



Colorado State Board of Education

TRANSCRIPT OF PROCEEDINGS
BEFORE THE
COLORADO DEPARTMENT OF EDUCATION COMMISSION
DENVER, COLORADO
August 12, 2015, Part 3

BE IT REMEMBERED THAT on August 12, 2015,
the above-entitled meeting was conducted at the Colorado
Department of Education, before the following Board
Members:

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



1 CHAIRMAN DURHAM: Come to order. I
2 apologize to the winners for our being a little late with
3 this and keeping you waiting. So let's see, we start
4 with -- are we on --

5 UNIDENTIFIED VOICE: Yes. We are on the
6 air.

7 CHAIRMAN DURHAM: We're on the air. Okay.
8 Let's start with the recognition of Colorado Student
9 Artists, and who has that?

10 UNIDENTIFIED VOICE: That will be Karol.

11 CHAIRMAN DURHAM: Please.

12 MS. GATES: Karol Gates, Arts Content
13 Specialist for the Colorado Department of Education.

14 CHAIRMAN DURHAM: Thank you.

15 MS. GATES: I am honored today to be asked
16 to celebrate student artists who have epitomized the
17 talent and commitment of hundreds of art students in our
18 state.

19 I'd had the privilege of supporting our
20 educators and students across the state in our 178 school
21 districts for the past seven years now, and this is
22 easily one of my favorite events that I get to attend.

23 The latest 2014 Colorado Trade
24 Administration's Comprehensive Survey of our education in
25 Colorado tells us that Colorado held a line on our



1 education program offerings since the last study in 2008.

2 So that means that we went up to 96.7
3 percent of our school and districts offering arts program
4 from 2008 which is 93 percent which tells us that our
5 schools are offering more formal arts education to our
6 students and this means we have steadfast commitment and
7 consistent commitment in local school districts, and that
8 illustrates there is strong support for arts education
9 across our beautiful state.

10 Today, we have seven multi-talented students
11 to honor and celebrate. We have three of those in
12 attendance with us today. It's my privilege to introduce
13 each one to you.

14 This recognition has become an annual
15 tradition through the collaborative partnership
16 established with our congressional representatives and
17 providing their second place award winning art work from
18 the 2015 Congressional Art Show Competition to be housed
19 here at the Department of Education for one year, so
20 soon, you will have beautiful art work on that very stark
21 wall.

22 I will call each student up by name and the
23 ones who are here will read a brief statement. I also
24 have two statements I will read for the students who were
25 unable to be here.



1 So first, I will introduce Honor Miles. He
2 is in the first congressional district. He could not be
3 with us today, but he did send us the stunning digital
4 medial art work titled, "Jim Crow." So this is a digital
5 art piece. Thank you. I would have seen that on the
6 back. So -- and it's Jim Crow is the title. Digital
7 art, sorry.

8 And then we have from our second
9 congressional art -- congressional district, Lazare
10 Stankovic. He was an exchange student and is out of the
11 country now so he could not be here, but he sent us his
12 piece which is an oil media piece called, "Holocaust,
13 Final Walk."

14 And next, we have Cheyenne McGrath from the
15 3rd Congressional District. She was unable to attend
16 today, but did send along her artist statement that I
17 will read to you to accompany her pencil piece entitled,
18 "Zenos" (ph).

19 Cheyenne writes, "I had chosen this title to
20 reflect the exotic bizarreness of the woman displayed.
21 The word originates from ancient Greek meaning stranger
22 and foreigner as I imagine this woman hails from a land
23 that is unknown to us.

24 This woman is a hybrid of a unicorn and
25 centaur; two classic myths combined into one. It is true



1 that many of my art work portray mythical beings because
2 I myself find this world of ours quite dull, and I use
3 art as a way to express my own fantasies.

4 Art has always been something that I loved
5 doing ever since I could hold a pencil. It's my entire
6 life. Basically, I make art because I want to create my
7 own world, my own characters, and my own stories. The
8 writer captures through words and I capture through color
9 and brush strokes.

10 Being an artist is this day and age has
11 become challenging for many people seem to take the arts
12 for granted, but many of those same people do not realize
13 that the songs we listen to, the shows we watch, and the
14 vivid images we see in our medial all come from the
15 imagination of the artist. I hope to continue my pursuit
16 in the art world and hope to inspire those like me and
17 doing the same."

18 UNIDENTIFIED VOICE: Nice.

19 MS. GATES: And our fourth Congressional
20 District student is actually with us here today. Her
21 name is Melissa Paragon, 4th Congressional District and
22 she will share her brief statement which her mom will
23 hold for her. Hers is a color pastel piece entitled,
24 "Perspective Wisdom."

25 UNIDENTIFIED VOICE: Wow.



1 MS. GATES: I'll invite Melissa to the
2 microphone.

3 MS. PARAGO: Okay. "Perspective of Wisdom"
4 is an owl's profile done on colored pencil. I used short
5 art strokes for his smaller feathers and long curved
6 strokes for the larger feathers. The reds, yellows, and
7 oranges blended in the eye give it a -- give it character
8 rather than just one solid color.

9 I've brighten -- added brighter colors to --
10 like blue, pink, purple, yellow, in the feathers to give
11 depth and character to the owl's face, so there's
12 different colors in here and throughout here.

13 The black around the eyes and scattered
14 through the feathers enhance the appearance of the
15 brighter colors as well as the lighter areas of the dark
16 -- of the owl's profile. I chose the title, "Perfect
17 Perspective of Wisdom" because owls are a symbol of
18 wisdom and the eyes which are the main focus of the owl
19 are an element of perspective.

20 Honestly, this piece was developed through
21 trial and error. For example creating the best size and
22 shapes, strokes, for the different feathers around the
23 owl's face. To correct -- to create a perfect stroke, I
24 used a reference picture.

25 I saved the direction and size of the



1 feathers observing their precise locations. The
2 reference photo of the owl also gave me ideas of where to
3 add shadows and highlights making the piece look more
4 realistic.

5 If I were to create this piece again, I
6 would focus on the owl's eyes. I would add images of
7 what the owl is observing, highlights and curves to make
8 the eye look more like -- to add more depth in it.

9 Art is an outlet for artists to express
10 themselves. An artists work is a rare element that
11 expresses their emotions and secrets that may be
12 difficult to voice. Art is an escape for me and any tool
13 of art is a key to help me release emotions. Art is an -
14 - oh, sorry -- so sorry.

15 Being an artist has its perks. My favorite
16 part is being able to create anything I set my mind to.
17 Every artist has their own technique and process of
18 completing their own art work. This makes each piece
19 unique. For a piece to turn out really well depends on
20 its creator. If the artist is content with the outcome
21 and then there's some part of the artist left in the art
22 work. That's all. Thank you.

23 (Applause)

24 MS. GATES: And next I get to introduce Ms.
25 Kayla Pillar from the Fifth Congressional District. She



1 is also in attendance and will share a brief statement
2 while you view her oil media piece titled, "Ona Vi', She
3 Knows."

4 Her art teacher, Mr. Ken Shannica (ph) will
5 hold it for her. And to brag a little bit, his --
6 another student of his was the first congressional art
7 winner, is going to send her piece to the congressional
8 art's district for us up in D.C.

9 UNIDENTIFIED VOICE: Wow.

10 MS. PILLAR: So first of all, I just want to
11 say it's such an honor to be here today. I have such an
12 appreciation for art and it's so wonderful to see so many
13 other students with such talent. So congratulations to
14 each student here today.

15 In creating Ona Vi', I learned that the best
16 way to make a great piece is to be inspired and have a
17 message important to share. In art, this feeling cannot
18 always be put into words it can only be seen. Although
19 there was a quiet -- although there was quite a bit
20 strategic planning I put into Ona Vi' that I want viewers
21 to take away from this piece, Ona Vi' -- part of my goal
22 is to capture viewers attention in such a way that cannot
23 be put into words.

24 There are two reason I chose Ona Vi' as --
25 as a title. First, Ona Vi' is Czech for "she knows." I



1 was born there and I just wanted to tie my piece -- tie
2 myself to the piece a little bit. To really understand
3 the second reason, I must first explain who the woman is
4 in my piece.

5 For this year's theme it was "What's Made in
6 America," so I eventually decided to do a portrait
7 because people are what make our country. Everything
8 America has made is from its people. I wanted this woman
9 to be the impersonation of our country. America knows
10 she has power, authority, and pride although she knows
11 America's dark secrets.

12 There's quite a bit of symbolism in almost
13 every aspect of the piece. All the -- although the model
14 I used for this piece had very dark eyes, I decided to
15 change them to blue to tie in our nationalistic colors
16 red, white, and blue.

17 Although the dress is from the 1800s, one of
18 America's most patriotic times the chair in the painting
19 is modern to show how the past influences the present.
20 In addition, the chair reminds viewers that this piece is
21 a reflection of the time we live in and not the past.

22 The red in the dress is meant to symbolize
23 America's strength and her feminism. Although Ona Vi'
24 comes across as prideful, I also wanted to convey some
25 weaknesses too. This is seen in the woman's hand. Her



1 fist symbolizes America -- America's power although her
2 hand is slipping.

3 The darkness of the background is meant to
4 remind viewers that there is evil in the world and that
5 we must fight for what is right.

6 Her penetrating and evaluating gaze is meant
7 to challenge viewers as to what makes them an American
8 and what they are doing today to make America a better
9 country. Thank you.

10 (Applause)

11 MS. GATES: And next, we'll come to Whitney
12 Kendall. She's also able to join us today and will share
13 a brief statement while you view her acrylic piece
14 titled, "Inside the Isle of You," and her mother is
15 reluctantly going to show it for us.

16 MS. KENDALL: Hello. I just graduated from
17 Heritage High School in Littleton, and today -- this is
18 my piece. I named it the "Isle of You" because when I
19 was about 12 or 13 years old, I went to the Chatfield
20 State Hot Air Balloon Festival and while we were there we
21 were able to look inside one of the hot air balloons and
22 so I took a picture with my phone. It was a little flip
23 phone so, not a great picture but I was able -- it was
24 good enough to be able to copy it later.

25 Then during my junior year of high school, I



1 took a painting class and for our -- our final project
2 for this semester we were able to pick any subject to
3 paint so I chose my picture. The only requirement was
4 you had to do a color scheme, so I chose to do the
5 primary colors.

6 Throughout that project I was able to learn
7 how to use just those three colors and use their
8 complements as well to make the shades. So for a lot of
9 the yellow I used actually purple to make the shades
10 rather than using black because I learned that it turns
11 the yellow green.

12 I was also able to use a lot of math and
13 geometry throughout my painting. I never thought I would
14 actually do that outside of math class.

15 UNIDENTIFIED VOICE: Good for you.

16 MS. KENDALL: I used a lot of measurements
17 and kind of just folding my paper in half before it
18 became my canvas, and so I was able to make it
19 symmetrical where it needed to be in all the right
20 dimensions of my original picture.

21 I enjoyed making this painting because it
22 was a different like subject and a different perspective
23 to look at a hot air balloon. Usually you see like an
24 outside view of it but this is inside, and overall it's
25 probably one my favorite pieces that I've made because it



1 ties together fairly nice I think. So thank you.

2 (Applause)

3 MS. GATES: And from our seventh
4 congressional district, we introduce Hannah Lemons (ph)
5 who was unable to attend, but did send a statement that
6 I'll read for you as you view her charcoal piece titled,
7 "Windows."

8 Hannah writes, "I struggled for a long time
9 to figure out a name for my piece, but I was finally able
10 to settle on "Windows," a suggestion from my mom. The
11 piece is split up into 12 different squares or windows
12 that show a different part of the leopard with the eye
13 being the main focus of attention. Since eyes have been
14 said to be the windows to the soul, I thought the name
15 was fitting.

16 Middle school was when I discovered I liked
17 art. I took classes that involved drawing, painting, and
18 even making jewelry. It was exciting to have the
19 opportunity to just be creative and make something even
20 if it didn't turn out how I wanted to.

21 Art has become a kind of escape for me
22 because when I am working on a piece, I am able to just
23 focus on what I am doing and how I want it to look, and
24 not worry about anything else. There are no limits to
25 what can be considered as art which is why it is such a



1 great form of expression.

2 Even though not everyone has an appreciation
3 for art, there is no doubt that it has played a
4 significant role in human history. Cave paintings and
5 portraits show us glimpses into the past, jewelry
6 expresses different cultures, and photographs highlight
7 the beauty in the world around us.

8 It can be used to express any emotion or
9 situation. I've always been an avid animal lover. I
10 think all animals are incredible and beautiful in some
11 way, and I always try to highlight that beauty when I
12 draw them. Animals are so important to the world around
13 us, but I think it is easy for people to forget that.

14 Too many of the beautiful animals we know
15 and love today are endangered such as the amore (sic) --
16 Amur leopard. Only about 60 of these creatures still
17 exist today. I hope that by looking at my piece, people
18 can see animals like this leopard the way I see them as
19 beautiful, strong, intricate creatures that deserve a
20 place on this earth just as much as people do." Thank
21 you

22 (Applause)

23 CHAIRMAN DURHAM: We're supposed to present
24 their certificates. We have photographs.

25 UNIDENTIFIED VOICE: Yes. We've got Scripp.



1 CHAIRMAN DURHAM: So who's -- thank you.
2 First, I want to congratulate each of you on your
3 outstanding talent. It's rewarding the State Board to
4 hear from students such as yourselves and to see the work
5 you are doing. We are pleased that you have shared your
6 art with us, and we'll be honored to hang it in the
7 Colorado Department of Education for the year.

8 Also, I want to recognize the parents who
9 are here, and the work they have done in encouraging you
10 to pursue your artistic endeavors. I know that parents
11 are an integral part of your success through their
12 encouragement and support, so on behalf of the Board I
13 want to thank you.

14 And so this -- at this point, we'll call
15 everyone up and see Val and Elliott for the Congressional
16 District 1, and come up to the front and we'll vacate
17 this area so we don't clutter the picture.

18 UNIDENTIFIED VOICE: Including the art work?

19 UNIDENTIFIED VOICE: Yes.

20 (Pause)

21 CHAIRMAN DURHAM: Okay. All right. The
22 next item on the agenda is the recognition of the
23 Colorado's 2015 Scripps National Spelling Bee finalists.
24 Dr. Asp, we'll turn it over to you.

25 MR. ASP: Thank you. We're just very proud



1 of this student. Allyson Pearson's going to give you the
2 details on this, but to be a national finalist is
3 amazing, and when you hear the words that this young
4 woman could spell, it's -- it's frightening for the rest
5 of us. So Allyson, I'll turn it over to you.

6 MS. PEARSON: Thanks. It is my pleasure
7 today to honor Ms. Sylvie LaMontagne, a 2015 Scripps
8 National Spelling Bee finalist and only Colorado's third
9 finalist in the National Spelling Bee in the past decade.
10 Ms. LaMontagne is a seventh grader from Creighton Middle
11 School in Jefferson County.

12 The Scripps National Spelling Bee is
13 the nation's largest and longest running educational
14 promotion administered by the E.W. Scripps Company.
15 Their purpose is to help students improve their spelling,
16 increase their vocabularies, learn concepts, and develop
17 correct English usage that will help them throughout
18 their lives.

19 Each fall, tens of thousands of schools
20 enroll in the Scripps local spelling bee programs.
21 During the fall and winter, schools conduct spelling bee
22 programs at the classroom grade and or school level and
23 or school level and send their spelling champions to the
24 next level of competition.

25 The champion of each local spelling bee



1 program qualifies for participation in the Scripps
2 National Spelling Bee near Washington D.C. The program
3 is open to students who have neither turned 16 nor passed
4 beyond the eighth grade. The finals for the 2015
5 national spelling bee were broadcast live on ESPN 2 on
6 May 28th, 2015.

7 After winning her school spelling bee and
8 then her district area spelling bee, Ms. LaMontagne won
9 the Colorado State Spelling Bee to advance to the Scripps
10 National Spelling Bee. As one of the 285 contestants,
11 Ms. LaMontagne advanced to the competition by spelling
12 words such as topeng, eutrophic, monepic, and handsworst
13 (ph) correctly, making it to the live final competition.
14 I looked all those words up yesterday. I was like I got
15 to learn what those -- all those words mean.

16 Sylvie received the word cerastes in the
17 finals, and missed the correct spelling by only two
18 letters. She placed ninth in the competition out of 285
19 participants.

20 Sylvie likes to keep moving. If she's not
21 running races or dancing, she's hiking in the stunning
22 Colorado mountains; nearly a hundred miles of them in
23 2014.

24 At home, Sylvie enjoys caring for her fish
25 and two chinchillas. Sylvie plans to exercise her



1 creative side by writing some Harry Potter fan fiction.
2 One of her hobbies is correcting -- favorite hobbies is
3 correcting grammar and spelling errors, so we can expect
4 top notch writing out of Sylvie.

5 Please help me recognize Ms. Sylvie
6 LaMontagne from Creighton Middle School as she comes
7 forward to say a few words.

8 (Applause)

9 MS. LAMONTAGNE: Sorry -- thank you Members
10 of the Board of Education. Also I would like to thank
11 the Denver Post Community Foundation for sponsoring me
12 and arranging everything for me for the national bee.

13 My trip to the national spelling bee was a
14 great experience. The Bee Week as it's called, consisted
15 of an orientation, a bar-b-que, an assembly, a
16 sightseeing tour, a banquet, a party, and of course the
17 competition itself.

18 I took part in two written tests and five
19 oral rounds in which nearly half of the scoring system
20 was vocabulary, so spellers had to in addition to spell
21 the words correctly they had to answer multiple
22 vocabulary questions for each round.

23 In the fifth oral round, round seven which
24 is the first round of what they call the championship
25 finals as she just said, when there were ten spellers of



1 the original 283 remaining and I missed the word
2 "cerastes" and tied for ninth place.

3 But what I found afterwards is that my
4 placement doesn't matter nearly as much as the memories
5 from that week that I will cherish forever and the many
6 new friends that I made that I plan on keeping in touch
7 with for many years to come.

8 And what matters possibly even more than
9 that is what I learned from the experience. Some people
10 might say that the spelling bee isn't really the best use
11 of time, but it taught me a lot of things.

12 For one thing, it taught me humility. I
13 knew I wasn't the best, but it really illustrated that
14 really well for me, you know. Like, no matter -- no
15 matter how good you are at something, somebody is always
16 better. I also learned the basic patterns and a few
17 words from nearly 20 different languages. So like, Greek
18 and Latin and French and German to name a few.

19 I also expanded my vocabulary beyond what I
20 could have imagined which is something that helps a
21 person outside -- far outside of the spelling bee world.
22 I also learned how to manage my time well which will help
23 with efficiency in getting things done in the future.

24 I learned about many other things too like
25 staying calm under pressure, dealing with nerves, being a



1 good winner, and not being a sore loser.

2 It was hard to go home in the last day of
3 the Bee but it was more bearable knowing that I fulfilled
4 a long -- a long-term goal while making friends and
5 learning many new things along the way. Once again,
6 thank you for your time.

7 (Applause)

8 CHAIRMAN DURHAM: On behalf of the State
9 Board, I want to commend you for your exceptional
10 achievement in for being a student role model. Please
11 join -- please join me in honoring Sylvie.

12 (Applause)

13 And I can assure you're the best in this
14 room, so you shouldn't give up on that. Please come
15 forward and have -- receive your certificate and have
16 your photograph taken with State Board Member Jane Goff.

17 Okay. Next item on the agenda is
18 consideration of resolution honoring Marcia Neal. Ms.
19 Burdsall, if you'll please read the resolution.

20 MS. BURDSALL: This is a resolution
21 recognizing the contribution Marcia Neal has made to the
22 education of children in Colorado. Whereas Marcia Neal
23 has served on the State Board of Education since January
24 2009 and whereas during her term of service she served as
25 a member from 2009 through 2010, vice-chairman from 2011



1 through 2014, and chairman in 2015 until she resigned in
2 July of 2015.

3 And whereas a retired history teacher, Ms.
4 Neal worked with a combined social studies group to
5 revive the critical content areas of history, geography,
6 economics, financial literacy -- oh, and financial
7 literacy within the local curriculum.

8 And whereas with a congressional region that
9 covers almost two-thirds of the state, Ms. Neal took
10 special interests in rural schools and advocated for
11 their uniqueness as well as their vital importance to the
12 small rural communities.

13 And whereas Ms. Neal, along with the Board
14 as a whole selected Robert Hammond as Commissioner of
15 Education in 2011 and whereas a passionate advocate for
16 school (indiscernible) and the revenue they produce, Ms.
17 Neal tirelessly worked to direct attention to this little
18 known area and advocated increased attention to the
19 protection and growth of the permanent fund.

20 In addition, Ms. Neal belonged to the
21 Western State's Children's Land Alliance Supporting
22 Schools Class, a non-profit alliance of educators, state
23 trustee agencies, and others devoted to raising awareness
24 about school trust lands and their impacts on school
25 funding for students.



1 Ms. Neal was selected and will remain on the
2 Board of Governors for class, and whereas Ms. Neal was
3 recognized for her work in support of educators and
4 received the 2014 CASSIA Education Leader's Award from
5 the Colorado Association of Senior Schools
6 Administrators.

7 And whereas Ms. Neal is passionate that a
8 State Board Member should focus on supporting local
9 schools and providing a buffer between districts and the
10 sometimes overly political atmosphere.

11 And whereas over the course of her service,
12 the State of Colorado has undergone tremendous education
13 reforms including the enactment of the Colorado's
14 Achievement Plan for Kids, The Innovation Schools Act,
15 The License Personnel Performance Evaluation Act, The
16 Colorado Reading to Assure Act, and Students Data
17 Privacy.

18 She along with the Board as a whole
19 supported the Department's long-term and ongoing efforts
20 to implement Colorado's Education Reform Agenda.

21 Now therefore be it resolved, the Colorado
22 State Board of Education formally recognizes Marsha Neal
23 for her six-and-a-half years of dedication to the
24 children of Colorado through her service on the Colorado
25 State Board of Education dated this 12th day of August,



1 2015.

2 CHAIRMAN DURHAM: Thank you. Ms. Rankin,
3 would you care to make a motion to adopt the resolution?

4 MS. RANKIN: I make a motion we adopt the
5 resolution.

6 CHAIRMAN DURHAM: Is there a second?

7 UNIDENTIFIED VOICE: I'll second.

8 CHAIRMAN DURHAM: Is there any opposition to
9 the adoption of the resolution? Seeing none, the staff
10 will record an unanimous vote in favor of the resolution.
11 Thank you.

12 (Applause)

13 MS. NEAL: Thank you. We talked about who
14 would cry and I never thought it would be me, but only
15 for a moment; only for a moment. Anyway, I want to thank
16 you-all very, very much for this honor.

17 I -- I want to thank the staff at CDE.
18 They've been wonderful and all of the people I've
19 learned, you know, met and worked with. And I -- I'm
20 very pleased to accept this award.

21 First of all, I want to congratulate my
22 replacement, Joyce Rankin to the Board. I think she's
23 going to be wonderful working for this professional
24 atmosphere, and Joyce you have big shoes to fill. Not
25 necessarily, but the third CD is like 70 percent of the



1 state. It's 70 percent of the school districts, but only
2 ten percent of the children, and it's -- so it's a very
3 different CD.

4 You know, everybody else here I was always
5 telling them they can get up and come to the meeting and
6 drive home at night, you know, and you're -- you're all
7 these miles away. But on the other hand, when you go to
8 a Wolsey's (ph) meeting they're likely to give you
9 homemade pie so that makes it worthwhile.

10 Steve, I'd like to congratulate you on your
11 election as -- as chair of the Board and I'm sure looking
12 forward to, you know, re-developing this real
13 professional atmosphere that you're -- you're going to be
14 working on.

15 And for the rest of you, Deb and -- and Jan
16 and Pam and Angelika and Val, it's -- it's been great
17 working with you these last different number of years,
18 but getting to know you and working with you has I think
19 is something you never forget.

20 Bizy, you've got great shoes. That's not
21 all but I was sitting back there going, "Look at Bizy's
22 shoes." And I also -- a couple of little things I was
23 thinking. We're so fortunate we have so many volunteer
24 organizations like the Daniel's Fund and Colorado
25 Succeeds and many, many that spend their time and money



1 and focus on helping education.

2 Colleen, I'm going to miss you too and all
3 your wise advise and so just remember that thing about
4 social studies. Don't let them forget social studies and
5 also I -- I have to -- I'll have to give you a lesson in
6 trust funds because nobody else pays much attention to
7 them do they.

8 So anyway, it's been a great time. I really
9 enjoyed it, enjoyed all the people I knew. There's
10 always some frustrations, but in overall it's -- it's
11 very worthwhile and I thank you very much for recognizing
12 me.

13 (Applause)

14 UNIDENTIFIED VOICE: So as usual, I'm here
15 to interrupt Marsha which I know she appreciated.

16 MS. NEAL: Here we go.

17 UNIDENTIFIED VOICE: Here's a small gift.

18 MS. NEAL: Oh.

19 UNIDENTIFIED VOICE: Marsh Neal, 2009 to
20 July 2015 for your leadership on the State Board of
21 Education and your dedication to the children of
22 Colorado.

23 MS. NEAL: Well, how nice. It's lovely.

24 UNIDENTIFIED VOICE: Don't drop it. I've
25 been trying --



1 MS. NEAL: Yes. I'll be -- and I'm --

2 (Applause)

3 MS. NEAL: It's very nice. But I -- I
4 certainly anticipated that I might get a gift and I
5 thought please don't give me something that's too big to
6 haul home. This will be just fine. Thank you so much,
7 and just best of luck to you-all as you move ahead in
8 hiring the new commissioner and all the work you've got
9 to do and I'll be keeping an eye on you. You'll probably
10 hear from me. Thanks again.

11 UNIDENTIFIED VOICE: Thank you.

12 (Applause)

13 CHAIRMAN DURHAM: Okay. The next item on
14 the agenda is Item 15.01. The implementation of the READ
15 Act. Commissioner?

16 UNIDENTIFIED VOICE: Thank you, Mr. Chair.
17 As many of you know, House Bill 15-1323 contained some
18 provisions in regard to the READ Act that causes us to
19 have to come before you with some ways to implement that
20 Act.

21 (Indiscernible). Alisa Dorman, our
22 Executive Director of Literacy and Melissa Colzman,
23 Executive Director of Teaching and Learning, and I'll
24 just turn it over to Melissa to take us forward or maybe
25 Alisa to take this forward.



1 MS. COLSMAN: Okay. Mr. Chair and Members
2 of the State Board, thank you for this opportunity to
3 come before this morning or this afternoon to provide an
4 update on our implementation efforts around House Bill
5 151323 and the Colorado READ Act.

6 Alisa Dorman will be taking us through this
7 agenda item today and providing the -- the context for
8 this. We've thought it was important for you to hear the
9 -- the -- what the House Bill 1323 requires and some
10 implications for the time line of implementation in terms
11 of assessment with the READ Act. I'll turn it over to
12 Alisa now.

13 MS. DORMAN: Thank you. Mr. Chair, Members
14 of the Board, and we are here today to simply provide you
15 with an update on our efforts around the implementation
16 of the changes in the READ Act as the direct result of
17 the passage of House Bill 1323. You'll see on this slide
18 that we want to just sort of take you through a review of
19 our current time line according to statute and according
20 to Board rules.

21 We'd like to share with you some of the
22 information that has come forth within the legislation
23 and some of those required changes to the READ Act. We'd
24 like to provide you with some context and some
25 considerations that we are examining as we move forward



1 with implementation, and lastly we'd like to share with
2 you our response plan for that implementation.

3 You'll notice in your packet or on the
4 screen that we have drawn for you the annual READ Act
5 time line as it exists presently. There -- according to
6 Board rules, we assess all students at the beginning of
7 the school year as a fall screener; this is kindergarten
8 through third grade students with Board approved
9 assessments.

10 If a student is found to be designated from
11 that assessment as having a significant reading
12 deficiency, we then institute diagnostic testing. We
13 initiate a read plan and we continue to monitor that
14 student's progress across time.

15 Additionally, the statute calls that we
16 monitor the progress of all students across the school
17 year. We test all students again in the spring of each
18 school year and that's when we collect data on our final
19 report for students who in the year having a significant
20 reading deficiency.

21 And from that spring collection we take and
22 distribute our legislatively appropriated funds on a per
23 pupil basis back to districts so that they can put in
24 forth intervention to support those students on read
25 plans in the following year.



1 The next slide shows in table format what is
2 existing right now according to our implementation time
3 line and what changes to that time line need to be made.
4 The first two you'll notice in black font are really
5 related to changes that are impacting the rules, and
6 those particular changes from 151323 are really easy for
7 us to guide the field on their implementation. It's
8 adjustment to timeliness on the fall assessment window
9 and it defines a window for the diagnostic testing.

10 The part of the table that's highlighted in
11 red is the part of the House Bill 1323 that we are having
12 sort of a pause for consideration and we wanted to let
13 you know about that right now. Statute in the READ Act
14 calls for ongoing monitoring across the school year, but
15 House Bill 151323 has actually said that for some
16 students who score at grade level competency for his or
17 her grade level would not be tested again through the
18 remainder of this school year.

19 So if we could flip back just one slide for
20 a minute. What that does to this time line is it means
21 that some students would have a fall assessment
22 administration while others would have a assessment
23 administration throughout the year. That would be an
24 option for school districts.

25 So I'm going to skip forward to the next



1 slide. So some considerations through our internal
2 discussions and through some work that we've been doing
3 with Board approved assessment publishers and developers
4 is we've been trying to define similar to the work that
5 we did with the definition of significant reading
6 deficiency where we looked at what the cut point would be
7 for that group of students so that we could respond
8 appropriately.

9 We're looking at the same type of definition
10 but on the opposite end. We're really looking at a group
11 of students who have met the definition of grade level
12 competency and that definition would according to this
13 change in 1323 call us to look at that or examine that at
14 the beginning of the school year rather than at the end
15 of the school year.

16 So as we've been thinking about this and as
17 we've been looking about the implementation of this
18 change we also recognize that it affects our spring data
19 collection so our data collection is not presently set up
20 to collect scores at both times of year, so we're
21 sensitive to that and what that would mean to school
22 districts.

23 And lastly, we're sensitive to what this may
24 or may not mean to students and to school systems as they
25 think about making these changes to a time line that



1 they've been implementing for now going into the third
2 year.

3 So the final slide that we wanted to just
4 share with you and update you so that you knew what we
5 were doing is that we are beginning to prepare guidance
6 to the field for how they should go about implementing
7 these changes. Some are fairly easy to discuss, others
8 take a little more consideration and pause.

9 We are working currently and will continue
10 to work with the assessment developers and publishers so
11 that we get typed on that definition so that it is
12 comparable across assessments so that we are consistent
13 with implementation.

14 But we also want to engage district
15 leadership and other important stake holders in a
16 discussion about what guidance can look like going
17 forward. So we would like to put forward a temporary
18 guidance for this school year in response to these
19 changes and take time to engage the stake holders and
20 others into a more formal guidance that we would develop
21 into next school year.

22 So we really wanted for you to just know
23 where we were in response to this and what our efforts
24 are to meet the intent of this legislation and to do it a
25 very thoughtful way for both students and school systems.



1 If you would have any questions, I'd be
2 pleased to answer them but it was really more for
3 information that we wanted to share.

4 CHAIRMAN DURHAM: Questions? Pam?

5 MS. MAZANEC: I'm not sure I understand what
6 you mean when you say that you're not really able to
7 gather data in the fall.

8 MS. DORMAN: Mr. Chairman?

9 MS. MAZANEC: What -- would you explain?

10 CHAIRMAN DURHAM: Proceed.

11 MS. DORMAN: Okay. But --

12 MS. MAZANEC: A lot of parents will be
13 really happy to hear this by the way.

14 MS. DORMAN: Okay. So Mr. Chairman and
15 Board Member Mazanec -- we -- Mazanec -- we have been
16 working with assessment developers and publishers to
17 define first the test scores, and we have approximately
18 half of those assessments that you -- are board approved
19 that are able to do that and approximately half that are
20 not.

21 So we would not have a definition presently
22 to roll out as part of guidance. Secondly, changes to
23 the READ Collection or any collection are subject to
24 approval from EDAC and those changes are required one
25 year in advance.



1 So we would have needed to have gone to EDAC
2 in April to make changes to our spring collection. So
3 our collection --

4 CHAIRMAN DURHAM: EDAC is what? We're
5 trying to eliminate some --

6 MS. DORMAN: I'm sorry.

7 CHAIRMAN DURHAM: It's all right.

8 MS. MAZANEC: It's the data guide.

9 MS. DORMAN: We fairly knew -- it's the data
10 oversight word so I'm not exactly sure. For -- say it
11 again?

12 MS. SCHROEDER: 132214 Education Data
13 Advisory Council.

14 MS. DORMAN: Oh, it's council. I learn with
15 you. Anyway -- and so those changes were not known to us
16 because the passage of this legislation happened after
17 that review process.

18 Additionally, what we -- we are saying is
19 that our collection has cut score ranges defined in the
20 spring for measuring these varying, you know, degree
21 levels of performance. To change those into the fall, we
22 would need to have known those all ready by now.

23 So we're -- we're working on considering a
24 plan after we continue to dive into this a little bit
25 more about whether or not we could apply retroactively



1 those cut scores to a spring test from last year to offer
2 this option to schools and districts for this year while
3 we work towards allowing our data collection system to be
4 able to respond to both fall and spring score reporting.

5 CHAIRMAN DURHAM: Other questions? Yes.

6 MS. SCHROEDER: So my question is not being
7 an educator, particularly not elementary education. As a
8 parent, I was told by teachers that math skill
9 acquisition actually varies. That kids might be on track
10 and then there's an introduction of something new that's
11 very variable and when the classroom was being separated
12 into groups of kids who were various skill levels, there
13 were students who would bounce around because they would
14 get behind, needed some more help, and then catch up, et
15 cetera.

16 What I don't understand is whether reading
17 acquisition is like that or whether we can say that once
18 we know that a student doesn't have a significant reading
19 -- I forgot what the term is.

20 MS. DORMAN: Deficiency.

21 MS. SCHROEDER: Deficiency -- that that's
22 going to hold true. They bounce around a lot the way
23 they do in math acquisition and then is it up to the
24 teacher to bring them back to that level of support. And
25 will the funding be there -- be available to them or once



1 you're seen as sufficiently proficient that's where you
2 stay?

3 MS. DORMAN: Mr. Chair?

4 CHAIRMAN DURHAM: You can answer the
5 question directly without going through the chair so --

6 MS. DORMAN: Okay.

7 CHAIRMAN DURHAM: -- it'll speed it up and
8 allow for a little more fluid dialogue.

9 MS. DORMAN: Thank you, Board Member
10 Schroeder. Thank you for your question. Yes, reading
11 would be very much in this, the reading acquisition very
12 much as you described for math acquisition.

13 And schools too would choose this option to
14 measure students against grade level proficiency may not
15 monitor according to this change that students progress
16 necessarily over time. Nothing would prohibit them for
17 introducing assessment at any given time across the year,
18 but it would remove the requirement that they do so.

19 MS. SCHROEDER: Okay.

20 MS. DORMAN: And --

21 MS. SCHROEDER: So it's up to the teacher to
22 -- and that is the person who should be identifying
23 changes in a student's progression?

24 MS. DORMAN: Yes. And it -- it also very
25 hard to measure competency for a grade level before that



1 grade levels instruction has actually occurred.

2 MS. SCHROEDER: All right. Okay. Thank
3 you.

4 MS. DORMAN: Yes.

5 MS. SCHROEDER: Thank you.

6 MS. SCHEFFEL: My question is what
7 impediment do you see in this change, this new statute,
8 that affects the implementation of the READ Act that
9 could render the intent of the legislation less than
10 effective? I mean, obviously we're trying to do a
11 literacy initiative that's K3 because we know that by the
12 end of third grade we want kids reading, and predictably
13 if they're not they have long-term issues.

14 So this is the scientific (indiscernible) to
15 pre-up the schools and to allow them to use professional
16 judgment and still hold students accountable and -- and
17 schools accountable for the funds so that they can
18 actually move student achievement.

19 Well, what is the impediment here? That
20 reading competency would be defined less than precisely
21 that we didn't have any instrument that's really highly
22 predictive without false positives or is it, I'm mean
23 what's the risk here that we want to attenuate as we try
24 to implement this?

25 MS. SCHROEDER: Thank you Board Member



1 Scheffel. I think that you hit on a couple of points
2 that I would like to -- to draw forward. I think one is
3 comparability among assessments. Not all the assessments
4 on the board approved list are designed in the same way
5 to measure competency and so I think that it's
6 comparability across assessments as one.

7 I think additionally we want to ensure, you
8 know, as best we can that students who, as you said, hit
9 this mark don't in some way over time, you know, sort of
10 slip back? Right? And so we want to sort of protect the
11 integrity of this implementation as it has been.

12 I think we do want to provide the options
13 and the -- meet the intent of the law. As was, you know,
14 described by you to sort of reduce that burden when maybe
15 we know that student's already there.

16 So for us, it's defining that level and what
17 we're hearing from many of the assessments it's a
18 different level just to be clear. It's a different level
19 than not being SRD.

20 UNIDENTIFIED VOICE: What's SRD?

21 MS. SCHROEDER: So you can be not
22 significantly reading deficient, which is the term SRD.
23 You can be not significantly deficient, but not at grade
24 level competency. So there's a range between the cut
25 point that you have for our funding and our support in



1 deficiency, and what you would determine to be already
2 meeting competency for a grade level.

3 That range in-between is what we're trying
4 to help clarify and I think again, that's sort of why we
5 are requesting sort of some time. And then looking at
6 could we for this year maybe use a spring assessment
7 rather than the fall assessment to sort of help offer
8 that option to schools and districts? Again, they don't
9 have to change what they're doing, but it would be an
10 option for them to consider.

11 CHAIRMAN DURHAM: Continue, Dr. Schroeder.

12 MS. SCHROEDER: And perhaps giving good
13 guidance as to what indices, teachers, and principals
14 could be looking for apart from the required assessments,
15 right? Some of those -- if you see these things
16 occurring in a child that might be a good prompt for you
17 to give the assessment although you're not required to.

18 UNIDENTIFIED VOICE: Yes.

19 MS. SCHROEDER: Although it gives
20 flexibility with professional development so that people
21 see the signs and don't make a negative trajectory.

22 UNIDENTIFIED VOICE: Certainly. Thank you,
23 yes.

24 MS. SCHROEDER: Thank you.

25 CHAIRMAN DURHAM: Yes?



1 MS. RANKIN: If you say it's optional, if
2 you -- let's say the student takes tests in the fall and
3 it's optional to take them in the spring if they're
4 already, you know, competent. Who makes the decision?
5 Is it the classroom teacher? The District? The
6 principal? The parent?

7 I mean, I can see a parent that says, "Well,
8 my -- my kid is competent at the beginning, but I want to
9 see if he's gaining anything throughout this year." Does
10 the teach -- does a parent have that option?

11 UNIDENTIFIED VOICE: So thank you, Ms.
12 Rankin. When it actually says now -- and it -- it uses
13 the language two different ways. One instance is if a
14 teacher determines that a student has met grade level
15 competency for his or her grade level, then that local
16 education provider is not required is basically what it's
17 saying to implement that ongoing assessment throughout
18 the year if they did not want to. So it would be a
19 combination of both teacher and sort of the district
20 leadership and protocol making that decision.

21 MS. RANKIN: Uh-huh.

22 CHAIRMAN DURHAM: Yes, Dr. Flores?

23 MS. FLORES: What about -- I mean, the
24 relationship between meaning and speed is very important.
25 I think that one of the things that happens is that speed



1 is not taught, and speed is so important. I mean, even
2 if you're seeing a foreign movie you have to kind of read
3 a little fast, you know, to get meaning.

4 So is there anything comparable say, to an
5 old speed reading machine such as I remember speed
6 reading machines in third grade when I was a kid and that
7 was a very long time ago.

8 So what do we do for speed since speed is
9 important sometimes in taking tests and such? Is there
10 anything done for speed?

11 UNIDENTIFIED VOICE: So Board Member Flores,
12 I think that within each local school district they are
13 always responding to individual students needs according
14 to what they see from the assessment day-to-day collect.

15 Gratefully, we have assessment data annually
16 on students in K to 3 according to a board approved
17 interim assessment. So we have a baseline if you will
18 every fall to look at to know what we need to do in
19 response with regards to instruction, and then
20 potentially intervention.

21 And so local districts are making those
22 decisions appropriately for students and that we want to
23 -- to have that balance between sort of as you mentioned,
24 speed or fluency but not compromising accuracy. So we
25 want both so that we can empower students to be



1 comprehenders.

2 MS. FLORES: But fluency sometimes is
3 measured how one reads orally and not how one reads
4 comprehensively without, you know, saying it and those
5 are two different things. So -- and I'm talking about
6 really -- what I said in the beginning. Meaning and
7 speed and --

8 UNIDENTIFIED VOICE: And I was just going to
9 say, I think you are on point and I think that you should
10 know that the READ Act does call that all of the
11 essential components of foundational literacy skills be a
12 part of everyday instruction and a part of intervention
13 which I believe gets out your point of as what teachers
14 should be monitoring.

15 CHAIRMAN DURHAM: Dr. Scheffel?

16 MS. SCHEFFEL: I think maybe Val is asking
17 is silent reading fluency and comprehension a part of the
18 assessment for reading competency appropriate for grade
19 level?

20 UNIDENTIFIED VOICE: Okay. Thank you, Dr.

21 Scheffel. If that is your question, then I
22 would say that not all -- not all of the Board approved
23 interim assessments with measure competency in that way.
24 That is not the design feature or structure of all of the
25 Board approved assessments.



1 Most of them are going to measure on sort of
2 probability of risk. What is your likelihood to be on
3 tract or what is your likelihood to need support.

4 UNIDENTIFIED VOICE: But yet, when kids take
5 tests speed is so important. Even I think that kids know
6 how to read and when they take those assessments, say for
7 a university and I know I was at some universities that
8 really -- at the very beginning you had to take those
9 tests, and if you weren't reading, you know, really
10 reading and comprehending fast then you wouldn't pass
11 that test and -- and that's expensive to have to retake
12 tests until you're fluent enough to pass those tests.

13 So there's the expense and also I think it's
14 so critical for measuring competency and sometimes I
15 think the -- schools, districts, we don't think about it
16 and yet it's very important.

17 CHAIRMAN DURHAM: Dr. Scheffel?

18 MS. SCHEFFEL: So I think this is an
19 important conversation and I don't think we've talked
20 about it before because some of the assessments in the
21 READ Act have to do with prediction and they don't have
22 to do with discreet skill grade levels.

23 And so when we're estimating reading
24 competency appropriate for grade level, we're using
25 prediction, we're using tests based on prediction



1 equations not necessarily saying yes, we have a score
2 that reflects silent reading, fluency, comprehension,
3 right? So that becomes another discussion. Is that the
4 best way to estimate reading competency appropriate for
5 grade or significant reading deficiency.

6 UNIDENTIFIED VOICE: Which is why we're
7 requesting time to explore so that we can have a
8 thoughtful guidance going out forward.

9 MS. SCHEFFEL: Thank you.

10 CHAIRMAN DURHAM: How many different
11 assessments have been approved by the Department or
12 Board?

13 UNIDENTIFIED VOICE: There are seven board
14 approved assessments and two additional assessments that
15 were grandfathered in from CBLA, so they are not going
16 forward at CBLA, the Colorado Basic Literacy Act which
17 was legislation prior to the Colorado READ Act.

18 Those two additional grandfathered
19 assessments will go away at the end of this school year,
20 so they fall off July 1. Of the seven that remain, five
21 -- there -- there's -- some of them have combinations,
22 but at least half of them are computer adaptive and some
23 are one-on-one administered assessments.

24 Some use a technology to assist in the
25 administration, while others use a teacher one-on-one



1 with the student so they give districts options on which
2 approach that they would like to take as far as the
3 assessment goes. So some are group administered, some
4 are individually administered.

5 CHAIRMAN DURHAM: (Indiscernible), do these
6 assessments yield a score of some kind? Is that -- or
7 just yield a competent/non-competent?

8 UNIDENTIFIED VOICE: They yield a score.

9 CHAIRMAN DURHAM: So they yield a score and
10 you have -- are they comparable? Are they normed one to
11 another?

12 UNIDENTIFIED VOICE: Not all are normed and
13 yes, they are comparable in our work with the
14 identification of significant reading deficiencies.
15 Currently, the work presented from the publishers have
16 yielded non-comparable data in the definition of
17 competency.

18 So we have confidence that students who are
19 identified with any one of the interim assessments as
20 having a significant reading deficiency would also be
21 identified with another interim assessment.

22 If we were to move forward with the
23 recommendations we've received right now, preliminarily
24 from the -- the publishers, we would not have the same
25 comparability in identifying students at grade level



1 reading competency.

2 CHAIRMAN DURHAM: So the tests have changed
3 in some significant manner? So they -- there's no norm
4 from year to year?

5 UNIDENTIFIED VOICE: There is some norm from
6 year to year. Some re-norm occasionally, but the
7 definition of grade -- grade level reading competency
8 varies across the various assessments. That's how I
9 would tend to answer that. They define it individually
10 differently.

11 CHAIRMAN DURHAM: Dr. Scheffel?

12 MS. SCHEFFEL: I think what we would care
13 about probably is these -- this is our main literacy
14 initiative in the state. The public pays taxes so this
15 can be funded. The funds are tied to students so we
16 should be able to look student by student in the funds
17 and the assessments and say with these funds these --
18 this progress has been made and students who were likely
19 to be on a trajectory for failure have shifted to the
20 likely to be on a trajectory for success on any grade
21 level, right?

22 And so I think if we can answer that
23 question, we can get to the value of this initiative in
24 the first place on behalf of the taxpayers and of course,
25 the students themselves. So are you thinking that based



1 on this model assessment we can be able to make a
2 statement like that after -- this is our second year of
3 implementation, is that right?

4 UNIDENTIFIED VOICE: We completed two full
5 years of implementation. We're moving into our third
6 year of implementation.

7 MS. SCHEFFEL: When we look back at years
8 one and two, can we make a statement like that based on
9 these assessments?

10 UNIDENTIFIED VOICE: So these are the exact
11 questions that we are grappling with internally. These
12 assessments were reviewed initially and Board approved
13 because they were to be identifiers of risk on the
14 significant deficient end. They were not initially
15 reviewed for the purpose of defining grade level reading
16 competency.

17 So we have had really -- I would say I've
18 been privileged to be a part of some -- some very
19 thoughtful professional discussion with each of these
20 assessment developers. They are taking this seriously.
21 They're being very responsive to our requests to work
22 with us, to think this through, and to really go back in.

23 And for those who have it, look at national
24 norms, look at data within their data systems, and help
25 analyze nationally or specifically within Colorado what



1 might be the best definition so that we may apply that
2 going forward.

3 MS. SCHEFFEL: And if you look back at the
4 two years is it --

5 UNIDENTIFIED VOICE: So -- so thank you. We
6 do have two years worth of data. We don't have cut
7 scores for a competent fee right now for this spring for
8 example, but we can look at which students have moved
9 from a risk trajectory -- high risk trajectory to a low
10 risk trajectory.

11 UNIDENTIFIED VOICE: Because that would be
12 great even for us to know did the funds make a
13 difference.

14 CHAIRMAN DURHAM: And after, I guess let's
15 say when we have five or six years of data or some --
16 some years that are not, will they be -- will be able to
17 know that we have a greater number of students reading at
18 -- an increased number reading at grade level. We'll be
19 able to track and demonstrate that conclusively because
20 you can compare one year with another and -- and have
21 confidence that you're -- that they're normed the same
22 way. Is that a -- is that a fair statement of the
23 objective here?

24 UNIDENTIFIED VOICE: Yes. And we've been
25 able to do that so far with preliminarily data for the



1 reduction of students having a significant reading
2 deficiency. So we are tracking that data for the purpose
3 of applying those dollars to at risk students in reducing
4 the number of students at risk.

5 So we do have the evidence supporting that
6 these dollars are targeting to and supporting the right
7 kids in reducing the number of kids reported that way.
8 Again, because of the gap between deficiency and
9 proficiency we are moving kids into that range that's
10 sort of a vulnerable area like on the trajectory towards
11 meeting the outcome but not quite yet there. That's
12 harder for us to measure right now.

13 MS. SCHEFFEL: But is the likely statement
14 something like when we first started, 80 percent of the
15 students who were identified for at risk moved from a 25
16 percent failure rate to a 10 percent failure rate, and
17 after two years of implementation X number of students
18 moved from one fail -- you know what I mean.

19 Can you quantify it? I think that's the
20 goal is to get us some data that helps us quantify for
21 the public and the legislature --

22 UNIDENTIFIED VOICE: Yes.

23 MS. SCHEFFEL: -- and so forth passing.
24 These funds are working, or they're not working, are they
25 partially working?



1 UNIDENTIFIED VOICE: Yes. And we submit an
2 annual report sharing those data findings.
3 Legislatively, we're required to; the governor or the
4 Board committee is to you to you and we will continue to
5 -- to track and respond to those kinds of trends that
6 you're -- that you're speaking to within our special
7 projects we're able to do that much more clearly. So
8 we'd be happen to share that any time.

9 UNIDENTIFIED VOICE: Thank you.

10 CHAIRMAN DURHAM: What's the projected
11 release date of the next report?

12 UNIDENTIFIED VOICE: It occurs in the spring
13 of each year, so it would be approximately April of 2016.

14 CHAIRMAN DURHAM: Thank you. Any other
15 questions? Thank you very much.

16 UNIDENTIFIED VOICE: Thank you.

17 CHAIRMAN DURHAM: (Indiscernible). Okay.

18 (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 25th day of January, 2019.

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

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