



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
February 11, 2016, Part 4

BE IT REMEMBERED THAT on February 11, 2016,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

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



1 CHAIRMAN DURHAM: Back to order and we're
2 going to start with Item 6.02, graduation -- better find it
3 here.

4 UNIDENTIFIED VOICE: Graduation deadlines?

5 CHAIRMAN DURHAM: Graduation, yeah. I
6 didn't find it, but that's all right. It's the graduate
7 and dropout rate to data dashboards. Okay. Would you like
8 to introduce yourselves and proceed?

9 MS. MARTINEZ: Good afternoon. My name is
10 Judith Martinez.

11 CHAIRMAN DURHAM: Pardon me? Speak up,
12 please.

13 MS. MARTINEZ: My name is Judith Martinez.

14 CHAIRMAN DURHAM: Okay.

15 MS. MARTINEZ: And I am the Director of
16 Dropout Prevention and Student Reengagement within the
17 Division of Innovation Choice and Engagement here at the
18 Department.

19 MR. HUYNH: My name is Hai Huynh. My role
20 is Strategic Data Adviser with the Union of Accountability
21 and Data Analysis.

22 CHAIRMAN DURHAM: Thank you. Please
23 proceed, whoever's in charge here.

24 MS. MARTINEZ: Good afternoon, and we're
25 very excited to be here today to share information on a



1 tool that's been developed that helps in the communication
2 and use of the dropout and the graduation rate data. As
3 you may know every January, the dropout rate and the
4 graduation rate from the previous year gets released, and
5 for the last three years, we've been doing our best to
6 develop tools and help push out the data so that folks have
7 an understanding of what the data is, as well as have some
8 specific tools to understand it and use it for additional
9 research. So with that, it's my privilege to introduce you
10 to Hai Huynh, who is the architect of the Data Dashboard
11 that was just launched this year in the areas of dropout
12 and graduation. So I think -- be -- prepare to be quite
13 amazed because this is a very cool tool.

14 MS. FLORES: But we don't have this on Board
15 Docs, right?

16 MR. HUYNH: No, we do not. I will walk you
17 through how you can access it. I will walk you through how
18 to access this tool, but first, I want to give you some
19 information on our -- right. Which is -- when we were
20 working on this tool, we really thought about who is
21 accessing this tool and what their purpose were. And we
22 wanted to create a tool that was providing factual data and
23 relevant information to -- for local people to start this
24 conversation about dropout data and graduation data. And
25 the purpose of the tool is to allow districts, schools,



1 educators, parents to compare results at the district level
2 to the state level, district to other districts, school
3 level to the district level and school result with other
4 school.

5 I wanna walk you through how you can access
6 the tool. We re-branded SchoolView to make it really
7 accessible. SchoolView is our landing page for all things
8 data. It's really easy for parents and stakeholders to
9 remember that SchoolView is much simpler to type in than
10 cde.state.co.us. So you can just simply type in
11 schoolview.org and you'll be taken to our landing page.
12 And we organized the page to show data tools with data
13 information. You can access it under Colorado Education
14 Statistic, and then go ahead and click on Dropout
15 Statistic, and it has this interactive data tool right
16 here. When you click on that tool, you'll be taken to a
17 page, this Data Dashboard that shows all of the relevant
18 data for dropout data.

19 So you'll see -- navigating it, you'll see
20 three tabs: States and Districts, School, and a Map. And
21 I'll walk you through the functionality of each of these
22 tab. So in the Districts and State tab, you'll get state
23 data so you can -- for five years and you'll get district
24 data for the past five years. This makes it very easy for
25 people to go in and see how districts have improved over



1 time, how it compares with the state. Furthermore, you
2 have the option to select subgroup. So it's not just
3 looking at all students, but you have the ability to drill
4 down by students' subgroup. And we've offered all of the
5 subgroups, not just the four major subgroups. We drilled
6 down all the way to migrant, gifted, every single group
7 that you can think of.

8 UNIDENTIFIED VOICE: I'm sorry. I don't get
9 it. How did you get to this screen?

10 MR. HUYNH: schoolview.org, Colorado
11 Education Statistic. It is the fourth one down.

12 UNIDENTIFIED VOICE: Education Statistics,
13 okay.

14 MR. HUYNH: Then Drop Out Statistics.

15 UNIDENTIFIED VOICE: Okay.

16 MR. HUYNH: And then click on Interactive
17 Dropout Data. Okay. So the rates are color-coded from a
18 gradient to orange, from gray to dark orange and that
19 signifies the high -- the darker the color, the higher the
20 dropout rate. And this is true for graduation rates too.
21 The darker the orange, the higher the -- the graduation
22 rate. So it makes it really easy. So it makes it really
23 easy to pinpoint where are most of our students dropping
24 out, where are most of students graduating's in a visual
25 way. And when you -- and the nice thing about this tool



1 is, when you hover over a data point, you can see details
2 for that particular district.

3 So you can see how many students were
4 counted in the dropout rate, additional information such as
5 their FRL rate. These are contextual information that we
6 wanna give folks so that they understand what the data
7 really mean when they have that conversation. And then,
8 any other information, like whether it's a small district,
9 because small district can affect the percentage, and
10 whether there are a lot of AEC schools within the district.
11 So that is the District and State tab. So any time, you
12 can scroll and find your district, and then compare the
13 results to the state, and you can change the filter and it
14 will automatically change both states and districts result.

15 MS. MARTINEZ: May I add something? I just
16 want to note that when you hover over and you get the
17 information, the topics that were covered were informed by
18 the districts. So when we were thinking about who the
19 audience is, we really wanted to tailor it to what
20 districts felt was most important for the public to know.
21 So those data points in the hovering pop-ups were
22 identified by the districts.

23 MR. HUYNH: School tab has the same
24 operation. You can just select a district here. And it'll
25 show all of the schools within the district. Same hover



1 over operations and you'll see the same data, and then you
2 can select the sub group.

3 CHAIRMAN DURHAM: Commissioner has a quick
4 question.

5 MR. ASP: Yes, really fast. You mentioned
6 that this was recently due -- this was recently launched?

7 MR. HUYNH: That's correct. In January.

8 MR. ASP: Just the dropout piece or --

9 MR. HUYNH: Dropout and graduation.

10 MR. ASP: And graduation, okay.

11 MR. HUYNH: Yep.

12 MR. ASP: How often -- how -- how recently
13 has there been an overhaul of the entire SchoolView?

14 MR. HUYNH: So the landing page was
15 overhauled in late November, just to make navigation
16 easier. But the tools within it are owned by specific
17 units, so that is at their discretion.

18 MR. ASP: Thank you.

19 MR. HUYNH: And finally, we're -- we're
20 really incorporating GIS, so mapping of the data. Makes it
21 really easy to pinpoint like which district's doing really
22 well, how do the surrounding districts do? So you'll --
23 when you click on the Mapping tab, the Map tab, you'll see
24 a picture of all of our Colorado School District. And
25 here, as I mentioned previously, the higher the dropout



1 rate, the darker the color is. So you can really pinpoint
2 out who's doing really well and who's not -- who's -- who
3 has more dropout or fewer dropout. Now, any time you can
4 hover over any of the data here. So if I hover over one of
5 the data, you'll see this interactive table that pops up
6 and show you five years of data.

7 And we realized that people liked this
8 visual a lot. They wanted to see the data by subgroup,
9 then by year. You can just select this filter here. Like
10 I can scroll it back to 2014 and really see how the data
11 has changed over time, and really see how that data changed
12 over time for a particular subgroup. So if I wanna see
13 what the result look like -- the dropout result look like
14 for FRL students over time, I can take the slider and slide
15 it all the way to 2011, so five years of data here, and
16 then move it across and look at the map changing
17 interactively. And you can sort -- you can see how the
18 color changes and shift over time.

19 MS. FLORES: And -- and when you first go to
20 the -- to the site, it's the Colorado Department
21 Statistics, Colorado --

22 MR. HUYNH: Yes, Colorado Education
23 Statistics.

24 MS. FLORES: Colorado Education Statistics.
25 Thank you.



1 MR. HUYNH: That's all. You guys have any
2 question?

3 CHAIRMAN DURHAM: Okay. Any questions from
4 Members of the Board? That's -- that's very impressive.

5 UNIDENTIFIED VOICE: This is all available
6 to the public, right?

7 MR. HUYNH: That is correct. We made it all
8 available.

9 MS. SCHROEDER: You also have SchoolView
10 data that is specific to the Department, right? Has more -
11 - I don't mean on dropout or graduation rates, but general
12 information. You know what I'm talking about, right?
13 Because I thought it was very helpful -- would be really
14 helpful to the public but it's not public, right?

15 MS. PEARSON: Almost everything in
16 SchoolView is public. There is one function within the
17 Colorado Growth Model software that's, you know, the four
18 quadrant chart with the achievement and growth in there.
19 There's an option in there that they can go through the
20 identity management system to get secure access, to get the
21 student level, but it's -- it's just one portion. There's
22 secure sign-in, links to our secure data collection system
23 and access system. So only district staff that have
24 access, that have been given it from their superintendents
25 can get to that level. Otherwise, everything is publicly



1 available. All the end sizes meet proper requirements so
2 there's nothing that posted that is student-level data.

3 MS. SCHROEDER: Okay. Let me think.
4 SchoolView is cool.

5 MS. FLORES: That's great.

6 CHAIRMAN DURHAM: All right. Any other --
7 any other questions? Thank you very much, appreciate it.
8 Okay. Let's see. Now, we're to Item -- I guess we can
9 have lunch again. 8.01, Accountability Clock Update.

10 UNIDENTIFIED VOICE: (Inaudible).

11 CHAIRMAN DURHAM: Okay. Miss Pearson,
12 you're on again.

13 MS. PEARSON: Yep. You guys, are -- are you
14 sick of me yet? We're almost done. We're almost done, I
15 think. Okay. So today we wanted to talk with you all
16 about -- give you a little update on where we're at with
17 the district and school accountability clock. I know you
18 all had some questions about that, where we are with the
19 process in terms of the hold. So we're gonna give you an
20 update on the status of schools and districts, where they
21 are in terms of ratings in the clock. Give you an overview
22 of the timeline and then talk through some proposed
23 processes for going through the recommendations and what
24 your role is with that. Ms. Burdsall is handing out a
25 lists of the schools and districts that are at year five.



1 So because I know whenever we have these
2 conversations you wanna know who those schools and
3 districts are. So just an overview of the school status,
4 of where we're at. This chart shows the schools in the
5 state that are on priority improvement and turnaround, the
6 total that are prior to improvement turn around across the
7 top and then by year on the clock. So how many years
8 they've had that rating. This is all of July 1, 2015.

9 If you remember, we give ratings in the
10 fall, usually those get finalized November, December. The
11 school district starts on the clock the following July.
12 That's how statute's written. So we have 18 schools at
13 priority improvement year five right now. Eleven at year
14 five that are on turnaround. So there's 29 total that are
15 priority improvement or turnaround. I know you all have
16 heard the 30 number before. There were 30 officially, one
17 of those schools closed this coming school year, which is
18 why it dropped down to 29. So those 29 schools in year
19 five are located in 18 different districts.

20 There's also -- I'm gonna direct your
21 attention to those on turnaround, because there were some
22 questions about when the Board can act and what schools
23 they can act on. The Board has discretion or needs to act
24 on schools and districts that have reached the end of year
25 five, but also may act with schools that are in turnaround



1 that have not made progress. So we just wanted to
2 highlight those for you.

3 CHAIRMAN DURHAM: Those are the ones that we
4 are required to act?

5 MS. PEARSON: So the ones that are at year
6 five, you're required to act on by June 30th, 2017. The
7 way the (inaudible) that currently is.

8 CHAIRMAN DURHAM: Any time between now and
9 then?

10 MS. PEARSON: Now and then. The action
11 would need to be taken by June 30, 2017.

12 CHAIRMAN DURHAM: And then, schools that are
13 in that category on year three with some --

14 MS. PEARSON: Yup, you've got other schools
15 that are on turnaround. And the Board, you do not need to
16 act, but you have the authority to direct an action to
17 schools and districts that are on turnaround that have not
18 made progress over time. So --

19 CHAIRMAN DURHAM: Thank you.

20 MS. PEARSON: -- I just wanted to point that
21 out. Thanks. And then in terms of districts that are on
22 the clock, most of our districts that are on priority
23 improvement, or turnaround, or at year five, year seven
24 that are at priority improvement, one that's on
25 turnarounds. That -- so we've got eight total that are at



1 year five, you've got one district at year four, and one
2 district at year one. So and no other is on turnaround
3 except those at year five.

4 MS. FLORES: What do -- yeah, what does the
5 lavender color indicate?

6 MS. PEARSON: The lavender color on this?

7 MS. FLORES: It's very pretty.

8 UNIDENTIFIED VOICE 1: The district's on the
9 clock.

10 MS. FLORES: Thank you.

11 MS. PEARSON: It's very pretty.

12 MS. FLORES: I'm sorry, what did you just
13 say?

14 UNIDENTIFIED VOICE 1: The district is on
15 the clock if it's highlighted in Lavender.

16 MS. FLORES: Oh the district?

17 UNIDENTIFIED VOICE 1: District itself is.
18 Yes, it is.

19 MS. FLORES: Not just the school?

20 UNIDENTIFIED VOICE 1: Not just the school.

21 MS. FLORES: Got it.

22 UNIDENTIFIED VOICE 1: Yeah, both.

23 MS. FLORES: Thank you.

24 MS. PEARSON: Okay. So let's just talk
25 through a little bit of timeline and -- and then Brenda is



1 gonna go into more detail with it. As of July 1, 2016,
2 with the way statute is currently written to the 29 schools
3 in eight districts will remain on year five of prior to
4 improvement. They're not gonna move forward and the
5 (inaudible) are frozen, so they'll just stay at year five.
6 They haven't hit the end of year five yet at that point.
7 Next fall again, as we currently have statute and the
8 state, new school plan types and district accreditation
9 ratings will be given. That's what we're planning for and
10 that's what we talked about with the target setting earlier
11 today.

12 MS. FLORES: What about miracles? You just
13 assume that they're not gonna change within the year?

14 MS. PEARSON: Oh, that is a good point. So
15 -- so that's where they won't have a new rating before July
16 1, 2015. But in the fall when we give new ratings, they
17 may come off the clock then. It's a very good point. So
18 there may not end up being in 29 schools in eight districts
19 still at year five because some may come off. Some may
20 close, who knows what may -- a lot things could change at
21 that point. So that's a very good point. Next fall and
22 winter, we'll have recommendations from both the
23 commissioner and the state review panel.

24 For you all on the schools and districts, we
25 have -- we talked about, we have some of those school --



1 state review panel reports for some of the schools and
2 districts already, but there may be summary reviews for
3 them. And then by June 30th, the Board needs to direct an
4 action to the local School Board for those 29 schools in
5 eight districts if they remain on the clock to be in the
6 alignment with what's in state law right now. So that's
7 kind of the big picture overview. Brenda is gonna now talk
8 through with you guys the process. For how this -- how we
9 understand the process by law and how we've been working
10 with schools and districts around that, and then what some
11 of those pathway options are.

12 MS. BAUTSCH: Okay. Thank you. Thank you,
13 Mr. Chair.

14 CHAIRMAN DURHAM: Good morning.

15 MS. BAUTSCH: I'm Brenda Bautsch by the way,
16 I work on all things related to the accountability clock.
17 And this slide shows you a high level overview of the
18 accountability clock process. So as we envision the
19 processes leading up to when you would direct action toward
20 a local school Board, for those at the end of the clock or
21 in turnaround not making progress. So there are three main
22 components that you'll see kind of in the middle of the
23 flow chart. And the first two are the commissioner
24 recommendation and the state review panel recommendation.
25 These are both outlined in statutes, so they are



1 statutorily required recommendations that will come to you
2 in a formal written report.

3 And the commissioner recommendation is based
4 off of a CDE staff analysis, of a variety of factors, of
5 local data leadership, our grants and supports that we've
6 given the school over the years, CDE staff interaction with
7 the school, and local context, so what is actually feasible
8 to implement. And that whole report will come to you
9 again. We envision later this fall and winter for these
10 schools. You did receive one formal report through Interim
11 Commissioner Asp last year for Aurora Central High School.
12 So that kind of gave you an idea of what we envision these
13 reports to look like. And the state review panel report as
14 has been mentioned, those were released for the schools and
15 districts on year five last year and due to the
16 accountability pause there are some schools and districts
17 that will receive another site visit this spring.

18 So you'll receive a new set of reports and
19 possibly new recommendations for some of the districts and
20 schools on year five, but not necessarily all of them, and
21 that will happen this summer. So the third piece on this
22 flowchart that we envision happening is the district's
23 proposal, and this is not statutorily required so it's an
24 optional piece. We -- we -- we really are encouraging
25 districts to come forward with their own plan and their own



1 proposal for what they'd like to pursue as an end of clock
2 pathway. So we want this process to be locally driven, we
3 want districts to own their -- their pathway. And so to
4 that end, we have already been engaging with districts to
5 encourage them to do this and to really, to provide some
6 professional development to district staff around what in -
7 - a pathway could look like and how that could be
8 implemented. And when I refer to the pathways, this is the
9 list of statutory pathways and just is important to note
10 the state review panel is constrained to this list.

11 So when you receive the set of reports from
12 the state review panel, they will all be chosen from this
13 list. You won't receive a recommendation other than what's
14 here on this slide. The statute also does confine you to
15 choose from this list for a school based action. So when
16 you are directing action to a local school Board, for a
17 school on the clock, you do have to choose from this list
18 that's the list of options under school actions. There is
19 some flexibility in statute, however, regarding districts
20 on the clock and this is where it gets kind of a little
21 nuanced with the law, that if you -- if you may choose if a
22 district is on the clock to direct action to the local
23 School Board for something that's not on this list. But
24 again, if you look at the numbers on the sheet, there are



1 much fewer districts on the clock. There's nine total,
2 we've got eight coming up on year five.

3 So for those eight, you could go off this
4 list. But for the 29 schools that are coming up on year
5 five, you are confined as the laws within now, you are
6 constrained to choosing from these actions. That being
7 said, and I know this list is limited, we do think there's
8 flexibility within the management pathway for that to be
9 interpreted in a different -- in a variety of different
10 ways to adapt towards local context.

11 So we envision this being a possibility for
12 small rural districts, for example, where management
13 doesn't just mean that an educational management
14 organization comes in and takes over the school's
15 functions. But it could also be a scenario where a
16 district brings in an external partner to help support and
17 provide targeted interventions around certain management
18 functions. So that is something that we believe can be
19 interpreted that way, that's the way the state review panel
20 has been interpreting the management pathway as well. So
21 in the recommendations they released last summer, there is
22 some variation in how managements interpret it.

23 CHAIRMAN DURHAM: Dr. Flores.

24 MS. FLORES: Yes. Could -- could something
25 like this happen that a school decides -- a district



1 decides to have a magnet school? And the magnet school is
2 -- you don't have the same organization, you bring in a new
3 principal possibly with a new idea for curricula changes,
4 just changes. Could that possibly happen as well where
5 it's within the district to -- to change it instead of a
6 charter school to a magnet school and where management has
7 been changed and?

8 MS. BAUST: I do believe that would fall, I
9 mean, if-- if it were to fall under one it would be under
10 management. I think we would confirm with Tony to see if
11 that would be an appropriate interpretation of the
12 management pathway.

13 CHAIRMAN DURHAM: Mr. Dill.

14 MR. DILL: I think that -- that might be an
15 appropriate determination depending on how you structure
16 that. Yes.

17 MS. FLORES: Okay. Thank you.

18 MS. PEARSON: Thank you for that question.

19 MS. FLORES: So it's, if teachers maybe got
20 together and wanted to do that or a magnet school of some
21 kind that would a Science magnet or -- Okay. Thank you.

22 CHAIRMAN DURHAM: Okay.

23 MS. PEARSON: Thank you for that question.

24 And I -- I would say as well that we are working on CDE
25 staff, we are working on a set of tools and rubrics to



1 evaluate proposals when they come their way. So for those
2 districts that are wanting to engage, and -- and
3 collaborate, and come forward with their own proposal,
4 we're working on. So for example, if these districts
5 bringing forward an innovation zone plan for a group of
6 schools on the clock, we have a rubric that we've
7 developed, and it's still in draft form, but we're working
8 on it, to evaluate if that plan is rigorous enough to meet
9 our expectations for what it needs to look like. Again,
10 given the context of this specifically being our lowest
11 performing schools, is that plan meeting our expectations
12 in that level -- high level rigor, is this gonna be
13 dramatic bold change that's gonna move these schools off
14 the clock? And so we are starting to engage with districts
15 around that as well and we would do the same with the
16 management pathway, so we would evaluate that proposal and
17 say does this -- does this meet our expectations for
18 change?

19 MS. FLORES: Thank you.

20 MS. BAUTSCH: Absolutely.

21 CHAIRMAN DURHAM: Yes, Ms. Mazanec.

22 MS. MAZANEC: So I'm wondering, if in the
23 event that either they came up with or we suggest that they
24 get new management, reorganize, whatever, when you were
25 talking about having them get some outside management



1 assistance, who pays for that? Does the district have to
2 pay for that?

3 MS. BAUTSCH: That is, oh my god, that's a
4 very good question. Thank you.

5 MS. MAZANEC: Have we gone that -- there
6 yet?

7 MS. BAUTSCH: We had -- that is something
8 that we have considered in terms of our coaching with
9 districts is to consider their budget and what they --
10 right now we don't have funds set aside for it. And so
11 when we are considering -- again, looking at just to use
12 innovation zone as an example, we were reviewing those
13 plans considering -- asking the district to consider what
14 are the budget implications of that plan and is it feasible
15 from a budget perspective for them to implement all of
16 these changes that they've outlined in the plan.

17 MS. FLORES: But don't you give money?
18 Excuse me.

19 CHAIRMAN DURHAM: Yeah, go ahead.

20 MS. FLORES: Well, if this is related.
21 Don't you provide monies for innovation schools? The state
22 provides monies if the -- the district or school wants to
23 go into innovation. Isn't -- aren't there money set aside
24 for that?

25 CHAIRMAN DURHAM: I don't --



1 MS. FLORES: I mean I remember a school near
2 me when I was teaching back then and they -- they were able
3 to get \$100,000.

4 MS. MAZANEC: We didn't have innovation
5 schools back then, (inaudible).

6 CHAIRMAN DURHAM: I don't -- I don't think
7 there's state -- state -- I don't think there's state funds
8 for that.

9 UNIDENTIFIED VOICE: (Inaudible).

10 MS. MAZANEC: Charge schools they get better
11 funds.

12 MS. FLORES: Yeah.

13 CHAIRMAN DURHAM: Yeah. (Inaudible).

14 MS. FLORES: We'll let you know.

15 CHAIRMAN DURHAM: Okay, we'll -- we'll see
16 if we can get any answer.

17 MS. MAZANEC: There's no state money.

18 MS. FLORES: Thank you first.

19 CHAIRMAN DURHAM: Oh, sure. I'm sorry.
20 (Inaudible).

21 MS. MAZANEC: Have we -- I just looked on
22 here I think if I counted right there are about eight rural
23 districts here? If I get rural -- rural. We heard
24 anything from BOCES organizations about thoughts, offers of
25 help, anything?



1 MS. BAUTSCH: I have not, but I -- I -- I
2 don't wanna speak for other CDE staff who -- who certainly
3 may have, and for our field managers, and performance
4 managers that are out there talking with them. I know that
5 we have encouraged schools to contact their BOCES and to
6 think through -- we've started thinking through how we can
7 work with them around providing some PD and training as
8 schools are coming up to them at a clock around with their
9 pathways options are and working through BOCES to do that.
10 Do you want to add anything?

11 MS. FLORES: No.

12 MS. BAUTSCH: We can -- we can look into
13 that more though.

14 MS. MAZANEC: Well I'm just wondering,
15 sometimes it helps to do partnering. If you've got a BOCES
16 that's got a very -- some very strong programs, there would
17 be a way to partner those with school -- I mean, it's the
18 same thing we might do in districts, if we've got districts
19 that have very strong programs and not that would be -- I
20 would think that would be a solution that they might bring
21 forward. But I think the same model from BOCES would be
22 more helpful simply because geographically they're closer
23 and they might be able to share in PD or I'm -- I'm not
24 this person with the solutions, I'm just thinking if that
25 isn't a place to find some solutions.



1 MS. PEARSON: Thank you. I know within the
2 BOCES right now in terms of support, like sharing best
3 practices and instructional models and PD, they're --
4 they're doing a lot of that in general for our schools.

5 MS. FLORES: In general right.

6 MS. PEARSON: But I don't know that there's
7 anything specific focused to accountability clock but we
8 can definitely look and we just may not be aware of that.

9 CHAIRMAN DURHAM: Ms. Rankin.

10 MS RANKIN: My thought is, if they've been
11 doing this for five years, I'm sure they have reached out
12 to the BOCES in their district. I mean, you don't wait
13 till the end of the clock before you start asking for some
14 like.

15 MS. FLORES: Oh, yeah. Sadly

16 CHAIRMAN DURHAM: Commissioner.

17 MS. FLORES: Hope springs eternal.

18 CHAIRMAN DURHAM: Commissioner.

19 MR. ASP: Listen Brenda, what kind of
20 communication do we have on -- with these schools, CDE?
21 How often are they speaking to their leadership?

22 MS. BAUTSCH: Absolutely. Ms. Emm, do you
23 wanna come up and talk about that? Because we have some
24 ongoing like regular conversations we have and then we work
25 through performance managers in different venues for having



1 conversations. Lisa's talked with all of them on year five
2 around the state review panel and has really been helping
3 them through that way. So if you wanna speak to that a
4 little bit. (Inaudible).

5 MS. PEARSON: Thanks Mr. Chair.

6 CHAIRMAN DURHAM: Please.

7 MS. PEARSON: So all superintendents and
8 Board presidents receive an annual letter that alerts them
9 to the fact that they're on the clock and what the -- you
10 know, potential consequences are. So there is written
11 communication that we have record of just to be clear.

12 MR. ASP: When did that go out?

13 MS. PEARSON: That would be -- that would go
14 out in the fall. Usually around November, December.

15 MR. ASP: Okay, but because we were frozen,
16 did it actually go out this last November?

17 MS. PEARSON: This past year?

18 UNIDENTIFIED VOICE: No, we didn't send any.

19 CHAIRMAN DURHAM: So. Okay, so continue.

20 MS. PEARSON: So, yeah. But Ellis is also
21 referencing the fact that all of the districts that have a
22 school on the clock that is in year five or if the
23 districts on the clock, year five, they've had interaction
24 with the state review panel. So I've been in phone contact
25 with all of them, just to get them going and setting up



1 site visits, but then also just to check back in once they
2 got their reports from last spring. And as a result then,
3 it's opened up opportunities for additional supports and in
4 a lot of cases coming and talking with our Board just about
5 the facts of what does this mean and where do we go from
6 here. So we've been actually in contact with them quite a
7 bit.

8 MR. ASP: Mr. Chair. Just -- and this is --
9 this has more to do with CDE operations. But it's for the
10 Board's benefit. Next week, let's get together and talk
11 about a very formal structure of communication with these
12 districts and schools, so there's no surprises to anybody
13 at any point. And you know, document it with the agendas
14 rules on the phone, I want everything from this point
15 forward. And I'm gonna talk more about that next week.

16 MS. BAUTSCH: Yeah.

17 MS. PEARSON: Yes. And can I just jump in
18 and say to that effect, thank you Commissioner for that
19 suggestion. That's exactly what we were hoping to capture
20 as well, cause in our Commissioner's recommendation that we
21 would be presenting to you --

22 MR. ASP: (Inaudible).

23 MS. PEARSON: (Inaudible). All right. We
24 are absolutely one of the biggest things we wanna capture
25 there is CDE. The history of CDE in support and



1 interaction with the districts, and in addition to the
2 state review panel facilitating those interactions, we do
3 have performance managers, and field managers that interact
4 with these schools and districts on a regular basis, some
5 more intensively than others. So for example, if one of
6 the schools is in the CDE's Turnaround Network, for
7 example, they're receiving very intensive high level of
8 support, whereas some other schools maybe, are not getting
9 less frequent interaction, but we -- either way, we wanna
10 be capturing that, and making sure that's reflected, and
11 that we're --

12 MR. ASP: When we mentioned the state review
13 panel,

14 MS. PEARSON: Yes.

15 MR.ASP: Does the state -- is the state
16 review panel an ongoing entity? I mean, they're gonna --
17 they may decide they issue their report, but then are they
18 still having communications with the -- the schools?

19 MS. PEARSON: Mr. Chair?

20 CHAIRMAN DURHAM: Please.

21 MS. PEARSON: Thanks. So they are -- they
22 aren't -- they do not continue to be in contact with the
23 school or the district, except for when it's, you know,
24 triggered. Such as through the site visit. They are not
25 having to -- the only time they ever have direct contact is



1 during that site visit, but they do document reviews over
2 time, during the course of the clock. So they've been
3 keeping notes and things like that, but the only time they
4 are in contact is during that site visit.

5 MR. ASP: Thank you.

6 MS. BAUTSCH: Alright, thank you. And this
7 is our last slide. We just wanted to present with you, or
8 talk just a little bit about how all these recommendations
9 will come forth to you, and so again, knowing that you have
10 until June 30th, 2017 to issue recommendation direct
11 action, and consider the recommendations for 29 schools in
12 eight districts. We -- there's a variety of ways to
13 approach this. One thing is to consider is that there will
14 be new school performance frameworks and district
15 performance frameworks, coming out this fall, or late
16 summer, or early fall.

17 And so one option is to wait until that new
18 data is presented in case some schools come off the clock
19 for example, or if they're just able to demonstrate
20 progress with the data, there's a variety of reasons why
21 that's important. And if we did wait until after those
22 were released, and we're looking at around November to
23 really start bringing forward to you recommendations to
24 consider, and if we were to spread them out, then there
25 would be maybe a minimum of two to three districts for our



1 Board meeting, of course they're a variety of ways to do
2 this, we could learn more together, we could bring them
3 earlier before data is released, this is just one option we
4 would present to you just to kind of get you guys thinking
5 about it, and reacting to it.

6 MS. PEARSON: I just had -- as of now, we've
7 got two districts that are really interested in coming
8 forward, and we've already heard from Aurora some to share
9 their plan, but they wanna come back in May, and so does
10 Pueblo to say this is the pathway forward, we heard from
11 state review panel, we've been working with CDE, and this
12 is the path that we would like you all to direct us to, or
13 to be approved for going down that road. There may be
14 additional schools and districts. As Brenda said, that's
15 what we've been trying to help the schools and districts to
16 get to that point when there's some ownership, and we all
17 belief that that's the way that we wanna move forward, and
18 knowing that that will help them move forward, but that
19 they also own it. So we're not spending our time fighting
20 about what they should be doing going forward. So there
21 may be additional volunteers that wanna come besides the
22 two that we know about right now.

23 CHAIRMAN DURHAM: Dr. Schroeder?

24 MS. SCHROEDER: Didn't all these guys come
25 before us already?



1 UNIDENTIFIED VOICE: Not all of them. I
2 don't think.

3 MS. SCHROEDER: Well, there were two or --
4 there were two or three districts a month. It was hard.
5 It was really hard. And to-- to go to Joyce's point, there
6 were districts that really waited a long time to even
7 acknowledge that there was anything -- that there was
8 anything amiss.

9 MS. RANKIN: Yeah.

10 MS. SCHROEDER: And it felt to me some what
11 resentful, we will invite them to come --

12 MS. RANKIN: Yeah.

13 MS. SCHROEDER: -- but it was more about
14 telling us what their challenges were, and they were not --

15 MS. FLORES: That's true.

16 MS. SCHROEDER: -- they weren't -- they
17 weren't there about what are we gonna do now?

18 CHAIRMAN DURHAM: Dr. Scheffel?

19 MS. SCHROEDER: I don't wanna repeat that as
20 well.

21 CHAIRMAN DURHAM: Yeah. I'm -- Dr.
22 Scheffel?

23 MS. SCHEFFEL: So I recall that also, and I
24 saved all those reports. I don't think I may have six to
25 eight, or something, maybe more like six or something.



1 Where they did present to us, and I really didn't recall it
2 that way. I really felt like they were kind of coming with
3 their hat and hand saying, "We've done this, we've done
4 that, we -- we're doing bench, we're doing progress
5 monitoring, we've hired a consultant, and -- and these are
6 our data." So I -- I guess I feel like --

7 MS. SCHROEDER: Some.

8 MS. SCHEFFEL: -- I -- I guess I don't
9 remember that they were resentful at all, I felt kind of
10 bad. Because I felt like they're kind of coming sort of
11 desperate and saying, "These are the 10 things we've done,
12 and our data is still an issue." So I -- I don't know. I
13 -- I get concerned that -- that this could become just
14 highly politicized as to what happens to these schools. I
15 just think we have to be very cautious, thoughtful, and
16 think very deeply about implications. And I think that's
17 what we are trying to do.

18 UNIDENTIFIED VOICE: Mr. Chairman.

19 CHAIRMAN DURHAM: What -- any -- so it's
20 Aurora and Pueblo that are interested in coming back, I --
21 well, I -- I can remember both of those. So they've been
22 here within the last 12 months, they -- and I guess before
23 I would want to have them back for a meeting, I would
24 certainly want the department's analysis of what they
25 proposed last time, and whether it's made any difference.



1 And I -- I would think that would be -- the Board needs to
2 be armed with that information, before we could really
3 evaluate any proposal, or any new ideas that they may have.
4 Is -- is that in -- are we planning to do that?

5 MS. PEARSON: Yes. Thank you Mr. Chair.
6 Yes. We are engaged with both of these districts, and have
7 been reviewing drafts of their plan -- of their plan. They
8 are both pursuing innovation, and we have been working with
9 them for that. We did issue -- so Aurora is coming back,
10 or opposed schools is coming back for Aurora North Central
11 High School, which is the school that we did issue a formal
12 recommendation to you all, so we would revisit, we would
13 bring that forward again, that formal recommendation that
14 we presented on behalf of Interim Commissioner Asp, along
15 with their state review panel, and this -- for them, it
16 would then be the district bringing to their formal
17 innovation plan for approval from you, under the Innovation
18 Schools Act. So the Innovations Schools Act has its own
19 statutory requirements for you all to improve innovation
20 plans, and so Aurora would be bringing that forward on
21 behalf of the Aurora Central High School. Yes.

22 CHAIRMAN DURHAM: (Inaudible) question I
23 asked. So --

24 MS. PEARSON: Oh, yes.



1 CHAIRMAN DURHAM: The question I asked is,
2 they've been here roughly a year ago, or --

3 MS. PEARSON: Yes.

4 CHAIRMAN DURHAM: -- pretty close, have
5 whatever -- whatever they proposed at the last time they
6 were there, and I think we encouraged them to try certain
7 things, has it made any difference, and that's the analysis
8 we need. Cause if that hasn't made any difference, you'd
9 have to be pretty reluctant to say, "Well, okay. Go try it
10 again."

11 MS. SCHEFFEL: Well, wait a minute. But the
12 way I remember Aurora's efforts, it was organizational.
13 They were coming to us telling us the process, they were
14 describing the process for sort of reorganizing the school.
15 And I don't know that they got to the student achievement
16 change in the classroom kind of points. Am I wrong?

17 MS. PEARSON: It's so -- as to refresh,
18 yeah. Refresh your memory. If -- they came forward to ask
19 -- they wanted to pursue innovation. They wanted to create
20 an innovation zone, I'll call them action zones, for a
21 group of schools. One school is in year five on the clock,
22 a couple of other are on the clock as well in different
23 years. So they came forward to you all asking, "If we
24 pursue this path, when we come back in a year, would this



1 be our formal -- would you support us formally pursuing
2 this, pursuant to the Education Accountability Clock Act?

3 MS. SCHEFFEL: Instead of -- instead doing
4 something else?

5 MS. PEARSON: Instead of doing something
6 else.

7 MS. SCHEFFEL: Right. So that's see if we
8 can help.

9 MS. PEARSON: And so the discussion there
10 was around more informal, of how would that be -- what
11 would that zone entail at a broad very informal level.
12 They now have developed a formal, very detailed Innovation
13 Zone plan. And so we are engaging with them, and we are
14 analyzing it, and to your point Mr. Chair, we will have a
15 formal analysis of that plan as from our CDE's staff
16 standpoint, and what we think of it, we're currently
17 undergoing that right now. And so they would be coming in
18 bringing forward their Innovations Zone plan to the Board,
19 for formal approval. And it's a very -- and again, it's a
20 -- it follows the Innovations Zone School Act requirements,
21 and it will be detailed to you all at that point.

22 CHAIRMAN DURHAM: Yes. Dr. Schroeder?

23 MS. SCHROEDER: Can we ask them to have
24 incremental goals? So that at the end of year one, end of
25 year two, end of year three, so there's a -- there's a



1 monitoring that's not at the end of year three, but there
2 is continuous. So that they know, and we know, there's
3 movement, there's not movement. What are the kind of very
4 -- what are the kind of variances that we would wanna see,
5 or not wanna see?

6 MS. PEARSON: Great. Yes. Great. Thank
7 you.

8 MS. SCHROEDER: Okay.

9 CHAIRMAN DURHAM: Okay. Any --

10 MS. GOFF: Oh.

11 CHAIRMAN DURHAM: -- yes. Ms. Goff?

12 MS. GOFF: Yeah. I realized probably it's
13 inherent to this new round of talks with us, but actually
14 an update on the governance, the context changes that have
15 happened. I mean, I will get it through -- we'll get the
16 demographic changes through there. Update I would think --

17 MS. BAUTSCH: Yeah.

18 MS. GOFF: -- when they come to talk to us.
19 But things like changing School Board, personnel, what's
20 happened to their teacher, and -- and -- and employee at
21 the educator attrition rates, what -- what kind of impact
22 has that had on the last since they came and talked to us
23 last time? The -- I think it was 2014, wasn't it? When we
24 had that series of monthly gatherings, and -- and my memory
25 wants to tell me we talked to 10 school districts during



1 that spring. It was -- it was pretty intense, and
2 educational. Really informational. My impression was,
3 they were glad to have -- they were glad after they'd
4 experience that we weren't terribly awful people. And it
5 felt like everybody walked away with some sense of
6 productive time spent.

7 MS. BAUTSCH: Yeah.

8 MS. GOFF: But this next time, this is a
9 little higher level.

10 MS. BAUTSCH: Yeah.

11 MS. GOFF: So just, what are the -- what are
12 the life? What is this -- what's the life changes that
13 have happened that can also impact how people approach
14 problem solving, and -- and what they want to invest, and
15 so forth. So I'm -- I'm hoping that will be provided.

16 CHAIRMAN DURHAM: (Inaudible).

17 MS. BAUTSCH: Absolutely. And we can
18 provide some of that information in our report too, and the
19 Commissioner's report to you all, we will try and get some
20 of that deeper context in terms of staff from Aurora, and
21 Board Turnover, and we conclude that in that in there for
22 you. And if there's other things you all would like to
23 request, we would love it if to get feedback on that one
24 that we did for Aurora Central, if there's things missing,



1 if there's information that isn't relevant, just let us
2 know. Cause we can tally those reports for you.

3 CHAIRMAN DURHAM: Ms. Rankin?

4 MS. RANKIN: When I first came on the Board,
5 I -- I wasn't aware of a lot of these different plans for
6 districts. And I was very concerned, and I -- I see now I
7 have reason for concern, but since I've been on this Board,
8 I've reached out to the Superintendents, State, the Board
9 of Education of these areas, and I have educated myself on
10 how difficult it is for some of them, but also educated
11 them on you, and what can be available to them, and I have
12 to say some of them have not reached out, and they should
13 have before now, but I think a lot of it is communication.
14 I think that is so key, and I have learned a lot. And I
15 have a lot of people. I have -- I have 11 on this list,
16 and I mean, it -- it bothers me, but I think if I can help
17 them champion in any way, if just through communication if
18 nothing else, I am willing to do that. So Mr.
19 Commissioner, when you get this going, please keep me in
20 that loop.

21 MR. ASP: Yeah.

22 CHAIRMAN DURHAM: Okay.

23 MR. ASP: I'll do.

24 CHAIRMAN DURHAM: All right. Let's see, are
25 you all --



1 MS. PEARSON: Agree.

2 MR. ASP: Just a final --

3 CHAIRMAN DURHAM: Yes.

4 MR. ASP: And -- and Brenda and Lisa, let's
5 work on a document for the State Board. It's almost an
6 unofficial, if you were to rank these by who is most
7 actively engaged in trying to turn it around themselves.
8 In a scale of one to 30. Let's prepare something like that
9 for the State Board. Just so they you know who they really
10 need to be focusing on (inaudible). And that's pretty much
11 your opinion, is what I'm asking for. Let's just know that
12 it's a public record.

13 MS. PEARSON: I agree.

14 MR. ASP: It was all of your opinion.

15 MS. SCHEFFEL: Don't call them slackers.
16 It's horrible.

17 CHAIRMAN DURHAM: Okay. Any other
18 questions, or any -- any other comments for staff? For --

19 MS. FLORES: No. I have an opinion.

20 CHAIRMAN DURHAM: Yes? Dr. Flores?

21 MS. FLORES: It's Escuela Tlatelolco that's
22 you? I guess a couple of years ago, maybe a year and a
23 half ago, I was at a meeting where the Board decided that
24 there were -- they were gonna close that school. What --
25 why is it here if it's -- if they've decided to close it?



1 MS. PEARSON: The school's still open this
2 school year, with Denver Public Schools for the 15-16
3 school year. I believe -- and this is where Denver Public
4 Schools probably is the best entity to answer this
5 question, but I believe that they have been working with
6 the school that they are not going to renew that contract
7 for the coming year. So I think they are working that
8 among themselves to figure out what happens to the school
9 going forward.

10 MS. FLORES: Tlatelolco? Tlatelolco.

11 UNIDENTIFIED VOICE: I don't know. It's
12 hard. It's hard for me to do it.

13 MS. BAUTSCH: Is there anything else you
14 wanna --

15 CHAIRMAN DURHAM: No. You all finished?

16 MS. PEARSON: Thank you Mr. Chair.

17 CHAIRMAN DURHAM: Thank you very much.

18 (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
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Certified Vendor and Notary Public

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