



Colorado State Board of Education

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

November 8, 2017 Meeting Transcript - PART 2

BE IT REMEMBERED THAT on November 8, 2017,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board Members:

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



1 UNIDENTIFIED VOICE: I apologize. Yes. There
2 we go.

3 UNIDENTIFIED VOICE: Thank you.

4 UNIDENTIFIED VOICE: I did it this time.

5 UNIDENTIFIED VOICE: Okay.

6 UNIDENTIFIED VOICE: I can't blame that on
7 Katy. I cannot blame it on Katy this time. Although you have
8 been the mouse that's been turning off my mic.

9 MADAM CHAIR: It's more work than it's worth,
10 is it?

11 Oh, good. So I'm going to read a little book.
12 Hang tight. Colorado State Board of Education will now
13 conduct a hearing in case number 17-CS-05. The appeal of
14 Denver Public Schools Board of Education's denial, Sports
15 Leadership and Management Academy charter school
16 application.

17 During this hearing the board is acting in
18 its capacity to hear appeals of charter schools and will
19 hold an appellate hearing under the relevant charter school
20 appeal law 22-30.5-108. I'd like to ask the person chosen to
21 represent each party to enter your name in the record along
22 with the party you represent.

23 Please also introduce the persons you have
24 designated to answer questions of board members. Only the
25 individuals identified by the parties have the opportunity



1 to address the board. Mr. Miller.

2 MR. MILLER: Thank you Ms. Schroeder. My name
3 is Brad Miller. I'm an attorney. I've worked with Slam
4 Academy. I represent them. To my left is Alex Tomargo who is
5 the founder of the original Slam Academy in Miami and his --
6 I represent Slam in its all of its enterprises across the
7 United States and to his left is Mark Macintosh, a member of
8 our board.

9 MS. FERRER: And my name is Molly Ferrer, I'm
10 Deputy General Counsel representing Denver public schools.
11 With me here today is Superintendent Tom Boasberg and
12 Jennifer Holladay who is the Executive Director of Portfolio
13 Management for DPS.

14 MADAM CHAIR: Thank you. The role of the state
15 board is to consider only those issues raised in the notice
16 of appeal. The board has been provided with the record on
17 appeal. References to documents or testimony not present in
18 the record on appeal will not be considered by the board.

19 In relation to those issues contained in the
20 notice of appeal, the board will apply the following
21 standard of review following oral argument. The board will
22 decide whether it is in the best interest of the peoples'
23 school district or the community to support local board's
24 decision to deny Sports Leadership and Management Academies
25 charter school application.



1 The parties have already submitted written
2 arguments and information. A maximum of 30 minutes will be
3 granted for the oral argument and examination of each
4 party's issues.

5 You may reserve a portion of the 30 minutes
6 for your rebuttal. During this time the party may summarize
7 its written arguments and the information, and board members
8 may ask questions. The hearing shall proceed as follows:

9 Sports Leadership and Management Academy, the
10 appellant, shall present its arguments including questions
11 from the state board. Den -- second, Denver public schools
12 their colleague shall present its arguments including
13 questions from the state board. Third, the appellant Sports
14 Leadership and Management Academy, shall present its
15 rebuttal, the state board may ask -- continue ask questions.

16 For the appellate Denver Public Schools shall
17 present its rebuttal, the state board may ask questions.
18 Finally the state board shall rul -- deliberate and render
19 its decision. We will adhere to the maximum time limit; each
20 segment will be timed.

21 You'll be notified by Ms. Cordial when you
22 have five minutes remaining of your allotted time. Sports
23 Leadership Management Academy you may reserve some of your
24 30 minutes for your rebuttal. Do you wish to do so and how
25 much time do you wish to reserve?



1 MR. MILLER: I thank you for asking. We do it
2 -- we'd like to reserve eight minutes at the end please.

3 MADAM CHAIR: Denver public schools do you
4 wish to reserve some of your 30 minutes for rebuttal and if
5 so, how much time would you like to reserve?

6 MS. FERRER: We do Madam Chair 10 minutes for
7 rebuttal. Great.

8 MADAM CHAIR: As is customary with any oral
9 argument and the administrative hearing or judicial
10 proceedings, we anticipate that board members may have
11 questions and they may interrupt counsel with these
12 questions. This is the only time during the hearing when
13 state board members may question the parties.

14 All questions and your responses are included
15 within your 30 minutes time. Are there any questions from
16 the board or council about our procedures? So I now call on
17 Sports Leadership Management Academy for the allotted 22
18 minutes for their initial presentation.

19 MR. MILLER: Thank you, Ms. Schroeder. And
20 with your permission I'll stay seated. I've in the past
21 stood at the dais -- or the podium.

22 MADAM CHAIR: As you wish.

23 MR. MILLER: All right. Thank you. We're here
24 because Miami in northeast Denver several years back Jenna
25 Segal (ph), wanted to -- had identified Slam Academy in



1 Miami as something that -- she thought would be attractive
2 for kids and so she reached out to them.

3 And Alex Tomargo, the originator of Slam
4 Academy Miami and -- and through other folks reach out to
5 them and started the process that's taken now three years to
6 get to this point.

7 I'd like to introduce myself and tell a
8 little bit of a story about why we're here? And how we got
9 here? Interestingly my wife Ruth and I have been binge
10 watching a TV show. First time I've ever done this I
11 couldn't imagine doing this when I was a kid, it's called
12 Stranger Things, kind of apropos because it's set in the
13 '80s and -- and I think it appeals to me because it takes me
14 back to a different time a better time, a simpler time.

15 All we needed was a bike and an imagination
16 and we could go explore and that was even the case -- I
17 lived in East L.A. it's kind of a rough neighborhood but we
18 were out and about. And today students aren't entitled --
19 they're not as exposed to that sort of freedom that I
20 experienced. Either they live in a real regimented sort of
21 run from lesson to practice to rehearsal type of regime like
22 my daughter, who I helicopter parent I freely admit that or
23 they -- or their baby sat by a screen.

24 And that's because in today's society it just
25 doesn't seem appropriate to let students roam. And because



1 there's a lot of parents who just don't have the resources
2 and the time that I'm blessed to have to invest in my
3 daughter. So the there's a lot -- there's a lot less freedom
4 in my experience as I watch our society.

5 Well, Slam Academy offers kids a new freedom
6 to explore and this model's flourishing in Miami, in
7 Alabama, in Texas, in Nevada. The places where it's
8 flourished K through 12. It energizes teachers -- it excites
9 imagination of kids and most important -

10 MADAM CHAIR: So -

11 MR. MILLER: Yes.

12 MADAM CHAIR: Let me go ahead and interrupt -

13 MR. MILLER: Absolutely.

14 MADAM CHAIR: Because you're definitely
15 getting to where some of my questions are and I'm really
16 glad that Mr. Tomargo is here. I did look up the Sports
17 Academy foundation Slam aca -- Slam Foundation, I found
18 extremely little information. It lists two schools and it
19 tells very little about them.

20 So Florida my understanding now from your --
21 from the website is that you're the foundation that helps a
22 number of these school -- this is the foundation that helps
23 these schools be established. In Florida there are grades.
24 What's the grade of the Slam Academy?

25 MR. MILLER: Well, the three schools that



1 received grades last year in Florida, the middle school, was
2 a C, a high C. We missed a B by a couple of points. Our
3 high school was a B school. And our middle school in West
4 Palm Beach was a B school.

5 MADAM CHAIR: How about elementary?

6 MR. MILLER: The elementary schools opened
7 this year in San Antonio. Where we have a --

8 MADAM CHAIR: So, there -- in Florida, there
9 are -- there aren't any elementary?

10 MR. MILLER: No, we have an approved one in
11 Tampa, South Hillsborough County which will open in August.
12 We have an approved one in Alabama, which it's under a
13 desegregation order in Huntsville. So, we're hoping for
14 August but not sure. And Atlanta, Georgia, in the Atlanta
15 Public School District, which will open in August. And we're
16 currently interviewing principals and getting that ball
17 rolling.

18 MADAM CHAIR: So, this is still relatively
19 new?

20 MR. MILLER: For the elementary? Yes.

21 MADAM CHAIR: How about how long is the high
22 school been in existence?

23 MR. MILLER: The high school's been in
24 existence five years.

25 MADAM CHAIR: Okay. What -- I understand that



1 there are payments that the Colorado Slam will make to the
2 foundation. What is that for?

3 MR. MILLER: Basically, for travel, for
4 professional development. We have a network. We just flew
5 in from San Antonio, where we took a team from Nevada and
6 Miami to provide support and professional development.

7 San Antonio was a large endeavor. They
8 opened K through 10 with 950 students. So, we're supporting
9 teachers with professional development and classroom
10 management. Implementing programs, research-based programs
11 for baseline testing, so we're doing our data chats and
12 getting that organized in that school.

13 MADAM CHAIR: And how much roughly would you
14 say you've been paid by one of these schools?

15 MR. MILLER: We've been paid? There's a fee
16 that we charge --

17 MADAM CHAIR: Right.

18 MR. MILLER: -- per child. And --

19 MADAM CHAIR: Per child?

20 MR. MILLER: -- that fee, it depends on the
21 score of the state, right? And then that fee goes into also
22 the support we give for back office work such as payroll,
23 such as benefits, and we use our buying power across the
24 country to give benefits to give 401k plans and provide
25 that. So, the school leader can just focus on the day to day



1 and run his or her school as-

2 MADAM CHAIR: So, you're actually almost like
3 a charter management. I'm not sure that's the right word,
4 charter management company, a national one.

5 MR. MILLER: An educational support provider,
6 but we support the school in different ways.

7 MADAM CHAIR: Okay, for a price?

8 MR. MILLER: Yes.

9 MADAM CHAIR: For a price.

10 UNIDENTIFIED VOICE: So, unlike a CMO that as
11 I would understand, the employees will be local employees of
12 the school here. So, that would be one major difference.

13 MADAM CHAIR: So, you've had a high school
14 that's been around for five years. So, you've got some
15 graduates. I'm trying to figure out -- Frankly, I'm trying
16 to figure out what the need is for more sports management
17 folks in this country. I'm not sure it's a shortage. I've
18 heard much about that tell me about your graduates.

19 MR. MILLER: Our graduates are from all walks
20 of life. We have Jesus Maisar who's a boy-

21 MADAM CHAIR: No, I don't know where they're
22 going, I don't know where they -- I recognize where they
23 come from based on your website.

24 MR. MILLER: He's got a presidential
25 scholarship to Stetson University. We have students accepted



1 at U Penn and Duke all across the country. They've been
2 accepted 96 percent of our graduates. 96 -- 94 percent of
3 our students graduated in 2016. 96 percent of those students
4 are attending colleges or universities across the country.
5 And some of the top schools.

6 MADAM CHAIR: So, they're not going into
7 sports management?

8 MR. MILLER: They're going into -- yes.

9 MADAM CHAIR: At this point?

10 MR. MILLER: Well, our curriculum as they move
11 through our program, we have internships and we also have
12 dual enrollment, something that makes us unique. Is that we
13 have dual enrollment within the academies. So, Florida
14 International University has a direct pipeline for athletic
15 trainers. We offer four different courses in athletic
16 training at the college level within our school.

17 We credentialed our teachers to do that. So,
18 our students have that pipeline. We have that same synergy
19 in Nevada. With UNOV, where our students are working in the
20 broadcasting and sports medicine programs of those
21 universities. So, yes, they are going into those programs.
22 They are interning in those field while in high school.

23 MADAM CHAIR: Finally I'd like, either from
24 Mr. -- probably from Mr. Miller an explanation of what, what
25 was the facilitation process and why did it not change



1 anything from your point of view?

2 MR. MILLER: I thought it was an excellent
3 process. And I've got to say, I deeply appreciate the rigor
4 and the and the structure that DPS has instituted. I think
5 to some degree, it renders judgment not as important as
6 following a rubric. And so, we have some objections to the
7 sort of static or staid approaches that were implemented.
8 But Molly, and Jan, and Maya and the team are just
9 fantastic.

10 I mean, very cordial to work with. We believe
11 that we were subjected to what I will call a death by a
12 thousand cuts. There's I would assert there's not a single
13 item that would be monumental enough to warrant a denial. It
14 was simply by virtue of these 200 pages plus that we
15 submitted. Just little check marks, little red dots as you
16 go through the rubric. Nothing consequential.

17 But they were duty bound by the way they've
18 set up their system to follow that rubric and scores emerged
19 and they just, there wasn't much give and take at that
20 point. But it was a great process to engage with this group.

21 MADAM CHAIR: So, other applicants are able to
22 align with the rubric that DPS has established?

23 MR. MILLER: Agreed.

24 MADAM CHAIR: And what's the difference for
25 you guys that you can't get there?



1 MR. MILLER: Well, I think what started as a
2 comprehensive and thoughtful sort of approach, sort of
3 backed into something that was more rigid and maybe a little
4 bit calcified. It certainly favors replication of existing
5 high-quality networks. It certainly favors the data driven
6 sort of answers that people are able to give.

7 We come with a inspirational sort of message,
8 a relational sort of message. We want to inspire kids. We
9 answer two really critical questions. Two critical needs in
10 education. First, we are engaging parents, especially dads
11 in their child's education. If you read any studies, that's
12 a very data driven sort of objective.

13 And we do it successfully in Miami and places
14 where families are not altogether, but their dads are
15 reengaging in their children's education. And students are
16 so compelled by the, by the content of the curriculum.
17 Talking about doing their -- their batting average is being
18 in a fantasy sports league, that they're reading more at
19 home.

20 And that being a second critical component
21 the kid being successful. Now, I can't pour that into any of
22 the 200 pages of the rubric, but I can tell you that story
23 and I can tell you it's factual. I think that's incredibly
24 data driven. And the success is borne out in the Miami
25 school 94 -- I believe I'm very close if I'm wrong, 94



1 percent of the students they are free and reduced, reduced
2 lunch students. Yet they're achieving the B or low -- high C
3 scores in communities that have seen that sort of success
4 before.

5 It's proven out. It has been successful. We
6 also bring kids on either end of the spectrum into -- into
7 an enthusiasm. So, talented and gifted students in
8 particular are intrigued by this because it's inspiring to
9 them that we're engaging with them. Kids on the far end of
10 the spectrum, on the other side that have more profound
11 needs -- and by the way, we do hit our district approximate
12 district numbers and things like ELL and special education.
13 We don't turn students away. There's none of that and we're
14 quite successful in helping those kids.

15 MADAM CHAIR: It sounds really like these are
16 admiral goals but, they may be necessary for the population
17 you serve, but I'm not sure that based on the rubric that
18 DPS uses, that is sufficient for a high-quality school and
19 the fact that there were what, 34 items that were identified
20 previously and 34 that were still after facilitation. I just
21 keep wondering are you resisting the things that Denver has
22 asked 60 other charters to provide? I mean, I'm just trying
23 to get the specifics.

24 MR. MILLER: Thank you for asking and that is
25 a very helpful question. And I think it guides a



1 conversation. I alluded to a death by a thousand cuts. I
2 think that there are places where certainly to answer your
3 question there could have been improved answers. But take
4 into account a year prior, we had addressed all of these
5 issues had been given specific feedback and then came back
6 with the adjust -- the adjustments in responsive. And then
7 in turn they said, "well, no that's not exactly what we're
8 looking for."

9 For example, they talked to us about our K
10 through five curricula. They did the 20 pages in the
11 appendix that we're allowed to use. We put in 20 pages of
12 broad scape and that wasn't good enough. They wanted
13 something more granular. So, we filled 20 pages to tell you
14 what third grade in the year one would look like. All of
15 that. And then their responses were not telling broad
16 enough. So, so trying to gauge some of the answers there,
17 have been a bit perplexing for us. I'll admit that.

18 MADAM CHAIR: Okay. I'll hold off continue
19 unless any of my colleagues have questions.

20 Board member Mazanec.

21 MS. MAZANEC: So, the facilitation group, who
22 actually conducted the facilitation. Was it just you sitting
23 in a room together trying to work it out? Or was there a
24 facilitator?

25 MR. MILLER: Molly was fantastic.



1 MADAM CHAIR: There's a mouse going off the
2 table.

3 MR. MILLER: And so what -- Molly's sitting to
4 my right. Offered some proposals about how we can do it. We
5 interacted with it, I thought was a very healthy process.
6 So, I mean I really appreciate the way that was done. These
7 are super professional folks, there's no question about
8 that.

9 UNIDENTIFIED VOICE: Okay. Another question I
10 have, is on the deficiencies and you just touched on in a
11 minute ago. So, you had previously submitted an application,
12 they told you about deficiencies, you spent a year, or you
13 withdrew your application in order to go back and improve or
14 did they deny it and then, anyway you've been working on the
15 deficiencies?

16 MR. MILLER: Yes.

17 UNIDENTIFIED VOICE: So, over a year, you're
18 saying that you improved you gave them what they wanted, and
19 your argument now is that they then moved the goal line
20 again?

21 MR. MILLER: And I won't say that it's that
22 explicit. It wasn't. I don't believe intentional or
23 deliberate in any way, shape or form. It's simply that the
24 rubric is stylized, and it is -- I mean, again, we had a
25 124-page application, we had 25 appendices. In many



1 instances -- and I've got, you know, all my big notes here,
2 I can, I can point out the places where they said that this
3 didn't wasn't there, and it indeed was in our appendices.

4 They asked about the charter management
5 organization MOU, it's a 32-page MOU. With all the details
6 about the business dealings between us and Slam. When they
7 talked about board conflicts, they said that we didn't
8 correctly adjust for conflicts. We have an IRS compliant
9 conflicts of interest policy. It's embedded in our bylaws on
10 top of that and each board member swore to and signed an
11 affidavit, a six-page affidavit expressing any conflicts and
12 it's signed this in the packet.

13 So, there's a lot of things that we were told
14 weren't included and they were in spades. They said, we
15 didn't correctly address teacher evaluation processes. We
16 have a 10-page plan appendix G with our tools and processes.
17 So, to say that it was absent doesn't quite equate with my
18 experience, in terms of, what I found as I was going through
19 this.

20 Now, I'm not saying that I, perhaps they're
21 saying it wasn't addressed in the right place and that in
22 the application, I'm not certain about that differentiation,
23 but as I look through the 20-page answer brief, I went
24 through each one and I check marked and I found the
25 materials in our in our materials.



1 UNIDENTIFIED VOICE: What kind of parent
2 interest do you have?

3 MR. MILLER: I am not specifically, I don't
4 specifically know. That wasn't one of the reasons for
5 denial, but I don't know that number.

6 UNIDENTIFIED VOICE: Sure. I'll address that.
7 There's a lot of people here today obviously from northeast
8 Denver that just truly believe that a sports thematic
9 curriculum for these kids would be excellent. And so, we
10 have been active in the community and we realize that, you
11 know, that that's an ongoing process that will never end.

12 And, I think, there's just a whole lot of
13 parents in that part of town that are looking for viable
14 options for their children to get it so, you know, you can
15 see behind us here and there were a lot more people that
16 would have liked to have been here today because of the size
17 of room we tried to limit it.

18 MADAM CHAIR: Board member Flores. Were you
19 finished? I'm sorry Ms. Mazanec, were you finished? Board
20 member Flores.

21 MS. FLORES: I wanted to ask you about the
22 academics. Do your standards align or your, call your
23 objectives. Do they align with our Colorado standards?

24 MR. MILLER: Absolutely. We infuse sports into
25 the curriculum. We teach your standards. We teach English,



1 math, science or studies P.E. Everything that the state
2 requires and how the state has it on its guide for us.

3 MS. FLORES: So, you looked at our standards
4 and then you wrote the curricula according to our standard?

5 MR. MILLER: DPS in fact did acknowledge that
6 we meet the standards.

7 MS. FLORES: Okay.

8 UNIDENTIFIED VOICE: It's delivery of
9 instruction and that's what makes us unique. That's what
10 makes it engaging for the students.

11 MS. FLORES: And who is the university or
12 higher education institution that you have a dual enrollment
13 with here in Denver? Who is that institution that you have
14 already made a connection with?

15 MR. MILLER: We, we can't until the charter is
16 approved but we have spoken to universities.

17 MS. FLORES: Was there any-

18 UNIDENTIFIED VOICE: As far as signing the
19 contract.

20 MS. FLORES: No, not signing the contract. No,
21 that's not what I'm asking. But the overtures have you made
22 overtures, and have you made discussions? Who are these
23 institutions that you've made or have had discussions?

24 UNIDENTIFIED VOICE: University of Colorado,
25 The Denver Broncos, the Colorado Rockies, Cronkey Sports



1 because all of these entities are the multibillion-dollar
2 sports industry that need sports, medicine sports, marketing
3 sports, management sports casting, coaching. So, that's been
4 one of my primary roles and I've been in town for 30 years
5 as a sportscaster. And I've already talked to all of them.

6 MS. FLORES: You've talked to them? Has
7 anybody just said, we'd like to work with you?

8 UNIDENTIFIED VOICE: Oh, of course. All of
9 them do. They get excited about the fact that they can come
10 in and be visiting professors and teach these kids. I mean,
11 I've got all kinds of friends at all the stations that would
12 love to come in and teach these kids sports, video
13 production, sportscasting, all that stuff. So, there's there
14 will be no shortage of community support for this, but we've
15 got to get our charter.

16 MS. FLORES: And you understand that these
17 individuals must have a masters in their area of expertise?

18 UNIDENTIFIED VOICE: Yes. I have a master's in
19 journalism. So, I've taught as an adjunct professor at the
20 University of Colorado, teaching. Yes, we understand all
21 that.

22 MS. FLORES: Thank you.

23 MADAM CHAIR: Two more minutes.

24 MR. MILLER: Thank you. I do have a couple of
25 closing points for this section if that's okay. First, I



1 want to point out that I believe in the briefing the actual
2 answer brief you received the DPS misunderstands the role
3 and authority of your position. Remember, we went through
4 facilitation. So, this is the second appeal. And their
5 answer brief press hard on a deference theme. They argued
6 that you are supposed to give them due weight as a local
7 entity and they cited a Supreme Court case called Booth
8 shorthand.

9 The problem with this, is that Booth it
10 doesn't say what they say it said and I want to make sure
11 that the board is acquainted with this. It says, Booth says,
12 that the state board should substitute its judgment for that
13 of the local board. In other words, you're not required to
14 defer to DPS opinion at all.

15 You should decide cases like this in the, in
16 the best interest of students and you cited that as you
17 started reading at the beginning. You have no obligation to
18 give some sort of deference to DPS on this issue. And
19 there's no statutory criteria that requires deference to
20 local board in this instance.

21 The Supreme Court said so clearly, the
22 purpose of the Charter Schools Act remember, as stated by
23 that court was to quote, create opportunities for
24 innovation, autonomy and reform in public schools. It's to
25 encourage the person and approaches to learning education



1 increase the development of different and innovative forms
2 of measuring people learning achievement to bribe parents
3 and children with expanded choices.

4 DPS does a great job. I will assert every day
5 accounting for well -- accounting welfare quality and data
6 driven outcomes. But it appears in my mind to struggle with
7 the other statutory outcomes that are part of the act.
8 Second, I believe the DPS hopes that you'll not notice as a
9 board that there's not a single genuine reason to think this
10 plan will not succeed. I'll finish later.

11 MADAM CHAIR: Thank you. Ms. Ferrer.

12 MS. FERRER: Thank you very much, board.
13 Again, my name is Molly Ferrer and I'm deputy general
14 counsel for Denver Public Schools.

15 UNIDENTIFIED VOICE: On the microphone,
16 please.

17 MADAM CHAIR: Talk into that thing, please.

18 MS. FERRER: Absolutely. I would like to
19 quickly just address the legal standard and the legal
20 framework and then I'm going to turn it over to
21 Superintendent Boesberg who can talk to the board about DPS'
22 authorizing process in general and our commitment to school
23 choice and how that works for us. Finally, Jennifer Holliday
24 is here today to answer specific questions about the
25 deficiencies and Slam's the application and the reason for



1 the DPS board's decision.

2 As everybody here recognizes the big decision
3 here today is, was the DPS board of education's decision to
4 deny this application in the best interests of the students,
5 the district and the community. It was. Denver Public
6 Schools, it takes its authorizing role very seriously. We've
7 spent numerous resources putting together a process that we
8 feel very comfortable with and that assesses applications on
9 their merits. In their opening briefs, Slam asked you to
10 apply that McDonnell Douglas framework, which is not
11 relevant here and actually confuses the issue.

12 That being said, it is in everybody's best
13 interest that these applications are assessed on their
14 merits and that they are denied or approved based on those
15 merits. Not on bias or any wreath like pro charter anti
16 charter. It's very important that local board of educations
17 and that this state Board of Education is able to assess the
18 merits and determine whether or not their quality and what
19 we have is the written application.

20 Here today, Slam has asked that you approve
21 their application based on their feelings of inspiration and
22 what they think they can do. Not on the quality of their
23 written application that they submitted in this case based
24 on DPS' standards.

25 We ask that you recognize that our Board of



1 Education reviewed this rubric, got input from staff and
2 from the dock and denied this application, because it just
3 did not meet the quality that it needed to meet in order to
4 open a school serving DPS students from day one. With that,
5 I'm going to turn it over the superintendent-

6 UNIDENTIFIED VOICE: May I just before you
7 leave?

8 MS. FERRER: Absolutely.

9 UNIDENTIFIED VOICE: You guys can decide who
10 describes for me the facilitation process.

11 MS. FERRER: I can-

12 UNIDENTIFIED VOICE: Sort of the same question
13 that I ask.

14 MS. FERRER: Yes, and I'm happy to do that.
15 It's a little bit tricky. We agreed, at the outset, that the
16 actual discussions and the content of those discussions
17 would be protected by settlement discussions. So that
18 everybody could speak freely in the room when we were
19 facilitating.

20 UNIDENTIFIED VOICE: I don't know what that
21 means. Help me-

22 MS. FERRER: That -- that means that -- that
23 Brandon and I, and everybody in the room, agreed that when
24 we talked in that room, the actual substance and content of
25 the discussions we would keep protected. So that we could



1 all feel really comfortable talking about that-

2 UNIDENTIFIED VOICE: But absolutely nothing
3 changed as a result of facilitation.

4 MS. FERRER: Right. And our -- yes, and I
5 think that the -- the recommendation was the same. That --
6 that is the results, is that we -- we heard what each side
7 had to say, we understood where we were coming from, but we
8 remained in our positions.

9 MADAM CHAIR: Thank you. Go ahead.

10 UNIDENTIFIED VOICE: Great. So, thank you. I
11 actually thank the board and appreciate the very difficult
12 important role that you all have to play in implementing the
13 statute in this hearing. I think that the purpose of the
14 statute and your role is to ensure, in the charter
15 authorizing process, that districts are fair, that they're
16 truly open to charters, that they are not biased explicitly
17 or implicitly, and that they have a fair process in doing
18 so.

19 And I think the rule of the state board plays
20 is vital in doing so across the state. I would submit that
21 DPS is extraordinarily strong on both fronts in terms of its
22 openness to charters and the fairness and quality of our
23 process. As we instituted our call for quality in new
24 schools nine years ago, we have approved 75 new charters in
25 the Denver Public Schools and turned down 12. I think



1 nationally, our process is time and again by national
2 entities will do-

3 UNIDENTIFIED VOICE: Excuse me, are you saying
4 you've only turned down 12 in all those years?

5 UNIDENTIFIED VOICE: Correct, correct. We've
6 approved 75 and turned down 12. So, whether local
7 organizations like the Colorado State League of charter
8 schools, national organizations, National Association of
9 Charter School Authorizers have widely and repeatedly said
10 that our process is among the finest, if not the finest in
11 the country in terms of its fairness and clarity for
12 applicants. And our emphasis is very clear in our rubric and
13 our process is on quality.

14 We want high quality schools to serve our
15 kids. It's not on governance. Again, I think we're widely
16 recognized as the most forward-thinking district in the
17 country in terms of openness to charters and high-quality
18 charters. That's also not on model, right?

19 Among those 75 charters we've approved and
20 are now operating in the Denver Public Schools are
21 expeditionary learning schools, dual language immersion
22 schools, STEM schools, single gender, a girl's athletic
23 leadership school, a boys' athletic leadership school,
24 personalized learning schools, health and wellness schools.

25 We very much want to encourage a diversity of



1 models and a diversity of choices for our families. So,
2 again, we are very open to new models, to innovative models.
3 We specifically encourage and welcome innovative new models.
4 But at the end of the day, whatever the model is, the
5 emphasis is on quality. That we want to see quality schools.

6 We certainly don't, by any means, question
7 the passion and the heart of the applicants in this
8 instance, but I'm just clearly and say we do, very
9 significantly, question the quality. That this is an
10 application that didn't miss by a little bit, it missed by a
11 lot. It didn't miss in one area. it missed over multiple
12 areas. And our experience across dozens, and dozens, and
13 dozens of schools across multiple years, is that the caliber
14 of a new school plan is not a guarantee of success. But the
15 lack of a high-quality plan, is nearly always fatal in
16 having a school that becomes a high-quality school and
17 serves up our students well.

18 MADAM CHAIR: Board member Durham.

19 MR. DURHAM: Thank you, Madam Chair. I mean,
20 this school or this group operates, I presume, a similar
21 program in curricula in Miami which is known to be a tough
22 environment and they apparently if -- taking at face value
23 what they said, apparently, they operated very successfully.
24 Is it your position that what they submitted to you is
25 materially different than what is the status quo in Miami?



1 UNIDENTIFIED VOICE: Sorry, I cannot speak to
2 what their formal application ma'am. I cannot say much of
3 they say and do this is necessarily, an indication of very
4 high quality. But I would also say, with respect, that all
5 the more reason that we found the applications so lacking,
6 right? That these people aren't -- aren't new to the game.
7 And to have an application that lacked a level of quality,
8 that lacked a level of coherence, that lacked a level of -of
9 clarity, is all the more concerning part of our process.

10 We both look very closely at the written
11 application, but then there are also significant
12 opportunities for dialogue. To allow people to explain, to
13 ask questions, answer questions and we found that in that
14 portion, the interview portion, the quality was even lower
15 than in the written application portion. And so, that
16 concerned us even more and it turned over degenerating.

17 In some, you know, the application was
18 described as death by a thousand cuts. I think that's a fair
19 assessment. This application did have a thousand cuts a --
20 and that's not what we want for our schools. We don't want a
21 school that is wounded a thousand times, an application in
22 school a thousand cuts is not in the best interest of our
23 students or our community.

24 MADAM CHAIR: So, please proceed. But if I may
25 ask you to emphasize if -- if there were 34 deficiencies, if



1 you start with the ones that you felt were most critical.
2 Even though there are a thousand or 34. I would love to know
3 which ones just really blew it out of the water.

4 MS. HALLADAY: Sure thing.

5 MADAM CHAIR: Please.

6 MS. HALLADAY: So, again, I'm Jen Halladay,
7 I'm the executive director of Portfolio Management. I'm also
8 the former board president of Highline Academy Charter
9 School. So, I've been on the other side, filling out one of
10 these applications and have deep respect for, kind of, you
11 know, how -- how rigorous that process really is. I've been
12 through it myself.

13 So, to answer your question around, sort of,
14 the three -- the couple of areas, perhaps, that stand out
15 against just, sort of, the totality of issues across the
16 application. I might name three. So, I think first, you
17 know, one of the places where this applicant missed was
18 frankly, setting acceptable performance standards for the
19 school.

20 This is an issue where, to Tom's point, that
21 applications certainly lack, sort of, an understanding of
22 what it means to be a quality school in Denver. They,
23 basically, they did set performance expectations that said
24 it would be acceptable to them, that their goal is that one
25 out of four children would be at grade level in English



1 language arts, and one out of five would be at grade level
2 in math.

3 Not only is that below the standard of the
4 school performance framework for the Denver Public Schools,
5 it's also terrible for kids. What that would mean is that
6 the 550 children that they want to enroll in their school,
7 412 of them would not be operating at grade level. To us,
8 that was a fundamental concern. It was a problem in their
9 2016 application that they did not bother to investigate or
10 fix in that year that they reworked their application. I
11 think what-

12 UNIDENTIFIED VOICE: How -- excuse me, how
13 many of your -- how many of your schools charter or
14 neighborhood actually have that -- that kind of performance
15 level?

16 MS. HALLADAY: Yes. So, I don't know --

17 UNIDENTIFIED VOICE: -- applying for a new --
18 a new school but how many of your schools may be performing
19 at that level now?

20 UNIDENTIFIED VOICE: It's a significant
21 majority. Whether that's 70 percent or higher --

22 UNIDENTIFIED VOICE: And so, of course, you
23 have goals for those schools to perform better. But the fact
24 is, you do have schools that are performing poorly now.

25 MADAM CHAIR: Yes.



1 MS. HALLADAY: Okay.

2 UNIDENTIFIED VOICE: Yes, we do.

3 MS. HALLADAY: Yes. And so, I do think that --
4 that these kinds of performance goals in a new school
5 application, I would not say that those goals established by
6 slamming its application were inspirational or aspirational.
7 I think that's a real problem for us. Now, another area that
8 was a deep concern for us, that also was a problem in the
9 2016 application that the applicant did not fix in that year
10 long period was around their English language acquisition
11 program.

12 Once again, they did not identify a
13 curriculum for English language development. They continued
14 to have some confusion between sheltered instruction that
15 happens to support English language learners in -- in a
16 standard classroom versus an English development program.

17 The Denver Public Schools is under a federal
18 consent decree for language learners. And it's actually, you
19 know, we are not allowed under the federal consent decree,
20 to approve charter schools that put forward substandard
21 English language acquisition plans.

22 So, that again, was an issue of concern for
23 us. Something you've already heard a little bit about in the
24 rest of the proceeding. You know, one thing they did change
25 between 2016 application and the 2017 application, is that



1 they added grades K five.

2 And, you know, throughout the different
3 pieces of the application, particularly in the education
4 program section, how a sports management career and
5 technical program that's really defined by internships and
6 training opportunities and those sorts of things. Like, how
7 you would do that with five to nine-year old's, really,
8 wasn't as clear in the application as it needs to be.

9 Now, there certainly can be a way to do
10 sports management. Focus in a K five program and they just
11 didn't describe it in the level of detail that gave us
12 confidence they were ready to execute well for kids on day
13 one and that sort of area. So, I will pause there. I think
14 those were the three -- if you want three examples, I would
15 say those are three examples among the thousands.

16 UNIDENTIFIED VOICE: So, adding the K through
17 five, was that the third deficiency that you were concerned
18 about or --

19 MS. HALLADAY: Yes, just the lack of the way
20 that it was fully integrated into the rest of the
21 application and, you know, we just heard that they're doing
22 that now, for the first time someplace else and it could be
23 when they submitted their application, they weren't quite
24 clear what that was going to look like.

25 And as a part of our process, you know, they



1 can resubmit it again with a fuller description of what
2 they're actually doing in their K five program.

3 MR. DURHAM: So, your -- your contention that
4 the English language provision was deficient. Describe
5 deficient in what ways. Did it fail to set specific
6 objectives, or did it fail to detail how to meet those
7 objectives? And I have to say, I've never had anybody
8 adequately tell me how you're going to meet an -- meet an
9 objective that are easy to set. So, where was the problem?

10 MS. HALLADAY: So, I mean, the first thing I
11 might say in -- in answering that question is, you know,
12 again the rubric is pretty explicit around the things that
13 we're looking for. That's a rubric that we have work shopped
14 with the plaintiffs and the court monitor related to the
15 consent decree. So, meeting the elements in that rubric or -
16 -

17 MR. DURHAM: What are -- what are the elements
18 that they are not meeting?

19 MS. HALLADAY: Well, the element that -- that
20 they sort of miss that was in the rubric was identifying an
21 English Language Development curriculum in the application.
22 And in the interview, they also struggled. They struggled to
23 when asked questions, for example, about their English
24 Language Development Program, what they talked about a
25 sheltered instruction, which is important for English



1 language learners.

2 And that needs to happen in every classroom.

3 And we couldn't get kind of clear answers, and the written
4 document were in the interview around how the English
5 Language Development Program would work.

6 MR. DURHAM: So, you have certain -- you have
7 certain curriculum. I presumed that you've adopted and
8 approved, right? That's the district?

9 MS. HALLADAY: The district does, and charter
10 schools don't have the autonomy and the expectation that
11 they -- that they can select here-

12 MR. DURHAM: So, you get some off the shelf
13 things that they could -- could pick -- could choose from;
14 is that correct?

15 UNIDENTIFIED VOICE: Director Durham, it's
16 important that they choose a curriculum. And I think this is
17 actually one area --

18 MR. DURHAM: So they didn't -- your contention
19 is they did not choose one.

20 UNIDENTIFIED VOICE: -- No, they did not
21 choose any. And this is one area where the cube application
22 comparison is actually helpful. If you go to cue, they chose
23 a very specific ELD curriculum that they were going to
24 implement, and also recognized the need to work with the DPS
25 ELO department to continuously monitor that that program was



1 meeting the needs of the EL students.

2 MR. DURHAM: So, it's a monitoring. So, it's
3 also-

4 UNIDENTIFIED VOICE: You need to identify in
5 curriculum-

6 MR. DURHAM: Right.

7 UNIDENTIFIED VOICE: curriculum was
8 identified. It wasn't identified in 2016. That was part of
9 the reasons expressed in the recommendations in Iowa in
10 2016. And it wasn't identified in 2017.

11 UNIDENTIFIED VOICE: You need to identify
12 curriculum, and you need to see how you're going to
13 implement it. And just the lack of identification, the
14 curriculum, really sort of the tip of the iceberg here. The
15 ice -- 90 percent of the iceberg is a lack of clarity and
16 apparent lack of knowledge around how to educate English
17 language learners who are about 40 percent of the students
18 in Denver Public Schools. And the lack of a curriculum was a
19 real glaring instance.

20 That it was part of parcel again of a larger
21 set of deficiencies around having a clear and coherent
22 educational program of how they're going to educate our
23 students and particularly, our English language learners.

24 MR. DURHAM: But in Miami, which I'm certain
25 has similar statistics or I suspect that has similar ELO



1 statistics. You know, if taking at face value, that 96
2 percent graduate and 94 percent of those going institutions
3 of higher education. There's a presumption somewhere that
4 what, at least, what the -- what they've done elsewhere
5 works.

6 And -- and yet you reach the conclusion that
7 it wouldn't work here, or they just didn't detail what it
8 was, or perhaps it wasn't one of your off the shelf
9 approved. Which -- which of those would it be?

10 UNIDENTIFIED VOICE: So, again, it wasn't that
11 we don't like the curriculum they chose. They didn't choose
12 the curriculum. And again, with respect, this is elementary.
13 Elementary is new to them. Right. You're speaking with
14 respect as some of the secondary statistics.

15 And again, it's-- we don't, we have, again,
16 we have dozens of charter schools who use multiple different
17 curriculum including multiple different English language on
18 the curriculum. We don't set a curriculum.

19 We don't believe that a particular curriculum
20 is the key to success. We do believe that the quality and
21 coherence of a plan of which curriculum you choose and how
22 you're going implement, how are you going to train your
23 teachers, how you're going to monitor the progress of your
24 students.

25 All of those come together to allow you to be



1 prepared to offer high quality learning for your students.
2 And without those, again, the likelihood of them being able
3 to offer that high-quality learning for English language
4 learners, we have seen based on prior experience. Again, the
5 lack of a clear plan is nearly always fatal in terms of the
6 lack of a quality execution of the school.

7 MADAM CHAIR: So, correct me if I'm wrong, but
8 one of the areas of weakness was the financial piece. One of
9 the last piece, isn't it? Can you identify clearly where you
10 are going right? I -- I -- I read that they considered a
11 conservative budget. So, what is it that they missed?

12 UNIDENTIFIED VOICE: So, the -- the issue is
13 that they're very dependent on their enrollment targets. And
14 if those enrollment targets aren't met, they do not have a
15 contingency plan. Now, in their brief, they said that one of
16 their contingency plans was that the same foundation would
17 decrease their fee but a review of the draft MOU that was
18 provided to us does not actually include any specific
19 reduction in fee for failure to meet those enrollment.

20 UNIDENTIFIED VOICE: What are the fees? Do you
21 happen to remember that?

22 UNIDENTIFIED VOICE: Wow.

23 UNIDENTIFIED VOICE: That's okay.

24 UNIDENTIFIED VOICE: It's -- the MOU, the
25 draft MOU, the part of DPS' process is to require that the



1 agreements with organization management, organizations are
2 turned over. So, we received the draft at MOU, and it's in
3 the data.

4 UNIDENTIFIED VOICE: So, you actually review
5 those four?

6 UNIDENTIFIED VOICE: Well, we review those to
7 try to better understand, I think one financials, and also
8 to understand that relationship in the governance. In this
9 case, we were concerned that it was a draft.

10 And then, some of the services that we
11 provided were not explicitly laid out in timelines for those
12 services were not explicitly laid out. So, it wasn't a -- it
13 wasn't an MOU that I would necessarily say was of the
14 quality that would help -- be helpful.

15 UNIDENTIFIED VOICE: And, as I understand it,
16 they're planning to begin with elementary. Are they planning
17 to begin with elementary one through five -- K through five
18 or K one? Do you remember? Because that affects the
19 financial piece.

20 UNIDENTIFIED VOICE: I don't actually remember
21 off the top of my head the exact phase and schema.

22 MADAM CHAIR: You know my question? Eight more
23 minutes. Mr. Miller.

24 MR. MILLER: Better put the time on. So, the
25 answer is we would like to start K through five. And to



1 quickly respond to a couple of issues that are raised, and
2 then I'd like to ask Mark Macintosh to sort of tell our last
3 story. But with regard to -- I -- I appreciate the 75
4 schools that were approved.

5 And that is, I think, exactly accurate. I
6 would suggest that more than half of them, as I understand
7 it, would be replications of models that are within that
8 district.

9 And so, there's a little bit of a distinction
10 for a unique model like us. Couple of specific points. Our
11 third-grade curriculum that we laid out in 20 excruciating
12 pages is from the Mater -- Mater network, which is a high
13 performing network in Florida, which, because of its A-
14 rating, is entitled to replicate.

15 Alex comes from that environment started
16 Slam. That's our replication model and that is our
17 curriculum for the K through five. It's very established and
18 high quality.

19 UNIDENTIFIED VOICE: Is it a slam school? It
20 was on the website. But is it a slam school? The Mater.

21 MR. TOMARGO: Slam originates from Mater
22 Academy. I was the principal of the Mater Academy and it was
23 a nationally -- it is a nationally recognized school for
24 college readiness on our performance.

25 UNIDENTIFIED VOICE: It is a K what?



1 MR. TOMARGO: It's a K12-

2 UNIDENTIFIED VOICE: Okay.

3 MR. TOMARGO: -- model.

4 UNIDENTIFIED VOICE: So then, by repli -- then
5 you started the six, 12.

6 MR. TOMARGO: So, we started slam and it's a
7 replication of that matter. But with this twist of infusing
8 sports into the curriculum. Also a blue-ribbon school.

9 UNIDENTIFIED VOICE: And a diff -- and a
10 difference --

11 MR. MILLER: And the K5 will now be
12 replicating from that model as well.

13 UNIDENTIFIED VOICE: Since you started as the
14 six 12.

15 MR. MILLER: I do -- I didn't want to ask Alex
16 to re -- respond briefly to how do we as -- address in -- in
17 Miami, ELL student needs. Because that was a -- a specific
18 issue.

19 MR. TOMARGO: Well, a couple of things it,
20 when we rewrote this application, and the ELL portion, we
21 mentioned the federal consent. So, we're aware of it, and
22 we're willing to obviously follow that. We need to know what
23 students were bringing in and this is how we approach it in
24 -- in our West Palm Beach campus. We have close to 23
25 percent ELL students in our middle school. And that was a B



1 rated -- B rated school. It's a very personalized
2 environment.

3 We do have programs in place, not only
4 textbooks and workbooks, but also research based computer
5 programs that help the students and help us deliver the
6 instruction necessary to the students. Our Nevada campus is
7 ov -- is reaching 20 percent ELL. And they miss their, in
8 their star rating, they're a three plus almost at four under
9 star rating over there. After year one and they open grades
10 six through 10.

11 So, the programs that we're using across the
12 country are working at something we're implementing now in
13 San Antonio. I just flew in from there where K12 has opened
14 grades K through 10 with 950 students, which is a remarkable
15 accomplishment. And now, we are setting everything into
16 practice, including our ELL population. So, it's -- it's
17 always a work in progress.

18 When you're accepting these students, you
19 have to know what you have in your sped. You have to know
20 what you have in your ELL and hire accordingly. So, that's
21 what we intend to do.

22 MR. MILLER: I -- I would like to, it was your
23 permission to introduce Mark Macintosh he's part of our
24 board. There's several of our board members here in the
25 audience as well. Mark has been highly engaged, and he's



1 been in this industry and he frankly inspired me. And I'd
2 like to just ask Mark, if you can just tell me your brief
3 story in given that.

4 MR. MACINTOSH: Thank you, Brad. And first, I
5 just want to thank everybody who serves on this board
6 because this is -- there's nothing more important than the
7 future of our -- our kids and their education for the kids
8 and the teacher. So, thank you for your -- your service.

9 I've just become so passionate about this,
10 and that this is really my life story. I grew up in a suburb
11 of Kansas City, Raytown, Missouri right by Arrowhead and
12 Kauffman Stadium there. And it was -- it was a very sports
13 in rich community. And I was just crazy about sports and --
14 and our teachers recognized that a lot of us were crazy
15 about sports.

16 And so, we had a sports, thematic curriculum
17 back when they didn't really call it other sports thematic
18 curriculum. But I -- I'd learned how to figure out my
19 batting average and free throw percentage and everything
20 else, which helped me, I'm pretty good at Math.

21 But it was through -- the excitement and love
22 of sports that I was inspired to learn, and then I was
23 pretty good at athletics. I went to school on a full
24 athletic scholarship, but then like all of us it ends
25 eventually, and I earned a master's degree in journalism and



1 if gone on to have a very successful career in sports
2 broadcasting and I'd love for the -- for the board to please
3 embrace that, it's a sports thematic curriculum. That at the
4 young ages, like when I was growing up and I was playing
5 sports and I was in the sports enrich community.

6 I was learning all about the life lessons
7 that we learn from sports, that you have to play well with
8 others, you got to work hard, you got to persevere, you got
9 to set goals and at the elementary school level a lot of the
10 Slamify curriculum will be around that.

11 Around the life lessons, that we learn from
12 sports, but we can also teach them through sports and it's
13 once they get to the middle school and high school that we
14 will start emphasizing; did you realize, you know, your
15 sports career is going to end sometimes but my gosh, there's
16 five or more wonderful industries, sports medicine, sports
17 marketing, sports management, sports casting, coaching.

18 That you can -- you can be a career oriented
19 and college bound student through an interest in sports and
20 so, I just would encourage the board to -- and I apologize
21 but I've been a sports guy for 30 years and I -- I hearken
22 back to 1994, the Colorado Buffaloes were on the road at
23 Michigan.

24 There were a 105,000 people on the stands
25 going crazy anticipating a Michigan Wolverine victory and



1 Kordell Stewart dropped back and launched a missile down to
2 the Michigan goal line, that Blake Anderson tipped into the
3 waiting arms of Michael Westbrook. Touchdown buffs.

4 A lot of people thought that there was no
5 way, that Colorado could win that game, but they persevered,
6 and I know I speak for a lot of people here that represent
7 Slam. We understand there's things that we could do better,
8 without a question, but we're not going to give up and we
9 just hope and pray that, we know kids, a lot of kids love
10 sports and like we've talked about that, it's a great way to
11 re-engage fathers and I work every day in Northeast Denver
12 and there's a lot of kids up there that don't have a real
13 good sense of family and this is another opportunity that we
14 can use sports and the life lessons and the competition to
15 pull this community together and -- and I just hope that you
16 all will give us a chance. Thank you.

17 UNIDENTIFIED VOICE: Thank you.

18 UNIDENTIFIED VOICE: Proceed. I think. Was
19 there a timer for them to see? Sweet.

20 UNIDENTIFIED VOICE: We're getting very
21 professional.

22 UNIDENTIFIED VOICE: Very professional.

23 MADAM CHAIR: It's a good thing it hasn't
24 shown in our direction. Mr. Fre -- I pronounce it wrong,
25 Ferrer, Ferrer,



1 MS. FERRER: Ferrer.

2 MADAM CHAIR: Ferrer, I'm sorry, please.

3 MS. FERRER: Thank you very much for all of
4 your time and your thoughtful questions. I agree with
5 Superintendent Boseberg, we do not question the heart of
6 this applicant or their desire to serve DPS kids. But what
7 we have, is we have an application and that is what in DPS
8 that's the plan.

9 That's the plan for how you're going to do
10 that, and we need to look at that application and say "is
11 there a plan here for how this particular school is going to
12 serve the diverse needs of the student that it's intending
13 to serve?"

14 And in this case across all five areas 34 out
15 of 34 sections, the answer was no. There isn't a plan
16 contained in the application and that's concerning. We can't
17 just take an applicant's word for it or assume that maybe if
18 they did something in Miami it will work here in Denver. You
19 know Jennifer Halladay highlighted some very specific
20 concerns, concerns that were in the 2016 application and
21 that remained in the 2017 application.

22 But there were dozens of concerns across the
23 board from a failure to really articulate how they were
24 going to address dis-proportionality and discipline to a
25 failure to articulate how they were going to serve gifted



1 and talented students in the application itself and identify
2 appropriate staff members.

3 UNIDENTIFIED VOICE: Excuse me, but how do you
4 know they'll have a dis-proportionality problem to address?

5 MS. FERRER: Well that's -- that's why we ask
6 that they explicitly state what they're going to do in that
7 application.

8 MR. DURHAM: Till you know you have a problem.
9 Just imagine a solution or what?

10 MS. FERRER: Absolutely. I mean I think that
11 that is, in Denver Public Schools we require that you
12 consider that there may be an issue with dis-proportionality
13 and dis -- in your discipline and that you address that up
14 front.

15 That's been a historical concern. Absolutely,
16 and something that I think our schools very much need to
17 think about and address upfront in their applications and
18 that's why it's one of the standards in our rubric.

19 MR. DURHAM: So, when you say they didn't
20 address it, what would be a standard -- a standard way to
21 address it? How many pages would it take and what would be
22 said on those pages?

23 UNIDENTIFIED VOICE: So, you know one -- one
24 thing just to point out.

25 MR. DURHAM: Is it a one-page policy, two-page



1 policy, three-page policy?

2 UNIDENTIFIED VOICE: It's less about the
3 length and more about the clarity and the remedy. Right? So-

4 MR. DURHAM: Okay and what is -- tell me what
5 -- what are the elements of the clarity?

6 UNIDENTIFIED VOICE: So, I -- so I -- so in
7 answering a question like this, first you have to have, you
8 have to describe a system where you can first ensure us that
9 you are actually tracking your discipline -- their
10 discipline data in order to be able to diagnose that a
11 disparity may be happening, what data are you looking at,
12 who is doing that? Once the -- once the disparity kind of
13 comes into place. What is the system and the routine and
14 method that the school?

15 MR. DURHAM: So, they didn't have a -- they
16 didn't have a plan to track disciplinary actions, is that
17 the statement?

18 MS. FERRER: And then the second, also the
19 second piece-.

20 UNIDENTIFIED VOICE: Just -- just for the
21 record that you're saying they did not have a plan to track
22 disciplinary actions?

23 UNIDENTIFIED VOICE: Or address that if
24 discipline -- dis-proportionality occurred, how are they
25 going to do that?



1 MR. DURHAM: First, you said they couldn't
2 address it and then you said they couldn't track it. So, is
3 it both or which of the two issues?

4 MS. FERRER: So, this is the one statement
5 that we have in the application about discipline dis-
6 proportionality. It said Slam or maintain disciplinary
7 records and used data to track incidents involving minority
8 disabled and academically at-risk students. That's it. It
9 doesn't say what data, it doesn't say who's in charge of
10 that, it doesn't say what types of-

11 UNIDENTIFIED VOICE: Remedies they're-.

12 MS. FERRER: Remedies they're going to put in
13 place for discipline and again I think it's very, very,
14 important for us to remember. This is not a situation about
15 a single failure of a single standard. This is an
16 application that across the board was sub-par.

17 MR. DURHAM: Well, you said they didn't plan
18 to track it. But clearly, they say they are trying to track
19 it.

20 MS. FERRER: They said they will. They do not
21 explicitly state how or -- or come forward with a statement
22 about what they're going to do if there's a dis-
23 proportionality issue. That was something that was a problem
24 in 2016. We identified that and if it remained exactly the
25 same in the 2017 application.



1 MR. DURHAM: Well, just for the record, they
2 did say they would track it.

3 MS. FERRER: They said they would generically
4 track it.

5 MR. DURHAM: But somehow, they're -- they're
6 supposed to do something more than track it? What am I
7 missing here? You either track it or you don't track it.

8 MS. FERRER: Right. The standard is that they
9 will detail how they will equitably and proportionally meet
10 the needs of students of color and -- and other edu --
11 educationally disadvantaged groups, and that they will plan
12 for discipline dis-proportionality.

13 UNIDENTIFIED VOICE: So, I think the issue is,
14 is you can say whatever you want. Right? And you have to be
15 able to articulate how you are going to do it, because
16 otherwise -- otherwise if we just have take your word for
17 it.

18 MS. MAZANEC: Excuse me, what-

19 MR. DURHAM: I'll yield to Ms. Mazanec.

20 MS. MAZANEC: What -- what would a good
21 charter school application, or what would a good charter
22 school do about dis-proportionality and discipline? For
23 instance, if this is in a neighborhood with high minority
24 population and the students are largely minority students.
25 What would a good application say?



1 And, and about what they are going to do. The
2 assumption is that, what, every year they look and say, "Did
3 we have more African-American children being disciplined as
4 opposed to white children or as opposed to Latino children
5 as oppo -- whatever." They look at that and then how are
6 they supposed to address that if the students who are being
7 disciplined.

8 MADAM CHAIR: Are his, are consistently-

9 MS. MAZANEC: What does that have to do with
10 their-

11 MS. FERRER: -- Disproportionately.

12 MS. MAZANEC: Well, you call it
13 disproportionately, but we, the truth is, it could just be
14 the facts.

15 MS. FERRER: So, there are things that you --
16 you can do and certainly things that you can plan for. You
17 can plan for a professional.

18 MS. MAZANEC: I mean, we're running out of
19 time here, so I really want a quick answer.

20 MS. FERRER: Okay.

21 MS. MAZANEC: What is a good charter school to
22 do about that?

23 MS. FERRER: You can have professional
24 development about bias. You can have supports and social
25 services in place.



1 MS. MAZANEC: So, it's all based on the
2 assumption that they are being disciplined
3 disproportionately because there is bias or some sort of
4 unfairness being-.

5 MS. FERRER: You can also have a root cause
6 training and root causes solutions.

7 MS. MAZANEC: But the assumption is it's
8 happening because -- because these people are not treating
9 the students fairly?

10 UNIDENTIFIED VOICE: It's -- it's trying to
11 understand-.

12 MS. MAZANEC: They may not be aware.

13 UNIDENTIFIED VOICE: What is the data you're
14 tracking, right? So, first way to say, what is the data
15 you're tracking, how are you tracking it, how often you're
16 tracking, who is in charge in the school of tracking that
17 data and making changes in policy?

18 If you do see disproportionate, we're not
19 presuming that you do. But we want to make sure it's a
20 little bit -- you're like a business plan saying, we'll
21 increase sales. Fine, that's easy to do. How are you going
22 to do it, right? And -- and I think what data are you going
23 to look at, who's going to track it, and what are going to
24 be your corrective actions?

25 MS. MAZANEC: What I'm trying to get to is I'm



1 trying to understand what it is Denver Public Schools
2 expects schools to do about disproportionality, because it
3 seems to me that you're assuming that the disproportion is
4 due to some problem.

5 UNIDENTIFIED VOICE: Could be.

6 MS. MAZANEC: And I think, well, it sure it
7 could be, but it also could just happen to be that you have
8 more students of some nationality who are being disciplined
9 because those are the ones that were -- were deserving of
10 discipline.

11 UNIDENTIFIED VOICE: Thank you. And that's
12 exactly what a good system would -- that's exactly what a
13 good system would do. Would it be track the data, or dis-
14 aggregate the data, would have a root cause analysis to look
15 at incident by incident analysis to see was this
16 disproportionality due to -- what factors caused it?

17 And that's the ability to be clear on the
18 data you're tracking and how you're going to follow up if
19 indeed there are numbers that concern you.

20 MS. MAZANEC: This was not one of the critical
21 reasons.

22 MADAM CHAIR: Well, it is critical. I mean-

23 MS. MAZANEC: But you have -- you had 34
24 reasons and you earlier said that there's a lack of an
25 yearly curriculum. The fact that they added K5 as opposed to



1 from their previous application when they were six through
2 12.

3 MS. FERRER: Can I clarify that? That's, I
4 think the addition of the K5 without the articulation of how
5 this model is actually going to serve those the K5 students
6 was the issue. They could have added K5 and they could have
7 explicitly stated in the application.

8 MS. MAZANEC: But did say they were still just
9 going to have a normal curriculum for the K through five but
10 infuse it with sports themed.

11 MS. FERRER: Worksheets.

12 MS. MAZANEC: Right. Well, worksheets or
13 projects or.

14 MS. FERRER: Worksheets for the example.

15 MADAM CHAIR: Board member McClellan.

16 MS. MCCLELLAN: I just want to confirm my
17 understanding that the clarification that you were making in
18 this particular item is, the need to have a differentiation
19 between a very broad aspirational statement and a coherent
20 plan that includes specificity over an area that your
21 district has already recognized as a documented historic
22 concern. Do I understand correctly?

23 MS. FERRER: That is absolutely right thank
24 you very much.

25 UNIDENTIFIED VOICE: That's exactly. And a



1 concern hardly limited to the Denver Public Schools.

2 MS. MCCLELLAN: Thank you very -- okay.

3 UNIDENTIFIED VOICE: You know, and I guess
4 we've uncork the seconds. Again, were very open. They can --
5 would if -- if -- if the applicant wants to come back this
6 year with a higher court application, there's no prejudice.
7 We work with all of our applicants, we work with them once,
8 but we can't write the answers.

9 Right, we will work, and we will advise and
10 be clear in the rubric, offer lots of support, but at the
11 end of the day the applicant has to be able to answer the
12 questions clearly and coherently about how they're going to
13 implement a high-quality school.

14 MADAM CHAIR: Thank you very much. I believe
15 we're out of time. Wait. Yes, we're out of time and it's
16 time for us to talk. So, you may now ask further questions,
17 but if you have some concerns, talk, comments.

18 UNIDENTIFIED VOICE: Well, it is a comment.
19 So, one of the issues is the teacher training. And this area
20 fits right in if how are you going to deal with -

21 MADAM CHAIR: You cannot ask the questions.

22 UNIDENTIFIED VOICE: No, I'm not asking a
23 question.

24 MADAM CHAIR: Okay.

25 UNIDENTIFIED VOICE: I'm making a statement.



1 MADAM CHAIR: It just sounds like one.

2 UNIDENTIFIED VOICE: It sounds like one.

3 UNIDENTIFIED VOICE: Not what she's doing.

4 UNIDENTIFIED VOICE: So, how -- how is it that
5 you would write something like teachers being -- not being
6 aware of their own behavior when possibly they're very,
7 they're not sensitive to their own prejudices. And so, you
8 know, if -- if -- if teachers and we all have our own
9 prejudices, but if they're not aware, somebody has to point
10 them out and a plan has to be in place to -- to how they're
11 going to be shown how to change.

12 And so, there is no teacher plan or how
13 teachers are going to be changed. And this, believe it or
14 not is a very important, very important issue. And you know,
15 I think that if it's missed, you can miss something that's
16 that big with a district that is dealing with a court order
17 for some of those issues.

18 MADAM CHAIR: Thank you. Any other comments,
19 board members? So, board member Flores, since this is your
20 district would you like to make a motion? We can help you
21 with --

22 MS. FLORES: Okay. Thank you. I'd like to --
23 Madam Chair, I'd like to make -- make a motion and that
24 motion is, I move to deny the appeal on the grounds of the
25 charter applicant as not proven by a preponderance of the



1 evidence that the local board decision was contrary to the
2 best interest of the pupils, or the school district, or the
3 community, and therefore the decision of the Denver Public
4 Schools be affirmed.

5 MADAM CHAIR: It's a proper motion, Member
6 Flores. Is there a second?

7 MS. FLORES: Is there a second?

8 UNIDENTIFIED VOICE: Second.

9 MADAM CHAIR: Thank you. Is there any further
10 discussion? Mr. Durham.

11 MR. DURHAM: Thank you, madam chair. I mean,
12 I know I'm in a vast majority on this point, but I think we
13 live in a society that's entirely too sports oriented and
14 teaching in school as far as I'm concerned is a bad idea.

15 However, this -- this particular application,
16 it's not the job of this board to decide whether a
17 particular or philosophical approach will or won't work. And
18 I happen to believe that as many options and opportunities
19 as exist and can exist in public education, the better it is
20 for the students to choose that which works for them and the
21 fact that I wouldn't choose it doesn't make it an
22 inappropriate or an improper programmatic offering.

23 But having said that, I think it would appear
24 that -- that this, this application has been nitpicked. You
25 know, it's, you know, they say that they don't, that the



1 data is not going to be monitored. But right, you know, I'm
2 reading right from the application, in fact, the data is
3 going to be collected and monitored. Now, I presume they
4 wanted more specificity but, I would presume that a
5 statement that says you're going to do it, means you're
6 going to do it, and I don't know if you have -- and I'm a
7 little shocked that you'd have to identify a single person
8 or position, whose job it was in advance of knowing how many
9 staff people you would absolutely have on board, depending
10 on how large the enrollment was, and -- and how you would
11 handle those details.

12 So, I think it's -- I think it's possible to
13 sandbag -- to sandbag an application, and I don't know that
14 this has occurred here, but it certainly appears that it's -
15 - that it's likely that it could have occurred here. And I
16 think that the statement that, just because it works in
17 Miami, doesn't mean it will work in Denver, it also mean --
18 doesn't mean it won't work. And I -- I doubt there was
19 sufficient weight or -- or attention paid to techniques that
20 might have worked someplace, and very may -- and may very
21 well work here, but once again, Denver's children are going
22 to be deny -- denied this particular opportunity, to see if
23 it will work.

24 And I would simply remind everyone that --
25 that until you try something and try different approaches,



1 there is no guarantee that the best written application, and
2 I'll bet you had well written applications and schools that
3 went out and failed even with the best application possible
4 in hand.

5 I don't doubt that for a minute that that
6 happens. I don't doubt that you've had schools that had
7 mediocre applications that have been pretty successful.

8 It's really in the implementation, and
9 progress cannot be obtained by only approving things that
10 are guaranteed to succeed, because nothing is guaranteed to
11 succeed. You have to have some failures. It's unfortunate.

12 I noticed that two or three scart -- charters
13 that you have were up for closure this year to kind of get
14 them off the books so that they weren't -- didn't become in
15 fro -- in front of this board for accreditation action.

16 So, you've had your share of failures,
17 nothing to be ashamed of, if -- if you don't try, you --
18 you're -- the only way you can be sure you won't have
19 failures, is just don't try. So, I'm going to vote in favor
20 of this -- this application, even though I'm not a sports
21 fan, but I think that -- I think you all ought to -- to take
22 a hard look at providing as many options for children as is
23 possible. Thank you, madam Chair.

24 MADAM CHAIR: Board member Mazanec?

25 MS. MAZANEC: I -- I would like to say that



1 it's probably not a secret that for -- for me most of the
2 time I start with yes for charter schools, and -- because I
3 -- I certainly am a big believer that parents should have
4 options, they should be able to find the best fit. I'd also
5 like to say that I -- I appreciate that Denver Public
6 Schools has a rigorous process for approving charters, and
7 that their hope is to always have high quality charters.

8 I have to say that looking at the reasons for
9 denial and the spe -- the specificity from the -- you know,
10 what was required by the rubric, it does look to me like it
11 favors replicas of successful charters. Big organizations
12 that -- that have charters all over the country, that's --
13 that's one of the disappointments I have about the -- the
14 charter school issues in general, is that charter school
15 applications are becoming so complicated. So, long.

16 They require so much that you know, the --
17 the old idea of a few parents getting together and coming up
18 with a charter school application that could pass muster in
19 any district, it's impossible almost. So, I am a little
20 concerned that your -- your rubric looks very difficult. And
21 I am concerned about that.

22 But I -- I also believe that -- I may also
23 have concerns that they've come back a second time, and it's
24 still not meeting muster, and I'm not quite sure what to
25 believe about that. I'm not quite sure whether you will



1 always find fault with it, but you say that they can come
2 back and try again. And to all these parents out there, I --
3 I certainly hope that happens.

4 MADAM CHAIR: Any other comments? Board member
5 McClellan?

6 MS. MCCLELLAN: I really appreciate both
7 parties for coming before us and answering all of our
8 questions. I particularly appreciate the candor provided by
9 Superintendent Boasberg in sharing that although sometimes
10 with the presence of a well-constructed plan, sometimes the
11 challenges are still so great that it is not a guarantee of
12 success, however, I for one do appreciate that you have a
13 vigorous robust system, and even despite the fact that it is
14 not an easy system to go through in getting a charter passed
15 in DPS, that nevertheless, you have -- you have been fair
16 with your applicants as evidenced by your high rate of going
17 ahead and accepting charter applications, with a 75 to 12
18 record.

19 So, I am concerned that if you are of the
20 opinion that this has not passed muster in multiple areas
21 due to a lack of a coherent plan, my concern would be that
22 each student that is experiencing a given academic year,
23 doesn't get to live that year of their life over again. So,
24 I think that that warrants the vigorous process that you've
25 put forth, knowing that it's not a perfect guarantee of



1 success, I do think that it -- it represents an important
2 process that an applicant has to successfully pass through,
3 for the sake of a quality education for the children in
4 question. And so, I appreciate your candor in that portion
5 of your testimony. Thank you.

6 MADAM CHAIR: So, I'll guess I'll just make
7 one comment that I've learned. I've been involved in charter
8 school applications since I believe 1995. I also actually
9 start out with a yes, because I think they have served a
10 need, but it is no question that it was extremely difficult
11 to run a school.

12 And I think a group of moms that want to put
13 together a charter schools are the at the aspirational
14 level, but those kids are going to come, they're going to
15 come with needs, those parents are going to come with
16 expectations, and it's just bleeping hard.

17 So, kudos to you guys for trying to identify
18 the criteria that you think will at least give an
19 appropriate start to a charter. And the reality is even that
20 hasn't been a guarantee. There aren't any guarantees. But at
21 least somebody who's starting a school, has a deep
22 understanding of some of the challenges that they will face.
23 Which would include inequitable discipline, it will include
24 an awful lot of things that are on the list.

25 That frankly made me very, very tired when I



1 looked at it, but I've been doing this long enough to
2 recognize that they are all things that come up. And in
3 particular the community that you seek to serve, is all --
4 it's all the more critical.

5 So, I strongly encourage you to get the --
6 forgive me. Forget -- to get the professional development
7 that you guys need, to really deeply understand some of the
8 challenges that you're going to be facing here in Denver.

9 It's great that you've brought somebody up
10 from Florida, but we need to make sure that there are a
11 bunch of people in Denver, who are ready to do this very,
12 very hard work. I truly believe that Denver will accept this
13 school, once you get there. I don't have any problems with
14 the criteria that they've used.

15 But demonstrating that there's a -- you
16 really understand what all that's about, and the fact that
17 you may be facing some of those things are pretty darn
18 important. So I wish you luck, perseverance, it's what you
19 got a model for your kids anyway, so, please go forth. Call
20 the vote please. Oh, wait. Let me repeat the motion.

21 MS. CORDIAL: Thank you.

22 MADAM CHAIR: The motion on the floor is to
23 deny the charter school appeal made by board member Flores
24 and seconded by a board member McClellan. Ms. Cordial,
25 please call the vote.



1 MS. CORDIAL: Board member Durham?

2 MR. DURHAM: No.

3 MS. CORDIAL: Board member Flores?

4 MS. FLORES: Yes.

5 MS. CORDIAL: Board member Goff?

6 MS. GOFF: Yes.

7 MS. CORDIAL: Board member Mazanec?

8 MS. MAZANEC: No.

9 MS. CORDIAL: Board member McClellan?

10 MS. MCCLELLAN: Yes.

11 MS. CORDIAL: Board member Rankin?

12 MS. RANKIN: Because of the great work of the

13 Superintendent, the local board and the District

14 Accountability Committee, I have no choice but to agree with

15 this. Thank you for your work. Yes.

16 MS. CORDIAL: Thank you.

17 MS. CORDIAL: Board member Schroeder?

18 MADAM CHAIR: Yes.

19 MS. CORDIAL: That motion passes.

20 MADAM CHAIR: He needs more time frame.

21 MS. CORDIAL: I do too.

22 MADAM CHAIR: Thank you. I encourage you to

23 keep moving forward.

24 UNIDENTIFIED VOICE: Thank you.

25 UNIDENTIFIED VOICE: Thank you.



1 MADAM CHAIR: I think maybe we need a break?

2 MR. DURHAM: Excuse me, you remember which one
3 of these may have laughed at them? One and two?

4 UNIDENTIFIED VOICE: We'll keep trying.

5 MR. DURHAM: I got that.

6 UNIDENTIFIED VOICE: See. I do -- I don't --

7 MR. DURHAM: I didn't -- I didn't get there
8 but well, I --.

9 UNIDENTIFIED VOICE: I didn't get it.

10 MR. DURHAM: -- didn't get -- there's a whole
11 bunch of stuff I didn't get.

12 UNIDENTIFIED VOICE: Well, I didn't get the --

13 UNIDENTIFIED VOICE: Maybe I had to look it up
14 but --.

15 MR. DURHAM: That was on board docks.

16 MADAM CHAIR: Colorado State Board of
17 Education will now conduct a public rule-making hearing on
18 new rules for the administration of the teacher's grants for
19 computer science education program. I hope I'm on the right
20 one.

21 The state board voted to approve the notice
22 of rule-making at its September 14, 2017 board meeting. A
23 hearing to promulgate these rules, was made known through
24 the publication of a public notice on October 10, 2017
25 through the Colorado register and by state board notice on



1 November 01, 2017. State board is authorized to promulgate
2 these rules pursuant to 22-2-107(1)(c) CRS. Commissioner, is
3 staff prepared to provide an opening?

4 UNIDENTIFIED VOICE: Yes, we are, thank you.
5 I'll turn this over to Dr. Colzman and Dr. Cobb.

6 UNIDENTIFIED VOICE: Good afternoon, Madam
7 Chair, members of the state board. Just as a -- a quick
8 background for this rulemaking hearing. Senate Bill 17-296
9 created the teacher grants for Computer Science Educati --
10 Education Program. Under the program, School districts are
11 able to receive grants from the department to provide direct
12 training to teachers and computer science education or
13 funding for teachers to pursue courses certificates or
14 degrees in computer science.

15 DR. COLSMAN: See, the EU has acco --
16 allocated \$500,000 to administer this grant program. And as
17 part of your materials for today's rule-making hearing, you
18 have a copy of the proposed rules as well as a crosswalk
19 between rule and statute. In our memo we indicated that
20 we'll be providing a summary of public comments. But there
21 have been no public comments received.

22 MADAM CHAIR: That's the summary.

23 DR. COLSMAN: That's the summary.

24 UNIDENTIFIED VOICE: So, is it the oral
25 summary?



1 DR. COLSMAN: We noticed rulemaking in
2 September. This is our first rulemaking hearing; if needed,
3 we'll have a second in December. We anticipate being able to
4 initiate the request for proposals in January and start
5 awarding grants in March. So at this time, if the board has
6 any questions regarding the rules, we would be happy to
7 answer those.

8 MADAM CHAIR: Thank you. I will note there is
9 no one signed up to testify on these rules. So, for the
10 discussion of questions, colleagues, Board Member Durham.

11 MR. DURHAM: Thank you Madam Chair. Ms.
12 Colzman, how many -- how much money is available? Is it
13 \$500,000 in grants or \$500,000 for administration.

14 DR. COLSMAN: It's \$500,000 for grants minus
15 the costs for a 0.5 FTE. So -- so approximately \$450,000 --

16 MR. DURHAM: 450 give or take.

17 DR. COLSMAN: That's correct.

18 MR. DURHAM: And the source of the money was
19 just out of this -- the education fund -

20 DR. COLSMAN: That's correct.

21 MR. DURHAM: -- no -- no new money was a
22 reallocation of existing school finance money?

23 DR. COLSMAN: Right, it was in the School
24 Finance Act and we might be getting into some details that I
25 might need our Chief Financial Officer to weigh in on.



1 MR. DURHAM: Thank you.

2 MADAM CHAIR: Any other comments, questions,
3 Board Member Rankin?

4 MS. RANKIN: Hi. On page two, where it says,
5 "In reviewing grant applications to make recommendations to
6 state board for grant awards, the department shall consider
7 the following priorities: The extent to which the grant will
8 benefit the teacher in a district that serves high poverty
9 student population. 401.2, the high number of minority
10 students and 0.3 is rural areas." Why don't we state that
11 it's for all of our students? Are -- or are we only giving
12 the money to these specific groups?

13 DR. COLSMAN: That's a -- it's a very good
14 question and -- and that language comes directly from
15 statute. I don't believe that the intent was to only fund
16 those teachers serving those students but the statute
17 require -- requires that we give priority in grant
18 applications.

19 Typically priority comes in the place of we
20 have more applications than we have funding. So then we have
21 to prioritize funding those districts that serve the
22 students that are enumerated in the statute.

23 MS. RANKIN: Ca -- can we just continue on
24 further questions.

25 MADAM CHAIR: Absolutely.



1 MS. RANKIN: Then we go to 4.01.4 at the top
2 of the next page which is page three. The grant to the --
3 the extent to which -- and then there's an r there that --.

4 DR. COLSMAN: Yeah.

5 MS. RANKIN: -- doesn't make any-

6 UNIDENTIFIED VOICE: I noticed that today as
7 well.

8 MS. RANKIN: -- the grant will then-

9 DR. COLSMAN: We'll strike that.

10 MS. RANKIN: Get a teacher or teachers who
11 intend to continue teaching in public schools. This
12 particular program is -- is a little concerning to me and I
13 think a lot of it is because I sat in on that one Standard's
14 course for computer science. I think, and from what I heard
15 in -- in -- from the teachers who teach computer science,
16 the -- the students come into their classroom with such a
17 varied ability.

18 I mean, some of these students are extremely
19 interested in hobbyists and know a heck of a lot more than
20 the instructor. If, let's say, the principal doesn't have a
21 lot of knowledge of computer science or computer technology,
22 it's disturbing if a teacher who has no knowledge at all
23 receives one of these grants when a -- a teacher that may
24 have a pretty good background but may need more in order to
25 enhance his classroom experience or the students experience



1 in the classroom.

2 And if new technology comes along maybe
3 they're going back to square one. There's a lot of variables
4 in here. So, I don't know if we can do this or not, but I
5 would really like when some of these awards are given, if
6 there can be a report back to us on the direction of what
7 kinds of classes they're taking or where they're going or
8 what level the teacher is.

9 Because work all over the board here and -- I
10 really think that we need to more be more informed even
11 after three years how this grant program is going. In the
12 stud -- students -- I'm sorry.

13 UNIDENTIFIED VOICE: Don't they have to report
14 that? --

15 MS. RANKIN: Do they? Ms. Colzman, is that
16 true? Do they report back to us on a regular basis on these
17 grants?

18 DR. COLSMAN: Right. The -- the districts are
19 required to report back the number of teachers who benefited
20 from the grant, the outcomes of the grant including the
21 post-secondary courses, degrees training programs, in --
22 industry recognized certificates that were completed. And
23 then the amount of funding that each grantee received.

24 MS. RANKIN: Okay. Then I do remember reading
25 that. And so we're seeing how it affects the teachers. What



1 I want to see is the effect of the students in the
2 classrooms in the school that the teacher who took -- got
3 the grant went on to school.

4 The effect it's having there. Sometimes, we
5 put the emphasis more on the teachers and granted, it's
6 wonderful. If -- if they want to learn. But -- but what
7 effect is it going to have in -- in that classroom that is
8 specific to these dollars put into it?

9 DR. COLSMAN: Right.

10 UNIDENTIFIED VOICE: Seems like you might be
11 able to ask that question in the application.

12 UNIDENTIFIED VOICE: What effect do -- what
13 effect do you expect-

14 MS. RANKIN: It's -- it is here. "The expected
15 impact. The additional teacher". Is -- it is stated the --
16 okay so, that's expected, but actually what happened? And
17 how often do they report back? Do you -- and I'm sure it's
18 decid -- decided --

19 DR. COLSMAN: Right this would be on an annual
20 basis that they would report back they received the money
21 annually and then they have to report on what was the
22 outcome of that. But it -- it is possible to add an
23 additional reporting requirement that could be related to
24 6.01.4 which would be the actual impact on the education of
25 the students-



1 MS. RANKIN: Yes, and it may be a year or two
2 after-

3 DR. COLSMAN: Right.

4 MS. RANKIN: -the class, the -- or the grant.
5 You know, is given and the teachers taken the classes. But I
6 think we could be more informed-

7 MS. GOFF: Are you suggesting that -- that we
8 can put -- that we put that in the rules?

9 MS. RANKIN: I don't know if we need. Ms.
10 Colzman, do you think we need that in the -- the rules or do
11 you-

12 DR. COLSMAN: You know, it certainly could be
13 something that we, have as part of the grant application
14 requirements. That they report back on those pieces.

15 MS. GOFF: Without putting in the rules?

16 DR. COLSMAN: Pardon me.

17 MS. GOFF: Without putting in the rules?

18 MS. RANKIN: It is possible.

19 MS. GOFF: Sometimes when we put in stuff in
20 the rules, they throw them back at us and say the
21 legislation didn't-

22 MS. RANKIN: They didn't require it.

23 MS. GOFF: -require it and therefore-

24 DR. COLSMAN: Right. So we're going to have
25 that as part of the practice of implementing the program.



1 MS. RANKIN: I like that and of course we'll
2 get them coming back if that something successful. But boy,
3 we can really learn from that. I mean the other teachers can
4 learn and maybe make applications. Anyway those are things
5 that just stuck in -- in my mind.

6 DR. COLSMAN: Thank you.

7 MADAM CHAIR: Any other comments, questions? I
8 would entertain a motion. Board Member Mazanec?

9 MS. MAZANEC: The move to approve the rules
10 for the administration of the teacher grants for Computer
11 Science Education Program 1CCR301-100.

12 MS. GOFF: Thank you, Board member Mazanec.
13 It's a proper motion. Is there a second --

14 UNIDENTIFIED VOICE: Would you be able to
15 repeat that? I think your microphone might have been off.

16 MS. MAZANEC: It's on.

17 UNIDENTIFIED VOICE: It's on. Okay.

18 MS. MAZANEC: Maybe I'm just not close enough.

19 MS. GOFF: Can we move on.

20 MS. MAZANEC: Sorry. I move to approve the
21 rules for the administration of the teacher grants for
22 Computer Science Education Program 1CCR301-100.

23 MS. GOFF: Thank you.

24 UNIDENTIFIED VOICE: It's a proper motion.

25 Thank you, Ms. Mazanec. Do I have a second?



1 MS. GOFF: Second.

2 MADAM CHAIR: Ms. Goff, thank you. So, let's
3 have a vote. And if the vote is unanimous, we're done with
4 that if not we'll have it back again next month. Think about
5 that folks. Could you please call the roll?

6 MS. CORDIAL: Board member Durham.

7 MR. DURHAM: Yes.

8 MS. CORDIAL: Board member Flores.

9 MS. FLORES: Yes.

10 MS. CORDIAL: Board member Goff.

11 MS. GOFF: Yes.

12 MS. CORDIAL: Board member Mazanec.

13 MS. MAZANEC: Yes.

14 MS. CORDIAL: Board member McClellan.

15 MS. MCCLELLAN: Yes.

16 MS. CORDIAL: Board member Rankin.

17 MS. RANKIN: Yes.

18 MS. CORDIAL: Board member Schroeder.

19 MS. SCHROEDER: Yes. Yeah.

20 MS. RANKIN: All right. We are done with that.

21 MADAM CHAIR: So folks, I'd like to direct you
22 back to item 12.01. That's what we skipped earlier.

23 UNIDENTIFIED VOICE: That was really easy for
24 you guys. Wasn't it?

25 MADAM CHAIR: It's all right we'll take care



1 of them in a couple hours.

2 MS. RANKIN: Let's find something
3 controversial for them.

4 MADAM CHAIR: The next item on our agenda is a
5 notice of rulemaking for the rules governing standards for
6 individual career and academic plans. Before we begin
7 discussion, is there a motion on the table? You're not
8 hanging on to your motions. Board member McClellan.

9 MS. CORDIAL: This is on the dais, right
10 behind your laptop.

11 MS. MCCLELLAN: Am I in the right place?

12 MS. RANKIN: I move to approve the notice of
13 rulemaking for the rules governing standards -- is that
14 right -- for career --

15 MADAM CHAIR: Yep.

16 MS. RANKIN: -- and academic plan, 1CCR 301-
17 81.

18 MADAM CHAIR: Thank you, Board member Rankin.
19 That is a proper motion. Is there a second to approve the
20 notice of rulemaking?

21 UNIDENTIFIED VOICE: I second.

22 MADAM CHAIR: Thank you, Board member Flores.

23 UNIDENTIFIED VOICE: Commis --

24 UNIDENTIFIED VOICE: I have a quick question
25 before we start. So, go ahead. Sorry.



1 MADAM CHAIR: Commissioner?

2 MS. ANTHES: Yes, I will turn this over to Ms.
3 Ruthven to just give us an overview on why these are before
4 you?

5 MS. RUTHVEN: Thank you, Commissioner Anthes,
6 and good afternoon to the board. My name is Misti Ruthven,
7 Executive Director of student pathways, and the rules in
8 front of you today are ICAP, the Individual Career and
9 Academic Plan. This rulemaking was prompted by a bill from
10 the last session, and that bill is House Bill 17-1041. The
11 name of that bill is "Informing students and parents of
12 education leaping to jobs".

13 So that, in combination with a series of
14 technical amendments that were identified by the attorney
15 general, is just pure clean-up is what is before you today.

16 So you have three documents before you today.
17 You have -- or actually four. You have a memo outlining the
18 notice of rulemaking. You have a red line of the changes to
19 the rules that we can walk through just briefly. You have a
20 clean copy of the rules, and then you also have a crosswalk
21 of the ICAP statute and authority prompting us -- prompting
22 you all to have rules around ICAP. So, just briefly walking
23 you through the redline, the entire first page -- I'm sorry.

24 MADAM CHAIR: Board Member Rankin.

25 MS. RANKIN: Is the redline and the blueline



1 the same thing?

2 MS. ANTHES: I believe so. My apologies.

3 MADAM CHAIR: Yes.

4 UNIDENTIFIED VOICE: I don't know what's in
5 front of you.

6 UNIDENTIFIED VOICE: Track changes come up
7 differently on different people's computers. So.

8 UNIDENTIFIED VOICE: Yes.

9 UNIDENTIFIED VOICE: The different color
10 change --.

11 UNIDENTIFIED VOICE: Means the same thing.

12 UNIDENTIFIED VOICE: Apologies. Thank you for
13 bringing that to our attentions

14 UNIDENTIFIED VOICE: I know. What does that
15 mean? Does it mean those of us who received the blue have
16 an old computer?

17 UNIDENTIFIED VOICE: I think it's from the
18 draft, so we can, we can take a look that.

19 MADAM CHAIR: Right. Okay. Yes.

20 UNIDENTIFIED VOICE: So, to get you in the
21 mood for the moon ring. The first -- the first page is
22 purely technical changes that the attorney general has
23 suggested just really pure clean-up of how references to
24 statute are listed things like that.

25 The second page, there are, well, one tiny



1 little change literally to the capitalization of a letter.
2 And the third page is where it's a little -- there's a
3 little bit more substance to the change.

4 You can tell, there at 2.01(1)(k), there's a
5 change in acronym, and then, a tweak of how we look at the
6 bullets. And then 2.02(1)(a), is where we have -- really
7 our only substance of change of any kind and this is in
8 direct reflection of the House Bill from this past session
9 that prompts districts to ensure that in ICAP there is a
10 incorporation of concurrent enrollment, various career
11 pathways and opportunities available through students
12 regarding military enlistment and military options.

13 So, really that is the primary substantive
14 change. Then on page four are a series of other technical
15 changes and five is the same language that was repeated that
16 I just read, but there are two sections in the rules, one
17 for charter schools and then one for all other schools.

18 MADAM CHAIR: Thank you. Any other questions?
19 There's a motion on the floor to approve the notice of
20 rulemaking for the rules governing standards for individual
21 career and academic plans 1 CCR 301-81, made by Board Member
22 Rankin and seconded by?

23 UNIDENTIFIED VOICE: Board Member Flores.

24 MADAM CHAIR: Board Member Goff.

25 UNIDENTIFIED VOICE: Flores.



1 MADAM CHAIR: I apologize. Would you please
2 call the roll?

3 MS. CORDIAL: Board Member Durham?

4 MR. DURHAM: Yes.

5 MS. CORDIAL: Board Member Flores?

6 MS. FLORES: Yes.

7 MS. CORDIAL: Board Member Goff.

8 MS. GOFF: Yes.

9 MS. CORDIAL: Board Member Mazanec?

10 MS. MAZANEC: Yes.

11 MS. CORDIAL: Board Member McClellan.

12 MS. MCCLELLAN: Yes.

13 MS. CORDIAL: Board Member Rankin.

14 MS. RANKIN: Yes.

15 MS. CORDIAL: Board Member Schroeder.

16 MADAM CHAIR: Yes.

17 MS. CORDIAL: Passes seven-0. Thank you.

18 MADAM CHAIR: So, we have a couple of items at
19 16. I think it's 16.01,16.03 and 16.06. Do you want to
20 make a motion?

21 MS. RANKIN: On each one?

22 MADAM CHAIR: Yes.

23 MS. RANKIN: 16.01, disciplinary proceedings
24 concerning OAC case number ED 2015-0003, I move to uphold
25 the ALJ's decision concerning OAC case number 2015 ED-0003.



1 MADAM CHAIR: Thank you, Board Member Rankin.

2 MS. MCCLELLAN: Second.

3 MADAM CHAIR: That's a proper motion. The
4 second --.

5 MADAM CHAIR: Second.

6 MS. MCCLELLAN: Board Member McClellan. Ms.
7 Cordial, would you please call the roll.

8 MS. CORDIAL: Board Member Durham.

9 MR. DURHAM: Yes.

10 MS. CORDIAL: Board Member Flores.

11 MS. FLORES: Yes.

12 MS. CORDIAL: Board Member Goff.

13 MS. GOFF: Yes.

14 MS. CORDIAL: Board Member Mazanec.

15 MS. MAZANEC: Yes.

16 MS. CORDIAL: Board Member McClellan.

17 MS. MCCLELLAN: Yes.

18 MS. CORDIAL: Board Member Rankin.

19 MS. RANKIN: Yes.

20 MS. CORDIAL: Board Member Schroeder.

21 MADAM CHAIR: Yes.

22 MS. CORDIAL: Passes 7-0.

23 MADAM CHAIR: So the next one is 16.03. It's
24 right here. I got it.

25 MS. RANKIN: Regarding disciplinary



1 proceedings concerning a license and authorization --
2 authorization charge number 2016 EC 1569 to reinstate the
3 credential holder's suspended Colorado professional teacher
4 license and Colorado substitute authorization and dismiss
5 the proceedings to further suspend or revoke the creden --
6 credential holders license and authorization.

7 MADAM CHAIR: That's a proper motion.

8 MS. MAZANEC: Second.

9 MADAM CHAIR: Do I have a second? Thank you,
10 Ms. Mazanec? Would you call the role, please?

11 MS. CORDIAL: Board member Durham.

12 MR. DURHAM: Yes.

13 MS. CORDIAL: Board Member Flores.

14 MS. FLORES: Yes.

15 MS. CORDIAL: Board Member Goff.

16 MS. GOFF: Yes.

17 MS. CORDIAL: Board Member Mazanec.

18 MS. MAZANEC: Yes.

19 MS. CORDIAL: Board Member McClellan.

20 MS. MCCLELLAN: Yes.

21 MS. CORDIAL: Board Member Rankin.

22 MS. RANKIN: Yes.

23 MS. CORDIAL: Board Member Schroeder.

24 MADAM CHAIR: Yes.

25 MS. CORDIAL: Passes 7-0.



1 MADAM CHAIR: You've got the other one?
2 MS. RANKIN: Uh-huh.
3 MADAM CHAIR: Okay.
4 MS. RANKIN: Regarding disciplinary
5 proceedings concerning an application charge number 2017 EC
6 500, I move to direct department staff to issue a notice of
7 denial and appeal rights to the applicant.
8 MADAM CHAIR: Proper motion. Do I have a
9 second?
10 UNIDENTIFIED VOICE: Second.
11 MADAM CHAIR: Thank You. Please call the
12 roll.
13 MS. CORDIAL: Board Member Durham.
14 MR. DURHAM: Yes.
15 MS. CORDIAL: Board Member Flores.
16 MS. FLORES: Yes.
17 MS. CORDIAL: Board Member Goff.
18 MS. GOFF: Yes.
19 MS. CORDIAL: Board Member Mazanec.
20 MS. MAZANEC: Yes.
21 MS. RANKIN: Board Member McClellan.
22 MS. MCCLELLAN: Yes.
23 MS. CORDIAL: Board Member Rankin.
24 MS. RANKIN: Yes.
25 MS. CORDIAL: Board Member Schroeder.



1 MADAM CHAIR: Yes.

2 MS. CORDIAL: Passes 7-0.

3 MADAM CHAIR: I hope we are at 18.01?

4 MS. CORDIAL: We sure are.

5 MADAM CHAIR: Super. Wow. The last item.

6 UNIDENTIFIED VOICE: It's a long one. I just
7 didn't want to -- just managing expectations.

8 MADAM CHAIR: Well, it depends on us. Last
9 item on our agenda is an update on the standard
10 (indiscernible).

11 UNIDENTIFIED VOICE: Let's do the most
12 important one, the longest one, right, at the end of the
13 day. I think we're all brain dead.

14 MADAM CHAIR: Hearings and appeals
15 unfortunately and public participation. Setback for us.
16 I'm sorry. Commissioner?

17 MS. ANTHES: Yes. Thank you, Madam Chair. So
18 I will turn this over to Dr. Colzman and Dr. Cobb we didn't
19 let them off too easy the last time, but this is -- I do
20 want to just take a point of privilege here and thank -- we
21 also have committee members that are joining us. I know
22 they have spent long hours working on the standards, taking
23 all the feedback. This is -- these are an unpaid positions
24 in addition to their regular workload. So I do just want to
25 thank them for their service. And I will turn this over to



1 Dr. Colzman and Dr. Cobb to orient us to what we're going to
2 see today.

3 UNIDENTIFIED VOICE: Okay. Madam Chair,
4 members of the board. Good afternoon. We are here to
5 provide you with an update on the standards review and
6 revision process. In your materials you should have a copy
7 of the presentation, a summary of the standards themselves
8 that we will be reviewing with you today, as well as an
9 overview of the grade level expectations at a glance.

10 Today, what you have before you and what this
11 presentation will include, is our initial recommendation --
12 recommendations and revisions to the dance, drama and
13 theater arts, mathematics and comprehensive health and
14 physical education standards. And so the format of the
15 presentation will include first, a little bit of background
16 and context on the presentation, and then what we will do is
17 give an overview of the proposed revisions in dance, drama
18 and theater arts, mathematics and comprehensive health, and
19 physical education.

20 The way the format of the presentation will
21 go will be an overview of the current standards, a summary
22 of the themes of the benchmarking reports and public
23 feedback, along with the summary of proposed changes, and
24 then at that point, we'll give you an opportunity to ask
25 questions and to offer feedback. So this process will



1 continue, over and over we'll go through each subject.

2 So, yes, you'll have an opportunity to be
3 able to ask questions for each of the content areas as
4 opposed to just simply asking all of the questions at the
5 end. So we want to make sure that we create an opportunity
6 to break that up for you.

7 Then from there, we'll give an opportunity to
8 kind of talk about next steps in terms of the process as a
9 whole, and then at the end of the presentation, once again
10 give you an opportunity to ask any final questions or offer
11 feedback in terms of where we are with the initial
12 recommendations and revisions. Okay?

13 And so to provide you with a little bit of
14 background and context, we'll go back and start with the
15 timeline once again to talk about the standard of review and
16 revision timeline.

17 Just as a reminder, this is a process that
18 began in October of 2016, with a plan of completion moving
19 towards June of 2018. Once pass the planning phase, we
20 commissioned some bench marking reports during this research
21 phase, and we did this to ensure that our standards were
22 comparable in scope, relevance and radar to the highest
23 national and international standards.

24 By national and international standards, this
25 was language that was actually required by statute just for



1 the sake of clarity, and for each content area, we chose one
2 high performing state and one high performing nation to
3 benchmark against to ensure that students of Colorado would
4 continue to remain competitive.

5 So the first public feedback in the seven-
6 month period from October 2016 to May 2017, allow the public
7 an opportunity to provide feedback on the current standards,
8 and the committee members then used this feedback along with
9 the bench marking reports to develop their recommendations.

10 And so, that work transpired in the committee
11 work process from -- from May of 2017 all the way until the
12 -- about January of 2018. So, please keep in mind that the
13 work that's been going on right now is still some initial
14 revisions and recommendations by no means are -- are these
15 decisions final.

16 We're still in the process of trying to
17 continue to gather feedback. However, our hope is to
18 continue to move forward with this process.

19 So, the window to provide feedback, as we've
20 talked about previously, will be open or is open from
21 October 16 through November 27th, and the online standards
22 and feedback system allows for participants to get an
23 opportunity to view some documents at a very high level for
24 each revision and each content area, as well as being able
25 to do detailed spreadsheets listing each and every revision



1 and the corresponding rationale for the content area related
2 to that particular subject area.

3 So, the review and revision committees will
4 meet starting in January to respond to feedback, and then
5 begin to make draft revision proposals to be sent to you.
6 So, in looking at where we are right now in terms of the
7 feedback for the public comment on the revision process so
8 far, there have been -- we have about 300 unique users who
9 have set up accounts and they've offered quite a few
10 comments. As -- as to date we have 13,106 comments in
11 total.

12 So and this is across all of the subject
13 areas not just the ones that will be presented today. So we
14 have -- we have some engagement that's far in terms of the
15 process. So in terms of comprehensive health, in the
16 subjects that join today, we have about 13 users that have
17 offered 204 comments and 177 have indicated comments of
18 agreement, while 12 have indicated certain comments of
19 disagreements. And these are for all of the specific
20 components through which people can comment.

21 On dance, we have five unique users who've
22 offered 240 -- 24 comments, with 207 making comments of
23 agreement, and one comment of disagreement.

24 UNIDENTIFIED VOICE: Did you say 500?

25 UNIDENTIFIED VOICE: I'm sorry. I said five



1 users and two --

2 UNIDENTIFIED VOICE: Five?

3 UNIDENTIFIED VOICE: Yes. I'm sorry, and 224
4 comments. I --

5 UNIDENTIFIED VOICE: Wow, 500 people are
6 interested in the dance.

7 UNIDENTIFIED VOICE: No, five users. Yeah.
8 So -- so far for drama and theater arts, right now just four
9 -- four users have offered 277 comments, 259 are in
10 agreement and two -- and eight, I apologize, are in
11 disagreement.

12 On the math side, we have 27 unique users
13 who've offered 324 comments, 265 have comment of agreement
14 and 38 have disagreed. In physical education, we have nine
15 users with 70 comments, 54 stating agreement and four
16 stating some disagreement. So to orient you in terms of our
17 conversation today, what we're going to endeavor to do is to
18 not use acronyms. So we're going to work very hard today --

19 UNIDENTIFIED VOICE: I bet you can't.

20 UNIDENTIFIED VOICE: -- to avoid acronyms as
21 much as we possibly can. So what we want to do, is really
22 orient you to the document itself for the standards to make
23 sure that were clear in terms of the terminology that's
24 used. And so, at the very top of the document, you'll see
25 the statement that says, prepare graduate competency and



1 what this does is it answers the question how does the
2 expectation relate to post-secondary workforce readiness?

3 Below that are the grade level expectations,
4 then what that does is it really asks the question or answer
5 the question, what does a student need to know and be able
6 to do at this particular grade level?

7 Moving down on -- on the left-hand side are
8 the evidence outcomes. Evidence outcomes are specific
9 skills that relate to that grade level expectation. Then
10 moving over to the right-hand side of this is where the 21st
11 century skills and readiness competencies are located, and
12 these include inquiry questions, relevance and application,
13 and the nature of the discipline. As part of this
14 presentation which you will hear is reference to the right
15 side of the document.

16 So we want to make sure that we're clear just
17 for the point of reference that when statements are made
18 about the right side of the document, it does relate to the
19 21st century skills and readiness competencies as you will
20 hear that throughout this presentation. And so, in terms of
21 the recommended revisions to all content areas, one of the
22 major areas of focus is around stronger alignment within and
23 across grades, and this includes deletions, revisions,
24 additions and reorganization of the standards.

25 Just to provide an example, in first grade,



1 in mathematics -- in first grade mathematics an evident
2 ounce -- an evidence outcome regarding addition within 100
3 was clarified to ensure that the focus remained on place
4 value in addition. And so, what this goal -- the goal of
5 this was really to clarify the language to help ensure that
6 students had the place value understanding that would allow
7 them to be fluent with the standard edition algorithm in
8 second and third grade.

9 So through the work of the committees what
10 they endeavored to do was to attempt to clarify the language
11 and the -- in the clarification of the language allow her
12 greater coherence throughout the higher grades to -- in --
13 in a way that will allow for, you know, appropriate linkage
14 between one grade to the no -- to the next.

15 So that's kind of an example of -- of the
16 type of work that has been done in terms of the revisions.
17 In addition to that, there have been proposed changes to the
18 actual structure of the standards document themselves and
19 one in -- initial recommended revision would be to change
20 the title of prepared -- the prepared graduate competency, C
21 section, to prepare graduates statements.

22 So going back to the prior slide, there has
23 been conversation and recommendation for the again that top
24 piece of -- that top indicator or that top phrase to be -- a
25 recommendation to be changed from a prepared graduate



1 competency to prepare graduate statement.

2 In addition to that, the changes to the title
3 of the right side of this standards document, there's a
4 recommendation from the committee that the 21st century
5 skills and readiness competencies would then be changed to
6 academic context and connections, and the committees are
7 proposing some variation across content areas in order to
8 capture some unique and specific elements.

9 So again, just as for clarification, the 21st
10 century skills on the right side of one of the
11 recommendations coming out of the committees would be to
12 change that language to academic context and connections.
13 And then finally, there are revisions to the preschool
14 standards for all content areas that are being proposed to
15 align expectations.

16 UNIDENTIFIED VOICE: Thank you. We have a
17 question, if we may --

18 UNIDENTIFIED VOICE: Yes.

19 UNIDENTIFIED VOICE: -- Board member Goff.

20 MS. GOFF: Thank you. I think it's a simple
21 question, on the -- on page seven which is the chart right
22 there. Was there discussion about following through with
23 changing to statement -- statement up above within the right
24 -- on the right side above the centuries 20. And is that --
25 so maybe I'll talk about it.



1 Is that going to become essential skill? Is
2 that 21st Century changing as well? At any point of my --
3 first point of my question is that readiness competencies,
4 does it make sense, or does it destroy the meaning of the
5 word competency and its use here if we change that to
6 statements as well? I -- I'm just interested in what your
7 conversations have been about consistency.

8 UNIDENTIFIED VOICE: That -- that's a good
9 question, and -- and they actually use the term essential
10 skills because kind of throughout this process, you know,
11 we've been heard that 21st Century skills is feeling like
12 it's a really old term especially we're in 2017, we're well
13 into the 21st Century. We've had a whole generation of kids
14 go through school since this 21st Century has started.

15 So -- so we've -- we've kind of returned what
16 we've -- have had called the 21st Century skills that are
17 required in statute, things like leadership and character
18 and perseverance and those things. We've kind of -- we're
19 calling them a little bit more essential skills and so -- so
20 that 21st Century skills nomenclature is -- is proposing to
21 go away completely and we're just also saying that that
22 entire section, we would change the name of that entire
23 section to represent academic context and connections so
24 that whole section name would change. I don't know that
25 completely answers your question.



1 MS. GOFF: Yes, just -- it does.

2 UNIDENTIFIED VOICE: Great.

3 UNIDENTIFIED VOICE: Okay. All right. Well,
4 at this point I will transition the presentation over to Dr.
5 Colzman who will begin to give everyone an overview of the
6 revisions for each of the subject area there is, and we will
7 start with the dance standard view and -- for the dance
8 standard view and revision committee on the Drama and
9 Theater Arts Committee.

10 UNIDENTIFIED VOICE: Do you have
11 demonstrations?

12 UNIDENTIFIED VOICE: Not from me.

13 UNIDENTIFIED VOICE: Only if you'll
14 participate.

15 UNIDENTIFIED VOICE: No, but thanks.

16 MS. COLSMAN: So -- so thank you, Dr. Cobb.
17 Members of the State Board. So this is the part where what
18 we'll do is we'll kind of have three iterations of the same
19 kind of format where we'll have members of the committee,
20 and our content specialist up here to kind of do -- take you
21 through a few parts first, it's just to give you a quick
22 overview what the current standards are, not verbatim, that
23 would take a little while, but instead just to kind of give
24 you a little bit of a context.

25 And then they'll go through the summaries



1 from the benchmarking reports and public feedback. They will
2 go through the summary of the proposed changes and these are
3 very high-level summaries, so these are like what are the
4 headlines. This isn't third grade, not usage of this word
5 instead of this word. If you want that level of detail,
6 we're really happy to do so at a -- at -- a different time.

7 And then we'll have an opportunity for
8 questions and -- and feedback on that particular content
9 area. Then that's a part of -- then this committee will
10 leave, and the next committee will come up and we'll go
11 through that same process. Throughout all of this, we'll be
12 -- we want to know how well this works for you, so we'll be
13 planning on doing the same process in December and January
14 with the remaining committees. If this doesn't work well
15 for you, please give us that feedback and we can
16 restructure.

17 So I will -- first start off by introducing
18 the wonderful people who are sitting up here at the table
19 with us. From our Dance Committee, our Chairperson is
20 Danielle Heller, and Danielle is seated to Doctor Cobb's
21 left. She is the Lead Arts and Academic Faculty for
22 Immersion Schools. Our Drama and thea -- Drama and Theater
23 Arts Chairperson is Beau Augustin.

24 MR. AUGUSTIN: Augustin.

25 MS. COLSMAN: Augustin, I'm sorry. I should



1 have asked you that whole thing. He is the Dance and Drama
2 Theater Arts Instructional Curriculum Spe -- Specialist for
3 Denver Public Schools. And then to my right is Judy
4 Hoffmeister, she is our Art Consultant for both Dance and
5 Drama and Theater Arts. And Judy is with us on a part-time
6 basis and is brought to you by our budget request item from
7 last year.

8 We had a small part of our budget to make
9 sure that we had a content specialist at a part-time status
10 to help with this process. And we're very fortunate to have
11 Judy on board, as she has done both work in the State
12 nationally and internationally in this area. So great. So
13 in fact I will hand off to Judy to give you an overview of
14 the dance standards.

15 MS. HOFFMEISTER: Hello. So, I'm going to
16 give you a quick overview of the dance and the drama
17 standards and I'm going to start with the dance standards.
18 So standard number one is movement technique and
19 performance, and the standard focuses on learning dance
20 movement as well as refining overall technical and
21 performance skills in dance. Create, compose and
22 choreograph is standard number two, which focuses on the art
23 of making dance and the concepts of choreographic form.

24 Standard number three is historical and
25 cultural context, which allows for a more global knowledge



1 of dance traditions worldwide. And then, standard number
2 four is reflect, connect and respond which includes analysis
3 and evaluation of the art of dance, the creative processes
4 and how it's connected to our daily lives. Once we get to
5 high school, we go into two pathways and dance which are the
6 fundamental and -- and extended pathways, and those are the
7 standards -- fundamental pathways, the standards for all
8 students.

9 And the extended pathway is the standards for
10 students who are seeking a career in dance. And that is in
11 your handy dandy referral document here. And moving on to
12 Drama and Theater Arts standards. Standard Number one, I
13 turned it -- turned that one too fast. Standard number one
14 is create, which this standard focuses on the creation of
15 theater and the processes used when creating theatrical
16 works. Perform, focuses on the knowledge and skills needed
17 when performing in a theatrical production.

18 Critically respond includes cultural research
19 critique and analysis of theater arts. And also in high
20 school and theater arts are the fundamental and extended
21 pathway. Fundamental again being standards for all the
22 students, and then the extended is standards for the
23 students who are seeking a career in theater. So I'll move
24 on to the summary of the benchmark report for Dance and
25 Drama and Theater Arts. It was across all arts content



1 areas.

2 The members from the State Education Agency
3 Directors of Arts Education, which we call SEADAE, conducted
4 this external review for us. Their findings and
5 recommendations were to create greater speci -- specificity
6 to ensure students are approaching the standard to promote
7 active learning which guide students and teachers to dig
8 deeper into the creative process, and the techni --
9 technical skills for each of the disciplines. Provide more
10 clarity and better alignment for continued appropriate
11 levels of knowledge and skill over time from grades pre-K
12 through 12.

13 Improve the alignment and progression of
14 learning that builds on previous standards which creates a
15 clear pathway of expectations for students and teachers to
16 follow. Also include more active language that encourages
17 students to demonstrate better quality of knowledge, process
18 and skill. So, the summary for the public feedback is -- is
19 short, a dance and drama, for dance and drama theater arts.

20 Overall, the feedback indicated that the
21 current academic standards that we have now were sufficient
22 and met the stakeholder's needs. Recommendations did
23 include to ensure the organization of the document is a
24 little more user friendly, as well as simplifying the
25 language so its explicit, and clear, and easier to



1 understand. So, at this point, we have a summary of
2 proposed changes in dance. And I'm going to turn it over to
3 our chair for dance which is Danielle Heller.

4 MS. HELLER: Hello. Thank you. So, we have
5 some proposed changes that we'd like to make across all the
6 grade levels. And then, we have some proposed changes that
7 will be specific to elementary and some to middle school.
8 So let's go ahead and start with the ones that are proposed
9 across all the grade levels. To reduce the number of
10 prepared graduate competencies from 12 to nine in an effort
11 to clarify the language, use a more structured vocabulary
12 development throughout the standards to create better rigor,
13 breath, and depth. Changes for better alignment between
14 great balance.

15 In the elementary, clarify ambiguous language
16 in the current standards through the addition, revision, and
17 deletion of evidence outcomes to create an organization to
18 the grade level progressions. So basically, really trying
19 to keep those all of the things that are happening within
20 those grades, platforming, so that we're using Lego's to
21 build upon each other. Middle school, at a grade level
22 expectation in middle school related to the comparison of
23 dance to other art forms, school subjects and the community.

24 MS. HOFFMEISTER: And I'll turn it over now to
25 the summary and proposed revisions for drama and theater



1 arts to Bal Augustine.

2 MR. AUGUSTINE: Thank you. I will be going in
3 a similar format talking about proposed changes for all
4 grade levels. And then, those specific to each grade band.
5 The proposed grade or the proposed revisions for all grades
6 would be to revise the sections within the right side of the
7 document. To clarify the relevant connections to grade
8 level expectations and evidence outcomes. Use the same
9 grade level expectations across grade levels to address
10 misalignment issues identified in the bench marking report.

11 These grade level expectations highlight key
12 learning progressions throughout the standards. These
13 similar or these common grade level expectations would be to
14 clarify a theatrical process that is common no matter where
15 a student enters. So as we don't have programming
16 consistently for most students in the state, that process
17 would be ensure that -- that is the same no matter where
18 they're entering. And a common process to follow, there
19 would be a student would come in get a script to start
20 gathering information.

21 Start making choices and thinking about what
22 might happen with their character or what might happen with
23 the design of a show, and then implement those choices.
24 Take those into a reflective process both through rehearsal,
25 then through performance and reapply those as they continue



1 through that process. And then, our evidence outcomes would
2 allow for that to look specifically at what that process
3 looks like at each grade level.

4 The changes proposed to high school would be
5 taking be fundamental, and extended pathways, and extending
6 those two three, and the proposed names on those would be
7 fundamental, advanced, and extended to meet the needs across
8 the variety of theater arts programming throughout the
9 state. I will pass this back to Melissa.

10 MADAM CHAIR: Board member Durham.

11 MR. DURHAM: Thank you, Madam Chair. Dr.
12 Colzman is, first of all, is -- is there a requirement that
13 we have standards for these in the statute, I presume, or we
14 wouldn't be here?

15 MS. COLSMAN: That's -- that's correct. The -
16 - cap for K indicates that they're -- the state should --
17 the State Board of Education shall adopt at a minimum
18 standard that include visual arts and performing arts.
19 Another piece of statute identifies the performing arts as
20 including dance drama and theater arts.

21 MR. DURHAM: So, the -- so the -- is there
22 anything in these standards, because I think standards drive
23 curriculum. Is there anything -- is there anything in the
24 standards that would require, in theory, require course
25 offerings or dedication of significant amounts of time in



1 elementary or junior high or high school to students who are
2 not interested or don't have aptitudes for these things.
3 That would require them to participate or somehow be
4 involved in classes that could take time away from other
5 academic pursuits.

6 UNIDENTIFIED VOICE: So within cap for K,
7 Section 22, seven, 10, 13, two indicates that districts
8 shall offer, shall design the curricula to ensure that
9 beginning in preschool or kindergarten continuing through it
10 elementary and secondary. Each student receives a program
11 of study that will enable the student to demonstrate
12 attainment of each of the preschool through elementary and
13 secondary education standards.

14 MR. DURHAM: I'd like to ask the attorney
15 general on, I think it's, I believe it's well-settled case
16 of law that the legislature cannot dictate curriculum. And
17 so, did you just read a statute that required that we're
18 going to do something about curriculum?

19 UNIDENTIFIED VOICE: Actually, the -- the
20 statute requires that the local education provider shall
21 design the curriculum to ensure that the students meet the
22 standards.

23 MR. DURHAM: But so, where'd I -- we're then
24 indirectly violating the Constitution by designing a
25 standard that will drive curriculum. Sad.



1 UNIDENTIFIED VOICE: That's not --

2 MR. DURHAM: I'm not asking you to agree, but
3 that might be an opinion I might express.

4 UNIDENTIFIED VOICE: All right. Well, with
5 that piece, we -- we -- we understand that districts are
6 responsible for, obviously, for meeting statute and we
7 always encourage districts to provide rich educational
8 programming for their districts including these elective
9 areas. But we also recognize that there's -- there's often a
10 fiscal component to this, and we also recognize the
11 feasibility in -- in -- in smaller settings. So.

12 MR. DURHAM: I think it's not just in smaller
13 settings, and I think this is, I mean, this is one or I
14 might want to take a hard look at the specific details of
15 curriculum because I don't think that we ought to be setting
16 the curricula in any of these areas that drives a mandatory
17 participation in a required class or part of a class that
18 takes significant time away from other opportunities of
19 school days are limited to six and eight hours. That, and
20 it's -- it's not fungible.

21 You know, time is spent on one thing is
22 something, time you can spend on something else. So, I
23 think it's important that we take a hard look and make sure
24 that we're not driving a curriculum that requires a
25 significant investment of treasure or time. And I think



1 it's important for this board to take a strong look at that.
2 I -- I doubt whether people who value this more than others.
3 But I -- I don't think there's any question that any -- any
4 school that chose to ignore this would probably be, I'm
5 pretty sure, or any district would be on pretty sound ground
6 to do that.

7 Because there is no way to get around the
8 fact that if we set standards that require a lot of specific
9 things, that were driving the curricula and -- and the
10 fiction that -- that's in the statute, that the -- we're
11 directing the -- we're directing the local boards to decide
12 a curriculum. To meet the standards is pure fiction. And I
13 think it completely unconstitutional. So I would like, and
14 I think I really need to spent a lot of time looking at the
15 specific standards or simply pair them down.

16 So that those districts that have the
17 resources can involve those students who have the
18 inclination, and whose parents are interested in that kind
19 of education as opposed to capturing in the net, or all many
20 of whom are not interested in participating in these kinds
21 of activities. Thank you.

22 MADAM CHAIR: Board member Flores.

23 MS. FLORES: You know I took a -- I took a
24 course in -- in theater arts when I was in graduate school.
25 And maybe because this person who was teaching this course



1 was one of the top people in children's theater and started
2 at the Children's Theater in Houston, Texas and was just
3 amazing. I am not a movement person. I'm very, you know, I
4 just can hardly get from one place to another without
5 falling down and --

6 MR. DURHAM: They call that clumsy.

7 MS. FLORES: I'm very clumsy. I didn't want
8 to use the word, but that's -- that's me. But I'm amazed
9 that I can -- that it helped me so much with children. I
10 mean, I could teach. I would use some of these techniques
11 in Math, in Music and, you know, I also studied music. But
12 it just -- it has been just unbelievable even in a sense, as
13 -- as -- as an adult, that I love theater. And I go to
14 London almost every year and it -- it just has given me so
15 much joy. And I think it gave a lot of joy to kids as well.
16 And I -- I was so glad that, you know, I was initiated in
17 this way, where I just would never think. And children love
18 it.

19 And I think it is very important in the lives
20 of children, in the lives of adults. I think it matters so
21 much that, I'm sorry Steve, that you're not in agreement in
22 this area. But I think it's very important to -- to human
23 endeavor and just human activity that -- that we love this
24 area. I think it's very important to the kids and the
25 people.



1 MADAM CHAIR: Board member Goff.

2 MS. GOFF: Thank you. You know, thank you
3 all. I -- I want us to move on to -- to keep your rhythm
4 going here. But I think it's really important that we take
5 a minute to straighten out what's mandated, what's not,
6 where local control comes into this, et cetera. For those
7 districts who have by local community decision based on need
8 and aspiration for their students, have decided to provide a
9 program or in other words a content area.

10 Then yes, they need to have the appropriate
11 standards adopted in place. So, that's where the
12 requirement is. There's nothing that requires districts to
13 adopt a certain curriculum of any type, but you know
14 probably the goal is to get in a curriculum that supports
15 the standards and aligns with that across grade levels.

16 When it comes to middle and high school
17 particularly the areas of dance, theater, arts and the
18 others -- some others we're going to be talking about are
19 considered -- they are the elective areas they're -- they're
20 not our core content areas.

21 So, this -- this is one of those areas where
22 if a district has come together with its community to agree
23 we value this type of experience for students we see that it
24 is a one of the best terrific supporters' supplements for
25 academic learning of other types and it just takes it up,



1 communities do that. But to say that -- that it's okay for
2 us or anyone else to now step in and take away standards or
3 take away a local capacity and ability to make those
4 decisions on their own.

5 That's kind of out of place I mean that's not
6 -- that's not what it's all about. So, I thank you for your
7 support on this. I just wanted to make that clear we have
8 never mandated that districts create standards or create a
9 certain curriculum to match standards of any kind, those are
10 local decisions. If the program is offered districts need
11 to have adopted standards that will support that learning.

12 MR. DURHAM: Well, Ms. Goff, are you trying to
13 -- are you trying to say that even though we have these
14 standards that they are not relevant and don't have to be
15 implemented by anyone. Now I --

16 MADAM CHAIR: No.

17 MR. DURHAM: -- I think that may be true in
18 this case because we don't test them. There's no statewide
19 dance test, thank God, but I wouldn't be surprised if some
20 legislator decided that might be a good idea. So, the good
21 news is there's no way to enforce these standards in -- in
22 these elective areas. So there's no way to enforce them, I
23 think the more credence we give them by providing
24 excruciating detail the less well served are the districts
25 out there that have to -- that have -- have to or think they



1 have some obligation to implement them.

2 So, I think it's -- I think either fish or
3 fowl, either they have to, or they don't. And I think we
4 need to adopt some standards in this area that make it quite
5 clear that there's a lot of flexibility and I want -- that's
6 why I want to review the standards in excruciating detail
7 because when I first came on this board I was -- I was given
8 the Common Core standards and I want to say there were about
9 nine volumes I don't remember. I read them all.

10 MADAM CHAIR: It's only two -- it's two
11 subjects.

12 MR. DURHAM: Yeah, they were only -- only -- I
13 know they were only two subjects that somehow, they omitted
14 all of the -- so I didn't get to read the other standards,
15 so I really, I look forward to this exercise. But I did
16 take the time to read those nine volumes and I actually have
17 a common core math question I'm going to ask when we're done
18 here, are -- when we get to that section.

19 But it's just the idea that we're going to
20 have preschool standards and kindergarten standards and for
21 that purpose I pulled up a -- I just pulled up I'll be happy
22 to play the video of my four-year-old granddaughter dancing
23 so I'm sure you'll be -- I'm sure all want to stick around
24 and see that.

25 But I just think that this is an exercise in



1 which we need to be cautious and we have to be mindful of
2 the allocation of scarce resources and the most scarce
3 resources that have time. And so, districts think they're
4 obligated to devote a significant amount of time to this --
5 this time they will not be devoting to mathematics and
6 English and English language acquisition and science and
7 reading and the things that I think in the elementary
8 schools of particular we know are critical for success in
9 later life.

10 MADAM CHAIR: So a couple of things to say
11 about that. First of all, the arts are considered to be a
12 critical piece of the child's education and particularly
13 engagement.

14 MR. DURHAM: By some.

15 MADAM CHAIR: By research.

16 MR. DURHAM: I don't think by research.

17 MADAM CHAIR: Yes, by research.

18 MR. DURHAM: No.

19 MADAM CHAIR: Secondly, you're making an
20 assumption that in order to -- should a district decide that
21 they want to meet each of these standards that it has to be
22 a separate event. What we do in schools particularly in
23 elementary schools, is that we integrate the subjects and so
24 you can have some performances that include math learning,
25 that includes science learning, that include language arts



1 learning, that include social studies.

2 In fact, many of the performances are about
3 social studies because they are learning about history
4 they're learning about geography while they're actually
5 performing and expressing your minds. If we had the time it
6 would be great to have teachers come forward and show us
7 some of the incredible arts integration into their everyday
8 work.

9 So it's not as separate. It may be a
10 separate course it's secondary, but it is definitely not a
11 second separate course in elementary. And in fact in
12 elementary, we don't have -- to my knowledge we don't have
13 drama teachers, we don't have dance teachers, but we sure
14 have a lot of drama in elementary school and we have a lot
15 of dance, thank heavens, and it's our music teachers largely
16 and then our classroom teachers who provide that.

17 So you're making an assumption that it's just
18 not what folks do up there, that's not how a particular
19 elementary school how it's carried out. How is carried out
20 in the middle school may or may not be a separate course.
21 Very often there is a -- a wheel what do they call that
22 wheeled, where kids try something for a couple of months and
23 that's all and then they go to the next one, that's an
24 opportunity to try different topics to identify what are the
25 things you're most interested in.



1 So, it's really not quite as difficult for
2 districts to implement these. Secondly, standards are
3 guidance. So to the extent there's a school that wants to
4 do it, this provides some guidance of what we are -- and it
5 helps our teachers, I don't hear teachers say we don't want
6 standards. They have been extremely thankful for the
7 standards that we've been providing.

8 I do have a question though and I guess I
9 brought this up recently and that's -- it's been suggested
10 to me that we bring together the visual and performing arts
11 into one standard instead of having four. And in fact on
12 our website we actually show an item that is visual and
13 performing arts that includes the four different standard
14 areas and we have P.E. and Health and we have social studies
15 with different topics.

16 So I would be grateful if you guys have a
17 conversation about that. What's the downside? Because now
18 we're down to seven standards instead of 10, yeah, 11? Give
19 that some thought, that's been suggested to me by party
20 board member and apparently, it's been discussed some time
21 at some point step but I'm not sure where that came up in
22 this particular case.

23 UNIDENTIFIED VOICE: So thank you for that
24 question I'm going to ask Judy Hoffmeister to do that for
25 us.



1 UNIDENTIFIED VOICE: And thank you. I'm happy
2 to address that. Combining the arts subjects would
3 represent an overhaul of the standards instead of a revision
4 at this point and it would also actually create a ripple
5 effect, in the fact that this type of change would impact
6 educators current understanding of the arts standards.

7 MADAM CHAIR: Why can't you have four
8 different standard areas inside that?

9 UNIDENTIFIED VOICE: So you're suggesting
10 taking them saving them into a single document.

11 MADAM CHAIR: The same we are going to hear
12 about PE and Health. That's all I'm talking about. I'm not
13 talking about changing the standards.

14 UNIDENTIFIED VOICE: okay.

15 MADAM CHAIR: So there's one set of standards
16 for all four that's not --

17 UNIDENTIFIED VOICE: But there are some states
18 that do have performing arts standards and when you open up
19 their document it has each of them separately broken out --

20 UNIDENTIFIED VOICE: Broken out by like Dance.

21 UNIDENTIFIED VOICE: Dance.

22 UNIDENTIFIED VOICE: Drama.

23 MADAM CHAIR: Drama theater.

24 UNIDENTIFIED VOICE: Yeah, right.

25 MADAM CHAIR: And it's the way you have it up



1 on your website actually.

2 UNIDENTIFIED VOICE: Yes.

3 MADAM CHAIR: You have one category and then
4 you have the four.

5 UNIDENTIFIED VOICE: Yes. Then there's other
6 states who have them all combined.

7 MADAM CHAIR: Okay.

8 UNIDENTIFIED VOICE: And they are looking at -
9 - they are actually looking at our -- our example of to
10 separate them out.

11 MADAM CHAIR: To separate them out.

12 UNIDENTIFIED VOICE: Because it's a national
13 and international trend. Okay.

14 MADAM CHAIR: That's not my suggestion.

15 UNIDENTIFIED VOICE: Okay.

16 MADAM CHAIR: But to actually bring them under
17 one umbrella.

18 UNIDENTIFIED VOICE: So it's certainly
19 something that we can bring to the Committee to consider.

20 MADAM CHAIR: Okay.

21 UNIDENTIFIED VOICE: So thank you for that
22 feedback.

23 MADAM CHAIR: Thank you.

24 MR. DURHAM: Madam Chair.

25 MADAM CHAIR: Yes. Board manager



1 MR. DURHAM: Well, I'm just looking at Page 11
2 here. Fundamental pathways. Standards for all students,
3 extended pathway, standard for students who are seeking a
4 career in dance. So --

5 UNIDENTIFIED VOICE: That's high school.

6 MR. DURHAM: I didn't say high school.

7 UNIDENTIFIED VOICE: It is high school. Yes.
8 Somebody did, I did.

9 MR. DURHAM: So the -- the fundamental
10 pathways for standards for all students stops when?

11 UNIDENTIFIED VOICE: At 12th grade. I mean
12 when they exit -- when they graduate that fundamental
13 pathway, and that's -- that's purely for a student who
14 really is not planning to move forward in a career -- in
15 that they just didn't --

16 MR. DURHAM: Which would be the vast majority
17 of students.

18 UNIDENTIFIED VOICE: So to clarify the
19 fundamental pathway is, preschool through 12th grade. Then
20 there's a separate pathway just for high school which has
21 some additional kind of expectations for students who would
22 be pursuing, so think of those as like an additional set for
23 just applying to high school for kids interested in a
24 career.

25 UNIDENTIFIED VOICE: So for example at our



1 high school there were a fair number of students who took
2 three different arts classes.

3 UNIDENTIFIED VOICE: These are the kids who
4 were planning to go either into music or into the performing
5 arts or something that was actually not uncommon given that
6 there was a very strong music program.

7 MR. DURHAM: So, it's -- it's the chairs
8 position that these standards don't drive curriculum and
9 they don't take up an undue amount of time --

10 UNIDENTIFIED VOICE: You know they provide an
11 opportunity for some very creative curriculum. It is not
12 about saying, now we're going to do this. I will concede
13 that today in a lot of elementary classes because elementary
14 teachers themselves, no longer have to be able to play the
15 piano, have to sing. So we actually have music teachers,
16 but at the same time we also have PE teachers but the rest
17 of the arts and even -- and even music is integrated into
18 the classroom work, it just is.

19 MR. DURHAM: Certainly wasn't integrated in
20 the classroom work when I was a student. There were
21 separate times set aside for art, set aside separate time,
22 set aside for music. So unless you're going to set aside
23 additional time for dance or you're going to reduce the
24 amount of music, because I don't. You may be able to
25 somewhat incorporate dance and music in the same but you're



1 going to -- you're going to be diminishing the time spent on
2 the one to give time to the other --

3 UNIDENTIFIED VOICE: There are people who can
4 sing and dance at the same time.

5 MR. DURHAM: Well, I don't have to be in that
6 camp, so --

7 UNIDENTIFIED VOICE: Not either but --

8 MR. DURHAM: So anyway --

9 UNIDENTIFIED VOICE: Kids often can --

10 MR. DURHAM: My granddaughter can, when you
11 want to look at the video, if you let me know, can I play it
12 now or would it be later, you'd prefer to have --

13 UNIDENTIFIED VOICE: Over drinks.

14 MR. DURHAM: I see, okay.

15 UNIDENTIFIED VOICE: Board member Mazanec.

16 UNIDENTIFIED VOICE: And I'll dance.

17 UNIDENTIFIED VOICE: No one sings.

18 MR. DURHAM: You can sing. Yeah, you're
19 really good.

20 UNIDENTIFIED VOICE: Yeah.

21 UNIDENTIFIED VOICE: I know if I can sing and
22 dance, anyway, so they have standards for art and music.
23 But for students who plan to make it their career will go
24 on, we have additional standards. Is this the way it's set
25 up or did we come up with this or are we making this --



1 UNIDENTIFIED VOICE: So this is --

2 UNIDENTIFIED VOICE: A little so -- so that's
3 the way, it's always been that way.

4 UNIDENTIFIED VOICE: Yeah, that was the
5 recommendation of the original committee noting that there
6 are I think there's just a lot of discussion between, oh,
7 wait a minute what's necessary for all, and then teachers
8 who wanted to have guidance for what about those kids really
9 who are going to be like students who take a drama class all
10 through high school and that are going to be in all these
11 productions and then they major in production in college.
12 So that was the recommendation. So that you can think of
13 those extended pathways really as for those schools that
14 offer that. And for those students who want that.

15 UNIDENTIFIED VOICE: You know we talked about
16 first thing in the morning (indiscernible).

17 UNIDENTIFIED VOICE: Broad member Goff, just
18 curious, have you all noticed are you feeling some impact of
19 this on ICAP development and talking about this extended --
20 extended set of standards a pathway extended advanced.
21 Because in most cases we're probably talking about high
22 school students who have in ensued that. So I'm just
23 curious, there may be an answer available or not but how
24 have schools noticed how the ICAP part of their lives has
25 changed or is there more evidence that this is happening in



1 there, curious.

2 UNIDENTIFIED VOICE: So I will ask our folks
3 who are actually involved with kids on a daily basis and
4 they could talk a little bit about their experience.

5 UNIDENTIFIED VOICE: So, in my experience
6 using the drama and theater arts standards, when it came to
7 the ICAP and dealing with students and their planning of
8 where they were going. Those extended standards were
9 absolutely a resource that I turned to you to say. Now that
10 we've identified these students that have this goal have
11 this trajectory of where they want to go. These are ways
12 that I can support them.

13 UNIDENTIFIED VOICE: I think, I mean this is
14 really a very elementary question. I'm judging my own
15 questionability today but interested in knowing how this how
16 these things are bubbling up becoming visible in in the
17 everyday lives of high school students. So it's kind of on
18 my mind right now. So thank you. I appreciate that, and I
19 would assume that for the dance as well as any of those
20 extended pathways to the plight of these areas that would be
21 --

22 UNIDENTIFIED VOICE: Actually my talk about
23 that, we should let everybody know what's right, wherever
24 they pop up what is -- so there actually was some
25 legislation in the past that did require the tracking of



1 arts learning and ICAB for -- for students for whom it is
2 relevant.

3 UNIDENTIFIED VOICE: That's true.

4 UNIDENTIFIED VOICE: So there -- there is that
5 piece as well.

6 UNIDENTIFIED VOICE: Board member McClellan.

7 UNIDENTIFIED VOICE: I just wanted to chime in
8 with a parent's perspective. I really appreciate that that
9 you're providing a picture of what it looks like both for
10 those students who don't plan on making this their life's
11 work but are getting a taste of it. Like my daughter did,
12 through her physical education class. They got a little
13 badminton, a little volleyball and a little dance.

14 And I was thinking about that as we went
15 through the standards because it did involve some of the
16 theory and the creativity as well as the physical movement.
17 So I appreciate that. And just as not every student will
18 want to go on and become a mathematician. It's incredibly
19 important that those who are studying calculus have -- that
20 there are some -- some standards that allow us to understand
21 what the expectation is in that field.

22 Similarly, there are kids in my children's
23 high school who very much want to go onto to Greeley and go
24 to UNC and become a high school band instructor. It's their
25 passion. They love it. And so, I think it is really



1 important that you've made this differentiation for kids who
2 -- who do want to make this their life work like kids at the
3 school of the arts that have to audition to get in there.

4 Some of those kids do want to make it their
5 life's work. So I think the standards are really important
6 both for the kids who are getting a taste of it and for the
7 kids who are moving on to make it their life's work. So
8 thank you for serving on these committees. We really
9 appreciate it.

10 UNIDENTIFIED VOICE: Okay, move on.

11 UNIDENTIFIED VOICE: Great.

12 UNIDENTIFIED VOICE: Sorry, thank you.

13 UNIDENTIFIED VOICE: So, thank you to our
14 committee chairs and to Judy for their time considering
15 (indiscernible) today. And now --

16 UNIDENTIFIED VOICE: Thank you very much,
17 folks. Thank you. And you'll see them again with final
18 recommendations.

19 UNIDENTIFIED VOICE: Did we say any acronyms?
20 Are we on a roll so far?

21 UNIDENTIFIED VOICE: Doing well so far.

22 UNIDENTIFIED VOICE: As an SBOE member, I'm
23 really committed to issuing acronyms at the CDE. Thank you.

24 UNIDENTIFIED VOICE: Great. So now we'll call
25 up our mathematics committee representatives.



1 UNIDENTIFIED VOICE: And again for your
2 reference, there is a document that is an overview of the
3 current math standards.

4 MS. COLSMAN: So, we'll first introduce our
5 chairperson of the mathematics committee. And Joanie
6 Funderburk is the president of the Colorado Council of
7 Teachers of Mathematics. And also joining us at the table
8 is Raymond Johnson, and he's our Mathematics Content
9 Specialist here at the department.

10 So similar to our last process, we'll start
11 off with an overview of the standards, about benchmarking
12 reports, feedback from the public, and then a summary of the
13 proposed changes. We'll start off with Raymond.

14 MR. JOHNSON: Thank you Dr. Colzman and
15 members of the board. I'd like to begin with an overview of
16 the current Colorado mathematics standards. If you're
17 referring to this document, the second page slide shows you
18 the organization of the mathematics standards into four
19 categories. Those being number sense, properties and
20 operations, patterns, functions, and algebraic structures,
21 data analysis, statistics and probability, and lastly, shape
22 dimension and geometric relationships.

23 On the following three pages of this
24 document, you will see the standards for mathematical
25 practice. These are eight standards that complement the



1 content of the mathematics standards, and they help guide
2 students' participation in mathematics by stressing things
3 like, making sense of problems, reasoning abstractly,
4 defending the arguments, and other ways of engaging with
5 mathematics that are associated with the practices of
6 mathematicians.

7 And then finally, the final four pages of
8 this document give you the at a glance overview of the grade
9 level expectations for each standard category at each grade
10 level. So next in our presentation, I'd like to summarize
11 the findings of the benchmarking report in mathematics.

12 Our benchmark report in mathematics was
13 conducted by expert reviewers from the Center on Standards
14 and Assessment Implementation. And this benchmarking report
15 did not make explicit recommendations. It was more about
16 observations between Colorado and comparable sets of
17 standards.

18 Overall, they found that Colorado's math
19 standards are strongly aligned to those of high achieving
20 states and nations. More specifically, the organization of
21 Colorado standards is very similar in grades K through
22 eight, but more dif -- more different in high school. In
23 Colorado, we have a single set of nine through 12
24 mathematics standards, and it's up to the local schools and
25 districts to decide which standards apply to each of the



1 courses they offer.

2 In comparison, the sets of standards used in
3 the benchmark report from other states and nations, it was
4 that state of that nation that defined what the courses
5 should be, and which standards applied to each course.

6 Next, Joanie Funderburk will summarize the public feedback
7 that we received, and the revisions proposed by our
8 committee.

9 MS. FUNDERBURK: Thank you. So, we had some
10 general public feedback where we saw themes across all of
11 the grade levels. In general, the public comment pointed
12 toward organizational issues, and ask for increased
13 attention to the kinds of mathematical thinking and
14 connections that students need to make while they're
15 learning mathematics.

16 So, there was concern about important math
17 concepts getting lost in grade level expectations that were
18 too general, and a request for more information about the
19 coherence and learning progressions. Or in other words, how
20 mathematics develops across grade levels, and builds from
21 grade to grade about mathematical understanding. There was
22 also comment, public comment to eliminate the footnotes and
23 reintegrate the content of those examples with the actual
24 text of the evidence outcome from which they came.

25 We had some specific feedback at both ends of



1 the spectrum. At K-2 there was a request for guidance about
2 strategies and problem types, similar to the example that
3 Dr. Goff used before in first grade, where students are
4 asked to apply the properties of mathematics in their
5 understanding of place value that some of the language to
6 add and subtract numbers.

7 And the request was for more explicit
8 direction about why is why is it important to emphasize
9 place value. So giving teachers the understanding that by
10 helping students understand place value within numbers as
11 small as 20, we're building that foundational understanding
12 for when they work into higher operational problems with
13 larger numbers in the higher grades, and they -- they
14 understand place value, they know how to align those numbers
15 up so that they can compute using that algorithm that we all
16 learned to -- to do those operations efficiently.

17 And then additionally, at high school there
18 were multiple comments requesting clarity between content
19 that was needed by all students versus content for those
20 students that were pursuing STEM related or math specific
21 paths. And in addition to that, in high school there was a
22 request for support around which of those standards might
23 connect to real world contexts, and which standards might
24 include or require students to use technology to explore
25 those mathematical ideas.



1 UNIDENTIFIED VOICE: I have a quick question.
2 In distinguishing between content needed by all students
3 versus those pursuing STEM related path, are you still
4 identifying content that's needed by students going on to
5 higher ed, at a high level?

6 MS. FUNDERBURK: Yeah. That -- that
7 distinguishing is students who might be pursuing a field in
8 higher education that isn't math related: A sociology
9 degree, a psychology degree, versus students who might be
10 choosing to apply to an engineering school or study biology.

11 MS. MCCLELLAN: Thank you.

12 UNIDENTIFIED VOICE: Thanks. You're still
13 working on those?

14 MS. FUNDERBURK: Yes. We have, we have some
15 proposed recommendations there that I'll mention in just a
16 minute.

17 UNIDENTIFIED VOICE: And have we not always
18 had that differentiation as opposed to the health clear, I
19 guess.

20 MS. FUNDERBURK: Right. So -- so, the -- the
21 way that all of the standards in Colorado have been designed
22 is like, what is it that every student needs to know, and be
23 able to do? Kind of establishing a floor and recognizing
24 that -- that local districts can have their owns you know.
25 They can determine how to go. Right. And so, it's only in



1 the arts areas where we've had that extended pathway at high
2 school.

3 UNIDENTIFIED VOICE: Only in the arts?

4 MS. FUNDERBURK: Only in the arts. Right.

5 And so, I'm so actually the -- the math committee has a
6 recommendation around this. So, you've already looked into
7 the future and thought about this.

8 MR. DURHAM: Okay. Madam Chair?

9 MADAM CHAIR: Yes.

10 MR. DURHAM: Thank you. So, the -- this
11 committee is going to have a recommendation and for
12 bifurcated standards for people who are going into
13 mathematical related fields or STEM related fields, versus
14 those who are not. Is that correct?

15 MS. FUNDERBURK: Well, let's go ahead and just
16 jump to that.

17 MR. DURHAM: All right.

18 MS. FUNDERBURK: Okay. Still you want me to
19 talk about that.

20 MR. COLSMAN: Yeah, just go ahead and do that.

21 MS. FUNDERBURK: Yeah. Okay. So --

22 MR. DURHAM: What is it -- is it necessary for
23 you to have standards on that on those points when it's
24 obvious that -- that those are, those standards are met by
25 the offering of certain courses that, trigonometry,



1 calculus, advanced math courses, and why do you need to
2 develop a set of standards. I mean, a calculus course is a
3 calculus course I presume, and not all high schools will
4 have it, some will some won't be unable to. So, yo -- you -
5 - you're going to -- and are you going to develop calculus
6 standards now is -- and that's where we're headed?

7 MS. FUNDERBURK: Well, we as the committee at
8 this point is not recommending standards attached to a
9 specific course. What we are recommending is increased
10 clarity within the document itself, around which of the
11 expectations are for all students versus which of the
12 expectations would be for students who are interested in
13 taking higher level math classes. So the proposal includes
14 expectations for advanced mathematics, that are denoted with
15 a plus symbol.

16 And they are contained within the standards
17 categories. Are for standards rather than delineated by
18 courses. And so keep in mind that as the committees come
19 forward, with recommendations. In fact, this is one of the
20 things that we are warning you to think about, because this
21 is, this is a shift and so, we'll be seeking public feedback
22 on this particular proposal.

23 Obviously, through the online standards
24 feedback system but we're also looking at initiating
25 perhaps, a survey around this to get really specific



1 feedback on this. So that is you consider this as a final
2 proposal, that you have the information that you need but
3 this is, you know, as we came forward, we always wanted to
4 make sure that you knew what the general direction was going
5 and that we would also highlight those things that would be
6 a change and this is this is one of those areas.

7 MADAM CHAIR: So let me try to clarify, I
8 think I hear board member Durham talk about specific
9 courses, trig, advance geometry, calculus et cetera. It is
10 still possible for a high school to have an integrated math
11 class that covers algebra, geometry advanced one which is
12 for all kids and one which is very advanced.

13 Some of those courses are very effective, in
14 that, it's actually problem-solving real-life problem
15 solving as opposed to working lots of problems and
16 memorizing formulas kind of thing. So there are different
17 ways that these standards can actually be implemented, in
18 terms of, the curriculum. So I think we have to be careful
19 to make sure that we don't end up, especially in
20 mathematics, I think. Directing curriculum that we still
21 have a system whereby, there could be some pretty
22 interesting in unusual courses.

23 That either challenge the best and the
24 brightest who want to go on or help kids who want to go into
25 psychology but have sufficient math skills. It gets



1 complicated and math is an area where we are often told that
2 we are, kind of suspect, when we set the standards that we
3 aren't in fact also setting curriculum. Mr. Durham.

4 MR. DURHAM: Thank you. I think the -- the
5 other issue at least like to have somebody explores that.
6 You know, the -- the common core math standards, which for
7 all intents and purposes were adopted by the sport some
8 years ago have been subject to significant criticism over
9 time and I -- I actually have an e-mail I saved from 2015,
10 and I'll read before we're done about those standards. But
11 is it?

12 And I think the concern was, that we were
13 likely raising a generation or educating a generation of
14 kids who really were not functioning very well in
15 mathematics by the -- the changes that had been brought
16 about by Common Core and I'll give you the example I used
17 two or three years ago which was, my grandson in, I don't
18 remember, 8th grade 7th grade time maybe even elementary
19 school.

20 Mother has a degree in accounting and is an
21 attorney, brought math home. She couldn't help him. Common
22 core math. Well okay. It's not exactly a mathematician
23 even though well-educated so, my son in law comes home to
24 help him. He has a master's degree in mechanical
25 engineering. He couldn't help it, which led me to believe



1 there's something wrong here and led them to believe there
2 was something wrong.

3 Is that still if I were to go out and take a
4 survey. Is that still a problem? That kind of -- I -- have
5 the changes in Mathematics Education been so dramatic that
6 the people who are well skilled in that drill have serious
7 doubts about whether or not their children are learning
8 valuable skills.

9 UNIDENTIFIED VOICE: So, I'll take a -- a
10 first stab at that question. So -- so, first of all, one of
11 the things I always keep in mind, is that textbook
12 publishers like to sell their products by indicating that
13 they align to particular standards. Back in my day, it was
14 the National Council of Teachers of Mathematics, NCTM
15 aligned to NCTM standards which really was saying it is a
16 sticker on a book ticket to get teachers to buy them.

17 And so, there's a distinction between what
18 the actual standards are and what publishers say. So I
19 think that's a really important point to consider. I think
20 we've all had experience seeing things on Facebook or
21 wherever it is, that I would say, I have no idea how that
22 even relates to common core. The -- the other piece is, you
23 know, we have not had the same level of -- of feedback from
24 the public around Common Core that we were seeing when it
25 was first introduced. I would defer to either Johnny or



1 Raymond's talk a little bit more.

2 MR. DURHAM: I think the question is -- is the
3 frog in the water and nobody's known as it's boiling or is
4 this less of a problem than it was believed to be in five,
5 four or five years ago or do we have no definite proof that
6 these common core type standards are providing real benefits
7 and the kids are functioning better and -- and as long as
8 we're going to go through this revision, can we avoid those
9 problems in the future?

10 UNIDENTIFIED VOICE: So for the review process
11 they actually test Raymond with a fun activity which was to
12 actually review all of the published critiques of the Common
13 Core math standards and summarize what tho -- those issues
14 were and to actually provide that to the committees, so that
15 the committee would have that information with them as they
16 were reviewing.

17 So that -- that they could look at that
18 information compare it with what we were receiving from our
19 online public feedback system to determine what is the deg -
20 - degree to which we're hearing whether or not there are
21 still concerns about the Common Core Standards in math.
22 Your question about outcomes, I think, is that is a good
23 question to have and I think that's a good public debate for
24 the board to consider.

25 MR. DURHAM: Well, you know, I think



1 oftentimes some of the members are concerned about potential
2 failure, but here I think is just as we had failures and
3 many missteps and the greatest lay this new idea in
4 education when I was growing up that proved, you know, we
5 raise kids who couldn't read or couldn't spell because of
6 the teaching methodology that was so popular at the moment.

7 And so, the question is, you know, and are we
8 on the path to having an answer as to whether or not the
9 standards that we impose some years ago are leading to a
10 positive or negative result. Is there any solid measurement
11 about performance? I mean, remediation. There -- there
12 must be some evidence by this time one way or the other and,
13 I want to read this from this from a constituent that I had
14 in August 14, 2015. I want to delete it. I need to get it
15 off my iPad.

16 But it's a spoof on a common core math
17 question, if you have four pencils and seven apples. How
18 many pancakes will fit on the roof? Answer, purple because
19 aliens don't wear hats. And that was the view of a lot of
20 people about the way and I think in some ways the language
21 density of the Common Core math questions and that they
22 tended to me more language dense and complex from that
23 perspective than they did in demonstrating a -- a serious
24 knowledge of mathematics.

25 So I guess what annoys anybody care about



1 that are we just proceeding merrily along the way without
2 any evidentiary consideration that what we're doing is
3 moving in the right direction? That we have by now we
4 should have some results would indicate this either working
5 to produce a generation is a lot better in math than my
6 generation or some of the intervening generations.

7 And if we're not looking at that, then we're
8 wasting a serious opportunity when it comes to revising
9 standards. No reason to bother if we're not going to make
10 them better. Making bad standards higher or raising those
11 standards doesn't help if they're headed in the wrong
12 direction from a learning perspective.

13 MADAM CHAIR: Commissioner. Mr. Durham, I
14 totally understand your point. I think we have, I mean,
15 though we might not have perfect answers, we've tried to
16 really seek out people that were critical of the standards,
17 share with them the online feedback, ask them to give us
18 specific critiques of where we should change the standards
19 in order to tackle those criticisms early on.

20 So, we did that and -- and we still as Dr.
21 Kaufman said, have not gotten a lot of feedback in terms of
22 like major changes or revisions. So, I -- I just want to say
23 that we have sort and as Dr. Kaufman said to really look at
24 the criticisms of it and see if those need to be adjusted.
25 The only other thing I'll say is we -- on the outcome is, I



1 -- I will say though it's -- though it's not as much as we
2 want, we did see some good improvement in our same as math
3 scores over the past year.

4 Not uniform but, 3.3 percentage points, grade
5 three to five, 3.8 percentage points, grade four over two
6 years, grade eights, an increase of 2.1 percentage points.
7 Now, I know you can agr -- you can disagree because of the
8 assessment and that it's assessing the math standards, so --

9 UNIDENTIFIED VOICE: Is it -- is it assessing
10 the right thing?

11 UNIDENTIFIED VOICE: Right. Right.

12 UNIDENTIFIED VOICE: And is the assessment
13 driving a curriculum that is at the end of the day going to
14 be proven to be counterproductive? Because we've done that
15 before. I mean, we've done it before in reading, we've done
16 it before in spelling, we've done it before in mathematics.

17 Is this the latest, you know, secret sauce of
18 the day that will prove to be ketchup? And, there are
19 plenty of critics, Professors and mathematic PhDs are very
20 critical of these standards. Have we engaged any of those
21 people and would it be smart to engage them to at least hear
22 their point of view about the continuation of these
23 standards?

24 UNIDENTIFIED VOICE: Right. That -- that's
25 actually what -- what I had asked Raymond to do is to kind



1 of look into who those critics are and the -- the what
2 they've published around the standards. So we have a
3 summary, we could actually and bring that as part of our
4 next presentation on the math standards to give you a sense
5 of what those critis -- critiques have been and --

6 UNIDENTIFIED VOICE: Years ago I sat through
7 some of those presentations and frankly they were pretty
8 convincing.

9 UNIDENTIFIED VOICE: Right.

10 MR. DURHAM: So, and -- and I guess while
11 we've had some improvement in -- in achievement on these
12 tests, I haven't heard the business community say, boy this
13 is really great, we're getting a heck of a product down here
14 for our mechanical engineer and I haven't heard anybody from
15 CU saying gosh this is wonderful, we're just making great
16 progress with this and things are so much better. I haven't
17 heard any of the consumers of the product, that is the
18 graduate extolling it's virtues.

19 MS. FLORES: But I think on the whole Steve, I
20 think people or kids are doing better in math. I -- I mean
21 I'm not, it's -- I'm not defending standards, but I think on
22 the whole, this idea that we're not doing as well as we did,
23 you know, years when you and I were in school, I think
24 that's a math. I think the research does show that kids
25 especially minority kids have greatly improved, you know



1 since our times. And I mean, I just -- I -- I think you can
2 -- you can look at research and say oh that's a bunch of
3 hooley, but then -- there's a data, we -- we respect data and
4 all that I grade was that we are getting better in math.
5 I'm not a mathematician.

6 UNIDENTIFIED VOICE: Dr. Flores, I -- I just
7 simply observed when all this crisis was created or started.
8 We had a -- a generation of engineers and scientists that
9 put a man on the moon with not much more than the slide
10 rule.

11 MS. FLORES: Yeah.

12 UNIDENTIFIED VOICE: And somehow that was
13 labeled a failure. We haven't made -- it appears to me we
14 have not been made that same kind of progress in the
15 intervening time frame.

16 MS. FLORES: I don't know that we are less. I
17 don't know.

18 UNIDENTIFIED VOICE: And maybe we -- maybe we
19 have, I don't know. It's -- it's maybe in a less visible
20 way.

21 MS. FLORES: Right.

22 UNIDENTIFIED VOICE: But no one, I mean, until
23 we -- until we hear the critics out and say, this is a
24 mistake and we shouldn't be perpetuating it and I want to
25 hear that before we adopt standards that are going to drive



1 curriculum for another five years or however often we have
2 to do this, and because if -- if they're not -- if they're
3 not headed in the right direction, if they continue some of
4 the things that have been identi -- identified as
5 shortcomings and we don't even bother to consider these
6 shortcomings, I don't think we're doing our job. Now, the
7 problem is it's going to take a lot longer to do our job if
8 we hear some of these people out. But I think -- I think we
9 need to.

10 MS. FLORES: Well, it's very appropriate. So
11 if I -- if I may comment about helping your kids with their
12 homework?

13 UNIDENTIFIED VOICE: Yes.

14 MS. FLORES: Do you think it's right?

15 UNIDENTIFIED VOICE: Helping your kids with
16 the math home work --

17 MS. FLORES: May I just say something about --

18 UNIDENTIFIED VOICE: May I finish just, well,
19 I'm sorry for Becky. Well, first of all, there's a say --
20 saying that says do not confine your children to your own
21 learning for they live in a different time and my kids, -- I
22 have a bachelor's in math. When I was a freshman in
23 college, I took my first class ever in logic. My kids were
24 doing it in elementary school. In fact, when they brought
25 it home, I thought wait a minute, this is college material.



1 And it's not college material, it's actually
2 very understandable by children but it hadn't really become
3 a math topic in my time and yes, I am old, and it was only
4 offered to math majors. So there are a lot of changes that
5 we've been making over time. So we have to be really
6 careful when we talk about this that it's not necessarily
7 the good old days because one thing is, we know about the
8 good old days we may put some people on the moon but there
9 weren't very many people who had the math understanding in
10 our entire society.

11 We are, in this country pre-math work. And
12 it's very acceptable in fact to say, I just don't get math
13 and it's socially acceptable where would never be in some
14 other countries, one would not admit that they are such
15 poor, we're such poor math students. So I want to be a
16 little bit careful. I agree with you that we need to hear
17 the concerns that folks have about what we're going to adopt
18 that only makes sense.

19 But the fact that it's not what we had 50
20 years ago, doesn't in and of itself make it unacceptable.
21 And I want to make sure that we don't go down that path.
22 We're not that, we weren't that great, frankly. Board Member
23 Flores.

24 MR. DURHAM: They did come home from the moon?

25 MADAM CHAIR: Right.



1 UNIDENTIFIED VOICE: Well, three people have -
2 - didn't, but --

3 MS. FLORES: You know, one of the horror
4 stories I can tell about my campaign was that I actually got
5 asked by these engineers to meet with them, and what they
6 said was the story that you're telling that here they came
7 home, and they were concerned that they couldn't help their
8 kids with the math. But then I thought about, I was
9 teaching kindergarten and their -- their final -- final exam
10 had a question, there was a probability question and you can
11 think well, kindergartners and probability? Well, they
12 were. I mean, we --

13 UNIDENTIFIED VOICE: We've really changed.

14 MS. FLORES: We really have changed. So --

15 UNIDENTIFIED VOICE: We may have changed, but
16 I'm not convinced that 1 and 1 still doesn't equal two. And
17 that -- and that the principles of mathematics have not --
18 have not and cannot and will not ever change. So it's a que
19 --

20 UNIDENTIFIED VOICE: It's like a math
21 standards?

22 UNIDENTIFIED VOICE: -- it's a question,
23 what's the question of are we using these standards to drive
24 something -- drive something different or emphasize
25 something that in the long run is not helpful. And I -- I'd



1 like to ask Ms. -- I'm sorry I don't know.

2 UNIDENTIFIED VOICE: Yes, I'd like to ask you,
3 are you convinced that these common core standards are just
4 wonderful, and we're all headed in the right direction or do
5 the engineers that can't help their kids with their homework
6 have a point?

7 UNIDENTIFIED VOICE: I don't know that I could
8 give you that simple an answer, one way or the other. What
9 I can say is, that I think there's a lot of misconception
10 about Math in general and there is a conflated sense between
11 the things that we do to build students conceptual
12 understanding and the things that we do for efficiency and
13 when the Common Core standards were first released, there
14 was a belief that kids were required to use crazy procedures
15 to do computation and that's just frankly not true the --
16 the standards.

17 MR. DURHAM: Well, I -- I saw that on tests,
18 where -- where kids were graded down for not using those
19 crazy procedures.

20 UNIDENTIFIED VOICE: So the --

21 MR. DURHAM: Which were nuts.

22 UNIDENTIFIED VOICE: The standards contain the
23 -- the traditional algorithm. That's what's listed in the
24 standards. So if those are appearing on tests or in
25 textbooks those are not aligned to the standards.



1 UNIDENTIFIED VOICE: Did you just say the
2 traditional is what --

3 UNIDENTIFIED VOICE: The traditional standard
4 algorithm is what's in the standards. Students add multi-
5 digit numbers by lining up the correct place value by
6 starting on the right and adding down just the same way all
7 of us learned how to do that. That -- that is what is
8 stated in the standards.

9 MR. DURHAM: I'm try -- I'm trying to remember
10 what the -- what this complicated this complicated thing
11 that --

12 UNIDENTIFIED VOICE: Yes. As I said I --

13 MR. DURHAM: So, that was never appropriate?

14 UNIDENTIFIED VOICE: It's -- it's not in the
15 standards.

16 MR. DURHAM: Why is it used then? Or is it
17 used?

18 UNIDENTIFIED VOICE: I can't answer that.

19 MR. DURHAM: Do you use it? Did you see
20 anybody use it? Do you know anybody who uses it?

21 UNIDENTIFIED VOICE: There times where I -- I
22 see some of those things that were mentioned, there are some
23 that I've never ever seen that are just crazy and there are
24 some that I've seen teachers use as a way to build a
25 students' conceptual understanding around the Math concept,



1 but those procedures are used to build that understanding
2 and once that understanding is in place then we shift to
3 efficiency and efficiency is all of those algorithms that
4 we're familiar with.

5 MR. DURHAM: Do you think that there don't --
6 there are people who can -- who know one and one is two,
7 they don't know why, is that the point here?

8 UNIDENTIFIED VOICE: I -- I would say in my 27
9 years as a Math educator, more often than not people tell me
10 that they didn't like and didn't understand Math and my
11 personal belief is that's because all they were taught were
12 procedures and they were never taught the conceptual
13 understanding underneath them.

14 UNIDENTIFIED VOICE: And that's why we didn't
15 go into Math.

16 UNIDENTIFIED VOICE: Yes.

17 MADAM CHAIR: Board member. McClellan.

18 MR. DURHAM: No, no, that's why I didn't go
19 into Math.

20 MS. MCCLELLAN: I just wanted to give a plug
21 for parental humility. My husband and I many, many, years
22 ago trudged down to, I'm embarrassed to say it, the
23 elementary school to ask for help with the different ways
24 that they were helping children learn Math and just to give
25 kind of a bird's eye view of how we're doing over time. In



1 about 1979, my brother graduated from a high school with a
2 similar demographic to the high school that my children
3 attend -- attended and my son still attends.

4 And he was a National Merit Scholar and
5 before going on to study electrical engineering at Cal in
6 order to access first year level calculus he had to drive
7 across town to the local junior college. My daughter was
8 able to access Calculus III and differential equations at
9 her local high school. So that trust in that humility was
10 well-placed. Some of the methodology was unfamiliar to us
11 but we've seen real progress and she now goes to an out-of-
12 state, large state University and in her chemistry class as
13 a freshman last year, she watched faces fall as other
14 students from other states were not well prepared for the
15 Mathematics that were required in college level Chemistry.

16 But she was very well prepared and so we're
17 grateful for the trust that we placed in the innovation, in
18 the innovative techniques that were used in our school
19 district and it served our family well. I can't say how
20 typical that is in every district in the state of Colorado
21 and that will be something that I imagine you all will touch
22 on, as these presentations roll forward. But I appreciate
23 your work and I think there is room for placing a bit of
24 trust in the professional Mathematics educators because it
25 seems to me that you're doing something right and that I'm



1 seeing progress, at least from my family's perspective.

2 If you compare high level Mathematics
3 instruction from a Silicon Valley relatively well-funded
4 school district to one in the tech center in Colorado, we're
5 making progress from my perspective and I'm grateful. Thank
6 you.

7 MADAM CHAIR: It does raise the point however
8 as we discuss this, that don't ask me how, but we need to
9 help bring our parents along. Right? Because and recognize
10 that their Math learning was all procedural. It was all,
11 much of it was memorizing.

12 UNIDENTIFIED VOICE: We just come in very,
13 very handy.

14 MADAM CHAIR: Darn right it comes in handy,
15 but there are questions that I have -- I'm repeating myself.
16 There are questions I was asked on that when I took the
17 fifth grade PARCC test about fractions that I have never
18 been asked before and I really had to reflect and think and
19 had I truly had the opportunity way back then to understand
20 what is a fraction and what happens when their operations
21 with fractions and to visualize what that means algebra
22 would have been a lot easier for me, so but you know that
23 shift is in my opinion pretty darn dramatic to have act --
24 to actually understand the basics as opposed to getting the
25 skill of getting the answer. That's hard for parents.



1 UNIDENTIFIED VOICE: Yes.

2 MADAM CHAIR: Board member Rankin.

3 MR. RANKIN: Ms. Colman. I hate to get back
4 to what we're doing here, but at the end there are these
5 little booklets that have all of the standards listed in the
6 different grade levels. I mean this is something that I'm
7 assuming is on the website.

8 MS. MCCLELLAN: Right. This is -- this is
9 pulled out. These were created by pulling out pages of the
10 current standards.

11 MR. RANKIN: Yes. Okay.

12 MS. MCCLELLAN: Right. So, what's missing is
13 the grade level sheet that goes with each grade level
14 expectations just for the sake of paper.

15 MR. RANKIN: So, look -- look here's kind of
16 what my question is. If I was a parent and I wanted to help
17 my child, or my child is in sixth grade, could I go here and
18 would or could I go to our website and find these standards,
19 but complete and attached to the grade level?

20 MS. MCCLELLAN: Yes. Yes, you can. And they
21 are written for basically for teachers to understand and to
22 guide their instruction. We do have a whole series of
23 family community guides which show what the topics are at
24 each grade level in more parent-friendly language.

25 MR. RANKIN: That was really what I was



1 looking for and you say that is on our website.

2 MADAM CHAIR: You might need to give that to
3 us.

4 MS. MCCLELLAN: We'd be happy to bring this to
5 you.

6 MADAM CHAIR: I really wonder if that would
7 help some of us.

8 MR. RANKIN: And my next question is when --
9 when these are on the website is there an example for each
10 one for a parent to see, not just the standard what it is,
11 but to see an example of the Math question that would apply
12 to that standard. In other words, it may not be the one
13 that's on the test the student takes, but the parent gets an
14 idea of what they're going to be asked and could create
15 their own Mathematical questions to maybe enhance and help
16 their student and I love the fact that it's more parent-
17 friendly because sometimes we are in such a gray area and we
18 try very hard to obfuscate a lot of things that are right
19 there in front of our faces, so.

20 MS. MCCLELLAN: You bring forward a really
21 good suggestion and -- and we've -- we've been meeting with
22 some parent groups around the state during this process
23 because we know that a lot, a lot of parents apply to be on
24 these committees and so some of the things that we've heard
25 -- don't -- don't laugh, Angelika. That -- that we know



1 that parents aren't always familiar with the language that's
2 in the standards and so we've actually shown those parent
3 guides. We've got some good feedback.

4 We've actually learned that we need to make
5 those even more friendly. So, that's one thing that will be
6 coming out from this. Another thing that we've learned is
7 that parents need to see some examples and that's something
8 that isn't currently included but that can be something that
9 we absolutely do as we update those parent guides, once the
10 new standards are adopted, because I think you're right that
11 parents don't necessarily, you know they're not necessarily
12 going to be able to read the standards documents and be able
13 to know what these mean and we do need to provide some more
14 support for parents.

15 MADAM CHAIR: And we are a citizen board.

16 MS. MCCLELLAN: That's correct.

17 MS. RANKIN: And if --

18 MADAM CHAIR: Reminder.

19 MS. MCCLELLAN: Yes.

20 MADAM CHAIR: Board member Flores.

21 MS. FLORES: I'm sorry.

22 MR. RANKIN: I just wanted to say one more
23 thing.

24 MADAM CHAIR: Just a second.

25 MR. RANKIN: When we get to the final of all



1 of this, Ms. Colman, could we do a link on the front page
2 of CDE that kind of celebrates that we're done with this,
3 but it would allow the parents to do one click and get into
4 this area that they could understand. I think that's
5 extremely helpful when we create things to not bury them.

6 MS. MCCLELLAN: I think especially for our --
7 for parents that that would be really helpful, because you
8 know as educators are used to coming to the CDE website even
9 -- even I when I go on the CDE website in unfamiliar areas,
10 like I'm not sure if I can find this out. So that's a
11 really important point.

12 MADAM CHAIR: And we need to help the
13 districts with those links, please.

14 MS. MCCLELLAN: That's correct.

15 MADAM CHAIR: Some of them are trying to write
16 their own stuff, which is great if they want to, but let's
17 see if we can help them out by having it available for them
18 and links.

19 MS. MCCLELLAN: Thank you.

20 MADAM CHAIR: Board member, Flores.

21 MS. FLORES: Well, I think one of positive
22 things about ESSA, is that we -- there is that connection,
23 so school districts must make that effort to work with
24 parents and I think it's -- it just is right there. I mean
25 the map is there. That working with parents is -- is a very



1 positive thing for students. I mean, when the teacher and
2 the parent are working together it -- it -- it you know --
3 it was great.

4 MADAM CHAIR: I'm not sure where we cut off
5 whether it was in your presentation or Mr. Johnson's
6 presentation.

7 UNIDENTIFIED VOICE: Mr. Cobb wants to say
8 something.

9 UNIDENTIFIED VOICE: No.

10 UNIDENTIFIED VOICE: I think we just had one
11 more slide to go.

12 MS. MAZANEC: Thank you. Okay.

13 UNIDENTIFIED VOICE: All right. So, this is
14 just a summary of the proposed revisions. The committee is
15 recommending first of all, that we shift all of the
16 expectations around personal financial literacy to the
17 economic standards within social studies. We also are
18 recommending that we consolidate all of the evidence
19 outcomes that are related to measurement and data under
20 standard three, they are currently split.

21 MS. MAZANEC: Excuse me. So --

22 MADAM CHAIR: Board Member Mazanec.

23 MS. MAZANEC: The personal financial literacy,
24 I'm under the impression that that's something that's
25 important. So why are we shifting that?



1 UNIDENTIFIED VOICE: Ms. Mazanec, back when
2 those standards were set, there was -- there was somewhat of
3 a push to have yet a separate set of standards for personal
4 finance and we were already at 10, and so a decision was
5 made at that time by the board based on the recommendations
6 from staff that we actually split the -- split the personal
7 finance standards between the economics piece that those and
8 the social studies standards and the math piece. And so,
9 I'm just curious why -- why the recommendation now to bring
10 them back together. So, it makes sense maybe or what?

11 UNIDENTIFIED VOICE: Yes. So, the ones that
12 do connect to the mathematics will remain and they're not
13 remaining as personal financial literacy standards but
14 they're remaining within the document. So, for example, in
15 seventh grade, students are studying unit rate and there is
16 a personal financial literacy standard around, find an item
17 that is sold in bulk and find, the per unit cost.

18 Well, that's perfectly relevant to the
19 mathematics of that grade, so that language remains and the
20 standards for mathematics. In high school there's a
21 personal financial literacy standard that says design and
22 use a budget. Well, the mathematics to do that is really
23 not high school level mathematics. So our recommendation
24 was to remove those that are not relevant to the grade level
25 mathematics and that those be incorporated into the



1 economics standards within the social studies work.

2 MS. MANSEN: The economic standard and social
3 service.

4 UNIDENTIFIED VOICE: So, Madam Chair?

5 UNIDENTIFIED VOICE: Do you have a standard of
6 trying to teach the power of compound interest?

7 UNIDENTIFIED VOICE: Yes.

8 UNIDENTIFIED VOICE: And that's where?

9 UNIDENTIFIED VOICE: Oh I -- I don't know off
10 the top of my head, I could look it up for you.

11 UNIDENTIFIED VOICE: But it is someplace
12 that's -- that would teach them about credit cards and
13 savings.

14 UNIDENTIFIED VOICE: Yes, compound interest is
15 within the high school standards.

16 UNIDENTIFIED VOICE: Madam Chair, if I can
17 clarify a little bit further, the reason why the personal
18 financial literacy standards wa -- was originally split was
19 because there was, at that time there was a requirement that
20 the personal financial literacy standards be assessed and
21 the only part there was no social studies assessment at that
22 time. And so, the -- the idea was I put as much as you can
23 in the mathematics assessment so that it could meet the
24 requirement to be assessed and, but the -- I actually was on
25 the math committee at that time and we had a separate



1 personal financial literacy committee.

2 There was just a lot of discussion that a lot
3 of the -- the math component of personal financial literacy
4 is -- requires a whole lot of the actual content knowledge
5 that math teachers don't necessarily have that really is an
6 economics piece. So there was just a lot of discussion they
7 were split between those two content areas. So I think the
8 -- the idea here is put as much of the content back in with
9 economics but leave the relevant pieces where the math is
10 appropriate in the math standards, if that make sense.

11 UNIDENTIFIED VOICE: Thank you. And I just --
12 my concern is that it water down the financial literacy, for
13 splitting them into different places because, I -- I know
14 students feel like they like more real-world skills, so.

15 UNIDENTIFIED VOICE: Right. From the -- from
16 the perspective of the math committee that was working back
17 in 2009 and '10 and then with the personal financial
18 literacy, it really felt like a stretch to kind of put those
19 into math. It's like well, I guess in kindergarten they can
20 count coins. And so it really didn't feel very authentic
21 and it didn't -- it felt like it wasn't a -- as useful. So,
22 I -- I think that is what the committee now is doing is
23 saying since there have been some changes to some statute
24 around personal financial literacy let's put that into --
25 let's put that into economics, all of it into one place.



1 But that's certainly, a part tha -- that that board can
2 obviously these -- these would be the standards that you
3 would adopt, so.

4 UNIDENTIFIED VOICE: We'll see. We'll let you
5 finish eventually.

6 UNIDENTIFIED VOICE: Thank you. It's fine. I
7 think this third bullet visit here addresses that issue
8 somewhat. On that right side of the -- of the document in
9 the mathematics standards the committee is proposing that
10 the three subcategories of the right side be called Colorado
11 essential skills and mathematical practices and that's where
12 we'll make those explicit connections from the content to
13 those types of thinking, inquiry questions and then
14 coherence connections.

15 And within that subcategory of coherence
16 connection there is an opportunity where we'll make explicit
17 that the -- the standards reflected on the left side here
18 are, related to this concept around personal financial
19 literacy, so that's not lost, and it is still made explicit
20 when the mathematics connects to the personal financial
21 literacy idea. And then finally, focus revising the right
22 side of the document as I mentioned before with that greater
23 focus on the math practices making those more explicit for
24 teachers and the -- within and across grade coherent. So,
25 helping teachers understand the mathematical development and



1 connections between mathematical ideas both within a grade
2 and across grades.

3 UNIDENTIFIED VOICE: Thank you.

4 UNIDENTIFIED VOICE: I think that's
5 everything.

6 UNIDENTIFIED VOICE: So, I'm assuming that
7 we've -- we've had a lot of questions and feedback
8 throughout this. So I did want to say that if there's any -
9 - any last pieces that we would be entertain those questions
10 or fee -- feedback.

11 UNIDENTIFIED VOICE: Thank you.

12 MS. MANSEN: Overall, I would just ask this
13 question, how much -- how much feedback or participation are
14 you getting? I know we talked about that earlier, some
15 areas are very little, right? And I wonder overall how you
16 feel about participation?

17 UNIDENTIFIED VOICE: Right.

18 MS. MANSEN: How look from teachers on?

19 UNIDENTIFIED VOICE: So -- so far the people
20 have actively contributed comments actual -- in this short
21 amount of time from October 16 to right now, is about
22 equivalent to those people who were active during the it was
23 -- five- or six-month period that we had in 2016, '17. So we
24 are happy with that, we would like more.

25 In math, there have been -- for each part of



1 the standards people can click that they agree that they're
2 neutral on it or they disagree. And so far in math if the
3 comments that have been received 85 percent say that they
4 agree with -- with the particular sections, two said that
5 they are neutral and 12 are -- 12 percent are in
6 disagreement. So we like to see a greater. I mean --

7 MS. MANSEN: We -- we don't know why they
8 disagree.

9 UNIDENTIFIED VOICE: We do have -- they --
10 every time they -- every time they either say agree neutral
11 or disagree there's also a comment piece.

12 MS. MANSEN: Okay.

13 UNIDENTIFIED VOICE: And so, we have 14
14 comments so far for math. We'd like to see more because we
15 think that that's really important to -- to -- for the
16 committee to be able to act.

17 MS. MANSEN: Do we have another month?

18 UNIDENTIFIED VOICE: We have until November
19 27th.

20 UNIDENTIFIED VOICE: November 27th.

21 MS. MANSEN: November 27th.

22 UNIDENTIFIED VOICE: Oh, you need full
23 feedback. Yes.

24 UNIDENTIFIED VOICE: So, we really want to get
25 people active enough.



1 UNIDENTIFIED VOICE: Well, thank you. Thank
2 you to our committee members and that will bring up
3 comprehensive health and physical education. So -- so
4 joining us up at the table, we have our chairperson for
5 Physical Education Committee, Terry Jones. He's the
6 education consultant and executive director for the Care
7 Society of Health and Physical Education. You may recognize
8 him, he was a -- a former CDE staff member.

9 He was our physical education consultant. To
10 my ri -- extreme right is Jamie Grimm Rice. She is the
11 chairperson for our Comprehensive Health Committee. She's
12 the health education content specialist in Jefferson County
13 schools. To my immediate right is Dr. James -- Jamie
14 Hurley. He's our comprehensive health and physical
15 education principal consultant here at CDE.

16 And so we have two Jamies. One's -- Dr.
17 Jamie and one is Jamie-Jamie. So again, we'll follow our
18 same process and again you do have an overview of the
19 comprehensive health and physical education standards. And
20 Dr. Hurley will start up.

21 DR. HURLEY: Thank you. It will be very
22 similar to the previous presenters. I will give an overview
23 of the comprehensive health education standards and then
24 Jamie -- and -- and also those benchmark reports, Jamie will
25 give a overview of the revisions and then Terry Jones will



1 take over and talk about the physical education side of that
2 -- with those benchmark reports and the -- the proposed
3 revisions there.

4 So that's the -- the order we'll go in. So
5 we'll first start by looking at the -- the comprehensive
6 health and physical education standards. We have four
7 standards in this area. The first is a movement competency.
8 That particular standard is in physical education only. The
9 other two standards, physical and personal wellness,
10 emotional and social wellness and prevention and risk
11 management are all shared by health education and physical
12 education, because there's very, very similar content and --
13 and skills in those areas.

14 So that's why those are combined. I'll start
15 with the first is kind of movement competencies. This is,
16 again, this just in physical education. And this really
17 focuses on motor skills and movement patterns and how those
18 movement patterns and skills can be used in various
19 routines, games and activities, how they can be combined.
20 And that really focuses on creating patterns for lifelong
21 physical activity.

22 The second standard is physical and personal
23 wellness. The areas here focus on lifelong physical
24 activity, healthy eating, healthy relationships, sexual
25 health and disease prevention.



1 The focus here is really to provide students
2 with lifelong habits. To be fit and healthy for optimal
3 health and -- and childhood and through their entire life.
4 It really focuses on decision making and giving students the
5 skills to manage their own health and take personal
6 responsibility for their health decisions. So that's really
7 the focus of that -- that area. Standards three is the
8 emotional and social wellness. This includes mental,
9 emotional and social health skills to recognize and manage
10 emotions about caring and concern for others, establish a
11 positive relationship, personal decisions to handle
12 challenging situations constructively and respectfully.

13 Also part of this is how students can manage
14 stress. And the last standard -- standard four, prevention
15 risk management. This area of focus is on alcohol, tobacco
16 and other drug prevention, violence prevention and safety.
17 It really teaches skills to increase safe physical and
18 social environment and prevent intentional and unintentional
19 injuries.

20 Really and overall, these skills come
21 together, and the real focus of health education is to
22 provide the skills for students to take personal
23 responsibility for their health and to manage their own
24 health and wellness sober starting in youth and moving out
25 into adulthood. So Jamie's going to -- well, actually, I'm



1 going to take a look at some of the -- the review.

2 This was a West Ed review and they conducted
3 a -- a review of our standards. The benchmarks were from
4 Washington state and Singapore. And really, those
5 benchmarks reports found that we have a high level of
6 alignment with national and international benchmarks and
7 that our standards are -- are challenging students in a
8 higher level compared to those other standards.

9 So that is really great to see that we do
10 really have challenging standards in health and physical
11 education, compared to those national and international
12 benchmarks. And really that our content has cohesion and
13 it's -- it's reasonably organized in a way that makes sense
14 and logical and it's consistent across all the standards.
15 So those benchmarks really did show that -- that our
16 standards were where they needed to be compared to other
17 areas. Jamie -- Jamie is going to talk a little bit about
18 the summer and the public feedback now.

19 MS. JAMIE: Thank you, Jamie. So what we
20 discover from the public feedback was overall, the public
21 feedback indicated that the current academic standards were
22 sufficient. Specific grade level revision recommendations
23 were made to improve clarity. Feedback ranged from very
24 specific revisions or additions to keep or remove. Finally,
25 a -- another one recommendations were made to increase focus



1 on the emotional and social wellness standard.

2 So, for example, the addition of emotional
3 and social wellness standards within preschool was one area
4 and additional GLE or a Grade Level Expectations with
5 thinking kindergarten to address effective communication and
6 collaboration skills with others. And finally, the
7 recommendations were made to include references to
8 prevention of marijuana, use where appropriate. So then, our
9 next slide is the proposed revisions that we are making, the
10 committee.

11 So one of them being that changing the title
12 of nature of health education to health skills, so that's
13 found on the right-hand side. Change name of standard three
14 from emotional and social wellness to social and emotional
15 wellness. Identify marijuana as a key prevention focus.
16 This is indicative of us adding the word in marijuana to the
17 prepare graduates -- graduation competency.

18 So, it would read, apply knowledge and skills
19 to make health enhancing decisions regarding the use of
20 alcohol, tobacco, marijuana and other drugs. Move healthy
21 eating standards through to create greater alignment. Add
22 content to focus on preventing intentional injuries and
23 self-harming behavior. This was recommended because we
24 needed to include clarity of language around how to identify
25 and recognize risk factors in self and others, and how to



1 communicate in order to seek appropriate help. And then,
2 finally, add or revise emotional and social wellness
3 standards at most grade levels.

4 UNIDENTIFIED VOICE: Sure. Remember, folks.
5 You know kids are really smart. I just wonder if we just
6 tell them no, no marijuana, no drugs and stuff. I mean,
7 they're going to ask well why, and I mean, I would have
8 probably asked why. I don't think in high school. I don't
9 even know. I don't even remember even thinking about you
10 know drugs and I don't think we had drug prevention or
11 anything like that. But -- so how it's explained in a
12 logical sort of way to a kid who would say, why not?

13 Would you bring out the research in the area
14 and what it does to the brain? I mean, I think kids need
15 that, instead of just saying, don't do it and because the
16 research shows that, you know those programs don't work, and
17 that basically you know some programs that cost a lot of
18 money like what is it? Life skills. Apparently, programs
19 like life skills really do work. And I'm thinking do we do
20 we -- are we getting those programs in the schools, where
21 you know teachers and kids can really honestly talk about
22 you know, what the damage that this drugs and marijuana can
23 do to kids.

24 I mean, I think we're at that stage and I am
25 -- and just saying no is not -- it is just it's foolish.



1 Because of especially given the problems that we have right
2 now.

3 MADAM CHAIR: Board member Rankin?

4 MS. RANKIN: Now look at this last one that
5 you read at a revised emotional and social wellness standard
6 at most grade levels. That's kind of a heavy lift right
7 there. Did we get several people saying that? Is this one?
8 Did they write extensive comments on, as to what they
9 needed. I mean they're talking about?

10 UNIDENTIFIED VOICE: A couple of things
11 happened that -- is that there was a -- there were numerous
12 comments from public feedback that said that that needed to
13 be added and revised. So yes. And the preschool standards
14 also added some of those social muscle standards there, and
15 -- and really, they were already in there and we just filled
16 in some gaps.

17 So when we say revise, they were already in
18 the standards in the previous ones, but there were some
19 pieces missing that -- that the committee and the public
20 feedback said, you're missing some gap you're missing the
21 pieces in here and they just really need to be filled in.
22 So I would say that the revisions or additions around social
23 emotional were, were not significant, they were just missing
24 in some grade levels, and needed to be filled in.

25 MADAM CHAIR: Are we talking mostly about the



1 elementary, preschool that area?

2 UNIDENTIFIED VOICE: Primarily preschool and
3 the most significant changes or revisions happen probably
4 through grade three, and then after that, they were just
5 kind of changes to what we already had.

6 MADAM CHAIR: Okay.

7 UNIDENTIFIED VOICE: And in general that's
8 kind of how it played out.

9 MADAM CHAIR: Thank you. Board member Durham.

10 MR. DURHAM: Thank you, madam chair. It's
11 getting late, so I won't deliver some of these because at
12 present we have a chance to come back to them. But I think
13 these are -- I mean, I -- I think one of the things that we
14 don't do and -- and you've indicated that our standards were
15 up to snuff, generally unacceptable and compared well with
16 others but, if you -- if you start to look at results, you'd
17 have to conclude something's wrong somewhere and I would
18 conclude that, that this is a monumental failure, to the
19 extent it's the responsibility of the education system. And
20 you don't have to look very far in any group of statistics
21 or just take visual observations, are the rates of obesity
22 in schools up or down. They're up.

23 Well, we're apparently teaching healthy
24 eating but somehow, it's getting lost in translation. You
25 know you look at the social and emotional wellness, and I



1 think you to turn on the news, and you would presume that,
2 that hasn't been a rip roaring success either, particularly
3 in the news in Colorado Springs lately where you have one or
4 two teenagers shooting one another about every day, at least
5 the last couple of weeks have been really interesting. That
6 you would have to presume that a social emotional wellness
7 where I'm quite not quite getting that done there either,
8 and I think it requires a very hard look at, what are we
9 really teaching here? Is -- is failure the fault of others
10 or is it your own responsibility? Are you responsible for
11 your own well-being or is it somebody else's responsibility?

12 And I have a theory at least that people who
13 believe that their failure is due to the behavior of others,
14 fly on a ride and variety of things are a lot more likely to
15 go out and do something like shoot up of theater or
16 something than someone who thinks and has been taught to
17 believe that if they fail it's their fault not somebody
18 else's fault. At least that's what I was tough taught.

19 My dad made it very clear to me, that you
20 know you don't get something done that's your problem. It's
21 not anybody else's problem. I think that is clearly lost.
22 And I don't -- so I think we have to look at these standards
23 not, you know are we teaching or should we even be teaching
24 if -- if the results that we're getting are what we are now
25 teaching in mental, emotional and social health skills it



1 might be a good standard to delete, because we need stop
2 doing it, because we're not getting the desired result.

3 We need to be teaching something that gets
4 results. Individual responsibility, morality, ethics, work
5 ethic which I see precious little of. So I think that we're
6 going to have to take a very hard look at these, not just
7 from the fact -- well, we've included, we've included all
8 these things, but what does that mean in translation?

9 Are we -- and in going back even to the
10 physical education piece, I don't know, I have no idea what
11 a physical education class is like today. When I was in
12 seventh grade, it was in our calisthenics and running and
13 everybody hated it. But I don't think that made it
14 necessarily bad for us, we did it because we had to. I've
15 got a feeling that's not what they do today.

16 And you could tell me I'm right or wrong, but
17 I have a feeling that it's not -- you know and on Fridays
18 you got to play dodge ball and I know we can't do that
19 anymore. But --

20 UNIDENTIFIED VOICE: That was so fun.

21 MR. DURHAM: Me too, I love dodge ball. I was
22 really good at it and -- and but we can't do that. So, God
23 help us we -- you know we wouldn't want to have anybody not
24 get a participation medal. So yeah, so you -- you know, are
25 we -- and maybe we ought to -- maybe we really ought to look



1 backwards a little bit and say, you know, physical education
2 means 45 minutes of strenuous activity and that's all it
3 means, just you know, go in and put in your gym clothes and
4 spend an hour, spend an hour running. Be better for you
5 than maybe make some of these kids think about their own
6 personal physical condition because what we're doing now
7 doesn't work.

8 We got -- I don't know we need any more
9 evidence that this doesn't work. So could we try and find -
10 - could we be innovative? I don't care whether our
11 standards are the best in the world. If they don't yield a
12 positive result, they're the wrong standards.

13 Something -- and I think we're just headed in
14 the wrong direction. We're not doing the right things. So
15 I think a serious revision of these standards is required
16 because I don't think you can appoint -- you can look and
17 find a single success. If you look at society, turn on the
18 TV, look at the obesity charts, the type two diabetes
19 numbers, pick -- pick the one you want. We -- failed.
20 We're failing our children here.

21 Now, I would say I'm not sure this is the
22 responsibility of the schools, so that -- we may -- we may
23 have this in the wrong category, but as long as it's here,
24 we might as well try and do it right. So, I would encourage
25 -- complacency is not in this area an acceptable point of



1 view.

2 MADAM CHAIR: Board member Mazanec.

3 MS. MAZANEC: Kind of along -- in agreement
4 with Director Durham, it does seem like this is the most
5 ambitious group of standards. There's an awful lot, awful
6 lot we're asking our -- our schools to teach students and I
7 would agree that some of it is -- is really not something
8 the schools should be concerning themselves with. But gee
9 whiz, it seems like we could -- we could really reduce them
10 and make them, you know, more general and broad than all
11 this detail. That's --

12 MADAM CHAIR: Yes. Board member McClellan.

13 MS. MCCLELLAN: I'm going to give a
14 contrasting view. In my district where we've seen an uptick
15 in suicides and also attempts, sometimes at very young ages,
16 just because a problem isn't the result of something we are
17 or are not doing at school, does not mean that that isn't a
18 place where we can allow children the opportunity to have
19 access to social workers and mental health professionals and
20 -- and some guidance with respect to social and emotional
21 health.

22 So I know that at my son's middle school
23 where they experienced a successful youth suicide, we
24 stopped Red Ribbon Week in favor of Wellness Week and that
25 was a positive change for us on that campus and when we were



1 going through some relatively more challenging economic
2 times for that community. We also saw some attempts on the
3 part of parents and that was impacting students' mental
4 health which does impact our learning.

5 So I think that this area of concern is not
6 only beneficial for students, but I think it's beneficial
7 for campus safety as well because when these issues go
8 unaddressed, I think we leave a situation that is not only
9 less humane but it's also less safe and so I appreciate your
10 attention to this.

11 MADAM CHAIR: We do remember that our children
12 are in school 20 percent of the time and that's how, that
13 makes it extremely challenging. I don't know that that
14 means that we shouldn't be doing the things we're trying to
15 do. But I think when we're talking about results, it's
16 pretty imperative for our kids' health that we go broader
17 than just the school because at 20 percent, it seems
18 insufficient given the concerns that we have, Mr. John.

19 MR. DURHAM: Thank you, madam chair. I
20 wouldn't disagree with -- I'm sorry.

21 MADAM CHAIR: I'm not -- I'm just saying that
22 when we measure the outcomes, we have to remember that
23 there's that 80 percent. What -- what is -- what effect
24 does that have on our children. I'm sorry, sir, I didn't --

25 MR. DURHAM: No, no, I think -- I don't



1 necessarily dis -- disagree with Ms. McClellan, that perhaps
2 these services should be available in schools, but not if
3 they're teaching the wrong things. If they're teaching your
4 failure is because of somebody else, that's going to lead
5 ultimately a very sick person in society. And I have a
6 feeling that's what's being taught.

7 It's all touchy feely, you're not responsible
8 for anything, you know we have to have a safe space for you.
9 You have to have a safe zone all that kind of nonsense, when
10 in reality those things are proving not to work because you
11 have to turn on the TV and see the result. So I think maybe
12 we ought to have some standards, but if they're going to be
13 physical education standards, maybe the standards ought to
14 be you get four hours of hard exercise a week.

15 MADAM CHAIR: Isn't that curriculum?

16 MR. DURHAM: Period, end of discussion. It
17 certainly is. You bet.

18 MADAM CHAIR: You don't get to do that, sir.

19 MR. DURHAM: Yet. Well, shucks, then maybe you
20 ought to delete the standards, because this isn't doing us
21 any good.

22 MS. MAZANEC: It could be a standard, why not?

23 MR. DURHAM: Yes. How many? Well, I know
24 what you do for standards; you can do sit -- you have to do
25 60 sit-ups in a minute.



1 MS. MAZANEC: I couldn't do that.

2 MR. DURHAM: I could do it.

3 MADAM CHAIR: You are bragging.

4 MR. DURHAM: I could do it. Yes. I admit I'm
5 bragging. You have to be able to do 20 pushups that's a
6 standard. How about that? Why don't we do that? You have
7 to be able to run a mile in under 12 minutes.

8 UNIDENTIFIED VOICE: All right, now, if we are
9 talking about running, you will lose me.

10 MR. DURHAM: Yeah. But -- see, we can get
11 around it. We'll just set, we'll set standards that they
12 can only achieve if they work, you know, if they have four
13 hours of vigorous physical activity every week.

14 MADAM CHAIR: Thank you, Mr. Durham. Is there
15 a chance we can move on. It's five o'clock.

16 MR. DURHAM: I -- I -- It's five o'clock, but
17 I think -- I think to take this at face value is a serious
18 mistake.

19 MADAM CHAIR: Please continue.

20 UNIDENTIFIED VOICE: So we'll turn over to
21 Terry Jones who will be talking about the physical education
22 standards.

23 MADAM CHAIR: I don't know.

24 MR. JONES: Thank you. According to the
25 benchmark report, the we have high levels of alignment at



1 the National, with the national benchmarks and the
2 expectations are appropriate and challenging for our schools
3 and for our students. The public feedback for physical
4 education recommendations were made to clarify several
5 prepared graduate competencies. Recommendations were made to
6 better align standards across grade levels and specific
7 grade level revision recommendations were made to improve
8 clarity of the standards.

9 Specifically for all grade levels what the
10 committee is proposing is for changes, is to title the
11 nature of physical ed -- nature of physical education
12 section to components of a physically literate individual.
13 Secondly, they'd like to revise to prepare graduate
14 statements to clarify language. Third, they would like to
15 revise expectations within the emotional and social wellness
16 standards at most grade levels and last make overall minor
17 revisions for clarity and alignment.

18 At the elementary level there are
19 recommendations to shift some expectations between grade
20 levels for better alignment and clarity. What they really
21 found from feedback was that at the fifth grade level in
22 physical education there was a big backlog there was, it was
23 very difficult for physical education teachers at the fifth
24 grade level in the fourth grade level to be able to teach
25 all the content that was there, so they spread it out a



1 little bit more through the other grade level so it's more
2 manageable for those teachers and more accomplish for, for
3 those teachers.

4 At the middle and through high school levels,
5 they shifted some physical education concepts and skills
6 between grades in order to establish greater alignment
7 particularly in the emotional and social, emotional and
8 social wellness standards and that was the same thing they
9 found with like I said, there was at the eighth-grade level
10 there was a big backlog. There was a lot of content at the
11 eighth-grade level compared to the seventh and sixth grade
12 level, so they distributed that throughout the grade levels
13 to make it more manageable and more teachable for the
14 teachers.

15 Second recommendation is to add greater focus
16 on principles of physical fitness and injury prevention.
17 Third is to shift concepts and skills from high school and
18 middle school, from high school to middle school to allow
19 for additional topics to be taught at the high school level.

20 Traditionally, increase the focus on self-
21 management and last there were, there were recommendation to
22 revise some evidence outcomes to reflect the range of levels
23 from in rigor from low to high. Much like the other
24 standards areas dare to, rather than breaking them off into
25 two different groups. They just kept them all at one set of



1 evidence outcomes, but they ranked them as a lowest
2 difficulty to teach all the way to the highest difficult to
3 teach, to help the educators as they're going through the
4 standards and reading the standards to understand that.

5 MADAM CHAIR: Questions first? These -- there
6 are no questions.

7 UNIDENTIFIED VOICE: So Doctor -- oh, I'm
8 sorry. Was there another question?

9 MADAM CHAIR: I don't think so.

10 UNIDENTIFIED VOICE: So Dr. Cobb will talk
11 about some next steps.

12 DR. COBB: All right. So, our current plan
13 and we'll be willing to take some feedback on this, is to
14 continue to prevent -- present rather, proposed revisions to
15 three or four content areas to the state board at the
16 meetings through January. The current plan is in December
17 to talk about computer science, science visual arts and
18 world languages.

19 In January, to talk about music, social
20 studies and reading, writing and communicating. And so the
21 committees will meet again starting in January to review
22 feedback and make final recommendations and then, depending
23 upon how the schedule continues to progress, the current
24 plan is to begin to start having conversations about final
25 recommendations being made as early as February so that we



1 can move forward and make sure that the board has an
2 opportunity to approve the revisions by June.

3 So, that concludes our portion of the
4 presentation. Are there -- wanted to give you an
5 opportunity to ask any final questions and offer any
6 feedback all together.

7 UNIDENTIFIED VOICE: Are these the current
8 standards that you gave us?

9 UNIDENTIFIED VOICE: Yes, we thought that it
10 would be important for you to have that as a reference point
11 for when you hear about revisions.

12 UNIDENTIFIED VOICE: I'm hearing that it's too
13 early for that piece.

14 UNIDENTIFIED VOICE: Right. The -- it is
15 possible to do a redline, but we'd have to keep in mind what
16 you would be reviewing, which is a lengthy documents. And
17 right now, our -- the -- we do have -- I think an
18 alternative could be to show you the revisions embedded
19 within the standards.

20 UNIDENTIFIED VOICE: Yes, I remember the
21 standards were actually bound.

22 UNIDENTIFIED VOICE: Right.

23 UNIDENTIFIED VOICE: So they were fat.

24 UNIDENTIFIED VOICE: That's correct. And so,
25 a redline version is possible. We need to create that. We



1 have kind of three versions of the standards. A version
2 that's online that shows the standards with the revisions
3 embedded, so people can see what it would look like. We have
4 a summary of changes document which is essentially what
5 we've done here. And then the third is a spreadsheet which
6 shows each change to the standards, including what the
7 rationale for that change is.

8 So those are the things that are available,
9 but we'd be happy to think of other ways to help you
10 understand what those specific changes are.

11 MADAM CHAIR: Let me take a pass at looking at
12 the -- online with the embedded changes. That might help me
13 out a bit. Any other questions? Comments? Thank you very
14 much. Oh, board member --

15 UNIDENTIFIED VOICE: We had talked about
16 possibly putting a link to the academic standards review
17 process on the home page of the CDE website. And maybe I'm
18 just really lame at looking for it, but I had a constituent
19 asking about financial literacy, for example, and I wanted
20 to kind of get him into the process, and I had a little bit
21 of a struggle when I was in a rush to just get a quick link
22 to put him in touch with the right committees.

23 Given that we're going to have the public
24 feedback kind of turn into Cinderella's pumpkin on the 27th,
25 is there any way to make it really friendly between now and



1 then, so if we have those last-minute bits of feedback that
2 someone really wants to get to the right committee? And do
3 they have to know which committee is appropriate or do we
4 have mechanisms to route their comments to the right place?

5 UNIDENTIFIED VOICE: So -- so thank you for
6 the feedback on the home page. It -- is it -- cycles
7 through, you know, how the -- those things cycle through.
8 So I'll talk with our communications office to see if we can
9 make some really static and really easy to find immediately.
10 And yes, when you go to that, it will click, and you can
11 click on the content area you're interested in and from
12 there they can actually create an account to go in and
13 provide their feedback.

14 UNIDENTIFIED VOICE: And I apologize, if it's
15 not intuitive? So for example, if somebody were commenting,
16 for example, on financial literacy which arguably might be
17 bifurcated in different committees, would their comments be
18 routed or duplicated to the appropriate committees?

19 UNIDENTIFIED VOICE: Yes, they will. And we
20 actually also just have a free-standing standards e-mail
21 box, and all of the e-mails that go to that get funneled to
22 the correct committee. So that's another way that we can
23 get that for you.

24 UNIDENTIFIED VOICE: Thank you very much.
25 Look forward to further conversations.



1 UNIDENTIFIED VOICE: And thank you to our
2 committee members.

3 MADAM CHAIR: Next item is board reports.
4 Jane, can I start with you and just go down-

5 MS. GOFF: Wrap it up or something. Not right
6 now.

7 UNIDENTIFIED VOICE: Pardon?

8 MS. GOFF: Not right now, please. Pass to
9 someone else.

10 UNIDENTIFIED VOICE: I don't have anything.

11 UNIDENTIFIED VOICE: I have a whole bunch.

12 MADAM CHAIR: Please, go for it.

13 UNIDENTIFIED VOICE: I traveled to Grand
14 Junction for the West Slopes superintendents meeting. There
15 are two these a year, in the spring and the fall, where
16 superintendents discuss their challenges and share
17 successes. And I just want to highlight Mike Apright,
18 superintendent West end received another applause for
19 getting off of the accountability clock for one of the
20 schools. We're really proud of him.

21 I also attended the governor's tourism
22 conference in Grand Junction, where Representative Rankin,
23 who happens to be in the room at this time, received the
24 chairman's award for his support of tourism as a key
25 economic driver in Colorado. And Rick Steves, you may know



1 who he is, was a keynote speaker. Yes, that was pretty cool.
2 Rick Steves, Europe. He talked about that. And I also had
3 breakfast with Marsha Neal, a past board member.

4 UNIDENTIFIED VOICE: It's wonderful. How is
5 she?

6 UNIDENTIFIED VOICE: She's great. Thank you.

7 UNIDENTIFIED VOICE: (Indiscernible), no
8 change.

9 UNIDENTIFIED VOICE: Yes, exactly. I also was
10 able to visit the Goal Academy Open House in Grand Junction,
11 and I met with students' teachers and parents who explained
12 the programs they are offering there.

13 One of the more exciting things was that one
14 of the students that's a senior wants to be in politics when
15 he gets older, and I invited him to come to the capital, and
16 his father is going to bring him up here at the next
17 session.

18 October 3rd, Colorado Succeeds, paired up
19 with Nine News for \$137,000 grant to STEM programs, in
20 Colorado. And then there was a follow up on October 30th
21 that highlighted the STEM effort in our state. Colorado
22 succeeds, the education initiative and the Colorado
23 workforce development council combined forces and they're
24 working to make Colorado the best in the nation for STEM
25 education and 21st century workforce development. And then



1 a really exciting thing.

2 On Halloween, I was able to go to Hope
3 online. Heather O'Meara asked me to come and read a book on
4 Literacy Day. I read to fourth and fifth graders, and I
5 shared a book about kindness with them. The name of the
6 book is, "Kindness is cool, says Mrs. Rule." And every
7 child in the room had to say one thing that -- where they
8 expressed kindness to someone, and the two teachers in the
9 room had to give five examples, which is really cool.

10 The kids were counting those. And then the
11 last thing was Friday, November 3rd, I attended the Donald K
12 hot lunch with the speaker Maxine Clark. She's the one that
13 invented the Build-A-Bear Workshop. I'm sure you're
14 familiar with that. And talked about this program she has,
15 or they've started, called Blueprint for Summer. And it's -
16 - it's an app where parents can find all the classes in all
17 of the communities in the area and put their child into
18 classes that are one day, one week, maybe a month in the
19 summertime, and be like any kind of summer classes.

20 And it works better in big cities. And I
21 have -- they can filter by zip code, location. And I hear
22 that Denver is gearing up to launch their blueprint for
23 summer in 2018. And then I've had lunch at the Children's
24 Campaign, their annual lunch. And if you remember, they
25 have that book called Kids Count and they give you



1 statistics. They gave me six and asked me to share them
2 with the other board members. So, I have six of those. Ms.
3 Cordial is passing those on.

4 MADAM CHAIR: Thank you.

5 UNIDENTIFIED VOICE: And that's my -- my whole
6 report.

7 MADAM CHAIR: Thank you. Board member Flores?

8 MS. FLORES: Thank you. I -- I went to a
9 conference, an ILO in Santa Fe, New Mexico, and I was able
10 to meet with the Western board members. Western state board
11 members from Nevada, from Arizona, from New Mexico, from
12 Texas and from Colorado. And basically, they deal with --
13 we had lots of great speakers in the areas of how to serve
14 minority kids better, second language centers better.

15 So it was really great to hear what, you
16 know, about what they're doing. I also had the pleasure of
17 hosting, well, I'll call myself hosting the -- department --
18 U.S. Department of State that had 20 people from their
19 countries, 20 Asian countries that came last week, this past
20 week. And they were just really incredible. I mean the
21 last year they -- I think they brought six or seven, but
22 this time they had 20 and they were energetic and asked a
23 lot of interesting questions that got me to thinking about,
24 you know, what Colorado does. It was great.

25 MADAM CHAIR: Thank you. Mr. Durham?



1 MR. DURHAM: Nothing to report.

2 MADAM CHAIR: So, I also attended the
3 education. Colorado -- (Indiscernible) I'm glad that Katy
4 is going to share that. The 20 percent that I just
5 mentioned, I believe came in that report for -- Katy co-cha
6 -- yes, that's right. Katy co-chairs with Representative
7 Rankin, who's very informative. I doubt the -- the
8 background that we got from the CTE folks was a good way to
9 start out.

10 UNIDENTIFIED VOICE: Twenty percent.

11 MADAM CHAIR: Twenty percent of the time --
12 our children spend 20 percent of their time with our
13 teachers in schools. And so, therefore, we -- when one of
14 this -- one of the topics I'm sure is about outreach so that
15 what the message we send also goes to other parts of their
16 lives.

17 UNIDENTIFIED VOICE: And remember that those
18 kids sleep 10 -- should sleep 10 hours.

19 MADAM CHAIR: Okay. That was not a topic.
20 Jane and I both attended the NASB conference last week. It
21 was about implementation of ESSA. It was about ensuring
22 equity for kids. I think the message to us that it's now up
23 to states to make the improvements and make the changes.
24 And that's our responsibility that we can't do it alone,
25 that we need partners in all this work.



1 Sound realistic. I guess that's all I'm
2 going to bring back from her. And then there were a couple
3 of things that came up that I end up with questions about.
4 Apparently, there is a second tier of ESSA plans and it's
5 around the assessments. And so, I would love to have some
6 information about our submission of our assessment plan with
7 the Department of Education. Yeah, well my eyes were the
8 same way Katy. I just wasn't tuned into that at all, but
9 one of the speakers mentioned it.

10 MS. ANTHES: Could that just be -- when they
11 asked, excuse me, could that just be when they -- when the
12 US Department of Ed asked for some feedback from some
13 states. They had to submit their assessment plans and since
14 we didn't get any feedback on our assessment, we didn't have
15 to submit that.

16 MADAM CHAIR: I don't know. The suggestion was
17 that every state had to submit and that may not have been
18 correct.

19 MS. ANTHES: I think, I mean I do know of at
20 least three states that were specifically given feedback
21 about their assessment plans, so they had to resubmit like
22 we did, you know, and answer those questions so that might
23 be what it's referring to. But I'll look into it.

24 MADAM CHAIR: Thank you.

25 UNIDENTIFIED VOICE: And then.



1 MADAM CHAIR: Excuse me. The other question
2 that I have, was about the financial transparency
3 requirement for ESSA. We've been under the impression and
4 hope that we have done that, and we probably might be the
5 first state that's done that. My question is that in our
6 transparency work, do we inc -- and it said the school
7 level, not at the district level, do we include information
8 on fundraising at the school level? In our front. And is
9 that a requirement of ESSA?

10 UNIDENTIFIED VOICE: I don't know.

11 MADAM CHAIR: Yeah. I think we just need to
12 make sure that we are fully compliant on that one. The ESSA
13 piece hopes to provide parents with full and transparent
14 information about their children's school, not the school
15 district but the schools. And so our model does break it
16 down to the school and provides a certain --.

17 UNIDENTIFIED VOICE: Financial transparency.

18 MADAM CHAIR: Right. Right. Does that
19 include the funding that schools get from fund raising?

20 UNIDENTIFIED VOICE: I thought it did.

21 MADAM CHAIR: I don't know if it does. That's
22 why I'm asking the question. And is that an expectation in
23 the ESSA. Does the ESSA address that or is it just the
24 funding that comes from state local and federal taxes. Ms.
25 Goff, are you ready?



1 MS. GOFF: Sure. A lot of it has already been
2 mentioned today. So thank you, I have abbreviated report.
3 Colorado teacher of the Year announcement is always a
4 highlight. It was a couple of takeaways. I was -- I was
5 struck this year by the -- I think it's different. I think
6 there's a new sense of collaboration within schools and it's
7 stronger, it's a little bit more refined. Teams, whether
8 it's teams of teachers, teams of classrooms,
9 paraprofessionals, educators, administrators interacting in
10 different ways and I -- I think that's encouraging.

11 I think it's happening in a set of new and
12 different ways at all levels and I've seen some of that
13 shift. I can't articulate it but at high school level as
14 well. I didn't get to attend the Milken award but I'm happy
15 for the schools that have been recognized that, you know, it
16 speaks well of the indicator as an individual. But it's
17 really exciting for that building too. And I think -- I
18 think we do well to really emphasize, you know, the cheer
19 for the buildings and the school teams that come through on
20 making that happen, generally.

21 I was a part of a first, actually, not my
22 first but it was, sort of, the first for an organization
23 that was launching a webinar system of their own. So, I was
24 on webinar on October 24th for the Colorado chapter of a
25 ASCD, which is the Association for Supervision and



1 Curriculum Development and it's Colorado's chapter and they
2 had -- they have a quite a membership in Colorado as is,
3 sort of, the affiliate of the National Curriculum
4 Association.

5 But they had surveyed their members and had
6 taken up, sort of, the most popular choice of questions to
7 ask of state and federal level policymakers. So I joined
8 one of both Senator Gardiner's and Senator Bennett staff
9 people and we talked about general things. We -- kind of,
10 we started out with school finance really generally and then
11 moved into some other more specific issues about what
12 teachers, educators, especially teachers the types of
13 questions they were interested in talking about. Dr. Anthes
14 was my kind of partner that night and Katy and David
15 Griffith who's the, sort of, the head of the representative
16 for CO ASCD was also an introducer.

17 So we got a chance to interact that way. And
18 I guess the last thing I'll mention here, I spent, I've got
19 two things coming up, but where I did spend a very early
20 morning was with a Kiwanis club and this is another type of
21 citizen group that's real -- they're just interested in the
22 basic stuff, but they have a really good way of asking
23 questions that allows you to bring in some other aspects
24 which I love to do.

25 Sort of, to a fault but one of their key



1 interests was it's not the standard question of what about
2 that marijuana money? It was specifically how is the
3 marijuana money connected to health programs? What is more
4 specifically worded in schools. So well, I did what I
5 learned and what I know to talk about how our ramifications
6 here at the department are things like our grants.

7 So how the grant program can be carried out
8 and for what types of things, but they also were interested
9 in -- in our general outline of life. Want to know about
10 standards and how accountability is going to shape up. So
11 folks are paying attention to a new accountability picture.
12 They're thinking about it. So we'll see where that
13 develops. It's a good month but a lot to do.

14 MADAM CHAIR: Thank you. We do not have anyone
15 attending for public comment and so I would recommend we
16 adjourn till tomorrow morning at 9:00 a.m.

17 (Meeting adjourned)

18

19

20

21

22

23

24

25



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

C E R T I F I C A T E

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

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

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

/s/ Kimberly C. McCright

Kimberly C. McCright

Certified Vendor and Notary Public

Verbatim Reporting & Transcription, LLC

1322 Space Park Drive, Suite C165

Houston, Texas 77058

281.724.8600