OEIB TESTIMONY ABOUT MANDATE RELIEF
1/3/12

INTRODUCTION:

Greetings, Oregon Education Investment Board...

My name is Karen Fischer Gray and I am the superintendent of schools for the Parkrose School District and the Chair of the Education Enterprise Steering Committee. I am also a Commissioner with the City of Portland's Planning and Sustainability Commission. Thank you for asking me to speak with you today about the work of the EESC with regards to mandate relief. First just a little bit of history of the EESC.

HISTORY OF EESC:

The Oregon Education Enterprise Steering Committee (EESC) came into existence with the passage of HB 3184. The 2005 legislation refined the role of Education Service Districts by identifying four areas in which ESDs must provide regionalized core services to component districts. These four areas are:

-- Programs for children with special needs
-- Technology support
-- School improvement services
-- Administrative and support services

One of the group's first actions was to commission two studies--known as Annenberg and Gibson--to provide insight into the most efficient and effective way to execute the intent of the law. The recommendations from the resulting Road Map identified a need for ODE, ESDs and local districts to partner in an effort to increase statewide capacity for school

improvement. These partnerships were deemed necessary to create a true **statewide system** of support for school and student improvement. EESC is a collaborative partnership for the development of state wide systemic change. It also includes a member of the Governor's Office and has included membership from higher education partners.

Some of our most recent work has been working in partnership with ODE, school districts and ESDs on the development of School Improvement systems such as the Data Project, Data Warehouse and recently, Scaling Up or the science of implementation. This brings me to today's work.

TODAYS WORK

Since last year, the EESC has been involved in Mandate Relief. We began by reviewing the work of SB 800 which was passed earlier this year and which started to move us towards greater flexibility and less redundancy for school districts. While SB 800 repealed 28 mandates and SB 26 removed one, it cannot stop there. We are grateful to those that worked on that bill so diligently and happy it was passed. However, there is much more to do.

As we proceed to establish achievement compacts in 2012-13, it will be reasonable to provide greater flexibility and relief from unnecessary regulatory burdens for our educational institutions. This is consistent with the "tight-loose" model of oversight in which the state will be tight on defining and securing its educational outcomes but loose in determining how our educational institutions are expected to achieve those outcomes. Senate Bill 800 (2011) made significant progress in reducing outdated and redundant regulations affecting our K-12 school districts. But more can

be done to reduce reporting requirements and to continue to review existing regulations for modification, suspension or repeal. That is what EESC is doing. EESC is also adding more partners to review this work such as COSA, OSBA, and OEA. At a recent meeting of the Funding Coalition, statewide superintendents and COSA gave their support to the EESC to continue the work of mandate relief. On December 8, 2011, OEA and OSBA representatives met with the EESC to further the discussion on mandate relief including the eCIP and Division 22 Assurances.

Superintendent Susan Castillo and the Oregon Department of Education are reviewing Division 22 reporting and the Continuous Improvement Plans requirements of school districts, with the goal of offering additional, and much anticipated relief. A previous house bill required that the state improve the eCIP and we are doing that in a manner that will help school districts improve education while being less time consuming and burdensome. These efforts are aligned with the initiation of achievement compacts, so that school districts are given more leeway to focus their efforts on the goals and objectives of those compacts.

In closing, the EESC has developed a list of mandates recommended for repeal or amendment, which has formed the basis for a bill that is currently being put forward by the House Education Committee in the February session. The bill looks different from our recommendations because that is how the process works-people add their ideas to the work already in front of them. Statutory changes are needed in order for school districts to do the work of school districts that is in providing high quality, high standard, culturally responsive education for all students. We don’t need to be buried under a mountain of duplicative reports and at times, irrelevant mandates. Thank you.