

My name is Celia Baculi and I am the mother of two TAG sons and a bilingual tutor and mentor. I am here today to urge the Education Committee to encourage rigor for our English Language Learners and for all our highly capable students.

I have been a parent of a child in Salem's bilingual programs for 5 years going on 6. My youngest son's Title I, bilingual third grade classroom achieved the highest scores of any 3<sup>rd</sup> grade classroom in the Salem-Keizer school district last year.

I am here today to share our recipe with you and to urge you to incent more rigor and more opportunity in all of Oregon's schools.

Our recipe for 3<sup>rd</sup> grade success:

- 4 years of extraordinary teachers with high expectations
- Reasonable class sizes
- 32 weeks of homework each year
- 8 monthly family nights
- Several hundred books per classroom in classroom libraries
- 3 vacation reading incentives
- Constant family outreach

Shake vigorously and ability group for 9 months. Baste generously with parent involvement. Serve with popcorn parties.

What I would also like the State Legislature to incent—

Every child deserves an effective teacher. In my experience, ineffective teachers are commonly clustered in low-income schools.

Districts need to ability group in elementary and middle school. It is wonderful that high schools are looking at PSAT results to find underserved kids to guide toward college—it is next to impossible to do well on the PSAT in the first place without a strong elementary and middle-school foundation. Schools who can say that they ability group for language arts, social studies and/or science should be rewarded.

High-level Spanish needs to be offered in middle schools to graduates of elementary bilingual programs to improve reading, writing and vocabulary in students' first language. Our kids are not learning and they are not receiving instruction in the academic Spanish that would help them to be better readers and writers both in Spanish and in English.

Math acceleration should be a routine opportunity up to two years above grade level. Only past that should it become difficult to accelerate. We are very uneven in math opportunities between low-income and middle-class schools. Schools should get "extra credit" for successfully accelerating kids.

Finally, we need to implement an Oregon State Talented and Gifted Education Plan as outlined in Senate Bill 272 and House Bill 2877.

Many thanks for your time and consideration.

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Reading for All 2012 Award Nominee

P.S. I have included these internet links for anyone who has not yet had an opportunity to read the following materials:

ODE October Education Update

<http://www.ode.state.or.us/search/page/?id=3781>

Alice Ott defies the odds, becomes model middle school for state

[http://www.oregonlive.com/gresham/index.ssf/2012/08/alice\\_ott\\_defies\\_the\\_odds\\_beco.html](http://www.oregonlive.com/gresham/index.ssf/2012/08/alice_ott_defies_the_odds_beco.html)

The Forgotten Middle Executive Summary

<http://www.act.org/research/policymakers/pdf/ForgottenMiddleSummary.pdf>

Talented and Gifted Education Task Force report

<http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=8585>