

**Testimony before the Joint Ways and Means Subcommittee on Education  
Toya Fick – Director of Government Affairs, Stand for Children  
March 12, 2013**

Good morning. Co-Chair Komp, Co-Chair Monroe, and members of the committee.

For the record, my name is Toya Fick and I am the director of government affairs with Stand for Children. I am here to testify in support of an increase to SB 5518 (ODE's budget). It is time our state invested in a team within the department to address the staggering achievement gaps within our state.

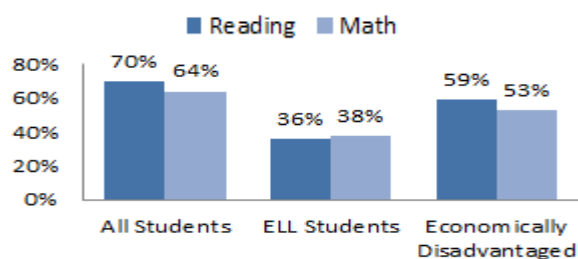
ODE has set ambitious but incredibly necessary goals around closing achievement gaps in order to meet our state's goal of 40/40/20. These goals include:

- Increasing the percent of children ready to enter kindergarten by 20%;
- Increasing the percent of 3<sup>rd</sup> graders reading at grade level by 15% and decreasing the achievement gap in this area by 5%;
- Increasing the percent of English-Language Learning (ELL) students reading at grade level by 5<sup>th</sup> grade to 75%;
- Increasing the percent of students who demonstrate proficiency in math and science in middle school by 15% and lowering the achievement gap in that area by 5%;
- Ensuring that at least 50% of students who graduate high school earn 9 or more college credits and the achievement gap decreasing the gap in that area by 5%;
- Ensuring that at least 75% of students are on track for graduation by the end of 9<sup>th</sup> grade with no gaps greater than 10%; and
- Increasing the five-year cohort graduation rate by 5 percentage points and decreasing the achievement gap at that level by 5%.

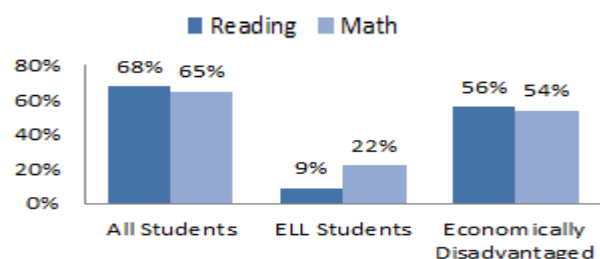
Achieving these goals is a major undertaking given the gaps that currently exist between disadvantaged students and their more privileged peers. If our state is going to reach the goal of 40/40/20 by 2025, we must ensure that *all* students receive high-quality instruction and support at all levels. To reach these goals, ODE will need to create a team focused on closing the achievement gap, as the department's current resources and well-intentioned efforts cannot produce the level of improvement necessary.

For example, ODE has only 1.25 federally funded FTE dedicated to ELL. The staff that make up this 1.25 FTE do not support best practice work across the state, instead only ensures districts are in compliance with the federal Title III program. This is true despite the fact that ELL students are a significant and growing portion of the student population in Oregon and currently make up approximately 10 percent of total public-school enrollment our school. The academic achievement gaps between ELL students and their native English-speaking peers are well documented, begin early, and continue through middle and high school – culminating in a 50 percent graduation rate.

**Oregon 3<sup>rd</sup> Graders Meeting/Exceeding OAKS 2011-12**



**Oregon 8th Graders Meeting/Exceeding OAKS 2011-12**



### Oregon Four-year Cohort High School Graduation Rates

<b>Student Subgroup</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
All students	66.4%	67.7%	68.4%
<b>Limited English Proficient</b>	<b>49.7%</b>	<b>52.1%</b>	<b>49.2%</b>
Not Limited English Proficient	68%	69.1%	70%
Economically Disadvantaged	59.8%	61.3%	61.1%

Clearly, additional resources are needed to identify and implement the strategies and policies to support' academic achievement. And doing so must be a top priority. It is Stand's hope that this committee will ensure the resources are available to carry out this important work.

Thank you for your time.