State Review Panel Fact Sheet:
2026-27 School Year

COLORADO
Department of Education

Overview

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

State Review Panel Context and Background

What is the State Review Panel?

The underpinning philosophy of the state accountability system is that schools and districts that meet basic state expectations hold increased autonomy; whereas, schools and districts not meeting those expectations will be eligible for increased support, as well as increased monitoring. To support a system of checks and balances, SB 09-163 created the State Review Panel (SRP), with some updates in 2018, 2022, and 2025.



What are the primary responsibilities of the SRP?

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

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

As is practicable, Pathway Plans will be submitted to the State Review Panel for analysis before submission to the State Board for final approval alongside the proposed pathway action.

Last Updated: September 2026

What is the composition of the SRP?

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

Recommendation Process

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

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

What criteria does the SRP use to make recommendations?

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

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

Types of Required Actions

What are the types of interventions the SRP can recommend?

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

Table 1. Type of Required Action for Districts and Schools

Type of Required Action	Statutory Language		What does this mean?
	Districts (C.R.S. 22 11 209)	**Schools** (C.R.S. 22 11 210)	
District Reorganization	That the school district be reorganized pursuant to article 30 of this title, which reorganization may include consolidation.	n/a	A committee develops a plan to consolidate the district with a neighboring district(s) and/or alter its boundaries. This involves comprehensive negotiation and requires either approval from voters in affected school districts, or approval from affected local boards of education (depending on which reorganization process is chosen by the state board) that voters in all involved districts support the plan.
Change in Management	That a private or public entity, with the agreement of the school district, take over management of the school district or management of one or more of the district public schools.	With regard to a district public school that is not a charter school, that the district public school should be managed by a private or public entity other than the school district. With regard to a district or Institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board.	An external organization is brought into the district or school to manage the entire school/district *or* to manage targeted operations (e.g., fiscal management, HR operations, or instructional approach). The external partner must have contractual authority and accountability.

Type of Required Action	Statutory Language		What does this mean?
	Districts (C.R.S. 22 11 209)	**Schools** (C.R.S. 22 11 210)	
Charter School Conversion	That one or more of the district public schools be converted to a charter school.	With regard to a district public school, that the district public school be converted to a charter school if it is not already authorized as a charter school.	A school(s) is converted to a public charter school. This means that the school has its own governing board. A management organization could be brought in to operate the school(s). There are automatic waivers available to charter schools.
Innovation Status	That one or more of the district public schools be granted status as an innovation school pursuant to section 22-32.5-104 or that the local school board recognize a group of district public schools as an innovation school zone pursuant to section 22-32.5-104.	With regard to a district public school, that the district public school be granted status as an innovation school pursuant to section 22-32.5-104.	Innovation Status provides a way for a school, a group of schools or the district to develop innovative practices to better meet the needs of students. It allows more autonomy to make decisions at the school-level and includes getting approval on waivers from local and state policies that may be barriers to that innovative vision.
School Closure	That one or more of the district public schools be closed.	That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked.	School closure can be done in different ways, including full closure (permanent closure), partial closure (school no longer serves a grade span, such as the high school at a K-12 school) or a phase out (school is slowly closed over time as students naturally exit the system).
Community School Conversion (added in 2022)	That one or more district public schools be converted to a community school as defined in section 22-32.5-103(1.5).	With regard to a district public schools, that the district public school be converted to a community school as defined in section 22-32.5.103(1.5).	The district converts a school to a community school, which is a public school that implements (1) an annual asset and needs assessment that engages at least seventy-five percent of families, students, and educators in the community, (2) a strategic plan, (3) a process to engage partners who bring assets and expertise to implement the school's goals, and (4) a community school coordinator.

Type of Required Action	Statutory Language		What does this mean?
	Districts (C.R.S. 22 11 209)	**Schools** (C.R.S. 22 11 210)	
District Proposed Pathway **(added in 2025)**	That the school district take other actions, as proposed by the school district, that are comparable to or that have a more significant effect than the actions described in subsections (2)(a)(i)(a) to (2)(a)(i)(f) of this section and that are aligned to the pathway plan and designed to support the implementation of the pathway plan. Actions include, but are not limited to, contracting with external partners, using contractors or resources provided by the department, engaging in cross-district progress monitoring, or comprehensive school redesign.	Other actions that are comparable to or that have a more significant effect than the actions described in subsections (5)(a)(i) to (5)(a)(v) of this section that the public school proposes and that are aligned with the pathway plan and designed to support the implementation of the pathway plan. Actions may include, but are not limited to, comprehensive school redesign, contracting with external partners, or using contractors or resources provided by the department.	Beginning in 2025-26, the district may build this pathway to meet identified needs. The actions must be of comparable or more rigorous impact than the other pathway options. Actions should include one or more of the following for 2025-26 while state board rules are being developed: 1. Comprehensive School Redesign 2. Contracting with External Partners 3. Using Contractors of Resources Provided by CDE
Removal of Accreditation	That the school district's accreditation be removed.	N/A	The district is considered Unaccredited.
Options for Charter Schools			
Charter Revocation	N/A	(V) That the public school be closed or, with regard to a district charter school or an institute charter school, that the public school's charter be revoked. (C.R.S. 22-11-210)	Charter school closure can be done in different ways, including full closure (permanent closure), partial closure (school no longer serves a grade span, such as the high school at a K-12 school) or a phase out (school is slowly closed over time as students naturally exit the system). In addition, the charter school may have their charter revoked.

Type of Required Action	Statutory Language		What does this mean?
	Districts (C.R.S. 22 11 209)	**Schools** (C.R.S. 22 11 210)	
Replace the operator	N/A	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board. (C.R.S. 22-11-210)	The public or private entity operating the charter school could be replaced.
Replace the governing board	N/A	(II) With regard to a district or institute charter school, that the public or private entity operating the charter school or the governing board of the charter school should be replaced by a different public or private entity or governing board. (C.R.S. 22-11-210)	The governing board of the charter school could be replaced.

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

Pathway Guidance Documents

- Pathways Overview
- Change in Management
- Charter School Conversion
- Innovation Status
- School Closure
- District Reorganization
- Community School Conversion
- District Proposed Pathway

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

Pathway Rubrics

- CDE's Pathway Plan Rubric

2026-27 State Review Panelists

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

Table 2. State Review Panelists (Approved by the State Board of Education on September 9, 2026)

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
1	Alex Marrero	2nd	Superintendent	Denver Public Schools	District, School & Teacher Leadership / Superintendent / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Secondary / Urban / Multilingual Learner
2	Amy Valentine	3rd	CEO/ Education Evangelist	Future of School	District, School & Teacher Leadership / Budgeting & Finance / Program Eval / Elementary & Secondary / Online / Urban / Biliteracy in Spanish
3	Andrew Franko	11th	Chief Executive Officer	Minga Education Group	District, School & Teacher Leadership / Superintendent / Curriculum, Instruction & Assessment / Data Analysis / Program Eval/ Program Management / Budgeting & Finance / Elementary & Secondary / Charter / Online / Career Tech Ed / Alternative Ed
4	Angela Valdez	1st	Assistant Superintendent	Harrison School District 2	District & School Leadership / Biliteracy in Spanish / Assistant Superintendent / Curriculum, Instruction, & Assessment / Data Analysis / Program Evaluation & Management / Elementary & Secondary / Multilingual Learner / Biliteracy in Spanish/ Rural

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
5	Antonio Esquibel	1st	CEO	AE Consulting	District Leadership / Data Analysis / Program Evaluation and Management / Budget and Finance / Secondary / Urban / Career Tech Ed / Multilingual Learner / Turnaround / School Culture / Community and Family Engagement
6	Beth (Elizabeth) Wall-Macht	9th	University Instructor & Senior Instructional Designer	CU Denver & CU Anschutz School of Medicine	School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Elementary & Secondary / Charter / Online / Urban / Multilingual Learner / Alternative Ed
7	Biaze Houston	14th	District Support Chief	University of Virginia – Partnership for Leaders in Education	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Charter / Online / Urban / Multilingual Learner / Turnaround
8	Brian Kosena	4th	Chief Learning Officer	Westminster Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Elementary & Secondary / Urban / Turnaround
9	Brigitte Mutter	2nd	Retired Director of Assessment and Evaluation; Contractor	Thompson School District; Colorado Department of Education	Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
10	Cheri Wrench	3rd	Education Consultant	Wrench Consulting, LLC	District, School & Teacher Leadership / Budgeting & Finance / Elementary / Urban / Biliteracy in Spanish
11	Cori Canty Woessner	4th	Improvement Planning and Attendance Manager	Denver Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Budgeting & Finance / Elementary & Secondary / Multilingual Learner / Alternative Ed / Turnaround
12	Cynthia Trinidad-Sheahan	4th	Board Director	Colorado Association for Bilingual Education	School & Teacher Leadership / Budgeting & Finance / Program Eval / Elementary & Secondary / Charter / Multilingual Learner / Biliteracy in Spanish
13	Emily Yates	4th	Director of School Improvement	Denver Public Schools	District, School & Teacher Leadership / Governance / Charter / Urban / Multilingual Learner / Biliteracy in Dutch / Turnaround
14	Erika Burns	2nd	Senior Vice President	Education Partners	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Elementary & Secondary / Budgeting & Finance / Charter

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
15	Erin Trapanese	3rd	Director of Instruction, Middle Schools	Aurora Public Schools	School & Teacher Leadership / Elementary & Secondary / Turnaround
16	Grant Guyer	1st	Strategic Planning Consultant	K-12 Coalition	District Leadership / CMO / Curriculum, Instruction, & Assessment / Data Analysis / Program Evaluation & Management / Governance / Elementary & Secondary / K-8 / Charter / Rural / Urban / Turnaround
17	Jennifer Wray	6th	K-8 Science Instructor	Vision Charter Academy	Curriculum, Instruction & Assessment / Elementary / Charter / Online / Urban / Rural / Multilingual Learner / Alternative Ed
18	Jessica Kalb	1st	Interim Superintendent	Montrose County School District	District Leadership / Superintendent / Curriculum, Instruction, & Assessment / Data Analysis / Program Evaluation & Management / Elementary & Secondary / Rural / Alternative Education / Multilingual Learner / Biliteracy in Spanish / Special Ed / Turnaround
19	Jessica Mullins	1st	Principal	Denver Public Schools	School and Teacher Leadership / Curriculum Instruction and Assessment / Data Analysis / Elementary / Urban / Multilingual Learner / Biliteracy in Spanish / Special Education / Turnaround

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
20	Johan van Nieuwenhuizen	16th	Retired Superintendent of Schools	Weld County School District RE-1	District, School & Teacher Leadership / Superintendent / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Online / Rural / Urban / Special Ed / Turnaround
21	Karen (Ren) Olson	1st	Retired Principal & District Leader	Custer County Schools	District, School & Teacher Leadership/ Curriculum, Instruction & Assessment/ Data Analysis/ Program Eval/ Program Management/ Elementary & Secondary/ Charter/ Online/ Biliteracy in Spanish/ Turnaround/ Dual Language/ Rural
22	Keri Melmed	5th	Education Consultant & Leadership Coach	Self-employed	School & Teacher Leadership / Elementary & Secondary / Charter / Multilingual Learner / Special Ed / Alternative Ed / Turnaround
23	Lyn Bajaj	7th	Site Professor / Consultant	CU Denver	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Elementary & Secondary / Urban / Multilingual Learner / Turnaround
24	Mathew Neal	6th	Superintendent	Moffat County Schools	District & School Leadership / Superintendent / Elementary & Secondary / Charter / Online / Rural / Urban / Alternative Ed / Turnaround

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
25	Michelle Palmer	7th	Senior Director of Customer Success	New Classrooms	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Budgeting & Finance / Elementary & Secondary / Urban / Multilingual Learner / Turnaround
26	Mike Andrews	4th	Retired Principal	Weld County School District RE-1	District, School & Teacher Leadership / Elementary & Secondary / Turnaround
27	Monica Nurrenbern	3rd	Elementary School Performance Instructional Director	Aurora Public Schools	District, School & Teacher Leadership / Superintendent / Data Analysis / Program Eval / Elementary / Urban / Multilingual Learner / Biliteracy in Spanish / Turnaround
28	Nadriene Jackson	2nd	Education and Leadership Consultant	Jackson Education Consulting, LLC	District, School & Teacher Leadership / Superintendent / Curriculum, Instruction and Assessment / Program Eval / Program Management / Secondary / Turnaround / Urban / Alternative Ed / Community Schools
29	Nate Hansen	2nd	Principal	Woodmen-Roberts Elementary School; ASD20; Colorado Springs	School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Elementary / Turnaround / Multilingual Learner / International Baccalaureate Programming / Magnet

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
30	Nick Bucy	9th	Manager of Tiered School Supports	Denver Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Secondary / Charter / Rural / Urban / Alternative Ed / Turnaround
31	Peggy Downs	5th	Grants Specialist for Charter Schools	Granting Your Vision, LLC	School Leadership / Curriculum, Instruction & Assessment / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Charter
32	Rachael Gurian	5th	National Director of PD and School Improvement Services	Catapult Learning	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Elementary & Secondary / Charter / Special Ed
33	Sabrina Hodges	3rd	Education Consultant	Specially Designed, LLC	CMO, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / K-8 / Charter / Urban / Special Ed
34	Sandra Just	7th	Human Resources Director	Sheridan School District 2	District & School Leadership / Data Analysis / Program Eval / Secondary / Urban / Multilingual Learner / Biliteracy in Spanish / Special Ed / Alternative Ed / Turnaround

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
35	Sara Myers	5th	Dean of Instruction	Aurora West College Preparatory Academy, Aurora Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Secondary / Online / Urban / Multilingual Learner / Special Ed / Career Tech Ed
36	Sherry Kalbach	5th	Area Superintendent	Colorado Springs, School District 11	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Elementary & Secondary / Turnaround
37	Stacey M. Park	4th	Chief of Academics	Denver Public Schools	District, School & Teacher Leadership / Governance / Program Management / Budgeting & Finance / Elementary / Urban / Rural / Charter / Biliteracy in Spanish
38	Starla Pearson	13th	Clinical Assistant Professor	University of Denver	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Online / Urban / Multilingual Learner / Special Ed / Career Tech Ed / Turnaround

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
39	Susana Wittrock	5th	Assistant Principal	St. Vrain Valley School District	District, School & Teacher Leadership / Budgeting & Finance / Program Management / Elementary & Secondary / Multilingual Learner / Biliteracy in Spanish / Special Ed / Alternative Ed
40	Tacy Killingsworth	11th	Executive Director for Learning Services	Academy District 20	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Program Eval / Elementary / Rural / Urban / Special Ed
41	Ted Johnson	5th	Assistant Superintendent of Teaching and Learning Services	Pueblo District 60	District & School Leadership /Elementary & Secondary / Urban / Multilingual Learner / Turnaround
42	Virginia West	3rd	Instructional Coach	D51 Mesa County Valley	School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Management / Elementary / Rural
43	Wendy Birhanzel	5th	Superintendent	Harrison School District 2	District, School & Teacher Leadership / Superintendent / Curriculum, Instruction & Assessment / Data Analysis / Program Management / Budgeting & Finance / Elementary & Secondary / Urban / Multilingual Learner / Special Ed / Turnaround

	Name	Year on SRP	Title	Affiliation	Areas of Expertise
45	Zachary Rahn	6th	Executive Director of Curriculum and Instruction	Aurora Public Schools	District, School & Teacher Leadership / Curriculum, Instruction & Assessment / Data Analysis / Program Eval / Program Management / Budgeting & Finance / Elementary & Secondary / Charter / Online / Urban / Multilingual Learner / Biliteracy in Spanish / Special Ed / Turnaround