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BEFORE THE PUBLIC EDUCATION COMMISSION

STATE OF NEW MEXICO

IN THE MATTER OF:

CENTER FOR INQUIRY SOUTHWEST

TRANSCRIPT OF PROCEEDINGS
CHARTER SCHOOL PUBLIC INPUT HEARING
August 26, 2009
1:19 p.m.
5600 Eagle Rock NE
Albuquerque, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR, CCR #219
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A P P E A R A N C E S

COMMISSIONERS:

- MS. CATHERINE SMITH, Chair
- MR. M. ANDREW GARRISON, Vice Chair
- MS. MILLIE POGNA
- MS. KATHRYN KRIVITZKY
- MS. CAROLYN SHEARMAN
- MR. JEFF CARR
- MR. VINCE BERGMAN

STAFF:

- DR. DON DURAN
- MR. SAM OBENSHAIN
- MR. MICHAEL C DE BACA
- MR. RUDOLPH ARNOLD, Attorney for PED
- MS. PATRICIA BUSTAMANTE, Attorney for PEC
- MS. MARJORIE GILLESPIE
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1 THE CHAIR: Okay. I think we'll call this
2 meeting back to order. The purpose of this hearing
3 is to solicit both written and oral input on the
4 proposed charter. In accordance with the Charter
5 Schools Act, quote, "The Commission shall receive
6 applications for initial chartering and renewals of
7 charter for charter schools that want to be
8 chartered by the State and approve or disapprove
9 those charter applications," end of quote. This is
10 a citation from 22-8B-16, New Mexico Statutes
11 Annotated, 1978.

12 In addition, the Charter School Act states
13 that, quote, "The chartering authority shall hold at
14 least one public hearing in the school district in
15 which the charter school is proposed to be located
16 to obtain information and community input to assist
17 in its decision whether to grant a charter school
18 application. Community input may include written or
19 oral comments in favor of, or in opposition to, the
20 application from the Applicant, the local community
21 and, for State-chartered schools, the local school
22 board and school district in whose geographic
23 boundaries the charter school is proposed to be
24 located." End of quote. This is cited from
25 22-8B-6, New Mexico Statutes Annotated, 1978.

1 The Applicant at this time will be the
2 Center for Inquiry Southwest. And you folks have
3 been very accommodating, and thank you for being
4 here early for us. We're very appreciative of that
5 as we've had a cancellation.

6 Please, for the record, state the name of
7 the school, the name or names of the founder or
8 founders of the school, the proposed grade levels to
9 be served and the membership projection of the
10 school. We request that you state for the record a
11 brief description of the school, the reasons you
12 believe this school will benefit the children and
13 citizens of this community, and any other
14 information that you would like the Commission to
15 know about your application.

16 You have 15 minutes, so please be as
17 precise as you can during this time. You may begin.
18 And I also would ask you to please say your name and
19 spell it for our recorder. Thank you.

20 MR. CHIKI: Thank you. My name is Frank
21 Chiki, F-R-A-N-K, C-H-I-K-I. I am one of the
22 founders, as well as Roawa Lee. She's an educator
23 who is working at school today so could not be here.

24 MS. FEDERICI: Kim Federici, K-I-M
25 F-E-D-E-R-I-C-I. Parent and board member.

1 DR. HERR: I'm Kathryn Herr.

2 K-A-T-H-R-Y-N. Herr, H-E-R-R.

3 MR. CHIKI: So the name is the Center for
4 Inquiry. Our grade levels will be pre-K through 5.
5 And our projected is at 440 total enrollment.

6 Good afternoon, Madam Chair and members of
7 the Commission. Thank you for your time this
8 afternoon to hear about the Center for Inquiry
9 Southwest. As I said, my name is Frank Chiki, one
10 of the founders and current board member of the
11 Center. I'm joined today by two of our board
12 members, Kim Federici and Dr. Kathryn Herr.

13 The Center for Inquiry has a formal
14 mission statement. But our main mission is the
15 education of New Mexico Students in a way that is
16 not currently available to those students. As you
17 know, charter schools are public schools with a
18 twist. Our goal is to provide an alternative choice
19 for parents and students outside the traditional
20 public school.

21 We plan to do so in two ways, one of which
22 is unique to New Mexico elementary schools;
23 providing curriculum through the inquiry process,
24 and offering single-sex classrooms.

25 In many traditional schools that serve the

1 student population we seek to enroll, students of
2 color and of low socioeconomic status, student
3 ownership of their learning is eroding, as is
4 teacher choice in how to best serve the students in
5 their classroom. There are set curriculum in almost
6 every subject with a script for teachers to follow.
7 At our school, student choice and ownership of
8 learning will be given back to our students and to
9 our teachers to meet the needs of those students.

10 In the inquiry model developed by
11 Dr. Carolyn Burke, Dr. Jerome Harste, and classroom
12 teacher, Kathy Short, teachers provide opportunities
13 for students to think and reflect upon the subject
14 matter or theme. Teachers begin building a lesson,
15 with standards always being a part of the thought
16 process in planning and its delivery from what is
17 known by the students. From there, they help to
18 facilitate the development of questions for inquiry.
19 In doing this, the teacher becomes the facilitator
20 of learning, not the sage on the stage. The
21 facilitator asks good questions, and sometimes they
22 are leading questions, to help students gain new
23 perspectives, plan their inquiry, take thoughtful
24 action on completing the inquiry, and providing a
25 space and place for students to then share what they

1 have learned and let their audience know other
2 questions they have that haven't been answered.

3 This is still a structured learning
4 environment, such as having a focus on living or
5 non-living things, but giving the students
6 permission to explore what that really means and
7 create a product to share their newfound knowledge.
8 This product, in most cases, will be presented in a
9 way chosen by the students, which is then scored by
10 a rubric the class has written together with the
11 teacher, ensuring the standards are incorporated
12 into any scoring guide.

13 Although the Center for Inquiry Southwest
14 is open to all New Mexico students, our target
15 population, as mentioned before, will be students of
16 color living in lower socioeconomic status. This is
17 population that is generally in situations in which
18 the families are not able to provide enrichment
19 opportunities such as visiting museums, educational
20 day camps or traveling widely. The Center plans to
21 offer a single-sex classroom environment. Although
22 there have been single-sex schools in other
23 countries and in private schools in the U.S., this
24 has not been an option in public schools. With
25 changes to Title IX in 2006, single-sex education

1 became possible in public education, and the number
2 of public, single-sex schools has grown
3 exponentially in other parts of the country.

4 Initial research indicates that single-sex
5 environments could be particularly beneficial for
6 the populations we foresee for the Center. Long a
7 private option for those who could pay, we want to
8 provide the same opportunity for the children of
9 New Mexico in public schools.

10 Our board of governance currently has
11 experts in the inquiry process, management
12 experience in private industry, single-sex
13 education, current educators with expertise in math
14 and balanced literacy, and a parent with experience
15 in organizing other parents in leadership roles in
16 the school environment. Each of them brings a
17 knowledge base to ensure that the Center is meeting
18 not only its mission, but its obligation to its
19 owners, the people of New Mexico, that students are
20 performing at the highest levels possible.

21 Sorry. We have chosen Balanced Literacy
22 as the delivery model for language arts, as it
23 encompasses the reading, writing, and word study
24 processes. It provides ample opportunities to
25 utilize the inquiry process in these areas through

1 student choice of reading materials and writers'
2 workshop topics. Singapore Math will be used as our
3 math curriculum and is the only stock program the
4 school will utilize. Students who have used
5 Singapore Math have consistently scored high on
6 international tests in comparing countries. It
7 provides an in-depth and natural progression in
8 learning math concepts. Students move from
9 teacher-directed, to using graphic models, to
10 independent learning, which is in line with our
11 mission of students thinking critically. Science
12 and social studies curriculum will be delivered
13 through the use of trade books, hands-on learning
14 experiences, and personal inquiry projects. Math
15 and language arts will be integrated into these
16 areas as well.

17 Our board of governance, with five current
18 members, will provide oversight that the Center is
19 meeting the requirements of its contract, the
20 charter with the State of New Mexico, and will meet
21 the requirements of the Open Meetings Act. It will
22 also insure that the center is run morally and
23 ethically and provide budgetary oversight. As part
24 of the fiduciary oversight, the board will search
25 for additional funding sources, such as grants,

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1 donations, and the creation of a Center foundation
2 to supplement the funding provided through the SEG.

3 The board is also responsible for hiring
4 an executive director to oversee the day-to-day
5 operations of the Center in terms of hiring and
6 evaluating of staff, maintaining the facility,
7 parent involvement, and that students are in an
8 environment that is safe and conducive to the
9 learning process. All staff and faculty will report
10 to the executive director. At this time, the board
11 has approved the use of the New Mexico Coalition of
12 Charter Schools business management services to
13 undertake the duties normally reserved for a
14 business manager. Their expertise will provide the
15 safeguards necessary to make sure the Center remains
16 fiscally responsible and will work with the board of
17 governance and the executive director to do so. A
18 director of academic programs will be hired to
19 oversee that the special education program is
20 meeting all state and federal requirements, ESL
21 students are being served appropriately and work to
22 ensure the Response to Intervention procedures, as
23 outlined by the State, are being met, including
24 providing assistance to provide intervention
25 strategies to move a student forward in his or her

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1 learning and perform progress monitoring on such
2 students.

3 Parents, teachers, staff, and the
4 community at large will be invited to participate in
5 advisory councils to meet the needs of the school.
6 Examples of needed advisory councils might include
7 professional development delivery, parent
8 involvement, student teacher assistance team, and
9 monitoring Response to Intervention. These councils
10 will provide a venue for Center community members to
11 have a voice in helping the Center and its students
12 reach its potential and meet its mission and
13 charter.

14 The goals we have for our students and
15 ourselves include that every student continuously
16 enrolled in the Center for at least one academic
17 year will achieve at least one year's worth of
18 growth for one year's worth of instruction. This
19 growth will be measured through the use of AIMSweb.
20 The Fountas & Pinnell Benchmark Assessment System
21 schoolwide writing prompts, schoolwide math
22 assessments, the New Mexico Standards Based
23 Assessment for grades three through five, the New
24 Mexico English Language Proficiency Assessment for
25 our ESL students, and/or the New Mexico Alternate

1 Assessment for our special education students who
2 may require an alternative assessment.

3 Students will actively participate in a
4 standards-focused, inquiry-based curriculum,
5 enabling them to see the interrelationships of all
6 learning and academic disciplines. Students will
7 produce a rubric assessed portfolio by planning,
8 conducting and evaluating a minimum of three inquiry
9 projects of their choosing each year. This includes
10 being able to generate working hypotheses, seek and
11 find necessary resources, filter information, and
12 develop a logical solution to their personal inquiry
13 as measured by a combination of project rubrics,
14 progress reports, student portfolios and
15 record-keeping for every Center student each year at
16 a developmentally appropriate level.

17 The portfolios will also contain published
18 pieces of writing, evidence of student progress in
19 reading, math assessment and other classroom
20 assessment that demonstrate student growth and
21 learning and learning based on the New Mexico
22 content standards, benchmarks, and performance
23 standards continuum by the end of fifth grade.
24 Technology will also be an integral part of learning
25 for these digital natives.

1 Parent involvement is also important for
2 the success of the Center. Based on the model of
3 increasing parent participation in schools written
4 about in the book, *Beyond the Bake Sale*, parent
5 participation and satisfaction with the Center will
6 rate above 80 percent based on parent surveys about
7 issues such as student learning, school climate, and
8 parent involvement on advisory councils, in the
9 classroom, and the learning opportunities provided
10 to them.

11 In order to meet the goals we have set for
12 ourselves and our students, all of our teachers will
13 be highly qualified, as required by NCLB. We will
14 hire teachers with a variety of experience levels,
15 from brand new to highly experienced to provide
16 mentors for the new teachers and new ideas for the
17 highly experienced. All staff members will receive
18 professional development in teaching in single-sex
19 classrooms, how to fully utilize the inquiry process
20 in the classroom, learning how to utilize Singapore
21 Math effectively, and infusing the FISH! philosophy
22 of character development into the culture of the
23 Center. Teachers will be provided extra days with
24 the appropriate compensation for professional
25 development prior to the first day of school and

1 throughout the school year. The number of students
2 in each classroom will be within the limits set by
3 statute. Our goal is to have no more than 20
4 students per teacher. Educational assistants will
5 be part of our staffing to assist in the pre-K and
6 kindergarten classrooms. We will also hire or
7 contract for ancillary staff, such as a physical
8 education and music teacher, and other staffing that
9 may be necessary to meet the educational needs of
10 students with individual education plans in place.

11 Looking at data from the above assessments
12 will be an integral part of the school culture.
13 Collection of the data will not be the ends, but the
14 means. Through collaboration, teachers and the
15 executive director will review data as a way to
16 provide for continuing, shifting or changing
17 instructional practice as needed to meet the needs
18 of our students.

19 The staff and the faculty of the Center
20 will be evaluated based on the requirements set
21 forth by the State of New Mexico, developing and
22 implementing professional development plans, which
23 will include but not be limited to, a personal
24 inquiry project, classroom environment,
25 instructional delivery and honing of their craft of

1 teaching, parent communication, and professionalism.

2 Our owners, the public, and the PED and
3 PEC will know we are meeting the above goals for
4 students and expectations of staff by the data
5 collected demonstrating the growth of student
6 learning, attendance, school climate, and
7 disciplinary action. This data will be approached
8 to the PED through the STARS system, and other
9 reports as required. Annual reports will be created
10 to inform our owners of progress in meeting our
11 goals in an easy-to-read format, showing and
12 interpreting the data on student learning.

13 No learning can take place without an
14 adequate facility. The Center is working with a
15 real estate agent to secure an appropriate and
16 adequate site. We are currently looking at two
17 potential sites in the geographic area outlined in
18 the charter application. Both facilities were
19 former schools, which means there may be minimal
20 need for renovation or construction. The sites will
21 be subject to inspection and approval by the public
22 schools facilities authority. Each site will also
23 be available in ample time to prepare the building
24 for the beginning of the school year 2010. Both
25 facilities will also be available to become

1 lease-purchase properties to meet the requirement of
2 charter schools being housed in a public building
3 and provide for expansion to meet our projected
4 growth requirements. One facility also provides a
5 playground area and equipment appropriate for an
6 elementary school. We'll end with what would
7 probably be the most important question. Why should
8 the Public Education Commission authorize the Center
9 for Inquiry Southwest. Charter schools are, by
10 nature, experiments in possibilities for providing a
11 quality public education without the constraints of
12 traditional public schools.

13 Our proposed charter school is a very
14 large inquiry project. Other charter and
15 traditional public schools are delivering curriculum
16 using different interpretations of the inquiry
17 process. But, according to the National Association
18 for Single Sex Public Education, the only public
19 school in New Mexico to offer single-sex classrooms
20 is the Pojoaque Valley Intermediate School, which
21 began offering those classes in 2007.

22 Whenever we mention we are starting a
23 school based on the inquiry process within a
24 single-sex classroom environment, we often hear a
25 parent saying their son or daughter would benefit

1 from a class like that without the distraction of
2 boys or girls. Educators comment on that we need
3 something like this as a choice for parents and
4 students who may thrive in such an environment, and
5 we have had requests through word of mouth to serve
6 on our board. This small sampling shows there is a
7 need for single-sex environment programs for
8 children.

9 As we've already stated, the movement for
10 single-sex education in the U.S. is relatively
11 young. Therefore, the data is inconclusive about
12 its effect on learning. However, there is very good
13 early evidence that children in single-sex classes,
14 especially those students and families who may be
15 considered disenfranchised in receiving a quality
16 education, show gains in their learning as shown by
17 an increase in test scores. We believe all
18 New Mexico children, with an emphasis on our target
19 populations, deserve a chance to learn in an
20 environment that will serve them long after leaving
21 elementary school. Students who learn in a
22 single-sex environment also tend to go on to
23 graduate, in issue in New Mexico, and attend
24 institutions of higher education. When our students
25 leave us, they will have the skills necessary to

1 learn, to think, to reflect. All are skills that
2 will serve them for a lifetime.

3 We ask that you not only provide us the
4 opportunity to prove ourselves by authorizing our
5 charter, but also to provide a choice that isn't
6 currently available to the children of New Mexico.
7 We thank you for your time and consideration this
8 afternoon.

9 THE CHAIR: Thank you. At this time, it's
10 the place for the local school board and district
11 representatives. And as I -- well, I keep covering
12 it up, don't I? As I have stated earlier several
13 times today, Dr. Diego Gallegos with the Albuquerque
14 school district was here earlier. And now I've lost
15 the letter.

16 MR. CHIKI: We have a copy of it.

17 THE CHAIR: You have it. And he asked
18 that it be read into the record, the opposition of
19 Albuquerque school district to all of the charter
20 schools whose applications we're hearing today, of
21 course, because they are in Albuquerque, and we're
22 in the Albuquerque community. So you have that
23 information, and thank you very much.

24 So we'll move on from there to the
25 community input. Public comments and observations

1 regarding the application will be heard at this
2 time. There will be a four-minute time limit per
3 person. Persons from the same group but having
4 similar viewpoints are asked to select a
5 spokesperson to speak on their behalf. Multiple and
6 repetitious presentations of the same view will be
7 discouraged.

8 DR. SAAVEDRA: I'm Dr. Elizabeth Saavedra,
9 professor at the University of New Mexico and
10 colleague of Dr. Kathryn Herr, Frank Chiki, and I
11 don't know your name. I'm here to speak about the
12 whole notion of inquiry based learning and the
13 benefits and the strengths of having an inquiry
14 based learning process within the school.

15 First and foremost, the inquiry based
16 process is built upon the notion of Vygotsky's zone
17 of proximal development. There's been much research
18 done by Gallimore and Tharp, Catherine Ott, Luis
19 Moll, Esteban Diaz, and others that have really
20 looked at the work and the contributions of Vygotsky
21 that say when students are engaged in inquiry, they
22 are working with a mentor and more proficient others
23 in determining new content and adding this new
24 content to what they already know.

25 So it takes the students where they're at

1 and their interest and their abilities, and it helps
2 them learn what it is they need to know to become
3 more functional in different content areas or in
4 different other aspects of their learning. And what
5 we found is that most people are kind of worried
6 about inquiry, because they think it's not going to
7 address the standards and benchmarks by the state or
8 required at the school. And what we've discovered,
9 when students are engaged in inquiry based learning,
10 they actually learn -- they learn far beyond what is
11 minimally required by the standards and benchmarks.

12 And so what we end up providing is an
13 opportunity for students that goes far beyond what
14 is required by the state. And students actually
15 learn the standards and benchmarks quite early in
16 their career and are in advanced learning
17 structures, far more advanced learning structures
18 than is required.

19 Inquiry based learning is based on
20 authentic, relevant, and purposeful content. That
21 means it's not just about learning rote information
22 and rote facts, but that students are engaged in --
23 in inquiry, in learning not just basic facts, but
24 information, how to critically think, problem pose,
25 problem solve, and reflect on what they're learning

1 so that their critical thinking, their
2 problem-solving skills and their decision-making and
3 reflective skills are far more advanced than those
4 students who are given instruction through rote
5 learning.

6 Another important aspect of this
7 particular school is it's going to be serving low --
8 minority and low socioeconomic children. Research
9 was done by Patrick Shannon that found that low
10 socioeconomic children had a tendency to be
11 instructed with rote instruction. And what that did
12 is it perpetuated their place in the low
13 socioeconomic rungs. That means the type of
14 instruction they gave reinforced that they stay in a
15 low socioeconomic position as they grow into
16 adulthood, and that far more advanced
17 problem-solving, inquiry, and reflective learning
18 allows them to advance socioeconomically.

19 So I would strongly encourage that we
20 consider a school that is based on inquiry. It
21 helps to negate the misconceptions that minority and
22 all socioeconomic students need just basic
23 information and rote learning. And it will provide
24 an opportunity for these students that they wouldn't
25 receive otherwise. Thank you.

1 THE CHAIR: Thank you. Is there anybody
2 else who would like to come forward? Yes, sir.
3 Well, yes, ma'am, then?

4 MS. DOWNEY: Hi. My name is Sarah Downey.
5 And I have a teaching degree in secondary education,
6 and I'm also an attorney. I've been practicing for
7 ten years, most recently as in-house counsel at
8 Sandia Labs. Frank asked me to speak today because
9 I'm a proud graduate of a same-sex classroom
10 environment in Arizona. And I think that it helped
11 me thrive.

12 I was a shy child, had a very difficult
13 time volunteering for anything, raising my hand,
14 that type of thing. And I found that I was able to
15 flourish when I joined a same-sex classroom in a way
16 that I believe I would not have in a mixed class
17 environment. And I think that having experienced
18 teaching Chapter 1 reading, kids would learn very
19 differently, whether it's kinetically, whether it's
20 by vision, whether it's by hearing. I also think
21 there's differences in how the genders can learn.
22 And I had a very positive experience with that. So
23 thank you.

24 THE CHAIR: Thank you. Is there anybody
25 else? All right, then. At this time, the Public

1 Education Commission reserves time to address any
2 questions that the Commissioners may have of the
3 Applicant. I would ask that the Applicant please
4 keep your responses as brief as possible to allow
5 for questioning from other Commission members.

6 Are there anything members who have
7 questions or comments? Mr. Carr?

8 MR. CARR: I'm sorry. Not as long as last
9 time. The -- I guess I have a question about --
10 I've been a teacher for a long time. And the --
11 it's always come up for discussion. Should we have
12 all -- I've heard it quite often, and I've read some
13 studies. What -- you know, you quoted some
14 statistics on it. And the -- what was the breadth
15 of the population that was tested in this -- that
16 was part of the statistic that showed that students
17 in all male or all female classrooms -- or same-sex
18 classrooms -- actually scored better?

19 Was it -- I mean, is there -- what -- and
20 let me explain further. It seems to me,
21 historically, most -- well, historically, if you go
22 back to the 1800s, the first all-female colleges
23 taught women to be good homemakers. Or maybe they
24 were a teacher or something like that. And I'm sure
25 they did a great job. And men were taught to -- the

1 traditional male things and all that.

2 And, typically, historically, of course,
3 it's always been the upper class who have been privy
4 to education, you know. Here in the 20th century
5 and 21st century, we've gotten into the idea that
6 everybody deserves that education. I think it's a
7 great idea, but I wonder how -- is that statistic
8 that you quoted based on possibly a higher
9 socioeconomic group? Is it possible that that's
10 just based on a small segment of our population, or
11 would it go across the breadth of our population?

12 DR. HERR: It's a great question. I think
13 since public single-sex schooling in the U.S. is so
14 new from a research point of view and we have just a
15 few years' worth of evidence, the federal government
16 funded a large research project to try and aggregate
17 the results of anything we could glean, whether it
18 would be from -- a lot of Catholic schools had a
19 tradition of single-sex, or other private schools,
20 and then what could be, in a preliminary way,
21 understood from these initial efforts, starting
22 around 2006 in the country.

23 So they disaggregated that to say, okay,
24 is it just more privileged kids, maybe, who are
25 skewing the data. And so when they disaggregated

1 it, what they found is some promising trends for
2 lower income, particularly minority children. And
3 it looks even that males were particularly
4 benefiting from that. Traditionally, we thought
5 girls might benefit from it more.

6 But that's the early data. But I would
7 say three years' worth of data, you know, including
8 2009. It's very preliminary, but -- so they did
9 disaggregate it, looks promising, and that's really
10 all we know.

11 MR. CARR: Okay. I always thought it had
12 a lot -- there was a lot of good parts to it. But I
13 didn't really have all the data to back it up one
14 way or the other, you know.

15 DR. HERR: There hadn't been much. Yeah.
16 Exactly.

17 MR. CARR: Just anecdotal stories. Yeah.
18 So -- what was my other -- I think I lost my other
19 point. It was -- oh, yes. What -- is there any
20 evidence to show that anything would be lost based
21 on the single-sex classroom? Is there --

22 DR. HERR: The most common models are the
23 kind we're proposing, where boys and girls are still
24 in the same school structure and actually share
25 lunch, share recess, share sometimes music or other

1 kinds of involvement. So the idea is -- and -- in
2 my own research, at least, with students in a
3 single-sex environment is that they reported that
4 they enjoyed the space apart and also enjoyed the
5 space together. So I would -- that is, in the U.S.,
6 the most common model emerging. So --

7 MR. CARR: I guess, just in mind, would it
8 detract from a male or a female's ability to
9 interact academically or in the business world or
10 anyplace else, by not having that experience of
11 interacting in an intelligent way in an academic
12 setting with both sexes being there? Just throwing
13 it out there. I don't -- I mean --

14 DR. HERR: Actually, what the research
15 shows is that there are some downsides to
16 coeducation. And, in particular, what we've seen is
17 that girls have gotten much less classroom attention
18 time and are less likely to step forward as leaders
19 and have a chance to play some of those roles.

20 So I -- sure. There must be downsides to
21 any educational environment we construct. Honestly,
22 what's been documented more is coeducation, just
23 because, of course, we have a longer history with
24 it.

25 MR. CARR: All right. Thank you. Thank

1 you, Madam Chair.

2 THE CHAIR: Thank you. Ms. Shearman?

3 MR. BERGMAN: Do you want to do your
4 budget stuff first?

5 MS. SHEARMAN: I'll do my budget stuff.
6 I'll be fast.

7 THE CHAIR: You be fast, because if he has
8 to pick up while you find the page number --

9 MS. SHEARMAN: This is going to be fast,
10 and I appreciate it.

11 THE CHAIR: I just want again to say, I
12 don't know what we need to do in the future, but
13 something, to be certain, on those budget issues.
14 Because I thought -- I encountered the same thing I
15 think everybody else does.

16 MS. SHEARMAN: It prints very different
17 from what's on here. If we were all looking at
18 this, it would not be a problem.

19 THE CHAIR: Perhaps. But that's what we
20 have to read from.

21 MS. SHEARMAN: Absolutely. And I thank
22 you all for waiting, and waiting for us to swallow
23 that hamburger whole, but at least we had a few
24 minutes to do that. I have only one question. It's
25 on your budget. It's on the Expenditures sheet down

1 at the bottom. And on years four and five, you
2 indicate, underneath year four, \$127,385.47. This
3 projected amount will be carried over to the next
4 year, as allowed by NMAC.

5 Then the next year, underneath, you show a
6 negative \$100,595.57. I can't find those amounts
7 anywhere.

8 MR. CHIKI: Well, I'll try to answer your
9 question. And, if not, I'll address it in writing
10 later to clarify. That minus \$100,000, basically, I
11 didn't include this extra 127, because I didn't know
12 if that would be possible to do so. So, in effect,
13 if we take those together after that year four,
14 we'll still have a little bit of over. That's
15 because of the large growth in year four that
16 doesn't occur in year five.

17 MS. SHEARMAN: But your expenditures and
18 your revenue match. Your totals match.

19 MR. CHIKI: That's because I --

20 MS. SHEARMAN: Did you force it?

21 MR. CHIKI: You were mentioning earlier to
22 spend all the money. That's what I did.

23 MS. SHEARMAN: You really think you might
24 have that amount left over?

25 MR. CHIKI: Yes.

1 MS. SHEARMAN: Got you. Thank you very
2 much. That's all for me, Madam Chair. You can't
3 believe it, can you?

4 MR. CHIKI: I can't believe it.

5 THE CHAIR: You'll think of something
6 else.

7 MS. SHEARMAN: Probably.

8 THE CHAIR: Probably. Okay. Mr. Bergman.

9 MR. BERGMAN: My question is going to be
10 around Singapore Math. The superintendent in
11 Roswell has indicated, I know, that they're looking
12 at it in the Roswell schools. It's in such the
13 early stages of being introduced into this country,
14 there's a real lack of certified, experienced
15 teachers doing the Singapore Math. Do you
16 anticipate a problem of either training currently
17 certified math teachers to cross over into the new
18 model or finding an experienced teacher?

19 MR. CHIKI: Finding an experienced teacher
20 would probably be difficult. But we have -- when we
21 were thinking about our implementation year, there
22 is going to be money that we'll find to fully
23 provide professional development for teachers that
24 we hire. Because it's shown that if the teachers
25 are not trained effectively from certified trainers,

1 that there isn't the effect that you would want to
2 find.

3 So we are anticipating that we'll have to
4 do a lot of professional development in that area.

5 MR. BERGMAN: Thank you. That's all.

6 THE CHAIR: That's all for you? That's
7 all for you. Ms. Krivitzky?

8 MS. KRIVITZKY: I had just a question.
9 Three hundred twenty students. Why such a big
10 school? What was the idea there?

11 MR. CHIKI: Well, in the research --

12 MS. KRIVITZKY: I guess it's 440 is
13 actually what you're looking at.

14 MR. CHIKI: I'm an inquirer myself. I do
15 as much reading as I can and research before I go
16 into an endeavor. In the research, I found that
17 charter schools, in particular, one of the reasons
18 that they fold is lack of funding. And for
19 New Mexico, every student is basically a unit of
20 value. And if you're less than 300, then,
21 basically, you tend not to be very viable in the
22 long-term.

23 Four hundred forty is about an average
24 size for an elementary. And even though I would --
25 we've heard a lot about smaller schools being better

1 environments, there's also a lot of research out
2 there that says classroom size or school size has
3 some impact, either way, but that it really is the
4 administrator and it's the teachers that have the
5 overall effect on the students' academic program and
6 their learning. So --

7 MS. KRIVITZKY: So how many students per
8 class are you thinking?

9 MR. CHIKI: Twenty.

10 MS. KRIVITZKY: Okay. Even in
11 kindergarten? With kindergarten?

12 MR. CHIKI: Yes.

13 MS. KRIVITZKY: Okay. Thank you. Thanks.

14 THE CHAIR: Well, I have to tell you, I
15 think you have an interesting concept. It just --
16 listening to you and looking at -- and thank you for
17 supplying the documentation for your script here
18 this afternoon, because I certainly intend to reread
19 that and to look more closely at it.

20 I have to tell you, my little
21 kindergartener grandson, who is repeating
22 kindergarten, as I have stated earlier today, was
23 one of 15 boys in an 18-student classroom last year.
24 So that one probably came as close to this concept
25 as any.

1 I will have to tell you, I could not ever
2 discern that the little girls in the classroom were
3 inhibited in any way or that they lost out on any of
4 the education as a result of it. And so I look
5 forward to seeing what happens with this. It sounds
6 like an interesting concept.

7 And I'm interested also in the kinds of
8 research that obviously you have done in this. And
9 I will point out that you have the analysis that the
10 Staff did, and it's your option or not whether you
11 choose to respond to that analysis. And then if you
12 do, then -- and any other comments that you or any
13 of your -- the public wants to make need to be in
14 writing by September the 1st at 5:00 p.m.

15 And they will come addressed to us through
16 Beverly Friedman at the Public Education Department
17 at 300 Don Gaspar Avenue in Santa Fe, 87501. Or her
18 e-mail address, which makes it easier to do,
19 perhaps, is bev.friedman@state.nm.us. So in that
20 fashion, we certainly solicit any kind of public
21 comments that you or other members of the community
22 desire to give us. Mr. Bergman?

23 MR. BERGMAN: I have thought of another
24 question when you're through. Were you --

25 THE CHAIR: Well, I'm almost getting ready

1 to close this out.

2 MR. BERGMAN: I didn't want you to say the
3 magic words. This is more of a curiosity for
4 myself. But in a single-sex classroom, are the
5 teachers going to be female for the female students
6 and male for the male students, or will they be
7 mixed?

8 MR. CHIKI: It will be mixed.

9 MR. BERGMAN: It's not a requirement that
10 men are teaching men and women are teaching women?

11 THE CHAIR: One of the things I did,
12 looking at some of this very briefly as you were
13 talking, I did see some of the citations that you
14 made had to do with female students for male
15 students and -- I didn't find one the other way
16 around. But I would imagine that there certainly is
17 that kind of research that's available out there
18 also.

19 But I do believe that, as we -- as we look
20 at the children across the United States, we are not
21 doing our little boys a service. And I would say
22 that as the grandmother of three grandsons. I have
23 a great-granddaughter. But I have three grandsons.
24 And I -- and two of them are college graduates,
25 because they're old enough to be, and the other one

1 is not. But I truly think that we need to look at
2 new ways of doing business. So thank you very much
3 for your presentation. We appreciate it.

4 MR. CHIKI: Thank you, Madam Chair and
5 Commissioners.

6 (Proceedings concluded at 1:55 p.m.)
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1 BEFORE THE PUBLIC EDUCATION COMMISSION

2 STATE OF NEW MEXICO

3
4 IN THE MATTER OF:

5 CENTER FOR INQUIRY SOUTHWEST

6
7
8
9 REPORTER'S CERTIFICATE

10 I, Cynthia C. Chapman, RMR, CCR #219, Certified
11 Court Reporter in the State of New Mexico, do hereby
12 certify that the foregoing pages constitute a true
13 transcript of proceedings had before the said PUBLIC
14 EDUCATION COMMISSION, held in the State of New
15 Mexico, County of Bernalillo, in the matter therein
16 stated.

17 In testimony whereof, I have hereunto set my
18 hand on September 2, 2009.

19
20
21
22 _____
23 Cynthia C. Chapman, RMR, CCR #219
24 201 Third Street, NW, Suite 1630
25 Albuquerque, New Mexico 87102

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