



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
April 9, 2015, Part 2

BE IT REMEMBERED THAT on April 9, 2015, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

Marcia Neal (R), Chairman
Angelika Schroeder (D), Vice Chairman
Valentina (Val) Flores (D)
Jane Goff (D)
Pam Mazanec (R)
Steve Durham (R)
Debora Scheffel (R)



1 MADAM CHAIR: Board, let's go back to order.
2 And we are pleased to see the group here to speak to us
3 today, and commissioner, if you would lead it off here.

4 MR. HAMMOND: Thank you very much. Wayne,
5 are you going to led the discussion sir?

6 MR. EADS: We are going to let our Board
7 president, Mr. DeWitt, start us off, if that's alright,
8 sir.

9 MR. HAMMOND: Thank you, go ahead.

10 MR. DEWITT: Thank you. Good morning,
11 Chairman Neal, Commissioner Hammond, and Members of the
12 Board. We would like to recognize the opportunity to come
13 and present. I'm Roger DeWitt, President of the Weld
14 County School District 6 Board of Education. We are
15 sometimes called Greeley-Evans School District 6.

16 Today, we are here to present our response
17 to the invitation from the Colorado Department of Education
18 to come before you and share our vision and plans for
19 improvement. We will show you some very serious
20 districtwide changes to demonstrate our intent to become
21 your successful partners. We are determined to improve our
22 low -- lowest-performing schools.

23 Since they are subject to today's
24 invitation, we will also provide a sharp focus on two of
25 our middle schools, which are entering their fifth year of



1 account -- of the accountability clock. Now I would like
2 to introduce our team: Mr. Wayne Eads, Interim
3 Superintendent; Director of Middle School Leadership, Joe
4 Messling; Principal of John Evans Middle School, Dawn
5 Hillman; Principal of Franklin Middle School, Chris Ingram,
6 and our Chief Academic Officer, Dr. Stacie Datterer, will
7 now give further information.

8 MS. DATTERER: So thank you, President
9 DeWitt. To begin, we would just like to start off by
10 providing a quick history over the last ten years and some
11 of the work, very quickly, that we've been engaged in and -
12 - and knowing that in 2015, our district was actually
13 placed on academic watch by the Colorado Department of
14 Education within the prior accountability system. At that
15 time, actually, a new district administrative team was
16 brought on board, and determined that the focus for change
17 needed to be clearly on what our students needed. That --
18 that -- that focus and that clarity mission was not evident
19 across the entire system.

20 To accomplish this, and to make the gains
21 needed in achievement, a focus was first placed on early
22 literacy skills, and a huge focus then at the elementary
23 level, because far too many of our students at that point
24 in time were leaving our elementary system not literate,
25 and not ready to enter the middle school years prepared.



1 Additional focus was then placed at that
2 time at the middle level, but mostly in a -- in that what
3 is called that Tier 2 level, or putting interventions in
4 place, so that if students were not proficient, they were
5 provided the time needed to gain those skills and
6 strategies in order to be successful. And we put an
7 emphasis on what we like to call reimagining our high
8 schools, and priority was created on creating many options
9 for our students and -- and ensuring that the pathways to
10 graduation and success beyond graduation was provided for
11 every student that entered our doors, including a career
12 pathways program that has -- has really been defined across
13 many of the schools across Colorado and provided many
14 options for our students. Marine Corps, Junior ROTC,
15 Health and Science Academy, a STEM academy, recently an
16 entrepreneurship pathway, and those are just to name a few.

17 Our students have had an incredible
18 opportunity to explore career options while they enter
19 their high school years, with the support of their teachers
20 and counselors, that has been unparalleled to many across
21 the state. So that's just -- though we know that there is
22 more work to be done, we know that in the last ten years,
23 we've had to do quite a lot of heavy lifting.

24 MR. DEWITT: We know you have a lot of
25 districts to consider, so we want you to know a little bit



1 about us, so I would like to highlight some district
2 trends, and it's hard to compress a lot of history into a
3 very short timeframe, but I'm going to try to do that
4 graphically by giving you some trend lines that highlight
5 some things that are important to every school district in
6 Colorado. And just to put some of these in perspective,
7 I'd like you to know that over the last ten years, our
8 school district has grown from about 17,000 students to
9 about 21,000 students, and that makes us the 13th largest
10 district in the state. So we teach our children about
11 triskaidekaphobia.

12 So if you want to flash up the first line
13 and -- okay. You know, the -- well, the first line, it
14 actually -- somehow the label didn't come through, but I
15 will tell you that this is the ten-year growth in free and
16 reduced lunch students, and it goes from 9,376 to 13,118,
17 which is over 62 percent of our total.

18 The next line shows an increase in English
19 language learners, and it goes from 4,936 to 5,855, or
20 about 28 percent of our total student body.

21 The next line shows our per pupil funding.
22 It grows from about \$6,237 to \$6,551 in the current year,
23 or about 5 percent growth over those ten years.

24 And then the final line, I will say it's
25 good news. On the last trendline is our reading



1 proficiency. It grew from 54 percent to 57 percent over
2 that time.

3 But notice I said this is the good news;
4 it's not the great news. We think we have a lot more work
5 to do. I'm not making any excuses. We acknowledge that we
6 have to show growth in all of our academic areas, and we're
7 dedicated to making the changes needed to accomplish that,
8 but I wanted to share with you just a few basic facts, and
9 a little background about our district in this short,
10 graphic slide.

11 Next, I would like to mention the
12 accountability system. That's why we're here. We want to
13 acknowledge the assistance of CDE, and Peter Sherman in
14 particular, to let you know that we actually appreciate the
15 entire accountability process. The Colorado Educational
16 Accountability Act gives us a mechanism to highlight
17 struggling schools, and a school performance framework has
18 highlighted two of our schools -- two of our middle schools
19 in particular, as they enter year five.

20 While these two schools are in priority
21 improvement, our district is accredited with an improvement
22 plan. Nevertheless, we have made and are making some
23 district-level changes to address the need for improvement
24 in every single one of our schools on the accountability
25 clock.



1 But I would like to start with some specific
2 information since these two schools are the -- the
3 highlight of our visit, and the -- and the reason we have
4 the invitation. So I would like to start with the
5 information about our two middle schools, and to do that, I
6 would like to introduce Dawn Hillman, who is the principal
7 at John Evans Middle School, and Dr. Datterer has some
8 additional information and will focus on John Evans Middle
9 School for the next couple of minutes.

10 MS. HILLMAN: So I want to start by sharing
11 a little bit about the history of our journey. This is my
12 fifth year at John Evans as the principal. And my first
13 year, we came in as a turnaround school, and so CDE came,
14 and we participated in an audit, and that audit gave us a
15 lot of guidance. One of the first areas that we had to
16 start on was addressing management and discipline within
17 the building.

18 So we -- we started with that. We adopted
19 the Well Managed School, which is a Boys Town program. We
20 have dramatically decreased the number of referrals and --
21 and problematic behaviors, which means we have the
22 increased instructional time for students to be engaged in
23 learning.

24 So once we were able to address that problem
25 in behavior, our next step was to address instruction. And



1 so we've really worked on professional development,
2 coaching, and consistent support for our students to
3 improve instruction overall within our building.

4 We -- the past couple of years, we've also
5 implemented instructional data teams, which has helped us
6 to monitor student growth. When students aren't making
7 growth, we look at ourselves as adults, and say, what do we
8 need to do differently to reach each and every one of these
9 students?

10 Overall, in these five years, the culture of
11 this school has shifted from one that is concerned with
12 student behavior to one that is concerned with student
13 learning and growth. And I look forward to our continued
14 growth as a school, and a community.

15 MS. DATTERI: So as you can see, from this
16 particular graph, the data in 2010, and this is just
17 looking at J Evans in those -- the years that Dawn has been
18 implementing the things that she just discussed, that from
19 2010, J Evans was actually in turnaround status. And in
20 2013 came just within a .7 percent of gaining the
21 improvement status, so we were like, oh, so close. I know,
22 ouch. With a small setback this year, which Dawn has, you
23 know, worked with her team to really, you know, dig in and
24 continue with those -- those efforts that are making a
25 difference, we do believe that the upward trend that you



1 can see of just in school performance frameworks alone,
2 indicate that these strategies that she has put into place
3 have really leveraged the gains and achievement.

4 Additionally, this -- and I very much
5 apologize that those values are not coming through on your
6 -- on your Power Point, so I apologize. But this data,
7 just to -- to share with you, is formative data from our
8 Galileo -- and we use Galileo as our formative data in
9 Greeley-Evans School District 6, and it does show a similar
10 pattern. Again, from 2010, we took it from what was 2010,
11 to December -- just this past December 2014. In that time
12 -- this is overall -- all of the students in English
13 Language Arts, 6 through 8, have gone from 37 percent to 44
14 percent growth and achievement, and knowing that in this
15 past year, that growth even is more significant, and that
16 the assessment is more aligned with the new standards and
17 assessments that our students will be taking. And to still
18 see that kind of growth we feel is very positive.

19 That said, there are additional next steps
20 that this school is already undertaking under Dr. Hillman's
21 leadership that she will continue to address this next
22 year. And to just highlight those, and I will just speak
23 to the first one, and then Mr. Eads will speak to the
24 second, just -- in fact, right before spring break, on
25 March 25th, we conducted another diagnostic review. So you



1 heard Dr. Hillman speak of a diagnostic review that we went
2 under the prior accountability system, and then with this -
3 - just last week we did another one with the Colorado
4 Department of Ed, the Colorado Turnaround Frameworks School
5 Readiness Assessment was the framework that we used with
6 Peter Sherman and his team.

7 They did come -- walk away from that knowing
8 that their -- J Evans is very clear about the goals and --
9 that are set forth for the students, through the staff, and
10 that there is truly 100 percent of the staff that is
11 accountable to making sure that all of the -- all of their
12 students succeed. So they've also provided us with some
13 very clear guidance and guidelines about what to do in
14 terms of next steps, and we will be implementing those next
15 steps this spring, and on into the following upcoming
16 school year.

17 MR. EADS: The other thing we're doing for J
18 Evans, thanks to the State of Colorado's Best Read Program,
19 is next fall we're moving them into a brand new building.
20 The contrast between our new building, which will be full
21 of light, state-of-the-art technology, and the old
22 building, which has no windows, and a series of nine round
23 offset pods, it's very easy to get lost in there. But the
24 contrast is going to be hugely different, and we think that
25 the new building will inspire our students and our teachers



1 to really focus, and they will be in a happier, healthier,
2 and more modern environment.

3 This new building will support blended
4 learning, which is a part of our vision for the future.
5 It's -- it brings the best elements of technologically
6 available digital curriculum, and the best elements of
7 traditional teaching together in the classroom that allows
8 our teachers to differentiate their instruction to the
9 individual student's need, and it gives them very short
10 cycle turnaround academic data, so they can react quickly
11 to the formative assessments that are performed and adjust
12 their teaching strategies for those individual students.
13 Teaching is a demanding and -- getting more demanding
14 profession, and every teacher needs a quick turnaround so
15 that they can react and tailor their instruction to the
16 student's needs.

17 So this will be -- a brand new building is
18 truly going to be one factor we think is going to help John
19 Evans next year.

20 So just to stay on our schedule here, we'd
21 like to move to Franklin Middle School. And we have Chris
22 Ingram, the principal at Franklin, who is going to give you
23 a little information about our vision for Franklin.

24 MS. DATTERI: So -- to to start that off,
25 it's important to know that Franklin actually has a very



1 different story from the school performance framework you
2 saw with J Evans, and in that same amount of time, the
3 school performance framework over the past five years at
4 Franklin is one that we did not ignore as a district
5 administrative team. You can see that we actually have
6 gone in a downward decline from 2010 to 2013. And at that
7 time, we made some significant decisions to dramatically
8 change some things at Franklin Middle School, beginning
9 with the -- a completely new administrative team. And as
10 you will see, 47 percent of a teacher change as well in --
11 in staffing.

12 And so we -- we're -- we're being very
13 thoughtful about there is some significant learning impacts
14 that we needed to address, as well as overall culture of
15 the building, and to say what can we do from an adult sect
16 that will impact student learning differently?

17 So Chris Ingram is our principal at Franklin
18 Middle School, and she is going to share with you -- she is
19 our new principal, and this year is her first year, and she
20 is going to share with you what she's been doing. And
21 although I may say new principal at Franklin, she's a
22 seasoned principal, and we're very grateful to have her on
23 board.

24 MS. INGRAM: Thank you. So we've
25 implemented lots of positive changes at Franklin Middle



1 School this year. As Stacie mentioned, we have an all-new
2 administrative team. We now have two assistant principals.
3 Last year there was only one, so we've -- we've hired more
4 people to help with all of the different initiatives we're
5 doing this year. And we have a new Dean of Students who is
6 very seasoned with climate and culture initiatives. So
7 that is a big part of his job this year.

8 Forty-five percent new core staff turnover,
9 which has allowed us to do a lot of Tier 1 training with
10 them. We meet with them weekly to -- they are brand new
11 teachers, so we do a lot of new teacher training on an
12 ongoing, as needed, basis.

13 Some high impact strategies we've
14 implemented. We also have gone to Well-Managed School,
15 like John Evans has, which allows us to focus less on the
16 discipline issues and more on the instructional strategies.
17 We have academic coaching and feedback. We have four
18 instructional coaches in the building at least two days a
19 week, which helps us with those Tier 1 strategies we are
20 trying to implement with the new teachers.

21 We've restructured our data teams. We are
22 focusing more on monitoring and adjusting instruction and
23 more cycles throughout the year. We've also aligned our
24 professional development calendar to focus on Tier 1
25 quality instruction.



1 Some additional modifications: the front
2 office was very unwelcoming. We changed and remodeled that
3 whole structure so that when community and parents come in,
4 there is no counter in the front. We have bilingual staff
5 to assist them, and that whole front office has made a huge
6 difference, according to our community. Our students are
7 now asked to wear uniforms. John Evans also has a uniform
8 policy, and that's made a very positive impact. And we
9 worked very hard to reach out to our parents in our
10 community. We have a great business partner. We have more
11 than two or three parent committees going at the same time,
12 and we have more volunteers than we've ever had in the
13 building, so we're working really hard to do that. Thank
14 you.

15 MS. DATTERI: So just to quickly highlight
16 some data. In just the amount of time that we have made
17 some significant changes and implemented those changes,
18 anytime you do that, you can usually expect to see even
19 more of a drop, and we said, "That's not acceptable. Our
20 kids cannot continue to decline in -- in their academic
21 achievement."

22 And so as these -- as these changes were
23 implemented, you can see in October to December, the
24 English Language Arts data did decline, and the
25 administrative team said, "We are going to pull people



1 together. We're going to review this data. We're going to
2 look very clearly at what is it that students are not
3 learning? They put in a plan -- an immediate plan, and to
4 be implemented over six weeks, reassessed after eight
5 weeks, and you can see in February that that data went up
6 significantly. So we went from 43 percent to 39 percent,
7 and back up then, and exceeded at 46 percent proficiency in
8 the English Language Arts. Again, although these -- the
9 results are promising, we know that we need to continue
10 with the -- with the data teamwork, with the focus on
11 student learning, with the culture rebuilding at -- at
12 Franklin Middle School to ensure that our students continue
13 to reach proficiency.

14 MR. EADS: In addition to improving
15 instructional strategies, we also evaluate the operational
16 issues of a building. Franklin is frankly a very --
17 Franklin is frankly a very old building -- I did say that.
18 It also has five out buildings with ten portable classrooms
19 out there, not the best situation. And it has been growing
20 this year and is about 20 percent over its capacity. To
21 address that, we are making a boundary change. The
22 adjacent middle school has some space, so this fall we are
23 going to try to uncrowd Franklin by moving some of those
24 students into an adjacent middle school.

25 A very crowded building creates things that



1 the staff has to deal with in the halls, in the lunchroom.
2 That lunchroom is so crowded, literally students are
3 waiting to sit down. And as one student gets up, another
4 one sits in their place.

5 MS. DATTERI: And to continue, really, in --
6 in terms of all the things that Chris and her team have
7 implemented to refine that -- to refine that work, is
8 really Year Two implementation. It is not about changing
9 everything every year. That create -- puts system -- the
10 system in way too much chaos. And so it's really about
11 knowing, monitoring the strategies that they put in place,
12 and ensuring that those best practices are deeply embedded
13 in the practices of adults, the teachers, and the -- and
14 the staff, and then making adjustments as needed, in order
15 to ensure the student growth. So those -- that really is
16 the continued focus at Franklin. As we can see that they
17 are already starting to make an impact on student learning.

18 MR. EADS: So we wanted to share with you
19 our awareness that the vision for improvement includes the
20 other eight schools that are also on the accountability
21 clock. So we have made some district wide changes that
22 help to address that, and we would like to talk about those
23 district wide improvements, because they are truly
24 significant in scope.

25 The slide starts with changes in district



1 administration. In your handouts, you should have a
2 document that's dated March 27th, 2015. We call that
3 document Initiatives for Change. It has a lot more things
4 on it than I'm going to try to talk about, but if you read
5 through those bullets -- bullet points, you'll see that
6 these are -- these really big changes, and I -- and I'll
7 start by talking about the four categories that are in that
8 document -- that document. And those four categories are
9 New Leadership, Academic Focus, Organizational
10 Effectiveness, and Strengthening our Partnerships.

11 All the changes in this document have been
12 made within the last year or will be made by this next
13 coming fall. The listings are four pages long, so I
14 apologize for that, but the -- the -- the scope of these
15 changes is truly impressive. They are far-reaching and
16 will help us to create a new vision of how we can live up
17 to our potential for student learning, and we also believe
18 that these changes will effect how we're perceived by our
19 internal community, and our external community as well.

20 In the area of Leadership, as you've heard,
21 Franklin Middle School has an entirely new administrative
22 team. This year we also created a new Director of Middle
23 School Leadership, and that's Joe, and this is to focus on
24 those middle schools and make sure that they're getting the
25 attention and the leadership they need.



1 We have created a new Director for
2 Professional Development to completely have -- take a new
3 look and make sure that our training for our staff is
4 state-of-the-art, flexible, relevant, and that they have
5 some choice as they enhance their skills.

6 We also have a new Chief Academic Officer,
7 Dr. Datteri, to my right, and finally, we will have a new
8 superintendent beginning July 1st. It's Dr. Deirdre Pilch,
9 whose from -- currently the Deputy Superintendent from
10 Boulder Valley, and she'll be coming on board July the 1st.

11 So that's a lot of new positions, and it's a
12 lot of changes, and I can tell you, because I know every
13 one of those folks, that there's a tremendous amount of
14 energy and a tremendous amount of insight that will come to
15 our district, and we think that will give us traction in a
16 lot of ways.

17 We also have, in our academic focus,
18 secondary literacy task forces, and elementary literacy
19 task forces that are -- the elementary group is reviewing
20 our curriculum. We have -- we are underway to select a new
21 formative assessment system, to be sure we have one that is
22 in line with state standards, and doesn't provide an
23 onerous workload on our teachers. We are very sensitive to
24 that. We are growing our IB program in several different
25 ways, and we are expanding our blended learning initiative



1 to eight more schools this fall.

2 Blended learning is a very significant part
3 of our vision. We're jumping into the deep end with both
4 feet there. We think that really is the wave of the
5 future, and what we have heard from teachers who are using
6 it -- we have four schools that are in blended learning
7 right now -- and what we've heard is that because it's data
8 based and data driven, and they get results on every
9 student in their class very regularly, it's impossible for
10 a student to sit in the back row quietly and not be noticed
11 with blended learning in action. So we're very excited
12 about that. Our teachers that are doing it are very
13 excited. We do have a five-year plan to bring that to all
14 of our schools, and we are bringing eight more online this
15 coming fall.

16 In Organizational Effectiveness, our Board
17 is currently working on a new strategic plan. We've
18 typically done five-year strategic plans. The last one
19 expired in 2014, so the Board is actively working on a new
20 vision that will be included in our strategic planned
21 document.

22 We've also expanded our partnerships with
23 charter schools. We're including them in districtwide
24 events. Our charter schools now represent almost 25
25 percent of our student body, so we think we're very charter



1 friendly. We think we have great relationship with them.
2 We have quarterly meetings with their staff. Our Board and
3 their Board of Governors have a lot of interaction, and
4 that's a very exciting development that makes us feel like
5 all one educational and learning community.

6 We also have employed a new software. We
7 are the first in the state to use this. It's -- it's
8 called Tyler Pulse, and it's a new way to create data
9 dashboards so that our -- our administrators and our
10 teachers can get real time quick looks at active data,
11 attendance, behavior, formative assessment data, and it has
12 an interesting feature. It red flags students who need
13 intervention. So we are very excited about bringing that
14 online.

15 We -- we also think -- part of our vision
16 has been to reach out to our community. A lot of times a
17 community and a school district can drift apart. We've
18 been very aggressive. We've met with business leaders,
19 with our non-profit, with our secondary -- or our higher
20 education partners -- Aims Community College and the
21 University of Northern Colorado. We have a tremendous
22 number of interactions going there and projects underway.

23 Our city, in fact, has created a program
24 called the Crown Jewels Busing Program. All of our
25 students can ride a city bus free -- any time, any place,



1 around the nation a while, but this will be our first. And
2 in it, by working with Aims, we'll have a new facility.
3 We'll open with about 200 freshman and sophomores. But
4 students who attend that academy all four years will
5 graduate with a high school diploma and an Associate's
6 degree. Parents will save two years of college tuition,
7 because we have guaranteed transfer -- credit transfer
8 arrangements with Aims, UNC, and CSU, I believe, as well.

9 So this is truly something that a lot of our
10 students and families that couldn't afford to go to
11 college, it will be a huge advantage for them. Two years.
12 Two year head start on the cost of the four-year education.

13 This school will also be submitting to the
14 Board next Monday night, a School of Innovation plan. This
15 will be our first School of Innovation, and we're anxious
16 to get started on that. We think we have several more
17 concepts that we can move to the School of Innovation idea,
18 so that we are excited about that as well.

19 And we're also -- we're also planning to
20 take on some issues around our teacher contract. We are
21 going to ask for more flexibility in our contract for
22 schools that are on priority turn -- priority improvement
23 or turnaround status. This typically would mean some
24 additional opportunities for professional development,
25 possibly some schedule changes. We don't expect that to be



1 easy or free, but we think it's important that we give the
2 teachers and the principal in those buildings more autonomy
3 and more flexibility, and we're going to ask for some of
4 those changes, and make that possible in our contract.

5 Our ELL students are not progressing in
6 their language development as we would like, so we've asked
7 CDE to come to our district this spring to do an English
8 Language Development Program audit, and we are looking
9 forward to that, and we plan to implement the changes that
10 we learn about from that audit this fall.

11 And I think for our next slide, I'd like Dr.
12 Datteri to talk a little bit about our district priorities,
13 because we have structured our plan into some priority
14 areas, and I think if you would talk a little bit about
15 that?

16 MS. DATTERI: Yes, I can do that very
17 quickly. The focus of our priorities this year, as Mr.
18 Eads just pointed out, many of the -- the things that we're
19 doing in a very focused way around this whole notion of
20 equity and access. It's been unwavering as we are digging
21 in deeper, and reshaping and reclaiming student learning.
22 We know that it takes committed adults to build the
23 relationships with our students. It's very clear in all
24 the research and that we know that we can provide the
25 opportunities for them to have every opportunity open to



1 them that they choose.

2 So with that comes a commitment of providing
3 an education that is focused on ensuring equity and
4 accessibility for every single student into their daily
5 coursework so that they can be at that level of proficiency
6 needed. That comes by ensuring, and it's just these four
7 areas of having a depth and breadth of the Colorado
8 Academic Standards, and the assessment expectations. We've
9 been very clear about knowing what -- what those are, and
10 that's the target, and that every student has the right to
11 be able to know what those expectations are, and then show
12 a mastery of those standards.

13 They are -- we also know and understand that
14 in order to monitor that work of student learning, we need
15 to have a process in place that focuses on all of our
16 students achieving, and that is our Data 2 process.
17 Ensuring that we have equity for all of our students and
18 access into the content has meant a different focus on
19 English Language Development scaffolding techniques, and
20 strategies that are beyond what most of us learn in our
21 undergrad preparation of schooling.

22 And so we've had to do a lot of professional
23 learning to really dig deep into, what does that mean to
24 help five thousand students in our district to have the
25 access, to have the -- the strategies that we put in place



1 for them in order to -- for them to be successful as a non-
2 second language learner would have. And so being very
3 clear about that.

4 And then finally, our commitment to our
5 students is that we deeply understand how to ensure that
6 blended learning is an instructional model that is used to
7 personalize the learning environment for each of our
8 students. That it is not a shiny object, and it is not
9 just a pretty, you know, computer in front of each student,
10 but that we really use that technology to leverage and
11 personalize the learning for each of our students. So our
12 systems of support for our adults, and our students focus
13 on those priorities to ensure that they really have the
14 best education -- education possible in Greeley-Evans
15 School District 6. So with that, I'm going to turn it back
16 to Wayne for our final --

17 DR. EADS: I will just throw in the last
18 word. This is our final slide. Our -- our bottom line is
19 about changing adult behavior. I want you to know that we
20 had -- are having some success. Last year we had 14
21 schools on the clock; this year we have 10 schools on the
22 clock. We want to see that trend continue. We know we
23 have a long ways to go. We recognize this is not a student
24 problem. This is an adult problem.

25 Our vision, our priority, and our commitment



1 is to change adult behaviors to effectively give our
2 children the chance they deserve, a chance to succeed in
3 life. An excellent education needs to be imparted to every
4 single one of them. We are working hard with our
5 stakeholders to build a culture of shared responsibility to
6 improve every single one of our schools. We do have a
7 vision of success for our students, and we've set out to
8 make that vision a reality. As a result of our focus, we
9 intend to move from a district -- as a district -- from a
10 district being accredited with an improvement plan to being
11 accredited with a performance plan as soon as we can.

12 That concludes our formal presentation, but
13 we would certainly like to take any questions you might
14 have, from any member of our teams.

15 MADAM CHAIR: Thank you. Staff?

16 MS. FLORES: Madam Chair?

17 MADAM CHAIR: Go ahead.

18 MS. FLORES: Do you have a bilingual
19 program?

20 MR. EADS: We have a charter school that is
21 currently doing a complete bilingual -- the Gomez & Gomez
22 curriculum process. We don't have a bilingual program in
23 other parts of our district. So we had had one before, and
24 we were struggling to -- to succeed with it for a lot of
25 reasons, so right now our charter school -- one of our



1 charters is offering that option.

2 MS. FLORES: Have you -- I mean, obviously
3 you have a large number of second-language learners, and I
4 was thinking if maybe with a bilingual program, you have an
5 ESL program with teachers who maybe speak the child's
6 language, or the children's language, but who teaches in
7 English. Or maybe you've hired more people?

8 MS. DATTERI: Right. We do have a focus on
9 ensuring that the staff that we are hiring, and -- and
10 continue to hire, either we give them the skills they need,
11 or we hire them with those skills in a -- in a much more
12 thoughtful approach in terms of our hiring practices over
13 the last few years as well, in that area. That said, I
14 think it's important to also know that the languages spoken
15 are over 40 different languages in our district, and so
16 we've thought about what kind of, you know, with the
17 different approaches to teaching second language learners.

18 MS. FLORES: Well, and -- and that's why I
19 was thinking about --

20 MS. DATTERI: Right.

21 MS. FLORES: -- then I turned over to ESL,
22 and you have a university --

23 MS. DATTERI: Right. We do. That we work
24 with.

25 MS. FLORES: -- that -- that is there, that



1 trains people in ESL. It has a great Masters program in
2 ESL, and probably not enough people graduate, you know?

3 MS. DATTERI: Yes, and we have definitely
4 partnered with them. In fact, just recently, in a
5 partnership and -- and a grant opportunity that -- with
6 UNC, actually worked to gain more certification for many of
7 our teachers, so that they have that endorsement. So yes,
8 absolutely.

9 MS. FLORES: Is there any kind of incentive
10 for students to gather -- I know that university training,
11 especially at the Masters level, is expensive, where you
12 might get a grant to get teachers to -- to train and maybe
13 get more -- well, just the numbers. Increase the numbers.
14 Where you might be able to get a grant. And I know those
15 are hard to get, but in working with -- with that
16 department in ESL, to get those people that are trained,
17 and working really together with the university to get
18 that.

19 MR. EADS: We -- we -- we have a number of
20 programs that give scholarships to students -- the Dream
21 Team, the Cumbres Program, the Teacher Fine program, the
22 Teacher Cadet program, so we're sending those kids to UNC
23 with dollars to engage in that learning, and a lot of them,
24 we tell them we want them back. And we want to sign them
25 up. In fact, we've had some student teachers from UNC that



1 came from that program. We're offering them early
2 contracts if they will promise to come back to District 6.

3 UNIDENTIFIED VOICE: That's wonderful.
4 Thank you, I'm glad that you're working on that.

5 MADAM CHAIR: Nobody else waving their hand.
6 I have some questions. The rest of them will come along.
7 Oh, go ahead, Deb.

8 MS. SCHEFFEL: Thank you. Can you describe
9 the needs of the kids that are coming to your district? I
10 think the previous district, I asked about refugee kids.
11 What are the needs of the students that describe your
12 increase in enrollments.

13 MR. DEWITT: If I may lead this off. I have
14 been impressed as a citizen, now on the board, with the
15 number of children who have come to the district having
16 never been inside a classroom in their lives. So scissors
17 and erasers, and pens and pencils are completely foreign,
18 in addition to the language. And of course, the gunfire in
19 their background is happily different from what they are
20 experiencing when they receive instruction. But this is
21 from absolutely zero exposure to public education to the
22 expectation of proper, civil interactions, and discussions
23 in classrooms. So they're -- nobody works harder than them
24 to be able to accommodate the differences in their
25 childhood, and their now experiences in the district. But



1 it certainly has been significant.

2 MS. SCHEFFEL: So do you have any metrics on
3 that at all? Does that account for half of the increases
4 over the last year? Kids from other countries where they
5 really have very little experience in education settings?
6 Refugee kids.

7 MR. EADS: I don't think I have that number
8 off the tip of my tongue. We know it's significant. It's
9 probably 400 or 500 that we're seeing over the last year or
10 two that have come in in that situation that Roger
11 described. We haven't ignored that. We partnered with a
12 group called the Global Refugee Center. We actually housed
13 them in our building for a few years, they outgrew us this
14 year finally. And we have a newcomer program where it had
15 several different levels of our schools where these
16 students who don't know how to form a line, or sit in a
17 circle, get that kind of training during the summer, so
18 they can function better in the school environment. So
19 we're trying to address that, but we do have significant
20 Somalian and Burmese populations now too, and that's
21 constantly changing; some of our local industries are
22 bringing in labor force that brings a lot of those needs
23 with them. So we're seeing that in the community as well,
24 and I could get that specific data and send it to you, but
25 it is several hundred a year that --



1 MS. SCHEFFEL: Right. That's a substantial
2 -- just substantial needs with those kids. And as you
3 think about the difference between annual growth and catch-
4 up growth, in order to get schools, and the kids in them,
5 off of this priority improvement, you have to accelerate
6 growth. But when you're starting out with kids who really
7 haven't had experience in schools and that experiential
8 base isn't there, and then you're trying to accomplish
9 catch-up growth, it's very challenging. So I think
10 pointing out that nuance is really pretty substantial.
11 Also, wanted to just mention that Aurora presented before
12 you, and submitted a request to the Board, outlining their
13 -- what they think they need to achieve these gains. And I
14 wondered if the Commissioner Owens -- Assistant
15 Commissioner Owens, would want to speak to that, because I
16 think that, you know, to the extent that districts know
17 they can look at these features of these needs in their
18 district, and estimate time to address the needs,
19 especially given new needs -- new kids of kids coming into
20 the district. I think that's an important piece. I don't
21 know if Keith would want to address that. Because I think
22 it helps districts to understand what their options are at
23 this point.

24 MR. OWEN: Madam Chair?

25 MADAM CHAIR: Yes, Dr. Owen.



1 MR. OWEN: Good morning. Yeah, I think one
2 of the things was specifically related to the five-year
3 clock, is as school districts have come on and off of the
4 clock, districts and schools that have been there since the
5 beginning of the SPF/DPF transition that we've had, have
6 certainly had opportunities to talk about the work that
7 they are doing, and the supports that they need from the
8 Department.

9 One of the things that Aurora approached the
10 Department about, and also I think Pueblo has approached
11 the Department about that they are going to talk to you
12 about a little bit later today, is opportunities for early
13 action. I think even last year, Pueblo came to talk to you
14 about turning some of their schools into Innovation
15 Schools, ahead of the State Board taking action. And so
16 they went ahead and did that, and they ended up bringing
17 innovation plans to the State Board.

18 So there's always been an opportunity for
19 school districts to think ahead and look at the five-year
20 clock consequences, and make decisions early if they
21 choose, and again, Aurora approached the Department,
22 approached the commissioner about looking at that, that's
23 why they brought that forward to you today. And we would
24 certainly encourage every district, as we have over the
25 last five years, to take a look at the consequences, take a



1 look at the actions, and do things locally that makes sense
2 to you, before you ever have to get in front of the State
3 Board.

4 So again, that's an opportunity, I think,
5 for all districts, and if you like that idea of Aurora,
6 what they have approached the State Board about, we could
7 certainly communicate that back to all of the districts
8 that are on the clock, and encourage them to have those
9 kind of conversations with you as well.

10 MS. SCHEFFEL: Thank you.

11 MADAM CHAIR: As your growth -- and you
12 mentioned you've had student growth, what is the primary
13 cause? I mean, what draws the people to come to the
14 district?

15 MR. EADS: I would say low-cost housing, and
16 to be very honest, the average -- the average cost of a
17 home in our community is probably in the \$160 to \$170,000
18 range. In Windsor, one community over, it's \$350. So I
19 think that's one thing. And we also have -- I don't know
20 how else to say this, a fairly big concentration of low
21 wage industries that attracts people.

22 MADAM CHAIR: That's what I was looking for.

23 MR. EADS: Yeah, that's -- well, you're
24 right about that. And of course, recently, we've had a lot
25 of oil and gas development activity, and if you go by --



1 drive through our community, every single hotel is -- the
2 parking lot is full of oil field trucks, basically. So
3 we're in a changing time that's stimulating some apartment
4 and home and hotel construction that we're seeing right
5 now. So I think it's a good thing, but I think those are
6 the factors that attract people to our communities.

7 MADAM CHAIR: I agree. And I think
8 probably, though the Board also recognizes similarity
9 between Aurora and Greeley, and it's the same sort of
10 people that are moving -- lower income, kids that have
11 never been in school at all, as you say. Which presents
12 you with quite a great challenge.

13 MR. EADS: We do -- we know Pueblo 60 is
14 fairly similar to us in many ways, both in size as well as
15 demographics, and so is Aurora. So we -- we -- we watch
16 and learn from them, and have communication with them. So
17 -- and they're -- sometimes we try to use them as
18 barometers to see where we're at.

19 MADAM CHAIR: How is your community
20 partnerships? Do you get a lot of support from the
21 community?

22 MR. DEWITT: I'm really satisfied to see
23 growth in that interest area, and as Mr. Eads mentioned,
24 the community has realized the connection between public
25 services and kids opportunities to continue with activities



1 after school, find opportunities for work, go for
2 additional support academically. So with that free bus
3 pass, has been an amazing grace that the community has
4 opened its coffers to support students, seeing that that's
5 -- those are our kids, from every direction, and I think
6 that has been instrumental. We have thousands of hours of
7 volunteers for each of our schools that come in and offer
8 what they can to our student learners, and I just think
9 we've got a kind of a growing sense of pride in the
10 community in connection to the school.

11 MADAM CHAIR: More of a sense of community,
12 so the community is not looking at just those schools over
13 there --

14 MR. EADS: They are reaching out to us, they
15 actively want to help. In fact, our city is putting in
16 artificial turf on our competition football and competition
17 soccer stadiums. Where does that (inaudible)? The city
18 pays for that. Of course they will want to use it a little
19 more often, but that's okay. Anyway, so they are really
20 trying to work with us.

21 MADAM CHAIR: That's -- that's an old-
22 fashioned growth in many of the smaller towns. You know,
23 the football team or whatever they all are. But it seems
24 that many of the larger districts like yours with different
25 populations have an opportunity, and you seem to be working



1 on that to build the same sort of pride in our schools.

2 Appreciate that. Other Board members? Angelika?

3 MS. SCHROEDER: A couple of things. I'm a
4 little frustrated, of course, to see schools coming to the
5 five year mark, but looking at the changes that you've had
6 in administration, et cetera, I hope you're also focusing -
7 - I think I heard that on the ones that are on the four and
8 three and five. Be kind enough to talk to me about your
9 ENGAGE Online Academy.

10 MR. EADS: I'll let you field that.

11 MS. DATTERI: Okay. I absolutely can. So -
12 - so that is -- I appreciate the opportunity to speak to
13 that. When we started the ENGAGE Online Academy, just very
14 quickly, we had many students wanting that opportunity to
15 learn in an online environment. And we had over 200
16 students going to other online from our Greeley-Evans
17 attendance area.

18 MS. SCHROEDER: Okay. To other schools?

19 MS. DATTERI: To other schools. And we
20 said, "All right, if it's that significant of a request of
21 community and families, then we need to provide that option
22 for our students." What happened -- or what has happened,
23 as we've grown -- it went -- started out as a high school,
24 9-12, with the next year we went 6-12, and this year we're
25 now K-12, with the help of Aventa, we work with closely



1 with an online provider. Often what has happened is when
2 students aren't successful in a traditional brick and
3 mortar, and then they have not been successful in our
4 alternative high school program, it seems as though that
5 might be their last opportunity.

6 And many students who really need more
7 structure, and more support, and more guidance from adults
8 of saying, "Yes, you can, and this is how we're going to
9 make sure you get there," are turning to ENGAGE Online
10 Academy as their last hope, and then they really are just
11 staying home not doing -- not attending, if you will, not
12 doing the work. And we've seen a significant number of
13 students in that area. Keep in mind, we've only -- ENGAGE,
14 I just said, three years.

15 So as we've grown, we're learning how to
16 respond to our clients, if you will, because they are still
17 our kids. And just say, "Okay, what are we going to do?
18 What are we going to do differently to respond to the needs
19 of our students that are enrolling in ENGAGE?" And keep in
20 mind too, we have just on the other end of that spectrum,
21 kids that are highly gifted, that are motivated, and are
22 moving through at a quicker pace, because they can do that.
23 So we've got kind of both ends of the spectrum, and
24 everything in-between. But on this end, we have to do
25 something different.



1 And so this year, currently this year, they
2 actually went to a different curriculum that holds those
3 more accountability, more support for teachers, in order to
4 engage in those conversations with students. They -- we
5 have opened up a center at site, of totally redesigned, so
6 that it is a place for students to come, and then we put
7 kids on an individual education plan if they are falling
8 behind. And one of the requirements is that they must come
9 daily for more structure, more support from adults --

10 MS. SCHROEDER: Once they are behind, then
11 that's part of --

12 MS. DATTERI: If they start to see them
13 getting behind, yes. Because they choose -- if I want to
14 do it, I want to stay at home, I want to learn in my
15 jammies. You know?

16 MS. SCHROEDER: Me too.

17 MS. DATTERI: That's not for every child.
18 It's not for every student. So that's the other thing that
19 we've significantly done. And then just having more
20 conversations to make sure that we've got students
21 appropriately placed in the right program, and right option
22 for them, so that they can be successful. So again, it's
23 kind of what are the adults doing across the system to
24 ensure that.

25 MS. SCHROEDER: Roughly off the top of your



1 head, can you tell me the number of elementary kids? I
2 worry a lot about online --

3 MS. DATTERI: Twenty-three, I believe, is
4 all that we have.

5 MS. SCHROEDER: Twenty-three.

6 MS. DATTERI: Yes. It's really like a
7 homeschool, if you will. A lot of our homeschool parents
8 have chosen this as an option, so they are providing that -
9 - and just using this curriculum, and they like the
10 curriculum. Instead of them trying to figure out how to do
11 that on their own as parents.

12 MS. SCHROEDER: And you're in a turnaround
13 status from what -- do you have that broken down by level
14 so that you know what is contributing to the low
15 performance?

16 MS. DATTERI: It was just middle and high
17 last year that the turnaround was on, and yes, and --

18 MS. SCHROEDER: Okay, because you just added
19 the elementary.

20 MS. DATTERI: Correct. And so it was high
21 school has been our most significant area that pulled that
22 down, if you will.

23 MS. SCHROEDER: I kind of see -- here, you
24 talk about having blended learning, it seems as though in
25 the brick and mortar school, we're going toward more



1 technology, but in the online schools, we are going in the
2 opposite direction by having more resources and more people
3 contact than we expect. Do you sort of see the same thing?
4 Are we going to meet in the middle, or are we going to have
5 this broad spread out?

6 MR. EADS: That's an interesting
7 observation. We probably will meet in the middle. I think
8 it's a learning curve, and I think there are, as Dr.
9 Datteri mentioned, some students who do very well on their
10 own, at their own pace, but some who really don't. We
11 really didn't expect our ENGAGE Online Academy to become an
12 alternative school, but we attracted a lot of those
13 students. So that tells us we have a need. We are
14 starting a new program, we're going to call it Aspire,
15 which is a middle school/high school place, with a much
16 lower student-teacher ratio. It's going to be a better
17 spot for those students to land, so --

18 MS. SCHROEDER: Okay. That's where I was
19 worried.

20 MR. EADS: Yeah, so we're -- we didn't
21 really -- that was a surprise to us that we attracted so
22 many students who actually need a different environment.
23 So we created -- we are creating a new program this fall.
24 We have a --

25 MS. SCHROEDER: Alternative education?



1 MR. EADS: Yes. And so we're learning as we
2 go that it is interesting to note that we're putting more
3 technology into bricks and mortar, and more face-to-face in
4 the online school. So probably in the middle somewhere is
5 the optimum spot for every student.

6 MS. SCHROEDER: Either that, or your -- or
7 our kids need different levels of it, but I'm not sure that
8 if they --

9 MR. EADS: There is going to be a range.

10 MS. SCHROEDER: Neither one of the extreme
11 is going to be preparing our kids for the 21st Century.
12 Will this be part of your choice --

13 MS. DATTERI: It is.

14 MS. SCHROEDER: -- menu?

15 MS. DATTERI: Uh-huh. It is currently.
16 Absolutely. It is an option for students through our open
17 enrollment, and transfer --

18 MS. SCHROEDER: I think that was the
19 question I should have asked. Talk to me about your open
20 enrollment. You've got free bus passes, so access is
21 actually improved compared to other communities?

22 MR. EADS: We think parental choice trumps
23 just about everything else, and we work very hard to give
24 parents their choice. So we do -- we're flexible --

25 MS. SCHROEDER: Do you manage the system, or



1 do the schools manage it themselves? The processes?

2 MR. EADS: Well, the schools review their
3 open enrollment applications, and we ask them to take them
4 all. But remember, with 25 percent of our student body in
5 charters, we very much support parent choice. We try to
6 make that happen. We allow transportation variances, so if
7 somebody doesn't happen to live in the right place, if they
8 can get to a bus that has space, and ride to the school
9 they want to go to, we allow it. We have even provided
10 bussing for some of our charter schools, you know, with a
11 special arrangement.

12 So I do think we're very pro-choice, and we
13 think parental choice is important, and we talk to our
14 principals that take every open enrollment application they
15 get. And we have a during the year transfer process that
16 we allow students to move around during the year as well.
17 So -- if that's what the parents want.

18 MS. SCHROEDER: So let me just agree with
19 what Dr. Scheffel said, that I think ideally we'd love to
20 have you think of how we need to deal with the fact that
21 you've got two schools on the wire, before we come up with
22 something. I think that would be helpful. Thanks.

23 MADAM CHAIR: Jane?

24 MS. GOFF: Thank you. Hello. Just touching
25 back upon briefly the student body, the population



1 changing, how did -- did the floods -- how did that impact
2 Greeley? Was there a significant aftermath of that? How
3 did that impact all of your -- all of your population,
4 including the district level operations? I know we were
5 kept well up-to-date throughout as best Robert and the
6 staff here could do. But as far as homelessness rate
7 carryover, or unfound children. Not in the dire sense; you
8 know what I mean. Not -- relocated kids. But that -- and
9 then another -- you can do any one in order -- Greeley is
10 still heavily involved, are you not with lab schools? Or a
11 lab school concept? And I believe that it's still pretty
12 active through UNC as part of the graduate -- (Overlapping)

13 MR. DEWITT: The lab school aspect -- excuse
14 me.

15 MS. GOFF: Go ahead.

16 MR. DEWITT: The lab school that was
17 formally attached to the university, has now separated
18 itself as a charter school. So the university itself is no
19 longer -- unless I'm going in the wrong direction here, is
20 no long associated with that. However, Mr. Eads has been
21 working with the university, with the concept of creating a
22 new lab school relationship with the university.

23 MR. EADS: In fact, I had met with President
24 Norton and talked about forming an exploratory committee
25 for a new 21st Century lab school concept. Inside the



1 University District, which is the neighborhoods adjacent to
2 the university itself, we have about 3500 students worth of
3 population in four different facilities. I think we can
4 create a truly attractive 21st Century lab school in the
5 heart of the community, because one of our issues has been
6 everything has been moving west.

7 Our doctors, lawyers, successful business
8 managers that used to live around UNC and send their kids
9 to the lab school, when that became a charter school and
10 moved to the west side of town, a lot of those folks moved
11 too. And so we want to combat that with trying to explore
12 the idea of a 21st Century lab school, state-of-the-art,
13 probably competency based advancement, as opposed to a
14 rigid grade structure. So we've gotten a commitment to
15 form the exploratory committee, but I think that's a pretty
16 big concept. It's going to take some time to develop it
17 and convince our school community and the UNC community,
18 and our community at large that this is something that we
19 can do and should do. But I think in terms of our team,
20 and in terms of UNC's academic folks, they think this is
21 definitely worth exploring. So I think that will take a
22 little time, but we're looking at that in terms of lab
23 school situations, because it truly was a point of
24 attraction in the heart of the community that we missed
25 when it became something different.



1 On the flooding, we did -- I think we had
2 about 1100 additional children identified as homeless as a
3 direct results of that. It was a tremendous impact on our
4 schools. We managed to only lose one operating day, even
5 though there was a "no flush" period of significant time,
6 we created banks of porta-potties, and special procedures
7 and monitoring, because they were all outside. And parents
8 were concerned, but we stayed in school, and we kept kids
9 in school. A lot of our kids don't eat if they don't come
10 to school. But it was a pretty big impact.

11 We were actually bussing kids from Ault and
12 Platteville neighboring communities who had been displaced
13 temporarily, to keep them in school, and their chosen
14 schools. So we had a pretty big impact. It's -- we had
15 huge amount of donations from all over he country. We had
16 clothing closets, and our nutrition services, which by the
17 way, in terms of partnership, we provide nutrition services
18 for all of our charter schools and two private schools in
19 our community. So we have a top-notch nutrition services
20 department. But we provided food to the shelters. So it
21 was quite an impact, and it has stayed with us for a couple
22 of years now. So --

23 MR. DEWITT: I appreciate the question,
24 because it also served, ironically, as a way for the
25 community to get much more involved, since so many of those



1 children, the only stability they had during that period of
2 time was being able to go to school. So to have the
3 schools opened and running, and available was, I think, a
4 really critical component at that time.

5 MS. GOFF: One last purely technical answer
6 -- flat answer -- you mentioned a change in formative
7 assessment. Is that going to happen? Is it allocated and
8 chosen -- product chosen? And from what to what?

9 MS. DATTERI: Very good question, I can be
10 succinct. Yes, it has been selected by the committee.
11 We are in the final stages of that. It is going from
12 Galileo, as a our formative assessment system. We are
13 looking at moving to School City, which is not a product
14 vendor that is being used in the state of Colorado to our
15 knowledge at this time, but it is in over 200 districts
16 across the nation, and it is out of California. It just
17 offers us exactly what we're looking for in terms of
18 ensuring that the standards have been met, and how do we --
19 how will we know in a more -- and truly, to be honest, in a
20 less time intensive way, and in a more supportive way for
21 our teachers who we know, as Mr. Eads said, that they've
22 just got -- they have a lot that they are learning whether
23 they are veteran or new.

24 The educational landscape has changed. And
25 so we are really looking for a way in which they can use an



1 assessment system that really makes sense for them in terms
2 of knowing where their students are at in relationship to
3 those standards. And not waiting until the end of a school
4 year to find that out from a summative assessment. So
5 that's the -- it actually has to go to the board here in
6 the month of May, and will be hopefully approved at that
7 time.

8 MR. DEWITT: We do have an allocation for it
9 in the budget --

10 MS. DATTERI: Yes, we do.

11 MR. DEWITT: -- but Stacie hasn't told me
12 how much it costs yet, so -- I think we'll be okay.

13 MS. GOFF: Waiting till Friday.

14 MS. DATTERI: Yes, that will be Friday's
15 topic.

16 MS GOFF: Friday afternoon. So curriculum
17 needed to be -- a new curriculum package needed to be --
18 explain to me, what came first? I mean, you have
19 standards, you've got curriculum, you've got resources --

20 MS. DATTERI: We do.

21 MS. GOFF: You've had that going. So you
22 have -- you've determined that -- what's it called? School
23 --

24 MS. DATTERI: School City is the assessment
25 vendor.



1 MS. GOFF: -- City, is the best match for a
2 close alignment with standards and the curriculum that
3 you've been using?

4 MS. DATTERI: Correct. And we are also in
5 the process of re-aligning curricular resources. And when
6 I say -- when I think curriculum, just as -- you know, it's
7 the written curriculum, it's the standards, and that we
8 pace it off. But sometimes our resources aren't in good
9 alignment, and so that means teachers are pulling from all
10 over. So we are looking as well, this year as well, we'll
11 be adopting a new elementary literacy program, because that
12 is now ten years old, so you can imagine it's very outdated
13 and tattered, and so we will be getting that as well. And
14 then looking to also get new math curriculum in the next
15 two to three years as well, because that is also aligned to
16 old model content standards, not to the Colorado
17 (inaudible).

18 MS. GOFF: Is it comprehensive K-12? Is it
19 --

20 MS. DATTERI: Literacy?

21 MS. GOFF: The school --

22 (Overlapping)

23 MS. DATTERI: School City Assessments is K-
24 12.

25 MS. GOFF: The School City is elementary, or



1 is it K-12?

2 MS. DATTERI: K-12.

3 MS. GOFF: So it matches throughout?

4 MS. DATTERI: K to 12, uh-huh.

5 MS. GOFF: Thanks.

6 MS. DATTERI: Thank you.

7 MADAM CHAIR: Any other questions, Board? I
8 have a comment -- last year we had the very small school
9 districts in. School districts with 100 or less students.
10 And we have one coordinating event, and that is the idea
11 that they can do this on the computer. So many of them
12 actually set up computer based programs, and try to bring
13 in income from that way. But it didn't work for them.
14 Yet, we all know that a really good online program can be
15 wonderful. I have a granddaughter who just swears by it.
16 She's taking college classes, and you know, never gone near
17 the place. But that whole thing about, oh gee, I'm just
18 going to stay home and do this all the computer is sort of
19 a common denominator for students of all kinds.

20 Once again, great conversation. I love
21 these conversations. Love hearing about what you're doing.
22 And that you and Aurora, and probably this afternoon Pueblo
23 and Denver, you know, we hear a lot of the same stories
24 with the larger schools. And so we have a lot of common
25 elements you need to work on. And Commissioner, I will let



1 you finish up.

2 MR. HAMMOND: That's all I have, and thank
3 you very much for coming today, I know that's always --
4 when you have to drive down here, that's a struggle. But
5 we appreciate your time and attention to the information
6 provided. So thank you.

7 ALL: Thank you.

8 MR. DEWITT: Thank you for your questions
9 and comments, I really appreciate it as well.

10 (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 22nd day of January, 2019.

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

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