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Testimony for Senate Education Committee on SB 215

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Achievement Compacts:

- Schools should not have to track data that was not previously tracked before the achievement compacts. Devoting staff time looking for former students to see if they are succeeding in college demands staff time that could be better used directly helping current students. This also makes the assumption that you can account for all of the variables that would make a student not finish college and that you can directly correlate that failure to a perceived lack of quality in public school teaching.

Strategic "Investments":

- Should not leave current populations behind.
 - Attendance: Is not sufficient as the sole indicator.
- Should not take funding from the school fund and funnel it to non-profits. Less bureaucracy will be needed if districts are funded to provide those services. If an individual district wishes to partner with a local non-profit, that would be at their discretion.

Stakeholder Input:

- Start with collating the feedback received at the original OEIB feedback sessions. Feedback was ignored, or no one was there to listen to the concerns although they were "recorded".
- Meetings and committees designed for stakeholder input should occur at times when teachers can attend without missing instruction

Agency:

- The CEO and Deputy Superintendent should not spend all their time reading the same speech over and over promoting a certain education reform agenda. It needs to be assumed

that the audiences are smarter than one imagines and it will take more than repeating a narrative to “convince” people instead of truly listening to stakeholder input.

- The Agency or whatever the Board will look like from now on will need to be structured in such a way that its success will not depend on the personalities or qualifications of certain leaders.
- Minimum requirements for leaders should include a current superintendent’s license.
- The agency should spotlight success in schools, rather than focusing on non-profits.
- Focus on implementing QEM recommendations and advocating for adequate funding for public schools.
- Research restoring elected Superintendent of Public Instruction
- Outline role of Governor’s Education Advisor
- Combine research departments in ODE and OEIB

Evaluation of strategic initiatives

- Success of a program should not rest only on the results of a high-stakes summative assessment. Nor should those scores be jiggled around in an attempt to show growth in some obscure strand of sub-data while leaving the majority of students behind.
- There’s a lot of talk about graduation rates. More consistency needs to happen in reporting.
- Show research that proposed strategic initiatives are indeed promising.
- Funding for strategic initiatives should be outcomes-based for any non-profit administering them.

Equity

- STOP the assumption that the focus and priority school model will address equity issues. According to my research, the priority and focus school process has not resulted in sustainable and/or significant results for ELL students.
- Removing barriers should first address issues of poverty instead of creating additional agencies and offices.
- Empower Equity Division at ODE to be in charge of equity issues and implementation of ELL Plan.

Unfunded Mandates

- Unfunded mandates in combination with high-stakes testing decrease students' access to a comprehensive education.
 - Truly fund full day kindergarten including infrastructure.
 - Do not require additional instructional hours without additional budget to school districts. The time spent on the SBAC test could easily be exchanged for the extra hours under the proposed new requirements.