



Colorado State Board of Education

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TRANSCRIPT OF PROCEEDINGS  
BEFORE THE  
COLORADO DEPARTMENT OF EDUCATION COMMISSION  
DENVER, COLORADO  
February 19, 2015, Part 3

BE IT REMEMBERED THAT on February 19, 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: The next item on the agenda is  
2 a presentation by staff concerning the process for removing  
3 and withdrawing from the Common Core state standards.  
4 Commissioner?

5                   MR. HAMMOND: Thank you very much, Madam  
6 Chair.

7                   One of the things you asked us to do, I  
8 think at the last Board meeting -- no, it had to be the  
9 January meeting -- is what would be the legal steps for  
10 you, as the State Board of Education, to withdraw from  
11 Common Core. That's one. And then the second part of  
12 that, if the State of Colorado withdraws from the Common  
13 Core, what is the impact and how would we do that, and what  
14 would that look like for districts and the process that we  
15 would go through.

16                   Now we've outlined that in material that  
17 will be reviewed with staff today. But I also want to note  
18 that there have been several bills across the state that  
19 kind of look into the same issue, and if we withdraw -- I  
20 mean, there's a multitude of steps in what you do if we  
21 don't have the Common Core standards.

22                   So with that, the first part of the  
23 presentation we start out with the legal analysis, Mr. Tony  
24 Dyl from the AG's office, and then followed by that -- and  
25 you can ask questions, as far as I'm concerned, after Mr.



1 Dyl's opinion, and he'll stay around -- and then staff is  
2 going to talk about what are the impacts, how would we do  
3 that, and then there are some district folks that are here  
4 as representatives, to just talk about some of the impacts  
5 it has had with them at this present time.

6 So with that I will turn it over to you, Mr.  
7 Dyl.

8 MR. DYL: Madam Chair.

9 MADAM CHAIR: Yes, Mr. Dyl.

10 MR. DYL: You've all received my written  
11 legal analysis of how the state can withdraw from the  
12 Common Core, so I won't keep you too long. I'll just frame  
13 my comments by saying, really, the question at this point  
14 would be, you know, what's keeping you in the Common Core,  
15 and that's a specific statute that was passed in 2012, 22-  
16 7-1006(1.5), that indicated that the state had to  
17 participate in a consortium and adopt the assessments  
18 developed by that consortium of states, and those were one  
19 of two consortia which, in the context, are both  
20 implementing the Common Core.

21 So with that in mind, the first and cleanest  
22 way would be for the General Assembly to repeal that  
23 statute.

24 The statute itself is silent on how the  
25 State of Colorado withdraws from one of these consortia.



1 However, it does require, you know, the state to enter into  
2 an agreement to join the consortia and the consortia  
3 agreement goes through how a state withdraws, and that  
4 would require the signatures of the chair of the State  
5 Board of Education, the commissioner of education, and the  
6 governor of the State of Colorado.

7                   So another method of withdrawal would be to  
8 have the governor, the chair of the State Board, and the  
9 commissioner agree to withdraw.

10                   MADAM CHAIR: Question.

11                   MR. DYLAN: Yes.

12                   MADAM CHAIR: Two-thirds, it doesn't count?

13                   MR. DYLAN: Excuse me?

14                   MADAM CHAIR: Two-thirds doesn't count?

15                   MR. DYLAN: I'm afraid two-thirds does not  
16 count --

17                   MADAM CHAIR: Okay. Thank you.

18                   MR. DYLAN: -- for that. It should be kept in  
19 mind, however, that the statute -- other statutes require  
20 the State Board to adopt content standards and to adopt  
21 uniform statewide assessments that are aligned to those.  
22 So really, what you're talking about here is initiating a  
23 process that would include withdrawal from the Common Core,  
24 redoing the state standards, and then development of new  
25 assessments that would be aligned to those state standards.



1                   Finally, I just want to mention, because it  
2 sometimes is confusing, there's no federal requirement that  
3 any state participate in the Common Core. Texas, for  
4 instance, has not adopted the Common Core. They have their  
5 own assessments and they're perfectly fine with federal  
6 funding. However, there is a requirement on the federal  
7 level for, you know, state content standards and state  
8 assessments. So that's not -- that aspect of it is not  
9 really what we're talking about here.

10                   MADAM CHAIR: Another quick clarifying  
11 question. There was no requirement that the states join,  
12 but when they voted to join then that -- does that make it  
13 permanent?

14                   MR. DYLAN: No.

15                   MADAM CHAIR: You know, because Texas was --  
16 did not join -- vote to join the Common Core.

17                   MR. DYLAN: Well, that's right, and --

18                   MADAM CHAIR: Colorado did.

19                   MR. DYLAN: -- other states have withdrawn  
20 from this and adopted their own standards.

21                   MADAM CHAIR: All right. Thank you.

22                   MR. DYLAN: So that is not going to be a  
23 problem.

24                   MADAM CHAIR: Okay. Who is next?

25                   UNIDENTIFIED VOICE: (Inaudible.)



1                   MADAM CHAIR: Let's keep it brief because  
2 somebody here has to leave real quickly.

3                   MR. DURHAM: Under taberall (ph) contracts  
4 entered into by Colorado are subject to annual  
5 appropriation. Correct?

6                   MR. DYL: Generally if they're a contract  
7 for money, I think this is an MOU and I don't believe that  
8 that's an aspect of it, but I'd have to double-check.

9                   MR. DURHAM: Well, I presume PARCC wants to  
10 be paid for their test.

11                  MADAM CHAIR: Oh yes. Of course.

12                  MR. DYL: Yeah. Well, that's -- yeah, that  
13 particular contract is with Pearson, not the MOU joining  
14 PARCC.

15                  MR. DURHAM: So we could eliminate the test  
16 if we could persuade the General Assembly to remove \$30  
17 million in funding in the next fiscal year.

18                  MR. DYL: Um --

19                  MR. DURHAM: And there's no recourse.  
20 There's no -- Pearson wouldn't have any recourse because  
21 their contract is subject to annual appropriation. Is that  
22 correct?

23                  MR. DYL: I don't believe that -- if done in  
24 that manner I think you're correct, that -- because there  
25 is a term in the Pearson contract, like there is in any



1 state contract, making it subject to legislative  
2 appropriation.

3 UNIDENTIFIED VOICE: That's correct.

4 MR. DURHAM: Thank you.

5 MADAM CHAIR: Yes. (Inaudible.)

6 UNIDENTIFIED VOICE: So does that mean that  
7 if we choose not to go along with Common Core then the  
8 legislature would not have to pay for it?

9 MR. DYL: No. It's rather the opposite. If  
10 the legislature decides to nix the appropriation for the  
11 assessments then we would be out of our contractual  
12 commitment to Pearson to pay for the assessment.

13 MADAM CHAIR: Thank you. Jill (ph).

14 I am moving because somebody needs to leave.  
15 Then we'll have plenty of time later.

16 UNIDENTIFIED VOICE: Okay. Thank you, Madam  
17 Chair.

18 MADAM CHAIR: Yes.

19 UNIDENTIFIED VOICE: So Tony just reviewed  
20 some of the legal steps and legal parameters for  
21 withdrawing from the Common Core. We were asked to also  
22 look, as a staff, at what are the steps then that if we  
23 were to withdraw from the Common Core, what are the steps  
24 we would take to develop our own English language arts and  
25 math standards. So we've prepared an analysis of those



1 steps, and just to review with you, Melissa Colzman will be  
2 speaking to those.

3                   You also asked and what are the  
4 implications. What does that look like at a district level  
5 for them? What have they done? What would they need to do  
6 differently if we were to change? So we did ask some  
7 districts to come and speak to that component of your  
8 question.

9                   As Commissioner Hammond mentioned, there are  
10 several bills that are underway that we've been asked to  
11 staff to create fiscal notes for, that contemplate the  
12 state developing their own standards for English language  
13 arts and math. So the process that we're going to share is  
14 the same process that we've provided to legislators, as  
15 well as estimated costs related to that process, so that  
16 you'll see alignment between what we're sharing with you  
17 today as well as what we've been talking about with  
18 legislators who have asked the same question.

19                   I'm going to go ahead and turn it over to  
20 Melissa so she can briefly outline what the state-level  
21 process is, and then we can quickly get into districts and  
22 their perspective on their processes.

23                   MADAM CHAIR: Melissa.

24                   MS. COLSMAN: Madam Chair, Members of the  
25 Board, thank you for the opportunity to come before you





1 today. What I'll be doing is providing a brief overview of  
2 what's been provided as a handout for you. First I'll  
3 start out with just a little bit of context for where we  
4 are in relation to standards implementation. Then I'll  
5 provide an overview of that process that the state would  
6 engage in. We will then ask our three representatives from  
7 Colorado school districts to provide information about the  
8 processes they used.

9                   To be clear, we have not asked districts to  
10 provide their perspective on the merits or the limitations  
11 of the Colorado Academic Standards. Instead, we've asked  
12 them to come here to tell you about the processes that they  
13 go through in order to transition to and implement new  
14 standards. We have representatives from a metro school  
15 district, through Connie Bouwman, Deputy Superintendent of  
16 Littleton Public Schools; a rural school district, with  
17 Kendra Anderson from Otis Public Schools R3; and a mountain  
18 school district, Wendy Wyman, from Lake County Public  
19 Schools.

20                   So I'll again go back and just very briefly  
21 review what this process would be. Again, just as a little  
22 bit of context, the standards revision process that  
23 Colorado engaged in in 2008, was the first major revision  
24 to Colorado's standards, and it was initiated by CAP4K.  
25 CAP4K includes a provision that allows for regular revision



1 of Colorado Academic Standards, and that process is set to  
2 occur on or before July of 2018. The process that we'll  
3 share with you today is the general process that we would  
4 use to follow the statutory requirements of CAP4K.

5 Colorado has standards in ten content areas,  
6 and two of those content areas contain the entirety of the  
7 Common Core, which are reading, writing, communicating, and  
8 mathematics standards. Districts began their work to  
9 transition to the new standards in 2010, and 2013-14 was  
10 the first year full implementation, so districts are now in  
11 their second year of full implementation of the Colorado  
12 Academic Standards.

13 So now I'll give you a brief overview of the  
14 document that I have provided, which describes a process  
15 that we would be following as a state. What you'll see on  
16 page 1 is kind of where I'll focus most of my presentation  
17 for you right now. You'll see, in text form, 11 general  
18 steps that we would take to develop our own standards, and  
19 you'll see a diagram which kind of outlines what that would  
20 entail.

21 What I'll do is instead of going through all  
22 11 steps I'll consolidate into 3 major chunks. What the  
23 state process involves is engaging Coloradans from K-12  
24 education, early childhood education, higher ed, business,  
25 as well as parents to sit on committees that would help to



1 develop the standards. The process would be very much  
2 influenced by the stakeholder input as part of an ongoing  
3 feedback process, input from the State Board, as well as  
4 expert input and reports that would guide their work.

5           So the first row of the diagram will give  
6 you just a sense of kind of what would happen to produce a  
7 first draft of standards. The committees would be provided  
8 stakeholder input as an analysis from expert reviewers who  
9 would provide a benchmarking report to tell our committees  
10 kind of a general sense of what are some major content area  
11 benchmarks, so that we would say what do high-performing  
12 states, higher performing countries expect at each grade  
13 level, so that using that input they could develop their  
14 first draft of their standards. That input would be then  
15 given to the State Board as a first draft.

16           Following the first draft of the standards  
17 we would engage the public to provide their feedback on  
18 that first draft, and we would allow the committees to use  
19 State Board input and public input to produce a second  
20 draft.

21           At that point the analysis gets a little bit  
22 more high stakes in that we would also engage experts in  
23 content areas to provide information about the adequacy of  
24 the standards in each content area, to look from a  
25 mathematical point of view, from a reading, writing,



1 communicating point of view, which would then be used to  
2 inform the State Board as to the quality of that initial  
3 draft of standards. From there, the committees would take  
4 your feedback as well as public feedback and that expert  
5 feedback to produce a final draft.

6                   So this is a general kind of process that's  
7 used that involves stakeholders, involves the State Board,  
8 obviously, and it involves national expert review.

9                   This type of process would take about 12  
10 months. In terms of cost for one content area we estimate  
11 to be about \$128,000, for about two content areas  
12 approximately \$218,000. And again, this kind of gives you  
13 a sense of the process that we would follow through our  
14 next revision process in 2018.

15                   UNIDENTIFIED VOICE: May I ask a question?

16                   MADAM CHAIR: Yes. Go ahead.

17                   UNIDENTIFIED VOICE: I'm going to ask this  
18 question. Do we have to proceed with the plan that -- in  
19 other words, were we to do this, is what you've just  
20 sketched out required in some place? I mean, having seen  
21 that process in other states, it seems this state is an  
22 expensive and time-consuming process. Do we have latitude  
23 as to what process we do engage in in order to generate  
24 standards, whether it's waiting until 2018 to look at them  
25 again or looking at adjusting them now.



1 MADAM CHAIR: So you're talking about new  
2 standards.

3 UNIDENTIFIED VOICE: Right. I mean, let's  
4 say we were to --

5 MADAM CHAIR: If we were to decide we were  
6 going to go forward.

7 UNIDENTIFIED VOICE: Right.

8 MADAM CHAIR: Okay.

9 UNIDENTIFIED VOICE: And all that you  
10 suggested, focus groups and all this, do we have latitude -  
11 - do we have to do it that way?

12 MADAM CHAIR: Melissa?

13 MS. COLSMAN: Madam Chair, the process that  
14 we've outlined here is a general process that states follow  
15 as they develop standards. This is a general process that  
16 Colorado followed back in 2009, as we developed the  
17 Colorado Academic Standards. But your question is, yes, we  
18 have latitude in how we engage in that process.

19 UNIDENTIFIED VOICE: Yeah, we could decide  
20 to do it differently that might create less expense and  
21 less time. Oh I'm just say there are different models out  
22 there.

23 MADAM CHAIR: Good.

24 UNIDENTIFIED VOICE: I'm just saying we  
25 wouldn't have to spend X number of hundred thousand dollars



1 over X months for -- you know, we wouldn't -- we could  
2 generate our own process if we wanted to.

3 MADAM CHAIR: If we were to move forward  
4 with this idea.

5 UNIDENTIFIED VOICE: If we were to move  
6 forward.

7 MADAM CHAIR: Right. Thank you.

8 UNIDENTIFIED VOICE: I mean there's no  
9 statute that says here's how you develop these standards.

10 MADAM CHAIR: Yeah.

11 UNIDENTIFIED VOICE: Okay. Thank you.  
12 Sorry to interrupt.

13 MADAM CHAIR: Melissa.

14 MS. COLSMAN: Madam Chair, you're correct.  
15 We have latitude in terms of that standards development  
16 process. There are, however, some requirements in statute  
17 as to what that process does need to include.

18 UNIDENTIFIED VOICE: Are they very long?

19 MS. COLSMAN: They're fairly long.

20 UNIDENTIFIED VOICE: Okay.

21 MS. COLSMAN: But they're in 22-7-1005. In  
22 terms of the things that need to be put in place and  
23 considered, that doesn't necessarily dictate a process.  
24 But one is, you know, ensuring that the standards are  
25 comparable in scope, relevance, and rigor to the highest



1 national and international standards that have been  
2 implemented successfully and are consistent and relevant to  
3 achievement goals. So doing it implies some national and  
4 international benchmarking, which does require some time  
5 and some external expertise to engage in as well.

6 We do note that the feedback that we've  
7 received from stakeholders is an appreciation for a process  
8 that does allow for a good deal of public feedback and that  
9 that occur not just in the metro area. So there would, at  
10 a minimum, be some expense involved in getting across the  
11 state, meeting and conducting those stakeholder sessions.  
12 That's significant feedback that we received that people  
13 appreciated in the early process and continued to desire  
14 more of.

15 MADAM CHAIR: Okay. Thank you. Yes, go  
16 ahead.

17 UNIDENTIFIED VOICE: Great. So that is just  
18 a general process that the state would follow. We have our  
19 representatives from three different districts to again  
20 talk about their processes to transition to and implement  
21 new standards. So we'll go ahead and start with Connie  
22 Bouwman from Littleton Public Schools.

23 MS. BOUWMAN: Good afternoon, and thank you,  
24 Madam Chair and Board members, and Commissioner Hammond for  
25 the opportunity to speak before you today. We are very



1 proud of the work we do in Littleton Public Schools and I'm  
2 happy to share that with you.

3                   When CAP4K was first -- first became law, we  
4 recognized that new standards that would be developed would  
5 be the focus of our work, both in general education and in  
6 special education. And we were very much, at that time --  
7 we still are -- involved in response to intervention. And  
8 so we also recognized and knew that the standards  
9 represented the framework or Tier 1, or what we call the  
10 universal instruction for all students.

11                   And so we are very committed to providing  
12 excellent Tier 1 instruction across the board, for all of  
13 our students. So we knew that these new standards would be  
14 very important to our district and to our students and to  
15 our community.

16                   So the subsequent adoption by our board of  
17 the Colorado Academic Standards set us on a five-year path  
18 of professional development where we made it explicitly  
19 clear that these standards could not be put on a notebook -  
20 - put in a notebook and on a shelf, that we knew we had to  
21 touch every teacher in our district, in terms of learning  
22 about and being committed to the standards.

23                   Fortunately, we passed a mill levy increase  
24 in 2010, where our board of education set aside one-time  
25 dollars for standards implementation. And they also set





1 aside dollars for full-scale implementation of new  
2 materials and resources. So, to date, we have spent  
3 approximately \$2.8 million to support standards  
4 implementation, and I want to emphasize that these were  
5 one-time dollars and that we do not have the capacity to  
6 return to our voters for a mill levy increase for several  
7 years.

8                   So in order to build capacity with the  
9 standards we established teacher leader cadres to help  
10 develop the necessary professional development and  
11 curriculum writing that goes along with new standards. We  
12 also host summer institutes to help teachers develop skills  
13 and the knowledge they need to help their students be  
14 successful with new standards, and the 21st century skills  
15 that go hand-in-hand with those standards.

16                   We developed district expectations around  
17 the 21st century skills and are currently working on  
18 developing professional development blueprints that will  
19 outline the skills and training that each of our teachers  
20 need in their content area and grade level. We also  
21 revised our universal literacy framework to meet the  
22 expectations set forth in the new standards, to meet the  
23 rigor of the new standards.

24                   So currently our teachers are working  
25 collaboratively to develop units, curriculum units around



1 the standards and to make necessary resource  
2 recommendations to our board of education in order to teach  
3 the standards. And with the standards implementation  
4 dollars that were set aside, from our one-time mill levy  
5 money, we also set aside a pool of money for what we call  
6 gap resources, because there was no way we could afford to  
7 provide full implementation resources for ten content  
8 areas, so we had to put those on a schedule of materials  
9 adoptions. So we've also purchased gap resources.

10 We established Google websites to house our  
11 teachers' work and to make it available to all teachers who  
12 teach that content area or grade level in the district.  
13 And to date we've made district purchases, or full-scale  
14 purchases, in K-12 science, secondary mathematics,  
15 elementary and middle school social studies, and we've  
16 purchased technology to support music and art, and their  
17 work with standards. We also have an elementary  
18 mathematics recommendation that will go to our board of  
19 education in March, for full implementation in the fall.

20 And as part of our five-year professional  
21 development plan, we worked extensively with parents,  
22 parent groups, and community members to explain the new  
23 standards and assessments, and we've also shared the  
24 Colorado Growth Model and the School Performance Frameworks  
25 with countless parent and accountability groups. Not an



1 easy task. And throughout the process we've established a  
2 great deal of trust and credibility with our teachers,  
3 administrators, and parents, and LPS staff and community  
4 are truly committed to providing our students with the  
5 knowledge and skills they need to be successful in college  
6 or the workforce.

7                   And we, as central administration, do two  
8 formal site visits every year to our schools to see how  
9 they're implementing their universal -- I'm sorry -- their  
10 unified improvement plan. And just last week we were in  
11 one of our elementary schools and saw first-graders  
12 implementing a Socratic seminar. Now I taught high school  
13 kids for 26 years and could never get a Socratic seminar to  
14 go as smoothly as those first-graders did. So we are  
15 seeing the benefits of our new standards and of our five-  
16 year plan, and we're very proud of that.

17                   So thank you again for the opportunity to  
18 share our work with you today.

19                   MADAM CHAIR: Thank you. Any questions,  
20 Board? Thank you.

21                   MS. ANDERSON: Madam Chair, State Board,  
22 Commissioner Hammond, thank you for allowing me the time to  
23 explain my perspective in northeast Colorado on the  
24 implications for your decision-making.



1 I'm here today to talk about the  
2 implications for your decisions around the Colorado  
3 Academic Standards. I'm not here to endorse PARCC or the  
4 PARCC assessments. In fact, the Otis Board of Education  
5 has symbolically passed a resolution for a waiver from  
6 PARCC and CMAS.

7 The sample curriculum project and content  
8 specialists are the best examples of support from CDE that  
9 I've experienced in my 12 years as an administrator. This  
10 work has been extremely helpful for the Otis School  
11 District and I can speak for most of our districts in  
12 northeast Colorado as I was the former curriculum and  
13 assessment coordinator through our northeast BOCES.

14 We have relied on the work, through the  
15 Department, to implement curriculum changes after the  
16 adoption of the Colorado Academic Standards. Small school  
17 districts do not have the resources to implement curriculum  
18 changes after the -- I'm sorry. I'd like to start that  
19 over.

20 We have relied on the work of the Department  
21 to implement curriculum changes after the adoption of the  
22 Colorado Academic Standards. Small districts do not have  
23 the personnel with specific expertise to rewrite  
24 curriculum. My district has been working with ten other  
25 districts to implement the new curriculum and standards, so



1 this work is positively impacting our students in northeast  
2 Colorado. Our district -- my district -- would never have  
3 the resources to be able to do things like happen in  
4 Littleton and other areas, so we really rely on what the  
5 Department provides for us and are appreciative of the  
6 sample curriculum work and the standard that are embedded  
7 in them.

8                   The amount of resources -- teacher time,  
9 administrative time, training, travel, resources like  
10 textbook materials that have already been purchased -- and  
11 then working collaboratively around those to implement the  
12 standards is absolutely intractable. I wish I had time to  
13 share with you a large project that we've embarked on in  
14 northeast Colorado with those ten districts, creating PLCs,  
15 putting teachers together, seven times a year, the  
16 training, the collaboration. Then we come back to our  
17 districts, we implement, and that's happening in most of  
18 our districts.

19                   We have done as we were asked. We are  
20 implementing the Colorado Academic Standards. I certainly  
21 cannot ask my exhausted teachers and principal to start  
22 over. The negative impact on their morale would be  
23 tremendous. We base everything we do on what is best for  
24 our kids. There is nothing within the Colorado Academic  
25 Standards that I don't want my own son to know and be able



1 to do. In fact, I believe this gives especially our rural  
2 kids an opportunity to have equivalent access to a  
3 curriculum. I feel like it levels the playing field. We  
4 can compare our students to students and feel confident.  
5 In fact, we helped our teachers to understand that we can  
6 feel confident that our kids have equal access to  
7 opportunities that others do, and not even in Colorado but  
8 beyond, in other states.

9                   So I am asking you to honor our work, to  
10 consider the teachers back at home working right now today,  
11 implementing the standards, as you make your decisions. I  
12 need to ask my principal to continue the work that we've  
13 already done. In fact, this morning, in Otis School  
14 District, a book study is happening around. It's called  
15 Core Six and they are fully embracing the strategies  
16 embedded there.

17                   Thank you for the opportunity to share with  
18 you.

19                   MADAM CHAIR: Thank you. I've forgotten.  
20 Which district are you from?

21                   MS. ANDERSON: I'm at Otis School District.  
22 I'm the superintendent.

23                   MADAM CHAIR: Otis School District. Okay.

24                   MS. ANDERSON: Northeast Colorado.



1                   MADAM CHAIR: Gotcha. Any other comments,  
2 or should we just go on, and then we can ask questions when  
3 we finish. Go ahead.

4                   MS. WYMAN: Thank you Madam Chair, Board,  
5 and Commissioner for the opportunity to speak today.

6                   My name is Wendy Wyman. I'm the  
7 superintendent from Lake County School District, which is  
8 located in Leadville. Lake County School District is a  
9 rural mountain district with just under 1,000 students.  
10 Our free-and-reduced lunch rate is around 73 percent, and  
11 about 33 percent of our students are learning English as a  
12 second language.

13                   We are pleased to say that our 2014 district  
14 accreditation rating moved up from priority improvement to  
15 improvement. This means that as a district we have moved  
16 off of the five-year accountability clock. While we still  
17 have work to do, this movement in accreditation rating  
18 indicates that our efforts are working.

19                   A key piece of our improvement plan has been  
20 a focus on writing and implementing a curriculum aligned to  
21 the Colorado Standards that ensures that all students have  
22 access to rigorous learning opportunities. Significant  
23 time, human capital, and financial resources have been  
24 committed to this important work. We are fully invested in  
25 our curriculum work as we believe it is producing better



1 outcomes for our students every day. This commitment has  
2 led to true momentum across our district.

3                   Our teachers have been diligently working on  
4 writing and developing district curriculum for the past two  
5 years. One example is that last year, during the school  
6 year, we had teams of teachers, including content area  
7 teachers in the field of math, science, and language arts,  
8 as well as teachers who teach special education and English  
9 as a second language work with content area experts to  
10 write curriculum. In these three-day sessions, our  
11 teachers learned about key features of high-quality  
12 curriculum and how to write strong curriculum. They also  
13 had the honor of writing curriculum that is being used by  
14 some of their colleagues across the state.

15                   A second example is that this past summer we  
16 engaged even more teachers in the work. Twenty-six of our  
17 7th- through 12-grade teachers came in for four-day  
18 sessions of assessment writing and curriculum buildout.  
19 These 26 teachers represent 76 percent of our high school  
20 staff and these teachers were once again accompanied by  
21 content area experts from CDE.

22                   Our teachers have continued to use our  
23 weekly professional development time to build out the  
24 writing and work on curriculum. Working alongside CDE





1 staff they have become very capable themselves at providing  
2 students with aligned and rigorous curriculum.

3                   Most importantly, our students are  
4 benefiting. As a result of this work, teachers are setting  
5 higher expectations for students. Teachers have clear  
6 roadmaps that support focused efforts to support student  
7 learning in the classroom. Teachers have also gained more  
8 knowledge on how to differentiate the curriculum to ensure  
9 that all students have access to high-level work.

10                   Our focused work on curriculum is paying off  
11 for our students by setting higher expectations for their  
12 learning. This work has created a new level of  
13 professionalism and a renewed sense of investment for our  
14 teachers and our administrators. Our curriculum work is  
15 key to our reform efforts in Lake County School District.

16                   Thank you.

17                   MADAM CHAIR: And I have to ask, since I was  
18 able to attend your groundbreaking for your new best  
19 school, is that part of the reason you moved up the point?

20                   MS. WYMAN: I think it's definitely helping.

21                   MADAM CHAIR: It was a wonderful occasion.  
22 I really enjoyed it.

23                   MS. WYMAN: Thank you, Madam Chair.

24                   MADAM CHAIR: Yes. Where are we going now?

25 Jill (ph), are you ready for questions, or --



1 UNIDENTIFIED VOICE: Yes.

2 MADAM CHAIR: All right, Board. Have any  
3 questions for anybody? Yes, Deb.

4 MS. SCHEFFEL: Are we asking --

5 MADAM CHAIR: Anyone.

6 MS. SCHEFFEL: My question is, you like the  
7 standards, you're implementing them, you think they're  
8 working. That's great. It is possible for there to be  
9 options for districts to adopt and implement the Common  
10 Core standards, the portion of them that is specific to  
11 Colorado, voluntarily, in other districts that want to  
12 exceed those standards? In other words, can the State  
13 Board create a corpus of standards that are -- when we  
14 first wrote the new standards in 2009, it was supposed to  
15 be shorter, more rigorous, and all this. It really didn't  
16 end up being shorter. It ended up being more voluminous.

17 And so could the State Board -- legally, I  
18 guess, is the question -- create a set of standards that  
19 were far less voluminous and yet allow districts who want  
20 to continue to embrace these Common Core standards as  
21 currently, let them do that?

22 MADAM CHAIR: Who is your question for?  
23 Jill (ph)?

24 MS. SCHEFFEL: Not all the districts do and  
25 we've heard from folks that like them but there are lots of



1 people that don't -- parents, districts, teachers,  
2 principals, right? I mean, so there's lots of voices that  
3 we didn't hear this morning, this afternoon, and so what  
4 are the options, again, that we could provide for those  
5 districts, parents, students, whatever, that feel that the  
6 standards are not fulfilling what they need?

7 MADAM CHAIR: Jill or Keith. Jill?

8 UNIDENTIFIED VOICE: Madam Chair, so the  
9 statute does ask the State Board to adopt standards and it  
10 does list the content areas. In terms of the flexibility  
11 for districts, one of the local board responsibilities is  
12 to adopt standards that meet or exceed the states, so  
13 districts have that flexibility now, in statute, to build  
14 on, to go above, beyond the state standards.

15 MS. SCHEFFEL: So really what we're  
16 considering is whether or not this set of standards is  
17 mandatory from states. I mean, the districts can continue  
18 to embrace these standards, and if they're not, quote,  
19 Common Core standards then they're not copyrighted. In  
20 other words, you can change them and adjust them for rural  
21 versus urban or whatever. But to the extent that they're  
22 mandated at the state level, they're the Common Core  
23 standards, as part of our larger set of standards, they're  
24 copyrighted, they can't be changed, then it strikes me that



1 the State Board could adopt standards that still allow  
2 districts to implement these standards if they wish.

3 MADAM CHAIR: Would they, I guess, is just  
4 the question. Would they?

5 MS. SCHEFFEL: Or just create some more  
6 options for districts. Like I said, we have voices here  
7 that like the standards, feel they're helping and serving  
8 their students well. Not everyone feels that way.

9 MR. HAMMOND: Madam Chair?

10 MADAM CHAIR: Oh, yes, Mr. Commissioner.

11 MR. HAMMOND: The issue you run into --  
12 correct me if I'm wrong, okay -- if we followed through and  
13 did that, the question then runs against the assessment  
14 system.

15 MS. SCHEFFEL: Correct.

16 MR. HAMMOND: Okay.

17 MS. SCHEFFEL: They're very inextricably  
18 woven together.

19 MR. HAMMOND: Right. So if a district were  
20 to go to something different then probably some of the  
21 small districts, they wouldn't have the ability to get an  
22 assessment system to match that. And given the current  
23 requirements of law regarding having an assessment system  
24 that is for all kids in specific grades (inaudible), I can  
25 see that could be a problem.



1 MS. SCHEFFEL: But if we could reduce the  
2 federal minimums and really look closely at our options for  
3 assessment, it also would, I think, create fewer mandates  
4 and more a core of commonality as opposed to the more  
5 pervasive commonality that we've created with Common Core  
6 and PARCC.

7 MADAM CHAIR: Yes.

8 MR. HAMMOND: And certainly that's the  
9 legislation that's being talked about right now, coming  
10 down from (inaudible).

11 MS. SCHEFFEL: Right.

12 UNIDENTIFIED VOICE: May I ask a question,  
13 Madam Chair?

14 MADAM CHAIR: Sure --

15 MS. MAZANEC: Also, does this mean that --

16 MADAM CHAIR: -- Val.

17 MS. MAZANEC: -- we can have the standards  
18 that are there and our standards -- call it our standards -  
19 - and, at the same time, not have PARCC? There are many  
20 other companies that are working on their own testing, and  
21 could it be divided so that we could say yea to the  
22 standards, no to PARCC?

23 MADAM CHAIR: Val, I answer and then Jill,  
24 you answer, because you weren't here. But they were not  
25 ever together. We adopted standards. Everybody, and you,



1 I think, mentioned the fact that this was not an  
2 endorsement of PARCC. The standards are one question.  
3 PARCC is a separate one, and should be.

4 UNIDENTIFIED VOICE: Madam Chair, yes, the  
5 law does require the State Board to adopt a system of  
6 aligned standards and assessments. So in the first request  
7 that the State Board made to the legislature was to develop  
8 its own set of assessments, aligned to the Colorado  
9 Academic Standards. Those were not approved by the Joint  
10 Budget Committee and the legislature at that time, and at  
11 that time that is when the legislation that Tony Dyl  
12 referenced directed the State Board to join as a governing  
13 member of PARCC. And so that is when the state became a  
14 member of PARCC to assess the English language arts and  
15 math standards.

16 MR. HAMMOND: That was back in --

17 UNIDENTIFIED VOICE: -- 2012.

18 MADAM CHAIR: Yeah. 2012. We remember that  
19 well. Steve.

20 MR. DURHAM: The governance of PARCC, there  
21 is a governing board. Who are the individual members of  
22 that governing board? Are they by position or could  
23 Colorado designate anyone it chose?

24 MADAM CHAIR: Mr. Commissioner?



1 MR. HAMMOND: Of the 12 states that are  
2 there, okay, I'm a governing member and Joyce (inaudible)  
3 on the Technical Advisory Panel. Then we have, throughout  
4 the process we have multiple teachers throughout the state,  
5 of each state, participation in that.

6 MR. DURHAM: That wasn't the question I  
7 asked.

8 MR. HAMMOND: Can you clarify your question?

9 MR. DURHAM: The question was the member of  
10 that board, could it be someone else in a different  
11 position?

12 MADAM CHAIR: At that time?

13 MR. DURHAM: No. I mean, could we change?  
14 Could we have someone else as our representative to the  
15 PARCC board?

16 MADAM CHAIR: Go ahead.

17 MR. HAMMOND: Sir, I'm going to check that  
18 out. I believe it calls for the governing -- the  
19 respective chief (ph) to be in that. It's the chief and  
20 then the (inaudible) at that time. For sure it has the  
21 chief of the state, chief state school (inaudible).

22 MR. DURHAM: And the agenda items that you  
23 all consider as a member of that governing board, are we  
24 given any information and updates about what's on the  
25 agenda, what kind of policy decisions are being made by



1 that governing board, so that we might have some insight  
2 into what direction it's going and what policy decision  
3 it's making?

4 MR. HAMMOND: We give you periodic updates  
5 but if you would like regular updates we can certainly send  
6 you. We tend to get inundated with paper but that's not a  
7 problem.

8 MR. DURHAM: Thank you, Madam Chair. I've  
9 noticed we get inundated by paper on a lot of issues.

10 MADAM CHAIR: You want more paper, right?

11 MR. DURHAM: Yeah, I'm really short of  
12 paper. So we could get regular updates. How often do you  
13 meet?

14 MR. HAMMOND: I think governing committee  
15 meets -- what is it now? -- every month by phone, and then  
16 every quarter in person.

17 MADAM CHAIR: Jane?

18 MS. GOFF: I just want -- excuse me -- just  
19 mentioning that a lot of -- I haven't looked specifically  
20 for that particular update from the governing board  
21 meetings lately, but the PARCC website has abounding --

22 MR. HAMMOND: (Inaudible.)

23 MS. GOFF: Yeah, lots of Q&As, lots of tips,  
24 lots of toolboxes, lots of stories from the field, lots of,  
25 lots of. So it's possible that we could probably get on a





1 more regular thinking about repeating website addresses and  
2 just making sure people are aware of where they can go to  
3 get some information.

4 MADAM CHAIR: Steve.

5 MR. DURHAM: Thank you, Madam Chair. I  
6 think that's all well and good but I am -- I really am  
7 concerned about the use of public funds for self-  
8 aggrandizement and self-promotion that could, and likely  
9 does occur on the part of PARCC, because they certainly  
10 have their critics but I suspect you don't see any of that  
11 on their website.

12 MADAM CHAIR: I would have to --

13 UNIDENTIFIED VOICE: I've seen it to be  
14 really realistic and very straightforward and quite  
15 transparent, based on what I trust.

16 MADAM CHAIR: And I would speak before the  
17 Commissioner gets a chance. Having the Commissioner as a  
18 member of that governing board is a big plus in our point,  
19 because he's there. The four-page letter you got from Arne  
20 Duncan, you know, that told you all the bad things that  
21 they can do, Robert insisted that he write that, you know.

22 So there are many advantages to having  
23 someone, particularly since they have to be -- you know, if  
24 you were to remove Robert you'd have a commissioner from



1 another state. I just -- I think the advantages outweigh  
2 the disadvantages. That's just my opinion.

3 Robert, you had a comment?

4 MR. HAMMOND: Just to say let me check out  
5 the website and see if it includes all the minutes and  
6 everything. That might be easier than inundating with  
7 paper. Whatever you want, but we can check on that. I'm  
8 sure --

9 UNIDENTIFIED VOICE: I don't know that it  
10 takes that.

11 MR. HAMMOND: We can work out something and  
12 make sure you get regular updates. And I have to point out  
13 one thing. I'm not in it for a self-aggrandizement.

14 MADAM CHAIR: Yes. I would add to that.

15 UNIDENTIFIED VOICE: Aggrandizement?

16 MR. DURHAM: It wasn't you personally. It's  
17 the organization that engages in self-aggrandizement.

18 MR. HAMMOND: Okay. I just had to point  
19 that out.

20 MADAM CHAIR: Good point. Val.

21 MS. FLORES: I'm just wondering. You  
22 brought up an interesting point, or somebody did, about  
23 copyrights. What you did, and I'm concerned about all this  
24 material that districts are producing and creating. And my  
25 question is, is it like in the universities, where a person



1 may do their work on their own time -- I know you're  
2 employed by the university -- and even work that is before,  
3 but yet once you go online, that online company takes your  
4 work. Would this happen to the districts, where -- not  
5 PARCC, I'm sorry -- Common Core would then take the  
6 material and say, well, you know, it's under our auspices,  
7 our standards, and you've developed this, but, you know, we  
8 gave you the idea because we wrote the standards. What  
9 about copyright laws for districts?

10 MADAM CHAIR: Mr. Commissioner?

11 MR. HAMMOND: Let me see if this has -- when  
12 it comes to the Common Core or the other standard, you've  
13 got your standards. Districts write the curriculum. I  
14 mean, it's up to each district, okay, and they have their  
15 standards. In fact, the group that she's talking about  
16 meet with several other districts so they share all the  
17 stuff among themselves to help each other on curriculum.

18 When it comes to PARCC, that's one of the  
19 things that --

20 MS. FLORES: Well, no, no, no. But Common  
21 Core, does Common Core then take that material and --

22 UNIDENTIFIED VOICE: I think her question is  
23 --

24 MADAM CHAIR: There isn't an organization  
25 that would --



1 UNIDENTIFIED VOICE: -- who owns the  
2 intellectual property for the curricula that districts  
3 develop based on Common Core?

4 MS. FLORES: That's right. That's my  
5 question. Thank you.

6 MR. HAMMOND: Go ahead.

7 UNIDENTIFIED VOICE: Madam Chair, I'll let  
8 the districts respond but it's the districts' property and  
9 if they have anything they'd like to add.

10 MADAM CHAIR: No? Okay.

11 MR. DURHAM: The one thing I was going to  
12 say, Madam Chair, and this has been an important thing for  
13 me, is, anything developed that we're a part of, the PARCC  
14 does not have access to the intellectual property rights,  
15 that we have the intellectual property rights.

16 MADAM CHAIR: PARCC.

17 MR. DURHAM: Yeah, well, to what's created  
18 by PARCC, because being a governing state, you know, we  
19 have access to those items. And so that was very important  
20 that we make sure that we have full control of the  
21 intellectual property rights.

22 MADAM CHAIR: Deb.

23 MS. SCHEFFEL: Well, I would say access and  
24 influence over are two very different things. So it's good  
25 that we have access. Obviously we should. They are



1 supposedly the standards we've adopted and on which we're  
2 holding our teachers and students accountable. But it's  
3 another issue of who's influencing the items on the  
4 assessment, who is defining how those items are scored. I  
5 think sometimes we forget that there are norm-referenced  
6 and criterion-referenced to us, and PARCC is a criterion  
7 reference to us, so that everyone can pass it or everyone  
8 can fail it, based on how the criterion are interpreted and  
9 who writes the rubrics and scores the items based on the  
10 rubric. Very different than a norm-referenced test where  
11 kids are ranked and understand where they stand in a group  
12 of 100 kids, for example.

13                   So, therefore, having access is good but  
14 it's having influence over how those items are derived, how  
15 they're scored, what the cut points are, how the data is  
16 used, the privacy issues around the data points. Those are  
17 the issues that people are concerned about. So, I mean,  
18 that's why this discussion is so relevant, because can we  
19 free up districts, in terms of the assessment piece and the  
20 standards piece, to create a core corpus of knowledge that  
21 students should be addressed in our school, without having  
22 to adopt the Common Core standards, and to what extent does  
23 it give more flexibility for schools to exceed those  
24 standards. I guess that's where good discussion is  
25 important.



1                   MADAM CHAIR: Good point. Any comments?  
2 Any other questions? Comments?

3                   I am delighted that we made this separation  
4 today, which I think a lot of people don't understand, and  
5 that's the separation between the standards and PARCC. The  
6 standards -- and I can attest to this because I was a  
7 teacher when they started the No Child Left Behind  
8 standards, Step 1, and then I was a local board member when  
9 they started Step 2, and then I was on the State Board when  
10 we actually adopted those standards. And I've seen a lot  
11 of great results, as you mentioned.

12                  Jane and I went to a conference in Durango -  
13 - remember? -- and had a lot of schools there, and I  
14 remember this one teacher talking about -- she had second-  
15 graders writing stories about weather phenomena and using  
16 words like "cyclones." And it was kind of second-grade  
17 handwriting but it was -- you know, usually they're writing  
18 about my favorite pet or something. We've seen some great  
19 results, and the standards, in general, were great.

20                  My problem -- I know that's not for  
21 everybody -- but my problem came when we adopted PARCC, and  
22 were required to adopt PARCC by legislation. I have  
23 several times mentioned, to no avail, that in Utah they did  
24 their own standards, or their own assessments. They have  
25 three 90-minute assessments and a writing prompt. Now I



1 talked to them. I don't know if they've had results yet,  
2 but as far as I'm concerned that's where we went astray,  
3 and that was legislation. That wasn't anything that we  
4 decided.

5                   And at the time, though, I don't think there  
6 was a lot of pushback to it because we didn't realize how  
7 big and overwhelming it was. I think there's a real  
8 feeling out there that we need to get out of PARCC, and I  
9 don't -- you know, we don't have to go to the legislature  
10 or we would be out of PARCC. I don't know what's going to  
11 happen.

12                   But I'm really glad you -- you know, this  
13 has been real clear. You've done some great work with  
14 writing the standards. Colorado wrote their own standards.  
15 There are people who would love to have you believe that  
16 somebody just sent them to us and we adopted them.  
17 Colorado wrote their own. I was involved.

18                   Another thing, though, I would mention is  
19 that there have been three or four states that have  
20 withdrawn from Common Core, and quote/quote, written their  
21 own standards. And when they hand them out to the people  
22 they go, "Wait a minute. You didn't write your standards.  
23 These are the old standards," in general, you know.  
24 Standards are standards. It's the curriculum that gets us  
25 in trouble. And so I'm just delighted that we kind of



1 broke that down. I don't know where it's going to go from  
2 there. If anybody can come up with a way to get out of  
3 PARCC I'd be right there with them.

4 Any other comments? I got carried away.  
5 Jane is laughing at me.

6 MS. GOFF: No. I never laugh.

7 MADAM CHAIR: Well, I try to wait until  
8 last, but go ahead.

9 MS. GOFF: I'm with you, Marcia. Well, I  
10 agree totally. Real quickly, two other states, for sure.  
11 A lot of you may be familiar more with those two state  
12 stories -- Oklahoma and Indiana.

13 MADAM CHAIR: Oklahoma and Indiana.

14 MS. GOFF: And it's been interesting to  
15 follow the metamorphosis and back again of some thinking  
16 and some of the results that come out. Indiana, right now,  
17 is back in Round 2B of assessment issue again. And I don't  
18 mean -- this is not a funny matter. It's just it does  
19 become interesting. Life is ironic and interesting  
20 sometimes. But where they are right now, with their  
21 assessment dilemma is too long --

22 MADAM CHAIR: Too big.

23 MS. GOFF: -- versus does it cover the right  
24 thing? We're back in brand new standards again, actually  
25 the third set -- Oklahoma shares that as well -- the third





1 set in a very short amount of time, and just all the human  
2 being things that happen when you're in big flux like that.

3                   So who knows where Indiana's assessment life  
4 will end up. They're getting real close to the crunch  
5 timeline, like everybody is. Oklahoma, they literally did  
6 have, I call it a textbook story case of a lot of upheaval,  
7 a lot of work done to come up with what they were, you  
8 know, feel is their right to develop their own set of  
9 standards, and they were presented to the citizens and the  
10 legislature and the crowds of people that help them do this  
11 in, again, a short time, under big pressure. And 98  
12 percent of the comments were "these are the same," "is this  
13 what we're really saying" with very few, minute, specific  
14 detail exceptions, the same set of standards that had been  
15 presented through their Common Core version, which is, you  
16 know, as we know, I mean, it's the state's standards. So  
17 the Common Core part was math and language arts.

18                   Anyway, yeah, Marcia's right. The things  
19 that we've been able to see, not nearly -- I know we don't  
20 get enough time to get out and about -- but to see what's  
21 happening across the state in all the various districts,  
22 the amount of -- I have heard nothing but positive comments  
23 from teachers, classroom teachers especially, and  
24 administrators around the potential and just the value of



1 getting together and talking through this as professionals.  
2 That is the major benefit people are seeing.

3                   You know, that doesn't mean to say that it's  
4 perfect. I don't think that was ever assumed to become the  
5 case, or to be the case. And I guess I would ask, as a  
6 technical question, and then I'll stop, the review  
7 expectations -- so if currently the statute says six years,  
8 so we would need to have our review, but that's all ten  
9 content areas. Correct? We're on the same kind of  
10 traditional path --

11                   UNIDENTIFIED VOICE: Madam Chair?

12                   MS. GOFF: -- we always were, with an every  
13 five-, six-year review cycle, so by 2018, the expectation  
14 is that all ten of our content areas would have been  
15 reviewed again for adjustments, which makes -- that's the  
16 updating part of our life. There is legislation going to  
17 be proposed around that, around that cycle and how we work  
18 the review cycle in general. There are some other things  
19 in the works around how do we -- the whole area of  
20 understanding, how does measurement of learning goals, in  
21 other words, how does assessment of the standards play  
22 into, and what are the best tools and what's the best way  
23 to go about it.

24                   So our decision right now, I think we're all  
25 stressed because we are all under some time crunches, and



1 it's very hard, especially now. We're, what, three weeks  
2 away from da-da day, and the first chance, the first crack  
3 at finding out how this is working, and how all the good  
4 work in districts is going to be -- what is it going to  
5 look like? You know, it's hard. We haven't found that out  
6 yet, according to this particular way of doing it.

7                   But I just wanted to tell you, I'm talking  
8 way too much today and I'm so sorry, but how much I  
9 appreciate all the good work that's been going on in all of  
10 your districts, and everybody that was here earlier today  
11 as well, on other topics. And, you know, hang in there.

12                   MADAM CHAIR: Pam.

13                   MS. MAZANEC: To bounce off Jane again --  
14 we're bouncing off each other -- about the quality of the  
15 standards. I just want to make a statement that for me it  
16 does not matter if these standards are perfect. There  
17 probably is no such thing as perfect set of standards.

18                   MADAM CHAIR: The standards are what? I  
19 didn't hear.

20                   MS. MAZANEC: I don't care if the standards  
21 are perfect.

22                   MADAM CHAIR: Okay.

23                   MS. MAZANEC: I'm opposed to them because  
24 they invite federal intrusion. And as we all know,  
25 standards drive curriculum. It invites federal intrusion



1 in curricula, and that's just a road I am not willing to go  
2 down. So it's not about the quality of the standards or  
3 the lesson plans. I just want to make it clear. It's not  
4 about that. It's about federal intrusion and local  
5 control.

6 MADAM CHAIR: And I appreciate that, and  
7 that's kind of what I -- you know, the standards were fine  
8 until the federal intrusion came in, because they were  
9 really local. But it does invite -- you're right. You  
10 know, so here they came.

11 MS. MAZANEC: It might be fine today but in  
12 a few years they might not be so fine.

13 MADAM CHAIR: That was always my argument,  
14 was that they looked at it and said, "Oh, what a good idea.  
15 Let's jump on board," and they kind of jumped on board and  
16 took it over. You're right.

17 Thank you very, very much. I appreciated it  
18 all, your work and then listening to you all. And, Tony,  
19 you give us some big answers there, right? Work it out for  
20 us. Thanks a lot.

21 UNIDENTIFIED VOICES: Thank you.

22 MADAM CHAIR: Oh, were we going to ask you -  
23 - did I miss that up here? On my script it says we had  
24 some members of the public. Are we going to ask for that?



1 Robert? Carrie (ph)? My script says we're going to ask  
2 for some members of the public. Should we do that?

3 (Overlapping.)

4 MADAM CHAIR: Yes. We're going to have some  
5 public comment here.

6 (Pause.)

7 MADAM CHAIR: Well, guess what? Anita  
8 Stapleton is here to say something to us. Aren't you,  
9 Anita? And as per usual, I don't have the script but you  
10 know it's the three-minute time limit. Thank you.

11 MS. STAPLETON: Good morning. I am Anita  
12 Stapleton from Pueblo, Colorado. I'm a grassroots activist  
13 with the a student still in public school. He is a junior  
14 and I want so much to say he will finish there, but I can't  
15 do that today. I fight daily to improve the core of  
16 education, public schools.

17 I am here to clearly state that the only way  
18 to accomplish this is a full repeal of PARCC, first and  
19 foremost, and to strip the Colorado Academic Standards from  
20 Common Core. This can be accomplished through House Bill  
21 1208, the repeal of Common Core education standards and  
22 PARCC. Representative Klingenschmitt's bill is simple and  
23 does not leave Colorado without a solution. It takes us  
24 back to the original Colorado Academic Standards, approved  
25 by this Board in December of 2009. The CDE has put forth



1 great effort in following me around the state, bragging on  
2 the very work in these ten content areas. So tell me, why  
3 does the state have to reinvent the wheel, and at such a  
4 high fiscal note?

5 Colorado already did this work, with the  
6 collaboration of teachers, students, parents serving on the  
7 subcommittees. The CDE's PowerPoints demonstrate the rigor  
8 and benchmarking of the original Colorado Academic  
9 Standards that Colorado never did implement. Those  
10 original Colorado Academic Standards were embedded with  
11 Common Core before we ever could try them. Math and ELA  
12 and science through the back door is now embedded with  
13 Common Core.

14 What is the benefit of pulling out?  
15 Releasing the federal noose. We all know Common Core is  
16 copyrighted. We can't change a thing. We can't improve  
17 anything, and I am putting my trust in the experts, Dr.  
18 Stotsky and Dr. Milgram, that clearly state the flaws in  
19 the math and the ELA. Colorado is to be addressing these  
20 standards anyway. You just said it yourselves.

21 As for PARCC, this must be repealed without  
22 compromise. House Bill 15-1208 does this as well.  
23 However, House Bill 15-1125, the flexibility bill, does not  
24 do this. It keeps PARCC in the state as an option. This  
25 Board endorsed this bill and I have to ask why. This bill



1 legislatively regulates the State Board and the local  
2 districts without room to be autonomous. This is exactly  
3 what the legislators did bringing us Common Core and all of  
4 its mandates. Whether it is state government or federal  
5 government, overreach is overreach.

6                   Now a few facts on repealing PARCC. I have  
7 the PARCC MOU right here. You all should have it. You  
8 should have studied it. Every district member should have  
9 studied it. It clearly states there needs to be 15 states,  
10 which at least 5 states be a governing state. We are down  
11 to 8. That's debatable, according to PARCC. They still  
12 list 12 states in the consortium. Mississippi has pulled  
13 out. That brings us down to 8.

14                   The MOU states that the project manager  
15 include -- and this is a quote -- this is especially why  
16 Colorado needs to get out -- that in includes costs that  
17 are reasonable in relation to the objectives, design, and  
18 significance of the proposed project and the number of  
19 students to be served, and for each member state the  
20 estimated cost for the ongoing administration, maintenance,  
21 enhancement of operational assessments in the proposed  
22 assessment program and a plan for how the state will fund  
23 the assessment program over time, including by allocating  
24 to the assessment program funds for existing state or local



1 assessments that will be replaced by the assessments in the  
2 program.

3                   And if you don't think that PARCC does not  
4 direct curriculum you need to read the MOU. It is  
5 completely spelled out in the MOU that the curriculum is  
6 the end-all goal. I sat at Littleton's public board  
7 meeting for Littleton Public Schools and watched them  
8 unanimously vote to institute Agile Minds in all their high  
9 schools across the board, for math. They had a room of  
10 teachers opposing it.

11                   MADAM CHAIR: Ms. Stapleton.

12                   MS. STAPLETON: There was no collaboration.

13                   MADAM CHAIR: Thank you.

14                   MS. STAPLETON: It's dictated by the test.

15                   MADAM CHAIR: Thank you.

16                   This is the only comment we had at this time  
17 so we will move ahead. Where are we?

18                   You're making a point?

19                   UNIDENTIFIED VOICE: No. I'm asking --  
20 making a request. I'm still on Common Core.

21                   So it's been suggested to me that we  
22 request, from Ms. Markle (ph), a WestEd study that showed  
23 the alignment between the Colorado -- our adopted standards  
24 --

25                   UNIDENTIFIED VOICE: (Inaudible.)





1 UNIDENTIFIED VOICE: Thank you. That's the  
2 right word. Would you be kind?

3 UNIDENTIFIED VOICE: Can I ask a question about that?

4 MADAM CHAIR: Sure.

5 UNIDENTIFIED VOICE: So I was not in the  
6 loop on that. What did you say? We requested from WestEd  
7 a crosswalk between current Common Core and previous state  
8 standards?

9 UNIDENTIFIED VOICE: No. When we adopted  
10 the Common Core they actually did a crosswalk for us. The  
11 changes were minimal, but I think it would be helpful for  
12 all the -- because there are so few --

13 UNIDENTIFIED VOICE: To see that report, you  
14 mean?

15 UNIDENTIFIED VOICE: Uh-huh.

16 UNIDENTIFIED VOICE: So not to commission  
17 another report.

18 UNIDENTIFIED VOICE: No, no, no, no, no, no.  
19 Just a reminder. For example, if we were to get out of  
20 Common Core and go back to the standards that we adopted,  
21 what's the difference?

22 UNIDENTIFIED VOICE: Thank you. We already  
23 have that done, right?

24 UNIDENTIFIED VOICE: Yes.

25 UNIDENTIFIED VOICE: Madam Chair?



1 MADAM CHAIR: Yes.

2 MR. DURHAM: I had another request for our  
3 attorney.

4 MADAM CHAIR: Oh, Tony? You better run  
5 away, Tony. Go ahead.

6 MR. DURHAM: He wants to be fully employed  
7 until --

8 (Overlapping.)

9 MR. DURHAM: Well, I'm doing my best for  
10 you.

11 You just heard some allegations that the  
12 PARCC MOU, that PARCC, they're out of compliance in terms  
13 of numbers of states and governing board members and that  
14 sort of thing, and there may be other areas. So could you  
15 go through that, and if there are any non-compliances that  
16 you can discover let us know whether those rise to the  
17 level of sufficiency to allow us to terminate our  
18 relationship with PARCC. Because if, in fact, it requires  
19 15 states, and there are whatever the number was, and there  
20 are not 15, then I don't know whether that's material  
21 breach, but it certainly would appear to constitute a  
22 breach of some nature. And we have as much right to act on  
23 a breach of contract, certainly, as they do.

24 MR. DYL: I can certainly review the PARCC  
25 MOU and the documents and see where that leaves us.



1 MADAM CHAIR: Thank you, Tony.

2 Well, this kind of sneaked -- are we ready  
3 to move on? This kind of sneaked up on me. This is my  
4 part.

5 You might notice, if you listen to the  
6 discussion, any discussion today, or any discussions any  
7 other days, that lack of a certain subject, and that's the  
8 subject of social studies. Nobody talks about doing social  
9 studies. It's always lacking. You probably are aware that  
10 I've done a lot of work with the Social Studies Committee,  
11 an ad hoc committee that came out of nowhere mainly in  
12 response to the 1202 Commission and is composed of a lot of  
13 really great people -- the Denver Metro Chamber, the  
14 Colorado Economic Council, the History Colorado -- all of  
15 these people -- Rob -- well, Rob, he's spoken to us  
16 several times.

17 So this has been a matter of concern for me  
18 for a long time. I didn't realize it -- I'm a history  
19 teacher, in case you didn't know that, a history teacher --  
20 but how much it had diminished, and it's a result of  
21 unintended consequences. Nobody ever said "don't teach  
22 social studies." But when they made the decision, way back  
23 with CSAP, that they wouldn't test social studies, a lot of  
24 districts read that message and they began not to do away  
25 with it but to decrease it, and it just decreased.



1 I got -- and I don't like to do -- I got  
2 most -- not most, but I got the basic of my American  
3 history out of elementary school. I learned all the things  
4 about the pilgrims and Francis Scott Key, and all of those  
5 things. I learned that in elementary, and then when I went  
6 back and was doing, you know, high school, it fit all in.

7 And, by the way, unintended consequences has  
8 begun to resonate with me a lot, not just there. But, you  
9 know, when you set out to do a reform you may do a great  
10 reform and everything is good, but the way people take it,  
11 in this case they said, "Oh, social studies isn't  
12 important. We're not going to test it." So they began to  
13 do less and less with social studies.

14 I ran across a great little video the other  
15 day that talked about the fact that when CSAP said that by  
16 2015 or something all students would be 100 percent  
17 proficient in reading and writing, and this man said  
18 reading and math, so that's -- you know, that's where all -  
19 - number one, they're not, of course, and they're not  
20 proficient, but number two, it's cut back on all of them.

21 And so -- and another piece I found talked  
22 about the fact that reading social studies -- I mean, I  
23 don't get this disconnect. If you're reading a history  
24 book you're learning to read, and when you write about it  
25 you're learning to write. You know, the idea that, oh, we



1 can't teach history. We're too busy teaching this over  
2 here. And it's resulted, I think, in a great dearth of  
3 social studies in all the areas. I'm a history teacher,  
4 but economics, geography, civics, government, all of those  
5 areas are not covered very well, and we need to do a better  
6 job of that.

7 I've become fairly passionate about it, and  
8 as a result of that, have a resolution that I would like us  
9 to adopt. Now how we're going to -- Robert and Jill and I  
10 had a conversation with this Social Studies Committee, a  
11 phone conversation, the other day. Great conversation.  
12 They got together, basically, for the 1202 Commission.  
13 They wanted social studies included in the 1202 Commission.  
14 Well, as time as gone by they've become pretty aware that  
15 that's not going to happen, and mainly because PARCC is so  
16 big. You know, we hardly have time to do it. We surely  
17 don't have time to do social studies.

18 They met with Owen Hill. They met with a  
19 couple of others, and they had good meetings with them.  
20 And the funny thing was the legislators basically told them  
21 it's probably not going to be in 1202. But they agreed  
22 with them, that we need to do a better job of it. We need  
23 to get back into it. So how else can we do that? And I  
24 don't have that answer. We had some kind of -- Jill had a  
25 couple of interesting motions the other day, and we were



1 just talking about developing a social studies test that  
2 local schools would do, or putting something in the high  
3 school graduation requirements for high school and doing  
4 something for elementary and middle school. But it's  
5 become very apparent that if you don't test it, you don't  
6 teach it.

7                   So this is the resolution. "The State Board  
8 of Education adopts the following resolution to be sent to  
9 members of the appropriate committees of the Colorado  
10 General Assembly and to all school districts. Parents have  
11 the right to direct their children's education, including  
12 decisions regarding --." Whoops. Wrong one. How about  
13 that. I'm going, where is this going?

14                   All right. We're getting a better one.  
15 I've got the right resolution.

16                   "Whereas the social studies are rich,  
17 interrelated disciplines, each critical to the background  
18 of thoughtful citizens. Knowledge of the social,  
19 political, and economic conditions of one's country and the  
20 world, and the knowledge of one's rights and duties as an  
21 individual in society helps cultivate competent, informed,  
22 responsible citizens.

23                   "Whereas the study of each of the social  
24 studies disciplines -- history, civics, geography, and  
25 economics -- is essential to understanding the complexity



1 of the world. It provide the context and understanding of  
2 how humans interact with each other and with the  
3 environment over time. It offers the crucial knowledge  
4 needed to create a framework for understanding the systems  
5 of society.

6                   "Whereas the study of history prepares  
7 students for ever-changing future, helping them analyze and  
8 connect today's events in Colorado, the United States, and  
9 the world to the past. Historical understanding allows  
10 students to gain perspective and develop better judgments  
11 by discovering and uncovering the complexity of human  
12 beings. History provides examples of ethical behavior and  
13 the context for change and illustrates the importance of  
14 responsible members of society in both the United States  
15 and our world.

16                   "Whereas the study of geography develops  
17 understanding of spatial perspective and technologies for  
18 spatial analysis; raising students' awareness of the  
19 interdependence of the world's regions and resources.  
20 Geographical understanding allows students to determine  
21 what and how places are connected at the local, national,  
22 and global levels. Geography highlights the complexity and  
23 interrelationship of people, places, and environments.

24                   "Whereas the study of civics is a  
25 foundational component to the continued success of our



1 democratic society and securing the vision of a free  
2 society, articulated by the Founding Fathers in the United  
3 States Constitution, Declaration of Independence, Bill of  
4 Rights, and other seminal documents. Civics understanding  
5 develops students' awareness of their individual values,  
6 beliefs, as well as options for effectively acting on those  
7 beliefs and values. Civics teaches students the complexity  
8 of the origin, structure, and functions of government, the  
9 importance of law, and the skills necessary to participate  
10 in all levels of government.

11 "Whereas the study of economics emphasizes  
12 personal financial responsibility through goal-setting,  
13 long- and short-term planning, and rational decision-  
14 making. Economic understanding helps students consider the  
15 connections between standards of living and  
16 entrepreneurship, globalization, and different economic  
17 systems. Economics centers on developing informed  
18 consumers, savers, and investors, members of a society who  
19 understand how our market economy functions in individual  
20 lives.

21 "Whereas the preparation of students for the  
22 21st century cannot be accomplished without a strong and  
23 sustaining emphasis on the social studies, the social  
24 studies provides cornerstone skills that are the key to





1 successful and responsible participation in a diverse,  
2 competitive, and global society.

3 "Whereas in the social studies students use  
4 critical thinking, self-assessment, reasoning, problem-  
5 solving, collaboration, research, and investigation skills  
6 to make connections in new and innovative ways.

7 "Whereas the opportunity to learn the  
8 important social concepts and skills is essential for  
9 Colorado students in all grade levels across students'  
10 educational experience.

11 "Be it resolved that this Colorado State  
12 Board of Education is committed to the teaching of social  
13 studies in all Colorado schools, in every grade, to ensure  
14 Colorado students are prepared and productive citizens of  
15 the state, the nation, and the world."

16 Do I have a motion?

17 MS. SCHEFFEL: May we discuss it?

18 MADAM CHAIR: Oh, you want to discuss it?

19 Okay. Any discussion?

20 UNIDENTIFIED VOICE: Go ahead, Steve.

21 MR. DURHAM: No, I just moved it.

22 MADAM CHAIR: No. He just --

23 MR. DURHAM: But it's available for  
24 discussion.

25 MS. GOFF: We can still discuss it. Second.



1 MADAM CHAIR: Okay. Moved and seconded.

2 Any discussion?

3 MS. SCHEFFEL: So I think on the face of it  
4 it's great. Who wrote it? I mean, it strikes me as  
5 language from the National Council for Social Studies, or  
6 where was the language from?

7 MADAM CHAIR: Well, Carrie and I, we kind of  
8 put it together.

9 MS. SCHEFFEL: pulled it from maybe NCSS?

10 MADAM CHAIR: Yeah.

11 MS. SCHEFFEL: I don't know. Anyway, I was  
12 just reminding myself that Common Core standards for  
13 English language arts actually provide literacy standards  
14 for history. And we always say Common Core is only ELA and  
15 math, but actually within the Common Core there are  
16 suggestions for standards of what students should be  
17 reading in the context of history, actually. So when we  
18 think about this resolution and the language that's  
19 delineated in each of these areas, I think we should think  
20 about where the language came from and what implication it  
21 has, as contrasted with the literacy standards for history  
22 that are part of the Common Core.

23 MADAM CHAIR: Well, it's fairly standard  
24 language. I mean, everything I read I could, you know,  
25 raise my hand and say I agree with that. I don't know



1 where else you'd get it from, really, I mean, unless you  
2 want me to sit down and write something original.

3 UNIDENTIFIED VOICE: That's one of the  
4 issues that I had with PARCC. I thought it should deal  
5 with literature and it should deal with history and civics.

6 UNIDENTIFIED VOICE: It's fairly extensive,  
7 so that's what I'm just saying. This resolution versus  
8 what's situated implicitly in Common Core. I don't think  
9 we've thought through that, and how this language is either  
10 consistent or inconsistent.

11 MADAM CHAIR: But Common Core doesn't  
12 contain any history standards.

13 MS. SCHEFFEL: That's what I'm saying. It  
14 actually does.

15 MADAM CHAIR: And that's what we're saying  
16 is not necessarily Common Core but the schools. The  
17 schools are not teaching it because it wasn't in Common  
18 Core.

19 MS. SCHEFFEL: I guess I would take issue  
20 with -- I guess I would just take issue -- maybe it's a  
21 discussion point -- I don't know that it's true that  
22 because something's not tested it's not taught, so that's  
23 one implicit issue. And then the other question, I wonder  
24 if we need to think about is be it resolved. Are we saying  
25 in every grade, all Colorado schools, in every grade, to



1 ensure students are prepared, and so forth? I mean, does  
2 that change what we're doing now? I mean, what are we  
3 actually saying there?

4 UNIDENTIFIED VOICE: I just think --

5 MS. SCHEFFEL: And by social studies, I  
6 guess we mean all these areas. I mean --

7 MADAM CHAIR: I don't think they're -- I  
8 don't see it that these should be taught. It doesn't mean  
9 that there's a requirement that you teach each one of the  
10 four in every grade. We're just saying -- what I'm just  
11 saying, and maybe I didn't do a good job, is it should be  
12 integrated into your studies. You should not be reading a  
13 book because it's got reading in it but maybe you choose a  
14 social studies book. I'm leaving it up to local control.  
15 I'm not saying you've got to do -- and, besides that, it's  
16 only a resolution. It's not a rule.

17 MS. SCHEFFEL: And then is there any desire  
18 to put the word "history" in the resolution instead of  
19 "social studies"? When you look at this history of the use  
20 of the word "social studies" it implies, or really is  
21 defined by --

22 MADAM CHAIR: Well, part of this committee -  
23 -



1 MS. SCHEFFEL: -- sociology, political  
2 science, history, economics, religious studies, geography,  
3 psychology --

4 MADAM CHAIR: I tend to agree with you, Deb,  
5 but that's because I'm a history teacher. But these people  
6 that were on this committee are all, you know, economics  
7 people and geography people, and it is all social studies.  
8 So, particularly because it's a resolution, it doesn't mean  
9 that you've got to teach all four. You know, it's just a  
10 resolution, letting school districts know that we think  
11 this is important and that we trust them to teach it in the  
12 way that they would want to teach it. Maybe I didn't get  
13 that across very well but that's what I mean. I'm not  
14 setting down any rules -- you've got to do this, you've got  
15 to do that. I'm just asking us all to tell school  
16 districts that we think this is important and we have faith  
17 that they'll do it, you know, that they will implement it.

18 And, you know, as I said, nobody ever said  
19 no, we're not going to teach it. There's nobody here  
20 going, "No, no, no, don't teach it." They maybe didn't  
21 realize -- I'm sure they didn't -- how much they had  
22 disengaged from it. So this would just encourage them to  
23 re-engage.



1 UNIDENTIFIED VOICE: May I? Working in a  
2 hard-to-serve school, I know that that was an area that was  
3 excluded. I mean, I couldn't believe --

4 MADAM CHAIR: If you ever listen to those --

5 UNIDENTIFIED VOICE: It's a favorite area of  
6 my district.

7 MADAM CHAIR: Well, good. Good. Have you  
8 ever listened to those little, you know, people that go out  
9 on the street and ask people who was the first President of  
10 the United States and they don't know? Or where is Brazil?  
11 Anyway, we have a resolution. Oh, Pam.

12 MS. MAZANEC: I was going to ask, what  
13 you're hoping to say here, do you really -- you're trying  
14 to encourage, right?

15 MADAM CHAIR: That's exactly it.

16 MS. MAZANEC: So what if we change that  
17 language to say the State Board of sEducation encourages  
18 and supports the teaching. Does that just make more sense,  
19 saying we're committing?

20 MADAM CHAIR: Well, not --

21 MS. MAZANEC: What do you think?

22 MADAM CHAIR: -- because we're committed to  
23 the teaching of it in all Colorado schools. That doesn't  
24 mean we're going to go out there looking at all the  
25 Colorado schools. We're just -- that they would use it



1 however they felt fit. We're just encouraging them,  
2 because they haven't been paying attention to it  
3 particularly. That's what I'm thinking. I have no -- I'm  
4 not going to go out and say, "You're not teaching social  
5 studies." And I think it's a real -- I think many states  
6 have done it. I've heard it from other people. I just  
7 think it's a real problem. And the video I was talking  
8 about, he said, you know, when they said all students will  
9 be in math and English, then all of the other subjects went  
10 down. And he included science too, and I think we tend to  
11 do a better job in science than we do in social studies,  
12 because a lot of people are headed for science professions.

13 Yes.

14 UNIDENTIFIED VOICE: So I guess my only  
15 comment is I have no concern with the resolution, and I  
16 believe that it confirms our Colorado standards, which we  
17 have social studies standards --

18 MADAM CHAIR: Yeah, we do.

19 UNIDENTIFIED VOICE: -- for every year, for  
20 certain standards that we want students to meet, and this  
21 addresses that. And I think the word -- did you say the  
22 word was "confirm"? I think that's actually what we are  
23 doing here.



1 MADAM CHAIR: Just confirming that we think  
2 it's important. I would appreciate your support. We have  
3 a motion and a second. Any disagreement?

4 UNIDENTIFIED VOICE: Who made the motion?

5 MADAM CHAIR: What?

6 UNIDENTIFIED VOICE: Oh, you made the  
7 motion.

8 MADAM CHAIR: Oh, Steve and Jane.

9 UNIDENTIFIED VOICE: I second.

10 MS. GOFF: I already seconded it.

11 UNIDENTIFIED VOICE: Oh, you seconded it.

12 MADAM CHAIR: What is it I want to say?  
13 Questions? Anybody against it?

14 The motion carries.

15 UNIDENTIFIED VOICE: (Inaudible.)

16 MADAM CHAIR: Thank you. Thank you all.

17 UNIDENTIFIED VOICE: Madam Chair?

18 MADAM CHAIR: Yes, sir.

19 UNIDENTIFIED VOICE: May I point out to Mr.  
20 Durham that from our legislative liaison he says "in  
21 regards to your discussion this morning, you will get a  
22 check."

23 MR. DURHAM: So we'll have some trophies to  
24 send out.

25 (Overlapping.)





1                   MADAM CHAIR: We're doing pretty well.  
2 Since we admitted something we have -- do you need a break,  
3 or no, or go ahead to the CMAS? Yeah, we better do that.

4                   All right. Number 5.03, Overview of the  
5 Process for Setting Cut Scores for CMAS Science and Social  
6 Studies -- just in time.

7                   UNIDENTIFIED VOICE: Do we need a break?

8                   MADAM CHAIR: Mr. Commissioner.

9                   UNIDENTIFIED VOICE: I don't know if you  
10 want to take a short break or not. This is scheduled for  
11 60 or 90 minutes.

12                  UNIDENTIFIED VOICE: Yes, we do.

13                  MADAM CHAIR: Okay. A short break. Take a  
14 five-minute break.

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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 10th day of January, 2019.

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