9 they haven't given the staff and for that matter I don't  
10 think they've given this board the option of saying, "Well  
11 gee, that's okay because."

12           As imperfect as a per -- as a standardized  
13 test measurement might be it happens to be the one that  
14 we've been instructed to use, and there's plenty of evidence  
15 although I don't necessarily agree with all of it and we've  
16 had these fights on this board that it is as good a measure  
17 as we're going to have at the moment. And so, to quibble  
18 about why we're not there as opposed to focusing in on how  
19 we get there, I think is the -- the more appropriate thing  
20 that serve students.

21           Because one other clear observation is this  
22 education system serves adults pretty well. I don't know  
23 that it serves students who are the down. So, I think that -  
24 - what are we done in five minutes Miss? Thank you. Okay.  
25 So, I think I would just conclude by saying, we'd be a lot



1 better off if everybody accepted their responsibility and  
2 moved on, and tried to put meaningful things on the table,  
3 and this management proposal is not in my judgment  
4 meaningful. It may or may not get the job done but there's  
5 no -- as far as I can tell significant change delivered in  
6 the management program. Thank you, Madam Chair.

7 UNIDENTIFIED VOICE: Board member Rankin.

8 MS. RANKIN: We've talked a lot today about  
9 process. I've never seen as many PhD's in the room, as we  
10 have today, and thank you all for coming. But I think we  
11 have to step back just a bit and put our focus on the  
12 students, the students of Westminster. This is what our  
13 responsibility on the board is, to focus on the students.

14 Everything that was said today is important  
15 and it's important to say, we had one school on the clock.  
16 We've had a program, right or wrong it's gone on since 2009,  
17 2010. We have to look to what's best for the students, and  
18 eight more schools are now on the clock. Even if it's the  
19 first year, we've got to start making some changes or we're  
20 in big trouble. I believe a lot of people here believe that  
21 Westminster is going to make a change. Let me read the  
22 motion.

23 Based on today's hearing I move that the  
24 department and district work together to define the role and  
25 responsibilities of the two external management entities in



1 the district's management pathway proposal, and to submit a  
2 proposed written final determination regarding the external  
3 management.

4 MADAM CHAIR: It's a proper motion. Do I have  
5 a second? Thank you. Any more comments? Quick. Would you  
6 call the roll, please, Miss Cordial?

7 MS. CORDIAL: Board member Durham?

8 MR. DURHAM: No.

9 MS. CORDIAL: Board member Flores?

10 MS. FLORES: Yes.

11 MS. CORDIAL: Board member Goff?

12 MS. GOFF: Yes.

13 MS. CORDIAL: Board member Mazanec?

14 MS. MAZANEC: Yes.

15 MS. CORDIAL: Board member McClellan?

16 MS. MCCLELLAN: Yes.

17 MS. CORDIAL: Board member Rankin?

18 MS. RANKIN: Yes.

19 MS. CORDIAL: Board member Schroeder?

20 MADAM CHAIR: Yes.

21 UNIDENTIFIED VOICE: Thank you.

22 UNIDENTIFIED VOICE: Don't hit me with that  
23 yet. I'm supposed to say something. Which is to say that,  
24 this ma -- this concludes today's hearing, the board will  
25 vote on this matter at the next regularies -- no.



---

1 I'm not sure exactly when we're going to vote  
2 on it. We might try but it probably depends on staff. As a  
3 reminder however, we are still acting in a quasi-judicial  
4 manner, and may not engage in conversations with the  
5 department or district in regard to the final written  
6 determination. Thank you, folks.

7 (Meeting adjourned)

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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October, 2018.

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

Verbatim Reporting & Transcription, LLC

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