



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
May 13, 2015, Part 6

BE IT REMEMBERED THAT on May 13, 2015, the
above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

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



1 MADAM CHAIR: All right. Where are we?

2 UNIDENTIFIED VOICE: Well, I am lost.

3 That's where I am.

4 UNIDENTIFIED VOICE: I'm lost.

5 UNIDENTIFIED VOICE: I think we're at 16 at
6 healthy kids.

7 MADAM CHAIR: Well, we've been jumping
8 around. Are we in healthy kid? Oh, yeah.

9 UNIDENTIFIED VOICE: We're in healthy kids.

10 MADAM CHAIR: When -- when do we get there?
11 Then that's good. Thank you.

12 UNIDENTIFIED VOICE: (Inaudible).

13 UNIDENTIFIED VOICE: Oh, no.

14 MADAM CHAIR: Okay. The next item on the
15 agenda is 1601, the healthy kids survey. Mr. Durham.

16 MR. DURHAM: Thank you, Madam Chair. I -- I
17 move that we table this -- this indefinitely. I think
18 we've accomplished about what we can accomplish, and let me
19 throw in one caveat, that -- that I -- I think we need to --
20 -- I need to, and I suspect others need to review the
21 letters that have been put together, and make sure we're
22 comfortable with those as -- as it being as good as we're
23 going to get.

24 And that if we believe further action is
25 required, that the -- I believe the only action left open



1 to us would be a letter to School Boards and/or
2 superintendents of suggesting a course of action on these
3 that the Board would either have to approve or in the
4 absence or of individual members may wish to do on their
5 own.

6 MADAM CHAIR: Okay. You're going --

7 MR. DURHAM: So -- so we'll just lay that
8 over.

9 UNIDENTIFIED VOICE: (Inaudible).

10 MR. DURHAM: But at the next meeting, and
11 anybody that has specific suggestions can bring it forward
12 then. So I move we table it indefinitely.

13 MADAM CHAIR: Is there a second?

14 UNIDENTIFIED VOICE: (Inaudible).

15 MADAM CHAIR: What --

16 UNIDENTIFIED VOICE: Clarification, table it
17 till next meeting, did you say and bring suggestions then?

18 MR. DURHAM: No, I think it's take it, off
19 and if we have specific suggestions we can ask them to be
20 put on the agenda at the next meeting.

21 UNIDENTIFIED VOICE: Is that like postponed
22 indefinitely?

23 MR. DURHAM: That's pretty close.

24 UNIDENTIFIED VOICE: Okay. Pretty close.

25 MADAM CHAIR: Steve and I had a quick



1 conversation about that, and there was a lot of discussion
2 this morning about what we might do --

3 MR. DURHAM: Yeah.

4 MADAM CHAIR: -- in the future. And I think
5 at a future time you could certainly take up (inaudible).

6 MS. SCHROEDER: So what is the status today?

7 MADAM CHAIR: But --

8 MS. SCHROEDER: Can we clarify for our
9 audience, what is our status.

10 MADAM CHAIR: Could you not interrupt me,
11 please?

12 MS. SCHROEDER: Sorry. Thought you were
13 done.

14 MADAM CHAIR: Getting I'm sorry to, but
15 (inaudible) in here. So, and I would be glad if -- if you
16 -- you -- Pam gave us a discussion of alternative to the
17 letter, and I think that we can certainly forward --
18 forward that to see if they take it. And they're very
19 likely maybe some action you want to take on future ones,
20 but I totally agree with Steve. It's too late now.
21 They're going -- they're going to do the survey, and we
22 just kind of muddied the water, so I appreciate that. Any
23 other -- I'm sorry. Angelika.

24 MS. SCHROEDER: I just wanted some clarify --
25 clarification of what is the status for this fall of the



1 survey, and the department's role in that survey?

2 MADAM CHAIR: The survey will take place.

3 The department has already had its role. There's nothing
4 in the future --

5 MS. SCHROEDER: No change.

6 MADAM CHAIR: -- that we have.

7 MS. SCHROEDER: Okay. Sorry.

8 MADAM CHAIR: Deb.

9 MS. SCHEFFEL: And so may I just clarify, so
10 the survey is given every two years. It's a voluntary
11 survey, and it's given this fall, and then not again for
12 two other years, is that correct?

13 MADAM CHAIR: I assume that's correct.

14 Yeah.

15 UNIDENTIFIED VOICE: Yes.

16 MS. SCHEFFEL: So if Steve -- if this Board
17 wanted to vote to extricate itself from being the main --

18 MADAM CHAIR: Two years down the row.

19 MS. SCHEFFEL: -- (inaudible) to not take
20 the funds to support the survey, is that possible to do now
21 or is that not possible (inaudible)?

22 MADAM CHAIR: I don't think. The way I
23 heard it this morning, no, but you could do -- certainly do
24 that in the future.

25 MS. SCHEFFEL: I'm just saying as the



1 funding has already been allocated, and, I mean, it's
2 already encumbered for the administrative in fall of 2015?

3 MADAM CHAIR: There's a motion on the floor
4 that --

5 MS. SCHEFFEL: I know, but I'm just -- can I
6 just (inaudible)?

7 MADAM CHAIR: No, I -- I understand, but
8 (inaudible).

9 MR. DURHAM: That's correct.

10 MADAM CHAIR: What I'm saying is there's
11 nothing we can do this year --

12 MR. DURHAM: Yeah, that's correct.

13 MADAM CHAIR: -- as far as I know. But you
14 can certainly --

15 UNIDENTIFIED VOICE: At this time, except to
16 make sure that the letters that go out and so forth are
17 more transparent and (inaudible).

18 MADAM CHAIR: And -- and they've already
19 assured us of that.

20 UNIDENTIFIED VOICE: Okay. So then I just
21 wanted to say that if CDE wishes to not accept the funds --

22 MADAM CHAIR: In the future.

23 UNIDENTIFIED VOICE: -- if you would do that
24 for the next iteration --

25 MADAM CHAIR: Yeah.



1 UNIDENTIFIED VOICE: -- which is the two
2 additional years. And whether or not other agencies
3 (inaudible).

4 MADAM CHAIR: When we have more time to
5 discuss it.

6 UNIDENTIFIED VOICE: (Inaudible) issue, but
7 funds do flow through CDE as the main governing agency.
8 There's the main administrating agency.

9 MR. DURHAM: You are correct.

10 UNIDENTIFIED VOICE: Thank you.

11 MADAM CHAIR: Okay. Does anybody that has
12 any motion on the floor? Motion second. It's any
13 objection? The motion carries.

14 What's next? That lobster.

15 UNIDENTIFIED VOICE: Redact.

16 MADAM CHAIR: Redact. Oh, that's great.
17 What number is that, Robert?

18 UNIDENTIFIED VOICE: Seventeen.

19 UNIDENTIFIED VOICE: That's 1701.

20 MADAM CHAIR: I'm sorry. Okay. And we're
21 going to zip right through this, right?

22 UNIDENTIFIED VOICE: I'm sure.

23 MADAM CHAIR: Okay.

24 UNIDENTIFIED VOICE: I highly doubt it,
25 though.



1 MADAM CHAIR: Mr. Commissioner.

2 MR. DURHAM: Thank you, Madam Chair. As you
3 recall last week, this was on for your first hearing. It
4 did not have a unanimous vote, and therefore it comes back
5 for actually this Board meeting for a vote. Nothing really
6 has changed. I'm sure you may have questions. Staff is
7 here to answer those questions unless you have anything to
8 say.

9 Alicia, I will open it up to the Board for
10 any further questions.

11 MADAM CHAIR: Go ahead.

12 UNIDENTIFIED VOICE: If I may, thank you,
13 Madam Chair. Yes, we are bringing back before you today
14 for your consideration, and vote the revisions to the READ
15 Act rules that align now with the Attorney General's
16 opinion. There is one change I would like to draw your
17 attention to that has been recommended as an amendment by
18 Board member Flores.

19 It is to section 3.0, specifically 3.01.
20 Her recommendation for amendment is for the determination
21 of a significant reading deficiency paragraph. At the end
22 we would add "In instances where the local education
23 provider has opted to assess a student using only a State
24 Board approved interim assessment for literacy in Spanish,
25 the student may also be tested using a State Board approved



1 interim assessment for literacy in English upon parent
2 request."

3 So we would be glad to answer any questions
4 or defer to Board member Flores for more information about
5 this amendment.

6 MADAM CHAIR: Pam.

7 UNIDENTIFIED VOICE: Hard to believe I need
8 to have my memory refreshed on this, but --

9 UNIDENTIFIED VOICE: Okay.

10 MS. FLORES: -- without Dr. Flores amendment
11 districts can choose one or the other, and are not required
12 to do both.

13 UNIDENTIFIED VOICE: That is correct.

14 School --

15 UNIDENTIFIED VOICE: But it -- so Dr. Flores
16 is -- I'm sorry. Dr. Flores' amendment is that at parents
17 request that their child be tested in English as well as
18 Spanish? Okay. I -- I'm still -- I am still absolutely
19 flummoxed by the notion that we have a READ Act that only
20 cares about one language for children. Why would we not
21 want our -- I mean, why don't we want English language
22 learners to be on a trajectory towards English proficiency?

23 MS. FLORES: May I respond?

24 UNIDENTIFIED VOICE: Why we would delay that
25 any longer, I just don't understand.



1 MS. FLORES: May I respond?

2 UNIDENTIFIED VOICE: I like your amendment,
3 by the way.

4 MS. FLORES: But I think some kid --

5 MADAM CHAIR: Val, you may speak now.

6 MS. FLORES: Thank you, Madam Chair. There
7 are parents who do wish to have their kids taught in two
8 languages --

9 UNIDENTIFIED VOICE: And I totally agree
10 with that.

11 MS. FLORES: -- and -- and I think that
12 parents have the right when it comes to language to decide
13 which language they're kids can, you know, can learn in.
14 And it's been shown, research has show that at least with
15 Spanish kids or kids who speak Spanish, that -- and we have
16 -- have shown, but if they are trained in their first
17 language that they are better able then to graduate, better
18 readers in both languages, and no content in both
19 languages. So I really do believe that this is true. The
20 research has born it out.

21 We are beyond this issue of ESL is better
22 than bilingual education then dual language. We're beyond
23 that. And there is a court case. It's the one that I sent
24 you. It's Pigford (inaudible) versus Pigford in 1981,
25 which just said that if a school district provides a



1 meaningful program to children, which is also what Lau
2 versus Nichol's in 1973, 1974 said that kids have the right
3 to be taught in a -- in -- in a meaningful way, so that
4 they could get meaning from how they were being taught.

5 And so we're -- the Pigford just said, okay,
6 so the community has decided that they should be taught in
7 another language, then we need to provide those instruments
8 to show that indeed kids are learning in that time.

9 UNIDENTIFIED VOICE: Dr. (inaudible), I
10 would just say, I'm not sure that we disagree.

11 MADAM CHAIR: Yeah, (inaudible).

12 UNIDENTIFIED VOICE: My -- I'm -- I am
13 really just trying to make a statement, not argue with you.

14 MS. FLORES: Okay.

15 UNIDENTIFIED VOICE: My statement is that I
16 don't understand why we don't have rules that encourage
17 English language learners to be assessed as soon as
18 possible in English, so that we know what needs to be done
19 to make them proficient in English as well as Spanish.
20 It's fine with me that they are --

21 MS. FLORES: Well, but -- but we're talking
22 about --

23 UNIDENTIFIED VOICE: -- they are bilingual.

24 MS. FLORES: -- reading, because they're --
25 they have to be by law, they have to be evaluated each year



1 to see how they're doing in -- in English. If they're
2 being taught in Spanish, they have to know what the
3 proficiency.

4 MADAM CHAIR: And that's fine then.

5 MS. FLORES: Yeah.

6 MADAM CHAIR: That's good.

7 MS. FLORES: It is.

8 UNIDENTIFIED VOICE: I just wanted to make a
9 statement.

10 MS. FLORES: Okay.

11 MADAM CHAIR: Deb, long. Yes, Deb.

12 MS. FLORES: But parents do -- I think
13 parents do have the right to -- to, you know, it's their
14 culture. It's their being.

15 MADAM CHAIR: Deb.

16 MS. SCHEFFEL: I think -- I think that
17 there's some confusion with the language as far as I can
18 tell. This isn't about the language of instruction. This
19 is about assessing how students are progressing in learning
20 to read, and if English is their second language they must
21 be tested in Spanish, but they must also should be tested
22 in English. They should be tested in both languages as
23 that was the intent of the language in the READ Act, and
24 since research shows repeatedly that in order to figure out
25 if they're progressing in English, they need to be tested



1 in both languages.

2 And the language of instruction definitely
3 needs to be meaningful, and -- and be connected with their
4 native language. But this is about assessment, and being
5 able to track progress in English and Spanish. And I think
6 when you ask parents, put the burden on parents to ask for
7 assessment in English, most parents won't know to request
8 it. It's a nice idea, but I'm not sure how parents would
9 even know to request that.

10 So I think that we want bi-literate students
11 in English and Spanish. And the only way to know if we get
12 that is to get assessment in English and Spanish. Right
13 now the rules the way they're written will not provide us
14 that.

15 MADAM CHAIR: Is that -- it doesn't provide
16 it in both?

17 MS. SCHEFFEL: Will only (inaudible) in
18 Spanish. We will not have to get data in English. That's
19 the problem in my view with the rules.

20 MADAM CHAIR: Is that -- what -- expound on
21 that a bit, would you?

22 UNIDENTIFIED VOICE: Yes, ma'am. Thank you,
23 Madam Chair. So the rule changes that align with the
24 Attorney General's opinion are specific to the designation
25 of a significant reading deficiency. So what it provides



1 districts is local decision making authority over whether
2 or not they will choose in programs where bilingual or dual
3 language programming exists for their English learners,
4 either a Spanish or an English literacy assessment for the
5 identification of a significant reading deficiency.

6 MADAM CHAIR: And that is a local choice?

7 UNIDENTIFIED VOICE: That will be a local
8 choice if you --

9 MADAM CHAIR: Thank you.

10 UNIDENTIFIED VOICE: -- if you approve these
11 rules.

12 MADAM CHAIR: Yeah. And we have to, you
13 know, sometimes we have to assume the locals know what
14 they're doing, right?

15 UNIDENTIFIED VOICE: Yes.

16 UNIDENTIFIED VOICE: (Inaudible).

17 MADAM CHAIR: Any other -- yes?

18 UNIDENTIFIED VOICE: I'd like to move that
19 we approve the rules for the administration of the READ
20 Act.

21 UNIDENTIFIED VOICE: I second that.

22 MADAM CHAIR: It's been moved and seconded
23 that we approve the rules for the READ Act. Is there any
24 objection?

25 UNIDENTIFIED VOICE: Clarification.



1 UNIDENTIFIED VOICE: (Inaudible)?

2 UNIDENTIFIED VOICE: Is Dr. Flores suggested

3 --

4 MADAM CHAIR: What?

5 UNIDENTIFIED VOICE: -- amendment included

6 in -- in the --

7 MADAM CHAIR: (Inaudible), I'm sorry, what

8 are you -- what are you asking for?

9 UNIDENTIFIED VOICE: My goodness, this is

10 like being at home.

11 UNIDENTIFIED VOICE: All right.

12 MADAM CHAIR: Welcome home.

13 UNIDENTIFIED VOICE: Is -- I - -is Dr.

14 Flores --

15 UNIDENTIFIED VOICE: Sweet home.

16 UNIDENTIFIED VOICE: -- suggested addition

17 amendment change already incorporated in what we are voting

18 on right now?

19 UNIDENTIFIED VOICE: Yes.

20 UNIDENTIFIED VOICE: Was that done?

21 MR. DURHAM: It was.

22 UNIDENTIFIED VOICE: I know I was recent.

23 MS. GOFF: Yes, Madam Chair --

24 UNIDENTIFIED VOICE: Because --

25 MS. GOFF: -- it would be included.



1 UNIDENTIFIED VOICE: Thank you.

2 MS. GOFF: It's in there. Yes, ma'am.

3 MADAM CHAIR: Good, Jane, thank you.

4 MS. GOFF: You're welcome.

5 MADAM CHAIR: Any objection to the motion?

6 MR. DURHAM: I just have one comment. It's
7 come to my attention that -- that there may have been some
8 misreported data on this topic. First, to the department,
9 and secondly to the United States Department of Education,
10 which I think at a separate session I'm going to suggest
11 that we refer the questions that have been raised on
12 misreported data to the state auditor.

13 I think that it, the data that's been
14 misreported may, the sake of this -- these changes may
15 actually bring that data into compliance with -- with these
16 law -- with these rules or -- or these -- this rule change
17 may make that data compliant, but it was submitted and
18 forwarded in a manner that was noncompliant with existing
19 law at the time. So I will prepare something to go to the
20 state auditor and share it with the other Board members
21 that have time in the future.

22 MADAM CHAIR: But there's no objection to
23 the motion?

24 MR. DURHAM: I think I would call the roll.

25 MADAM CHAIR: You want to call the roll.



1 Bizy.

2 MS. BURDSALL: Okay. Steve Durham?

3 MR. DURHAM: Aye.

4 MS. BURDSALL: Dr. Flores?

5 MS. FLORES: Aye.

6 MS. BURDSALL: Jane Goff?

7 MS. GOFF: Aye.

8 MS. BURDSALL: Marcia Neal?

9 MS. NEAL: Aye.

10 MS. BURDSALL: Pam Mazanec?

11 MS. MAZANEC: No.

12 MS. BURDSALL: Dr. Scheffel?

13 MS. SCHEFFEL: No.

14 MS. BURDSALL: Dr. Schroeder?

15 MS. SCHROEDER: Aye.

16 MADAM CHAIR: Thank you. The motion passes.

17 Thank you ladies.

18 UNIDENTIFIED VOICE: Thank you. What do we
19 got? Table waivers.

20 MR. DURHAM: (Inaudible) 18.

21 MADAM CHAIR: Eighteen? Countability
22 performance in support 1801.

23 UNIDENTIFIED VOICE: That was pretty fast,
24 though.

25 MADAM CHAIR: Who is reporting on this?



1 MR. DURHAM: Me.

2 MADAM CHAIR: Oh, you, okay.

3 MR. DURHAM: I know there's a song on this,
4 because we're back here again. Okay. And the issue that
5 we had before, so we tabled this is the original motion
6 that was made that are waivers being granted (inaudible) on
7 the performance based portion of --

8 MADAM CHAIR: Oh, yeah.

9 MR. DURHAM: -- the park assessment, as part
10 of CMAS. Since that time we've had 30 districts as for
11 waivers. To the best of my knowledge as of last night, 30
12 of those districts have given the test. I can't verify
13 anybody has not, okay, on the original motion. I will
14 still stay with what I keep recommending, and -- and you
15 can do (inaudible), would recommend that you not approve
16 the request for waivers that were originally submitted, and
17 that you rescind your action and motion that was made on
18 January the 8th. Thank you.

19 MADAM CHAIR: And I would just add to the
20 Commissioner's report that what this has done in many cases
21 is to cause chaos and confusion in local districts who have
22 -- who have applied for the waiver, and, of course, not
23 received it. It's been my experience it's always -- it's
24 not a really good idea to get -- give our local school
25 Board, and the school districts all upset. I -- I too



1 would like you to -- to rescind the waiver offer, since, of
2 course, it's not going to happen.

3 But if you don't, so be it. Angelica.

4 MS. SCHROEDER: Based on the guidance set
5 forth in Formal Opinion 15-03 of the Attorney General, I
6 move to deny all the requests for waivers received from
7 districts from the performance based component of the CMAS
8 Assessment on the grounds of the State Board, and the
9 department lack the authority to grant such waivers.

10 MADAM CHAIR: Second?

11 MR. DURHAM: Second.

12 MADAM CHAIR: Second. Moved and seconded.

13 Any further discussion? You want to call the roll?

14 MS. BURDSALL: Steve Durham?

15 MR. DURHAM: Aye.

16 MS. BURDSALL: Dr. Flores?

17 MS. FLORES: Aye.

18 MS. BURDSALL: Jane Goff?

19 MS. GOFF: Aye.

20 MS. BURDSALL: Marcia Neal?

21 MS. NEAL: Aye.

22 MS. BURDSALL: Pam Mazanec?

23 MS. MAZANEC: Aye.

24 MS. BURDSALL: Debora Scheffel?

25 MS. SCHEFFEL: No.



1 MS. BURDSALL: Dr. Schroeder?

2 MS. SCHROEDER: Aye.

3 MADAM CHAIR: Thank you.

4 UNIDENTIFIED VOICE: I have another motion.

5 MADAM CHAIR: This is the way that I like
6 it.

7 UNIDENTIFIED VOICE: I -- I have another
8 motion.

9 MADAM CHAIR: You got another motion?

10 UNIDENTIFIED VOICE: Hang tight, mama.

11 MADAM CHAIR: Oh, the second one. Yes.

12 UNIDENTIFIED VOICE: I move to rescind the
13 action taken by the Board at the January 8, 2015 Board
14 meeting, directing the Commissioner to grant waivers from
15 the performance space component of the CMAS to districts
16 who request them.

17 MADAM CHAIR: Is there a second?

18 MS. FLORES: Second.

19 MADAM CHAIR: Val seconded. Bizy.

20 MS. BURDSALL: Steve Durham?

21 MR. DURHAM: No.

22 MS. BURDSALL: Dr. Flores?

23 MS. FLORES: Aye.

24 MS. BURDSALL: Jane Goff?

25 MS. GOFF: Aye.



1 MS. BURDSALL: Marcia Neal?
2 MS. NEAL: Aye.
3 MS. BURDSALL: Pam Mazanec?
4 MS. MAZANEC: No.
5 MS. BURDSALL: Debora Scheffel?
6 MS. SCHEFFEL: No.
7 MS. BURDSALL: Dr. Schroeder?
8 MS. SCHROEDER: Aye.
9 UNIDENTIFIED VOICE: Now you can
10 (inaudible).
11 MADAM CHAIR: (Inaudible).
12 UNIDENTIFIED VOICE: Robert can leave
13 without having that hanging over his head.
14 UNIDENTIFIED VOICE: Robert, yes.
15 MADAM CHAIR: Yes, all right.
16 MADAM CHAIR: Oh good. This should be easy,
17 the Chinese endorsement, right?
18 UNIDENTIFIED VOICE: I'm -- I'm going to
19 hope so.
20 MADAM CHAIR: (Inaudible) objection to this.
21 MR. DURHAM: May I ask a procedural, a point
22 of order question? When -- when we move, because we're now
23 into all the consent items. When you move to put items on
24 a consent agenda, they get on the consent agenda, there
25 then needs to be a motion to adopt those items on the



1 consent agenda. And I don't think we did that.

2 UNIDENTIFIED VOICE: I made the motion.

3 MADAM CHAIR: Yeah, (inaudible).

4 UNIDENTIFIED VOICE: It took me forever to
5 make a motion.

6 MR. DURHAM: No, but --

7 MADAM CHAIR: Because I moved to accept the
8 following --.

9 MR. DURHAM: -- but the --

10 MADAM CHAIR: -- items in (inaudible)

11 MR. DURHAM: -- first part of the motion was
12 just to place them on the consent agenda. No? Yes?
13 Maybe.

14 MADAM CHAIR: Yeah.

15 MR. DURHAM: Okay.

16 MADAM CHAIR: Oh, please, you got it.

17 UNIDENTIFIED VOICE: But if you'd like that,
18 we could do that next time.

19 MADAM CHAIR: You could always request that
20 --

21 UNIDENTIFIED VOICE: But you can read it --
22 you can read the motion the second time.

23 MR. DURHAM: Well, I'd be happy to do it.

24 MADAM CHAIR: And you can always request
25 that something be taken off the (inaudible).



1 UNIDENTIFIED VOICE: Yeah, you can always
2 request to have something taken off.

3 UNIDENTIFIED VOICE: (Inaudible) regular
4 agenda.

5 MR. DURHAM: Just to get on the -- to get on
6 with one motion or approve of the second, I think is --

7 MADAM CHAIR: Yeah.

8 MR. DURHAM: -- procedurally the way it
9 should go, but that's all right.

10 UNIDENTIFIED VOICE: Or maybe we should
11 (inaudible) more careful. I'm not sure.

12 MR. DURHAM: Right.

13 MADAM CHAIR: All right. Fine. Thank you.
14 Next item is consideration of the foreign language Chinese
15 endorsement content assessment. Commissioner.

16 MR. HAMMOND: Excuse me, (inaudible).

17 UNIDENTIFIED VOICE: I'm sorry.

18 UNIDENTIFIED VOICE: I'm sorry, Commissioner
19 Hammond, I'll let you go here in a minute, maybe.

20 MR. HAMMOND: All right. (Inaudible) minute
21 here. Now, as -- as we talked about this in the last
22 meeting, this is a follow up, and you heard from the
23 presenter (inaudible), so I'm going to turn it over to Ms.
24 (inaudible).

25 UNIDENTIFIED VOICE: So let me thank you,



1 Commissioner.

2 MR. HAMMOND: [Inaudible].

3 UNIDENTIFIED VOICE: Good afternoon, Madam
4 Chair, Commissioner Hammond, and Members of the Board.

5 In accordance with Colorado Revised Statute
6 222-109, Section 4, State Board shall adopt rules
7 specifying the methods by which a teacher candidate may
8 demonstrate that he or she has achieved specific skills for
9 educator licensure.

10 At the August, 2014 -- 14 -- I'll try that
11 again -- 2014 Board meeting, the Board approved the
12 addition of a K-12 world language, Mandarin Chinese
13 endorsements. At that time we also committed to come
14 forward with a recommendation for content assessments. We
15 did that in April of 2015.

16 At that stakeholder group meeting or a
17 stakeholder group meeting was conducted in October, 2014 to
18 make those recommendations. Those assessments that were
19 recommended include: the national evaluation series,
20 Chinese Mandarin content assessment with a national
21 benchmark recommended score of 220. And the Praxis II
22 Chinese mandarin content assessment, with a national cutoff
23 score of 164.

24 Today this item is before you for final
25 action and approval. At this time, however, I would be



1 happy to make -- to answer any questions that you may have
2 around this item.

3 MADAM CHAIR: Any questions?

4 UNIDENTIFIED VOICE: Yes.

5 UNIDENTIFIED VOICE: I'd like to move to
6 approve the two content assessments and recommended cut
7 scores for the educator content assessments for a foreign
8 language endorsement.

9 UNIDENTIFIED VOICE: That's -- that's not a
10 question.

11 UNIDENTIFIED VOICE: We can have questions
12 afterwards.

13 MADAM CHAIR: Did you have one?

14 UNIDENTIFIED VOICE: I just want to get this
15 going. I just want to get things moving here, guys.

16 Foreign language endorsement and Mandarin
17 Chinese. NES Mandarin Chinese exam with a national
18 benchmark score of 220, and the Praxis II Chinese Mandarin
19 number 5665 content assessment with a national cut score of
20 164.

21 MADAM CHAIR: Is there a second?

22 UNIDENTIFIED VOICE: Can we discuss?

23 UNIDENTIFIED VOICE: Yes.

24 MADAM CHAIR: Discussion?

25 UNIDENTIFIED VOICE: Before the second.



1 MADAM CHAIR: Well, you'd always can.

2 UNIDENTIFIED VOICE: Yeah, after the second.

3 MR. DURHAM: I'll -- I'll second for purpose
4 and discussion.

5 UNIDENTIFIED VOICE: Okay.

6 UNIDENTIFIED VOICE: (Inaudible).

7 MS. SCHEFFEL: So can you -- can we just
8 clarify. So this allows a student to take either one of
9 the tests, is that correct? I'm sorry.

10 UNIDENTIFIED VOICE: Madam Chair?

11 MADAM CHAIR: Yes.

12 UNIDENTIFIED VOICE: Yes, Dr. Scheffel,
13 either one.

14 UNIDENTIFIED VOICE: And it seemed like we
15 were moving kind of away from that with other licensure
16 exams. I mean we've had the praxis in the place, and then
17 we're, you know, looking at some of those. Can you -- can
18 you speak to that?

19 UNIDENTIFIED VOICE: I can. Madam Chair?

20 MADAM CHAIR: Yes.

21 UNIDENTIFIED VOICE: I -- I think we've
22 actually gone kind of to the middle of the road. It seems
23 like at one point in time we were clear over on the play
24 side and that was it. That was all that we offered. We
25 found that that was very restrictive, because it was only



1 offered in the state of Colorado. And so we kind of
2 migrated over to offering both the practice and the place
3 assessment for all of -- all of our candidates with the
4 largest number of educated licenses.

5 So that includes elementary, social studies,
6 a lot of our general content areas. So this is also one of
7 those opportunities that we have, because we have a lot of
8 international candidates, we have a lot of candidates
9 outside of the state of Colorado. And one of the
10 opportunities for us to use our stakeholder recommendation
11 that said we -- we actually want to see both assessments
12 adopted. So we kind of ran to the middle ground, which is
13 exactly where we have been with some of our place in
14 practices -- practices.

15 Maybe not the (inaudible). You know, I was
16 an English teacher. I don't want to say that out loud
17 right now, but with the practice assessments. So we have
18 kind of run to the middle ground on this one to offer more
19 opportunities for our educators across this state as well
20 as other states.

21 UNIDENTIFIED VOICE: And so remind me of the
22 vendors. It's ETS --

23 UNIDENTIFIED VOICE: Sure.

24 UNIDENTIFIED VOICE: -- and Pearson, and
25 which test is posted by each vendor?



1 UNIDENTIFIED VOICE: Correct. Absolutely.
2 The National Evaluation Series. So the NES is a Pearson
3 assessment, and the Praxis II is an educational testing
4 service, ETS assessment.

5 UNIDENTIFIED VOICE: And in -- in terms of
6 numbers of states, in other words, is one of the reasons
7 for the test is because of comparability across states.
8 Right. And so in terms of where a student gets the right -
9 - the best comparisons, can you speak to that? In other
10 words, how many states does Pearson have data for? How
11 many states does ETS has data for?

12 UNIDENTIFIED VOICE: Sure, Madam Chair.

13 MADAM CHAIR: Yeah.

14 UNIDENTIFIED VOICE: Right now the --

15 UNIDENTIFIED VOICE: In terms of Chinese?

16 UNIDENTIFIED VOICE: -- the Chinese specific
17 assessment?

18 UNIDENTIFIED VOICE: Yes.

19 UNIDENTIFIED VOICE: Right now the ETS
20 offerings, so the Practice 2 Chinese Mandarin Assessment is
21 offered in 21 states. The NES is more much newer to the
22 scene. It is offered in three states right now as an
23 adopted assessment, kind of growing as the months progress.
24 But three specific today.

25 MADAM CHAIR: And as I recall from another



1 subject one time we were doing a similar thing, this only,
2 you know, if the school wants to offer this, then they have
3 -- this gives them the ability to offer.

4 UNIDENTIFIED VOICE: Right.

5 MADAM CHAIR: But most schools, probably
6 98percent of them will not be offering it, but those
7 schools, if for any reason do want to offer it, will have a
8 chance to do that.

9 UNIDENTIFIED VOICE: It specifically offer a
10 Chinese --

11 MADAM CHAIR: Yeah.

12 UNIDENTIFIED VOICE: -- endorsement or upper
13 classes that require a Chinese Mandarin Chinese
14 endorsement. There are about 80 programs across the state
15 right now that have Chinese --

16 MADAM CHAIR: Really, okay.

17 UNIDENTIFIED VOICE: -- in some way or
18 another.

19 MADAM CHAIR: Jane.

20 MS. GOFF: Meaning in K-12 primarily
21 situations or even higher Ed that applies. That -- I know
22 the NES is new. What other languages, what other language
23 endorsement --

24 MADAM CHAIR: (Inaudible).

25 MS. GOFF: -- assessments are involved with



1 NES now, because Praxis has come over as the primary source
2 of that preferable to educator candidates too. But, sorry,
3 but so, you know, can we write off the top which other
4 languages (inaudible)?

5 UNIDENTIFIED VOICE: Madam Chair? I do.
6 Right now it looks like NES is developing an entire host
7 outside of Russian, Latin, and so they are developing a
8 host. I believe they only have about six of those
9 languages, which are kind of our general languages that we
10 tend, the German, the Spanish, French across that -- that
11 line. So they are in the process of developing more of
12 them. Praxis is definitely offers more than NES does
13 today.

14 UNIDENTIFIED VOICE: You know, I don't want
15 to dominate the time on this. I think it was forgone
16 conclusion what we'll do here. But I noticed that the OPI,
17 the Oral Proficiency Exam is visibly absent for what has
18 been one of the most predominantly used. I just wonder if
19 there's -- what the rationale is. Is it that the speaking,
20 that part of the communication art is incorporated, like
21 our own student assessments are, it's throughout all of the
22 other components of the exam, because I just found that
23 interesting. It was gone.

24 UNIDENTIFIED VOICE: Madam Chair. You're --
25 you're right. Actually, that is the absolute correct



1 interpretation is because the oral proficiency is actually
2 incorporated into either the NES or the Praxis pieces. We
3 don't go strictly with the OPI. We did take a look at the
4 oral proficiency exam as a standalone. It did not -- it
5 did not meet all of the other requirements. We would have
6 had to have two different content assessments, the oral
7 proficiency as well as the written --

8 UNIDENTIFIED VOICE: Right.

9 UNIDENTIFIED VOICE: -- proficiency that was
10 associated with that. So we did default because it was
11 incorporated in both of them.

12 UNIDENTIFIED VOICE: Thank you.

13 UNIDENTIFIED VOICE: Okay.

14 UNIDENTIFIED VOICE: Thank you.

15 MADAM CHAIR: Mr. Durham.

16 MR. DURHAM: Thank you, Madam Chair. Given
17 Pearson's track record with the other tests in the state,
18 I'm not inclined to vote to approve them as a -- as a test.
19 So I'll either ask that we sever the motion and vote
20 separately on approving ETS and Pearson or I'll make it a
21 substitute motion. Whichever is the preference of the
22 chair.

23 MADAM CHAIR: Is that a problem for you?

24 No?

25 UNIDENTIFIED VOICE: No, Madam Chair, I will



1 go at the will of the Board.

2 MADAM CHAIR: Second Mr. Durham's motion,
3 Deb.

4 MS. SCHEFFEL: I second.

5 MADAM CHAIR: And that's a -- let me see.
6 We have to --

7 UNIDENTIFIED VOICE: What -- what motion?

8 MR. DURHAM: I -- I can --

9 MADAM CHAIR: (inaudible) vote on your
10 motion first, and then I'll let --

11 MR. DURHAM: Yeah, well, mine passes it
12 takes out the main motion.

13 MADAM CHAIR: No, you severed it.

14 MR. DURHAM: So it depends if we say -- you
15 want it severed?

16 MADAM CHAIR: That's what you said.

17 MR. DURHAM: I -- you said I do?

18 UNIDENTIFIED VOICE: We have to vote on that.

19 MR. DURHAM: Okay.

20 UNIDENTIFIED VOICE: We have to vote on
21 that.

22 UNIDENTIFIED VOICE: Okay. I don't
23 understand.

24 MADAM CHAIR: Mr. Durham wants to sever --

25 UNIDENTIFIED VOICE: What are we voting on?



1 MADAM CHAIR: -- the assessment from the --
2 the -- the teaching, and -- and that's a sub-motion, so
3 which we will vote on first, and then we --

4 UNIDENTIFIED VOICE: Okay.

5 UNIDENTIFIED VOICE: I believe --

6 MADAM CHAIR: -- we vote on -- on rather --

7 UNIDENTIFIED VOICE: So what Steve wants is
8 for us to only approve one?

9 MR. DURHAM: Correct.

10 MADAM CHAIR: He wants to -- he -- so he
11 would be voting no on the -- the motion unless we did the
12 (inaudible). So we will take his motion first. I -- I
13 think that's parliamentary procedure, isn't it?

14 UNIDENTIFIED VOICE: Okay. I'd like you --
15 Madam Chair?

16 MADAM CHAIR: Yes.

17 UNIDENTIFIED VOICE: Would you explain your
18 -- what you're proposing?

19 MR. DURHAM: Well, I would ask, first of
20 all, I think you do under Robert's any motion can be
21 divided at the request of any member and voted on
22 separately. So I will ask that we vote on approving the
23 ETS survey or the EPA -- ETS test first, and I tend to vote
24 yes on that motion.

25 UNIDENTIFIED VOICE: Okay.



1 MADAM CHAIR: Just the --
2 MR. DURHAM: On -- on that -- just on ETS.
3 MADAM CHAIR: Okay.
4 MR. DURHAM: On the Chinese endorsement.
5 MADAM CHAIR: We'll call a motion then.
6 Deb.
7 MS. BURDSALL: Do you have a second?
8 MADAM CHAIR: Yes.
9 MS. BURDSALL: Deb?
10 MS. SCHEFFEL: I second.
11 MS. BURDSALL: Okay. Steve Durham?
12 MR. DURHAM: Aye.
13 MS. BURDSALL: Dr. Flores?
14 MS. FLORES: Aye..
15 MS. BURDSALL: Jane Goff?
16 MS. GOFF: No.
17 MS. BURDSALL: Marcia Neal?
18 MS. NEAL: Aye.
19 MS. BURDSALL: Pam Mazanec?
20 MS. MAZANEC: Aye.
21 MS. BURDSALL: Dr. Scheffel?
22 MS. SCHEFFEL: Aye.
23 MS. BURDSALL: Dr. Schroeder?
24 MS. SCHROEDER: Aye.
25 MS. BURDSALL: Aye?



1 MS. SCHROEDER: Yeah.

2 MADAM CHAIR: Okay.

3 MS. SCHROEDER: I mean, I don't actually know
4 what I voted on. I thought I just voted on one of the
5 tests, and now I'm going to vote again?

6 UNIDENTIFIED VOICE: No, I think you voted -
7 -

8 MR. DURHAM: You're going to vote on the
9 other tests.

10 MS. SCHROEDER: Now I'm going to vote on the
11 other tests?

12 UNIDENTIFIED VOICE: Yes.

13 MR. DURHAM: Which I will --

14 UNIDENTIFIED VOICE: (Inaudible) so just
15 approved it.

16 MR. DURHAM: -- which I will encourage a no
17 vote on allowing Pearson to offer this test in Colorado.

18 UNIDENTIFIED VOICE: Okay.

19 MADAM CHAIR: All right. Mr. Durham's
20 motion (inaudible) severs it because he doesn't like
21 Pearson.

22 MR. DURHAM: Yeah.

23 UNIDENTIFIED VOICE: My bad.

24 MADAM CHAIR: Second.

25 UNIDENTIFIED VOICE: Okay.



1 UNIDENTIFIED VOICE: Did you get a second
2 (inaudible)?

3 MADAM CHAIR: Yeah, we had a second.

4 UNIDENTIFIED VOICE: So what's the motion?

5 MR. DURHAM: Well, it's -- it's the second -
6 -

7 MADAM CHAIR: (Inaudible) that they can't
8 (inaudible).

9 UNIDENTIFIED VOICE: Right.

10 MR. DURHAM: -- it's the second half of --

11 UNIDENTIFIED VOICE: Okay.

12 MR. DURHAM: -- it's the second half of
13 approving --

14 UNIDENTIFIED VOICE: That's fine.

15 MR. DURHAM: -- the test. I'm going to vote
16 no, because I don't want to go to Pearson.

17 UNIDENTIFIED VOICE: Got -- gotcha.

18 MR. DURHAM: Madam Chair?

19 MADAM CHAIR: All right. Yes.

20 MR. DURHAM: Can I clarify a question?

21 Okay. Do we have a contract up (inaudible)?

22 UNIDENTIFIED VOICE: Oh, thank you for
23 asking that question, Commissioner. No, we do not have a
24 contract in place right now. With regard, and actually
25 neither one of them come with a contract. I think that's -



1 - that's important to know.

2 MR. DURHAM: (Inaudible).

3 UNIDENTIFIED VOICE: Right. Neither one
4 come with a contract.

5 UNIDENTIFIED VOICE: So, another question.
6 If -- if someone takes that test out of state, it will not
7 qualify the person in Colorado.

8 UNIDENTIFIED VOICE: If someone -- Madam
9 Chair, I apologize. If someone takes the NES, if -- if the
10 vote goes forward the way that we have it on the table, if
11 someone takes the NES out of state, and wishes to seek a
12 license in the state of Colorado, that is not an approved
13 test for us, so they will not receive --

14 UNIDENTIFIED VOICE: So they have to start
15 over?

16 UNIDENTIFIED VOICE: They will have to --
17 they will have to either start -- oh, well not start over,
18 but take the --

19 UNIDENTIFIED VOICE: Take the other test.

20 UNIDENTIFIED VOICE: -- Praxis II
21 assessment, which is similar to the other assessments that
22 we do have on the table right now with regards to the
23 difference between place and Praxis II.

24 UNIDENTIFIED VOICE: And Praxis is the one
25 that was in 21 states?



1 UNIDENTIFIED VOICE: Praxis is the one that
2 is in 21 states.

3 UNIDENTIFIED VOICE: And that's not --
4 that's not the (inaudible).

5 UNIDENTIFIED VOICE: Okay. And (inaudible)
6 I -- I'm sorry, one more point of clarification just to
7 make sure that everybody understands. These are --

8 MADAM CHAIR: Good, because I needed it too.

9 UNIDENTIFIED VOICE: Apologize. These are
10 online assessments, so they can be taken in other states.
11 There are 21 states that have adopted the Praxis II
12 Mandarin Chinese Content Assessment. These exact same one
13 that we would adopt. So if I am from Massachusetts, and I
14 cannot take -- they -- they haven't adopted the Praxis II
15 Assessment, I can still take it online for Colorado, and
16 have those results transmitted. The same thing applies for
17 NES.

18 MADAM CHAIR: So if I'm correct, the motion
19 is to sever the Pearson assessment. And so if you agree
20 with Mr. Durham, you will be voting yes.

21 UNIDENTIFIED VOICE: No.

22 MR. DURHAM: You'' be voting no.

23 UNIDENTIFIED VOICE: You'll be voting no.

24 UNIDENTIFIED VOICE: We just -- we just
25 accepted --



1 MADAM CHAIR: You wanted to -- you wanted to
2 sever.

3 MR. DURHAM: No, and -- and that was done.

4 UNIDENTIFIED VOICE: He just got made a
5 different motion.

6 UNIDENTIFIED VOICE: He severed it.

7 MADAM CHAIR: Okay. Now we're just --

8 MR. DURHAM: And the first half of the
9 severed motion was (inaudible).

10 MADAM CHAIR: All right.

11 MR. DURHAM: So now we're into the second.

12 MADAM CHAIR: So we need to vote. Bizy are
13 you -- oh, what's the problem?

14 MS. SCHEFFEL: I just want to make -- can I
15 ask a question?

16 MADAM CHAIR: Yeah, as long as you don't
17 expect an answer.

18 MS. SCHEFFEL: One of the concerns I have
19 about the -- the praxis is the whole psychometric features
20 of it. It's a fairly new assessment, correct? How -- how
21 old is it? And as I look, I -- I don't see this on your
22 compare and contrast matrix. I know it's a little less
23 expensive, but I also think some of the psychometric
24 qualities of it are not as robust as they are for the
25 (inaudible).



1 UNIDENTIFIED VOICE: Madam Chair?

2 MS. SCHEFFEL: I just can't quote the
3 reliability and validity metrics of it.

4 UNIDENTIFIED VOICE: Okay. Dr. Scheffel, I
5 -- I don't know that I am probably equipped right this
6 second to quote the reliability and validity of both of
7 them. What I can tell you is that the NES is a newer exam
8 in an online format. It has definitely been in a paper and
9 pencil format --

10 MS. SCHEFFEL: Yeah.

11 UNIDENTIFIED VOICE: -- over the course of
12 last several years, but it is definitely a newer exam in an
13 online format under the National Evaluation System.

14 The Praxis II has a much longer history
15 associated with that.

16 MADAM CHAIR: I got to make a phone call.
17 The next is Board reports if you want to (inaudible)?

18 UNIDENTIFIED VOICE: No, we got to do this
19 one.

20 MADAM CHAIR: What?

21 UNIDENTIFIED VOICE: We get another -- one
22 more vote. Okay.

23 UNIDENTIFIED VOICE: I don't know what to
24 do. I don't get it.

25 UNIDENTIFIED VOICE: Biz.



1 MR. DURHAM: Call the roll.
2 UNIDENTIFIED VOICE: Please.
3 MS. BURDSALL: Steve Durham?
4 MR. DURHAM: No.
5 MS. BURDSALL: Dr. Flores?
6 MS. FLORES: Aye.
7 MS. BURDSALL: Jane Goff?
8 UNIDENTIFIED VOICE: It's a test.
9 MS. GOFF: If I disagree with you, how do I
10 vote?
11 UNIDENTIFIED VOICE: Aye.
12 MR. DURHAM: Yes.
13 MS. GOFF: Yes.
14 MS. BURDSALL: Marcia Neal?
15 MS. NEAL: Aye.
16 MS. BURDSALL: Pam Mazanec?
17 MS. MAZANEC: No.
18 MS. BURDSALL: Dr. Scheffel?
19 MS. SCHEFFEL: No.
20 MS. BURDSALL: Dr. Schroeder?
21 MS. SCHROEDER: Aye.
22 MADAM CHAIR: How did they come out?
23 MS. BURDSALL: So the second part does not
24 pass.
25 UNIDENTIFIED VOICE: Yes, it does.



1 MR. DURHAM: Yeah, it does.

2 UNIDENTIFIED VOICE: No, it does.

3 MS. BURDSALL: Or it does pass.

4 UNIDENTIFIED VOICE: Four to three.

5 MADAM CHAIR: Yeah.

6 UNIDENTIFIED VOICE: So may I please ask,
7 can I have a summary of what we just did?

8 MADAM CHAIR: We just voted for the
9 (inaudible).

10 MR. DURHAM: You voted for staff
11 recommendation.

12 UNIDENTIFIED VOICE: I hope that's --

13 MADAM CHAIR: Yeah.

14 UNIDENTIFIED VOICE: We voted for the staff.

15 UNIDENTIFIED VOICE: (Inaudible).

16 UNIDENTIFIED VOICE: The majority voted the
17 way I should have.

18 MADAM CHAIR: Okay. You'll do the
19 (inaudible).

20 MR. DURHAM: Easy job.

21 UNIDENTIFIED VOICE: Both times. Thank you.

22 UNIDENTIFIED VOICE: So, folks, we have one
23 more item. I appreciate the patience of the -- of the
24 members of the audience who would like to speak, if you'll
25 allow us to get through.



1 MADAM CHAIR: Get some WT 40 there.

2 UNIDENTIFIED VOICE: That's kind of what I
3 sound like when I'm walking. We have one more item, and
4 then we will engage in some -- in -- in hearing from the
5 public.

6 And that item is the Crown Pointe Academy of
7 Westminster. Mr. Commissioner, do you want to make any
8 comments about this?

9 MR. DURHAM: Yeah.

10 UNIDENTIFIED VOICE: Okay. So I need a
11 motion regarding the Exclusive Chartering Authority, 15-
12 ECA. Ooh, I can't make a motion. Somebody make a motion.
13 Hurry up. I'm sorry.

14 UNIDENTIFIED VOICE: Why not?

15 UNIDENTIFIED VOICE: We want to reject the --
16 forgot what it is (inaudible).

17 UNIDENTIFIED VOICE: Here we go. Motion.
18 Try to tell you to do this.

19 UNIDENTIFIED VOICE: Madam Chair. Just,
20 just to refresh everybody's memories since it seems --

21 UNIDENTIFIED VOICE: Thank you.

22 UNIDENTIFIED VOICE: -- like it was about
23 six months ago, and we --

24 UNIDENTIFIED VOICE: Yes.

25 UNIDENTIFIED VOICE: -- talked about this.



1 But the --

2 UNIDENTIFIED VOICE: (Inaudible) the motion
3 (inaudible).

4 UNIDENTIFIED VOICE: -- the school district
5 has --

6 UNIDENTIFIED VOICE: Hold on.

7 UNIDENTIFIED VOICE: -- filed a motion to
8 dismiss the action to revoke their exclusive chartering
9 authority. I believe the recommended motion is to adopt an
10 order that denies the motion to dismiss, so that you can
11 hear the case.

12 UNIDENTIFIED VOICE: You got it, Steve?

13 MR. DURHAM: I got it, yeah.

14 UNIDENTIFIED VOICE: Go.

15 MR. DURHAM: Go. I move to deny the Adams
16 County School District's 50 motion to dismiss regarding the
17 Exclusive Charting Authority of 15 ECL 1.

18 UNIDENTIFIED VOICE: Is there a second?

19 UNIDENTIFIED VOICE: I second.

20 UNIDENTIFIED VOICE: Would you call the roll
21 please?

22 MS. BURDSALL: Steve Durham?

23 MR. DURHAM: Aye.

24 MS. BURDSALL: Dr. Flores?

25 MS. FLORES: No.



1 MS. BURDSALL: Jane Goff?
2 MS. GOFF: Aye.
3 MS. BURDSALL: Marcia Neal?
4 UNIDENTIFIED VOICE: Absent.
5 MS. BURDSALL: Pam Mazanec?
6 MS. MAZANEC: Aye.
7 MS. BURDSALL: Dr. Scheffel?
8 MS. SCHEFFEL: Aye.
9 MS. BURDSALL: Dr. Schroeder?
10 MS. SCHROEDER: Aye.
11 UNIDENTIFIED VOICE: Oh, I guess -- where do
12 we have public participation?
13 MR. DURHAM: Twenty-three.
14 UNIDENTIFIED VOICE: Sorry. Do we have
15 State Board Member reports? I guess that's on the agenda
16 first. Anyone have a report to make? Going --
17 MADAM CHAIR: Not now.
18 UNIDENTIFIED VOICE: -- going, gone. Any
19 future business? Going, going, gone. So if someone would
20 please bring to me the public -- public comment list, and I
21 will try to speak.
22 MADAM CHAIR: I'll go get it. Is
23 (inaudible) there?
24 UNIDENTIFIED VOICE: I think -- I think Biz
25 just bopped out.



1 UNIDENTIFIED VOICE: You think what?

2 UNIDENTIFIED VOICE: I think Bizzy just
3 bopped out to get it.

4 UNIDENTIFIED VOICE: So Board Members, let
5 me ask you something first. We've got folks who are
6 signing up both at 10 30 in the morning, and in the
7 afternoon for public comment. Not on a specific topic.

8 UNIDENTIFIED VOICE: Yeah.

9 UNIDENTIFIED VOICE: It's not in the
10 hearings, but just in our 10:30. That seems --

11 UNIDENTIFIED VOICE: You mean 10:30 tomorrow
12 or today?

13 UNIDENTIFIED VOICE: No, no.

14 UNIDENTIFIED VOICE: Times a day now. Okay.

15 UNIDENTIFIED VOICE: Do we get to three
16 minutes for general comment?

17 UNIDENTIFIED VOICE: I did not think we did
18 that.

19 UNIDENTIFIED VOICE: I think -- I think so -
20 - I think so, particularly if they're on different topics.

21 UNIDENTIFIED VOICE: Well we could go on and
22 on and on forever.

23 UNIDENTIFIED VOICE: Sure, we could, and
24 some -- some Boards do.

25 UNIDENTIFIED VOICE: I only recognize one.



1 UNIDENTIFIED VOICE: Not on the same topic.

2 UNIDENTIFIED VOICE: No, that's what I mean.
3 If they're different topics, yes, I think they can speak
4 twice.

5 UNIDENTIFIED VOICE: I think we need to hear
6 from the public.

7 UNIDENTIFIED VOICE: There's no -- there's
8 no shortage of that. Mr. Neumeyer, please. Hi.

9 MR. NEUMEYER: Hello.

10 UNIDENTIFIED VOICE: Nice to see you.

11 MR. NEUMEYER: I'm -- I'm part of the no
12 shortage of the public. Good evening State Board Chair.
13 Commissioners, Honorable Board Members. First, thanks for
14 your evening, for your service. We deeply appreciate it.

15 I'm Zach Neumeyer. I'm cofounder and
16 chairman of Sage Hospitality. We're a business
17 headquartered here in Denver. We run 65 hotels around the
18 country, about 30 in Colorado. We employ about 7,000
19 people. We hire about 2,000 people a year. So this is
20 real life feedback from the job market, which is -- which
21 is one of the critical things you're doing is preparing our
22 students for the job market.

23 You might know some of our properties here
24 in Denver. Union station is one of ours. The Oxford hotel
25 is one of ours, so that's what we do. I'm involved in



1 education. I sit on the Board of Teach for America. I sit
2 on the Children's Campaign Board, founded Colorado,
3 Succeeds, and as well as sit on several corporate Boards.
4 So this is a education policy and advocacy point of view,
5 and a corporate point of view.

6 I'm here to support the improvements you're
7 making through our system, particularly around standards,
8 assessments, and graduation guidelines. That's what I'm
9 here for, and I think that's what you're here for too, is
10 to ensure that our system is highly effective.

11 Let's talk about the three for just a
12 second. Standards. The Colorado academic standards are a
13 response -- are in response to a call from the community at
14 large that students need to be prepared for society, and
15 for the high skill jobs that are available in Colorado.
16 Just what we're facing, three quarters of Colorado jobs
17 require at least some postsecondary education by 2020.
18 Today, not even a quarter of the students coming through
19 Colorado are getting the credentials we need.

20 We've got a 50percent gap in the workforce
21 we're looking for produced by Colorado, and the result is
22 we have to go out of state to fill jobs here in Colorado,
23 because our system's not producing the caliber we need. We
24 rank fourth nationally in the country for job growth. Year
25 over year, my industry, the hospitality industry, which is



1 hospitality and agriculture, the two primary industries in
2 the state. We're talking about the primary driver of the
3 state is tourism and hospitality is growing 5 percent year
4 over year.

5 By 2023, the department predicts we'll need
6 24 percent more jobs than we have today in our field. Your
7 playing a critical role in ensuring that kids who graduate
8 from Colorado are prepared for the jobs that we have that
9 need to be filled. The world's changing. We need highly
10 skilled employees. Even at the line level. My front desk
11 clerks need to be able to read, and deal with mathematical,
12 and complex reasoning issues. It's absolutely critical,
13 and you're the front line in ensuring that's done.

14 Assessments. Success on the tests --

15 MADAM CHAIR: You're out of time.

16 MR. NEUMEYER: Okay.

17 MADAM CHAIR: You can finish the sentence.

18 MR. NEUMEYER: I'll finish it the last
19 sentence.

20 MADAM CHAIR: Okay.

21 MR. NEUMEYER: . Which is be transparent
22 about what you're doing. Be rigorous, be rigorous, and be
23 courageous about what you're doing. We need you to hold
24 the line on these issues. I was going to talk to you about
25 assessments and graduation guidelines. You've got



1 graduation guidelines tomorrow. Be rigorous. We can
2 handle it.

3 MADAM CHAIR: Thank you. Was that -- are --
4 are we early? All right. Jill Lewis.

5 MS. LEWIS: Good evening. Thank you for
6 allowing me to be here tonight, and share my thoughts on
7 education, and the Colorado academic standards.

8 I'm a parent of four, two boys who have been
9 through Colorado's education system, and are now 24 and 21,
10 and a five-year-old boy and a girl who are completing their
11 kindergarten year.

12 My name is Jill Lewis, and I am Colorado
13 ASCD President and member of Stand for Children's Educator
14 Council. My view and knowledge of the standards has been
15 analyzed from a variety of perspectives, from my experience
16 using the standards in my classroom, as well as through
17 observing my own students steps of understanding before and
18 after the new standards were implemented.

19 I began my career in education 19 years ago
20 as a teacher. I have taught kindergarten, third, fourth,
21 fifth, sixth, dabbled in high school, completed my master's
22 in administration and worked as a literacy coach.

23 Currently I'm a national consultant, and an adjunct
24 professor of Adam State University, and it was from all
25 these perspectives that I strongly support the Colorado



1 academic standards. And let me very briefly tell you why.
2 Simply put the standards represent what students should
3 know and be able to do by the end of a certain time. In
4 the past, students have been taught to think using the
5 lowest levels of thinking, memorizations, and facts, and
6 formulas.

7 New standards shift away from this focus in
8 an amazing way that I believe will truly help prepare
9 students for success in their life after high school. As I
10 -- as a student I learned math the way you more than likely
11 learned, by memorizing formulas and shortcuts for addition,
12 subtraction, and multiplication. I was able to follow
13 directions and use the step by step process, but I did not
14 have a clue what the relational values were of those
15 numbers, and what they meant, and nor could I explain what
16 I was doing.

17 The eight processes and proficiencies in the
18 math standards open up dialogue about how educators can
19 help students understand deeply why numbers work and how
20 they are related. As I look at the Colorado Academic
21 Standards for Literacy, I know they are rigorous and expect
22 a lot from our learners. This is a good thing. We need to
23 hold our children to high expectations and give them all
24 the tools they need to reach them.

25 Starting in kindergarten, students learn how



1 to write short paragraphs. As they continue up the grade
2 levels, they create an argument, they support their beliefs
3 with evidence from the text, and then explain why their
4 evidence supports their argument.

5 On one very important point that I want to
6 make abundantly clear is that what the standards do not
7 call for is how that teaching occurs. So it is still up to
8 us, the educators, to establish a relationship, learn the
9 students, and then make instructional decisions regarding
10 each student in order to maximize their growth.

11 If I teach students to think, investigate,
12 create, and assess for productivity and competency, than I
13 am doing my job. I am creating lifelong learners that will
14 make a difference in this part of the world. Thank you for
15 your time today.

16 MADAM CHAIR: Thank you.

17 UNIDENTIFIED VOICE: Thank you.

18 MADAM CHAIR: Sylvia Urbana -- Urbana?

19 MS. URBANA: (Spanish speaking).

20 MADAM CHAIR: You can move your mic down a
21 bit. There, thank you.

22 MS. URBANA: (Spanish speaking).

23 MADAM CHAIR: Thank you very much. Amanda
24 Sever?

25 MS. SEAWART: Good evening. Thank you for



1 the opportunity to speak with you today. My name is Amanda
2 Seawart, and I'm a third grade teacher in the Adams 50
3 School District.

4 Many teachers go into teaching because they
5 love the light bulb that goes off above a student's head,
6 and I'm no different from that, but I will add, though,
7 what keeps me going is seeing the light in their eyes when
8 they can't get enough of what we're learning.

9 I support the current Colorado academic
10 standards, because those standards allow me to have the
11 highest -- highest expectations for my students while
12 having some flexibility in how we get to those standards.

13 It is important to emphasize that there is a
14 difference between standards and curriculum. For me, the
15 standards are the light above the head, and the curriculum
16 is the light in their eyes. Where we have gone awry is not
17 with the standards, but with the emphasis on creating and
18 buying curriculum resources with a one size fits all
19 perspective. Instead, curriculum can be an opportunity for
20 illuminating the individual needs of students rather than
21 emphasizing test prep.

22 As a teacher I know along the way how I
23 think my students are doing with reaching the standards
24 using my own classroom assessments. However, I'm
25 reasonable enough to know that every teacher who teaches



1 grade across the state is not going to grade the same that
2 I do. Which brings me to understand the next step to
3 standardized tests, like park. I hope to see park and
4 testing in general evolve into a more reasonable time frame
5 during the school year, but it would be unreasonable to
6 throw out park and the standards that it tests, because of
7 all of the work that educators across the state have put in
8 to making sure that each student is successful.

9 I truly believe that educators are capable
10 of creating magic with the guidance of the standards and
11 the resources that can provide an engaging curriculum, and
12 the expectations that are tested in a consistent way across
13 the state educators will create magic.

14 In closing, these standards have been around
15 for four years, and we as educators are feeling more
16 proficient with them. We are even getting to the point
17 where we can start being creative using them. If we keep
18 (inaudible) doing change to these standards that provide
19 guidance, how are teachers ever supposed to create magic
20 since they are constantly just trying to keep up?

21 Please consider the positivity that these
22 high expectations have brought to our state and keep them
23 consistent. Thank you.

24 MADAM CHAIR: Thank you. Cecelia? Oh, no,
25 I skipped one. Oh, I can't read any of it hardly. K or R,



1 Landerday Laguna? Am I really --

2 UNIDENTIFIED VOICE: (inaudible) here.

3 MADAM CHAIR: -- mispronouncing this?

4 Evidentially nobody thinks they want to. Cecilia Carpenter
5 or --

6 UNIDENTIFIED VOICE: Is it Gail?

7 UNIDENTIFIED VOICE: Call somebody else up.

8 UNIDENTIFIED VOICE: Think it's Gail.

9 MADAM CHAIR: Cecelia. I can't mispronounce
10 that one.

11 UNIDENTIFIED VOICE: Gail Carpenter.

12 MADAM CHAIR: No Cecelia's. Terry Lee
13 Nielsen.

14 UNIDENTIFIED VOICE: People have been
15 waiting for a long time.

16 UNIDENTIFIED VOICE: Okay.

17 UNIDENTIFIED VOICE: They're waiting
18 (inaudible).

19 MADAM CHAIR: I guess they all got tired and
20 went away. Carol Morinse.

21 UNIDENTIFIED VOICE: Carol Morinse?

22 MADAM CHAIR: Carol?

23 MS. MORINSE: Good afternoon or evening,
24 whatever. This is in regard to the Healthy Kids Survey,
25 and the letter which goes home to the parents. It seems to



1 me that the (inaudible) are they say in the letter that
2 what goes home to the parents it claims that there are no
3 identifiers in this survey. And what I want to say is that
4 the survey asks for the weight, the height, the exact age,
5 the grade level, the race.

6 If your race is unique, then you are
7 identified, and what language -- what languages you speak
8 in the home. These are all identifiers. This has nothing
9 to do with health. The letter does not disclose that you
10 can -- that you will -- that your answers can incriminate -
11 - incriminate your student by asking them to confess to
12 federal crimes.

13 One question, have you ever carried a weapon
14 on school property? This has nothing to do with health.
15 The letter also claims to have IRB approval. The phone
16 number listed has been called by a Colorado -- has been
17 called by a Colorado attorney, and he received -- the
18 person on the other end could not answer the questions and
19 could not provide -- provide a copy of the IRB.

20 I requested all health surveys be
21 eliminated. Many doctors will tell you that the healthiest
22 time in a person's life is during their school years. A
23 suggestion, to borrow a thought I heard from a wise woman
24 at academia. And to paraphrase it somewhat. If CDC, and
25 CDE, and the Department of Health, and the Department of



1 Behavioral Health want information on our students, I
2 suggest that that they round them up on a Saturday morning
3 in a park somewhere, and have a gigantic health fair of
4 their own, for those who wish to participate. Please let
5 our school's return to academic excellence and education.
6 Thank you for your time.

7 MADAM CHAIR: Thank you. Anita Stapleton?

8 MS. STAPLETON: Thank you, Madam Chair,
9 State Board Members, and Commissioner.

10 Today I have 32 letters of opposition to the
11 Common Core. This is the voice of Colorado. I am Anita
12 Stapleton, citizen from Pueblo.

13 First, I must say that this past legislative
14 session proved to be a huge disservice to Colorado
15 classrooms. Teachers are further pushed against the wall
16 to follow federal mandates, and our students continue to be
17 the sacrificial lambs with many signs on their foreheads.
18 Oh, and yes, we continue to diminish parental authority.

19 Colorado must wake up now before schools are
20 forced to merge, be closed, or be overtaken by corporate
21 stakeholders. I was not surprised last month to hear
22 turnaround districts, even my own, Pueblo D 60 brag about
23 how Gates money and innovation programs will be their
24 golden ticket to recovery.

25 D 60 already received 10.3 million of



1 innovation grant money, and we went from 11 failing schools
2 to 13. Money is not the answer. Traditional education is.
3 Reading, writing and arithmetic, yes, that even means
4 cursive and spelling, something that D 60 eliminated this
5 fall.

6 Running basic numerical relationships and
7 math facts give the teachers the ability to teach. Allow
8 the students to learn. Their class time is currently spent
9 on assessments, evaluations, and surveys. What can we do
10 now? This State Board and the CDE can stop embedding
11 Colorado into this single point of failure education
12 reform. Slow down, be prudent and do your research.

13 Let's talk science. I want to flip to the
14 next generation sciences, which I think have come to
15 Colorado through the backdoor, and, yes, through the
16 performance, verbal, verbal descriptors. In the Fordham
17 Institute final evaluation, which I provided this Board
18 September of 2013, and then today I gave Dr. Flores, and --
19 and Steve Durham a copy. They state in here that the next
20 generation sciences eliminate math. It doesn't implement
21 the math. That's a content weakness. The physical science
22 standards seem to go through great lengths to avoid
23 integrating essential math content that would bolster them.
24 This is their statement.

25 Third, the NGSS also seem to shun precise



1 scientific vocabulary, often resulting in muddled meaning.
2 High school physical science content is virtually
3 nonexistent. High School chemistry is largely absent from
4 the NGSS. Besides the enormous swaths of chemistry content
5 missing from the NGSS, those standards that do appear are
6 vaguely and confusingly written, failed to include
7 appropriate scientific vocabulary, and assume mastery of
8 content that was never previously required. This is all in
9 the report that I urge you to please read.

10 There's a huge list on page 36 of content in
11 chemistry that is being completely eliminated. I see a
12 mirroring of this in what was posted last June from the CDE
13 when the verbal descriptors came out through the CMAS cut
14 scores last year. I urge you to please read this report.
15 Take your time, slow down, and be prudent. Thank you.

16 MADAM CHAIR: Thank you, Anita. And Sara
17 Subpio.

18 UNIDENTIFIED VOICE: She left.

19 MADAM CHAIR: I guess Sara didn't
20 (inaudible) too. Gee, Mr. Neumeier, I'm sorry we shut you
21 off. We had lots of time.

22 MR. NEUMEIER: I'll come back up.

23 MADAM CHAIR: All right. That is -- that --
24 that completes the public comment. I assume you didn't
25 have any Board reports or anything like that to --



1 UNIDENTIFIED VOICE: (Inaudible).

2 MADAM CHAIR: Nobody -- everybody is brain
3 dead.

4 UNIDENTIFIED VOICE: Yeah, brain dead.

5 MADAM CHAIR: With that in mind, then we
6 will recess until tomorrow morning at nine o'clock.

7 (Meeting adjourned)

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C E R T I F I C A T E

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

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

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 22nd day of January, 2019.

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

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