



MISSOURI HOUSE OF REPRESENTATIVES  
**WITNESS APPEARANCE FORM**

BILL NUMBER: <b>HB 2184</b>		DATE: <b>1/31/2024</b>	
COMMITTEE: <b>Elementary and Secondary Education</b>			
<b>TESTIFYING:</b> <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>DANIELLE HOLCOMB</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>1/31/2024 12:00 AM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			



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<b>WITNESS NAME</b>		
<b>REGISTERED LOBBYIST:</b>		
WITNESS NAME: <b>DEAN JOHNSON</b>		PHONE NUMBER: <b>816-550-4370</b>
REPRESENTING: <b>QUALITY SCHOOLS COALITION</b>		TITLE:
ADDRESS: <b>1100 MAIN STREET, 4TH STREET</b>		
CITY: <b>KANSAS CITY</b>		STATE: <b>MO</b>
		ZIP: <b>64105</b>
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>1/31/2024 12:00 AM</b>
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>JILLIAN RAINING BIRD</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: <b>1/31/2024 12:00 AM</b>
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<b>WITNESS NAME</b>		
<b>REGISTERED LOBBYIST:</b>		
WITNESS NAME: <b>STACEY PREIS</b>		PHONE NUMBER: <b>573-864-2817</b>
REPRESENTING: <b>ALIGNED</b>		TITLE:
ADDRESS: <b>1436 COACHLAMP CT</b>		
CITY: <b>COLUMBIA</b>		STATE: <b>MO</b> ZIP: <b>65203</b>
EMAIL: <b>stacey@preisconsulting.com</b>	ATTENDANCE: <b>In-Person</b>	SUBMIT DATE: <b>1/30/2024 10:36 AM</b>

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HB 2184 outlines a system of accountability through transparency. In particular, we would like to highlight these provisions in the bill:• Achievement is measured at the district or charter LEA level and the school level• There is an emphasis on academic growth to measure the school's or LEA's contribution to student learning.• There is differentiation in outcome metrics between elementary and secondary schools• K-8 schools - growth and achievement o High schools - college and career readiness indicators are emphasized What Representative Haffner has proposed for state accountability provides reasonable parameters and high expectations. The metrics are substantive and reflect goals appropriate to both elementary and secondary schools. In 2023, the General Assembly appropriated nearly \$10 billion to support public schools. Over \$4 billion was state general revenue. For that investment, you should be able to know how well schools are serving Missouri's students using common metrics and presented in a clear, concise manner. We would continue to encourage the use of formative and interim assessments at the local level because those allow schools to monitor progress of individual students and allow teachers to make adjustments throughout the year. But we must continue to protect Missouri's multi-billion dollar investment with state oversight. Aligned encourages this committee and the General Assembly to support HB 2184.



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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>TRICIA MCGHEE</b>		PHONE NUMBER: <b>816-389-1398</b>	
BUSINESS/ORGANIZATION NAME: <b>REVOLUCION EDUCATIVA</b>		TITLE: <b>COMMUNITY ORGANIZER AND PARENT ADVOCATE</b>	
ADDRESS: <b>2203 LEXINGTON AVENUE</b>			
CITY: <b>KANSAS CITY</b>		STATE: <b>MO</b>	ZIP: <b>64124</b>
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>1/31/2024 12:00 AM</b>	
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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>ARNIE C. "HONEST-ABE" DIENOFF-STATE PUBLIC ADVOCATE</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>arniedienoff@yahoo.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2024 11:24 PM</b>	
<b>THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.</b>			

**I am Opposed to this Bill. ALL Students learn differently and can not be crammed into a cookie-jar. This adds addition requirements and Red-Tap, along with additional Financial Expense both to the State Department of Elementary and Secondary Education and to Our 518 Public School Districts. Enough with the added Regulations.**



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<b>WITNESS NAME</b>			
<b>INDIVIDUAL:</b>			
WITNESS NAME: <b>DAVA-LEIGH BRUSH</b>		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: <b>dems22blue@gmail.com</b>		ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2024 9:44 PM</b>

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This bill has many issues, the primary being it uses a single test each year to give the entire grade for achievement and a single faulty comparison for growth. This is too much pressure on testing and will make matters so much worse and not give any more information to families than we have now; it will be less. There are other factors in making a school good like culture and climate. There is no consideration of this. Another issue is the MU evaluation tool. When mathematical equations trying to quantify things become intricate and complicated it indicates that the system might not be quantifiable This bill attempts to apply quantitative measures to qualitative systems Someone in the hearing used the analogy of a bridge saying that people who drive across the bridge do not need to know the complicated process of building it. This is a little insulting to teachers. We are not drivers in this scenario; we are bridge maintenance and must understand something of the process. There is not much of this bill that should be brought into Rep. Brown's bill and certainly shouldn't be the underlying bill. I know that the sponsor has worked on this for years but working on something for years doesn't always make it acceptable or even better; I offer my piano playing skills as proof. I had 2 lessons a week for 5 and I'm competent at best. Like me, this bill is not ready for the public yet.



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<b>WITNESS NAME</b>		
<b>BUSINESS/ORGANIZATION:</b>		
WITNESS NAME: <b>DAVA-LEIGH BRUSH</b>		PHONE NUMBER: <b>314-600-6018</b>
BUSINESS/ORGANIZATION NAME: <b>MISSOURI EQUITY EDUCATION PARTNERSHP-ACTION (MOEEP-A)</b>		TITLE:
ADDRESS: <b>PO BOX 1352</b>		
CITY: <b>ST. CHARLES</b>		STATE: <b>MO</b>
		ZIP: <b>63303</b>
EMAIL: <b>davaleigh.moep@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2024 10:06 PM</b>

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Missouri Equity Education Partnership-Action opposes this bill. We believe this bill, though well intentioned, is not going to serve our diverse population of students. Minority students, lower socioeconomic students, and ESL students already face inequity in standardized testing for a variety of reasons. Since this bill uses just a single standardized test to demonstrate both achievement and growth at elementary and disparate EOCs at the secondary level, this bill faces those same inequities. Rep. Kelley was correct that a single test can have lower scores for a variety of reasons since it is a snapshot. Comparing an English ELA EOC taken in 9th grade to a biology EOC in the 10th grade is comparing apples to station wagons. This is even more true of an algebra EOC to an American Government one because some students have success in math but struggle with more verbal assessments and vice versa. Making the weight of growth and achievement 100% of a school's report card without any interim assessment will nearly guarantee that districts will, forced by such extraordinary pressure, teach just to the test and develop curriculum in the subjects tested; this paradigm will further erode social studies and science instruction at the elementary schools which is already an area of inequity. We oppose this bill.





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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>JERE HOCHMAN</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>Jhstlny@gmail.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2024 6:10 PM</b>
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Accreditation, assessment, and accountability for schools and school districts are complicated and systems issues paired with policy. The NOTORIOUS HISTORY of EDUCATION REFORM has fractured any hope for systemic, statistical, and educational reliability. Please SLOW DOWN. Please MAP OUT THE STEPS\* and KEY PRINCIPLES (such as LOCAL CONTROL, GOALS of accreditation and accountability and means of assessment. 1. FIXING what is broken requires a full blown, logical, methodical plan. 2. FIXING what is broken requires EXPERTS in respective fields, YOUR COLLECTIVE SHARED INTERESTS, EDUCATOR INPUT, and PUBLIC ENGAGEMENT.PLEASE SLOW DOWN. DO IT THE RIGHT WAY!



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<b>WITNESS NAME</b>			
<b>BUSINESS/ORGANIZATION:</b>			
WITNESS NAME: <b>KEITH D. SMITH</b>		PHONE NUMBER: <b>816-398-2148</b>	
BUSINESS/ORGANIZATION NAME: <b>KANSAS CITY PUBLIC SCHOOLS</b>		TITLE: <b>EXECUTIVE DIRECTOR OF LEGAL SERVICES</b>	
ADDRESS: <b>2901 TROOST AVENUE</b>			
CITY: <b>KANSAS CITY</b>		STATE: <b>MO</b>	ZIP:
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>1/31/2024 12:00 AM</b>	
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<b>WITNESS NAME</b>		
<b>REGISTERED LOBBYIST:</b>		
WITNESS NAME: <b>LISA PANNETT</b>		PHONE NUMBER:
REPRESENTING: <b>ARMORVINE</b>		TITLE:
ADDRESS:		
CITY: <b>JEFFERSON CITY</b>		STATE: <b>MO</b>
		ZIP: <b>65101</b>
EMAIL: <b>lzpannett@yahoo.com</b>	ATTENDANCE: <b>In-Person</b>	SUBMIT DATE: <b>1/29/2024 10:13 AM</b>
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**Holding schools to a standard that no one can truly measure is not good. No one can see the tests or how they are being measured. Arbitrary measurements masquerading as transparency is not honest.**



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<b>WITNESS NAME</b>		
<b>REGISTERED LOBBYIST:</b>		
WITNESS NAME: <b>MIKE LODEWEGEN</b>		PHONE NUMBER:
REPRESENTING: <b>MISSOURI COUNCIL OF SCHOOL ADMINISTRATORS</b>		TITLE:
ADDRESS: <b>3550 AMAZONAS</b>		
CITY: <b>JEFFERSON CITY</b>		STATE: <b>MO</b>
		ZIP: <b>65109</b>
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>1/31/2024 12:00 AM</b>
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<b>WITNESS NAME</b>		
<b>REGISTERED LOBBYIST:</b>		
WITNESS NAME: <b>OTTO FAJEN</b>		PHONE NUMBER: <b>573-634-3202</b>
REPRESENTING: <b>MISSOURI NEA</b>		TITLE:
ADDRESS: <b>1810 EAST ELM STREET</b>		
CITY: <b>JEFFERSON CITY</b>		STATE: <b>MO</b>
		ZIP: <b>65101</b>
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<b>WITNESS NAME</b>			
<b>REGISTERED LOBBYIST:</b>			
WITNESS NAME: <b>STEVEN R. CARROLL</b>		PHONE NUMBER: <b>573-761-5952</b>	
REPRESENTING: <b>COOP SCHOOL DISTRICTS OF GREATER KANSAS CITY</b>		TITLE:	
ADDRESS: <b>215 EAST CAPITOL AVENUE</b>			
CITY: <b>JEFFERSON CITY</b>		STATE: <b>MO</b>	ZIP: <b>65101</b>
EMAIL:	ATTENDANCE:	SUBMIT DATE: <b>1/31/2024 12:00 AM</b>	
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<b>WITNESS NAME</b>		
<b>INDIVIDUAL:</b>		
WITNESS NAME: <b>SUZANNE MCGINNIS</b>		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE:      ZIP:
EMAIL: <b>suzmas4@yahoo.com</b>	ATTENDANCE: <b>Written</b>	SUBMIT DATE: <b>1/31/2024 9:18 AM</b>

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There should be accountability for schools, but teaching to the test over the years has been detrimental to students. Many schools have the funds to have interventionists while others cannot. This is going to make school gaps larger for funded and underfunded schools. I would rather see a test at the beginning of the school, given at mid year and given at the end of the year to each student. That is how you show growth of students. There are plenty of programs that can be used. We already know, the "rich schools" perform better than low income schools. Also, MAP test scores aren't given until the following fall so how does that help address a student's need?