

Thank you. My name is Rebecca Kim and we have two daughters at Grandview. My concern, a concern I hope is shared by everyone here, is: Why aren't we more concerned that ALL students are not proficient across the board? I struggle to understand how our proficiency rates, even prior to the pandemic, could be so low, but our graduation rates could be so high. The delta cannot be made up, as we know educational growth is based on a series of building blocks. If the foundations are not established and strong, the next block, or this this case, the next grade, will not be solid. Unfortunately, we are creating more problems by graduating these students – their futures are not so bright because they cannot read, write and perform basic math. They will be unemployable and that will lead to other societal problems.

My hope is that we can keep politics out of the classroom and instead reinsert excitement, grit, and determination. Our students should leave our system ready and excited for whatever their future holds. Our job is to cultivate that excitement and hope and to arm them with a strong foundation and proficiency in reading, writing, math, science, and history. We need to return to teaching our kids how to think not what to think.

We do not have any time to waste, their future and, in turn, our future depends on it. I would like to respectfully request that the upcoming board meetings be focused solely on solving Cherry Creek's proficiency rate problem with an update on what you are proactively doing to address this incredibly pressing issue and how we are to measure success going forward. Every organization has one key task that measures its success. A school district's success is measured on whether

or not its students are receiving the best possible education. If we are not providing an excellent education and at a minimum an education at a grade level proficiency— we are failing our students and therefore the district is failing in its role.