



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 942		DATE: 2/2/2021	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: ERIC SCROGGINS		PHONE NUMBER: 314-356-4784	
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CITY: ST. LOUIS		STATE: MO	ZIP: 63110
EMAIL:	ATTENDANCE:	SUBMIT DATE: 2/2/2021 12:00 AM	
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KRYSTAL BARNETT		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: SAMATHA SIMPSON		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
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INDIVIDUAL:			
WITNESS NAME: JANET TILLEY		PHONE NUMBER:	
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EMAIL: tilley222@gmail.com		ATTENDANCE: Written	SUBMIT DATE: 2/2/2021 12:00 AM
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House Bill 942 Eric Scroggins and Opportunity Trust I was not surprised to learn that Opportunity Trust (Opportunity Trust d/b/a/ Zest Education according to their 990 for 2019) wrote this legislation. If enacted, the person and organization who will directly profit from it will be Mr. Scroggins and Opportunity Trust. In 2019, Opportunity Trust received \$6,343,935 in contributions from both individuals and organizations that promote a market-driven approach to education. In 2019, Mr. Scroggins was paid \$304,167 by the organization and Opportunity Trust spent \$356,597 in lobbying fees. Mr. Steven Cartwright, a Washington D.C. consultant who specializes in promoting the privatization of public schools was paid \$108,239 for his services, most likely for the crafting of House Bill 942. In 2019, Opportunity Trust provided funding to four St. Louis based charter schools (City Garden Montessori; Kairos Academy; KIPP; and North Side Community). Another \$500,00 was given to two alternative teacher certification programs (Teach for America and St. Louis Teacher Residency). It is also important to note that Krystal Barnett, who also testified in favor of the legislation, and her organization are under the umbrella of The Opportunity Trust, as documented by their website. <https://theopportunitytrust.org/empowering-families-bridge-2-hope/> Aside from the lack of ethics behind this legislation, there are numerous flaws in the components of the bill that will lead to tremendously negative consequences for students. 160.518 Lines 19-21: The omission of this sub-section precludes the ability to be able to determine the true impact and instructional effectiveness of a school/attendance center. Credit for a high-performing student who enters a building only a few months prior to when the MAP assessments are given will be attributed to the receiving school. And, the reverse will be true. A school may be seen as lower-performing because of the assessment results of low-performing students who enrolled in the school just prior to the MAP assessment. This section of the original legislation was put in place as a means to provide accurate information about a school/attendance center's performance. 161.092 Line 1: As pointed out in the hearing, there are problems with the definition of "attendance center." Is this inclusive of Special School District? Juvenile Justice Centers? Boys and Girls Town? Lines 75-77: Under MSIP5, there are five performance standards: overall achievement; sub-group achievement; college and career readiness; attendance; and graduation rate. The proposed language makes accountability for college and career readiness; attendance; and graduation of little to no importance. When DESE was using a 100 percent scale (2018); the breakdown was as follows: Overall Academic Achievement 40 pts; Subgroup Achievement 10 pts; College and Career Readiness 30 pts; Attendance 10 pts; and Graduation 10 pts. In addition, there are a number of school buildings that house primary students (K-2). How will accreditation status be determined? Lines 78-84 Using a bell-curve approach is simplistic and statistically unsound when determining accreditation. As pointed out in the hearing, using this language does not allow for the determination of the top 10% and bottom 25% to be based upon accurate information. A building may be in the bottom 25% but have high student performance. Line 100: It is appropriate to promote

student growth. However, in a district where students are performing well (i.e. Status); the growth scores are (appropriately so) low. Having 40% of the total accreditation score be based on growth will hurt those buildings where there are high levels of proficiency. Also, growth can only be measured for English Language Arts and math. Growth cannot be measured for science and social studies. Line 102: First, the hope is that someday when DESE can administer similar assessments across multiple years and the assessment do not keep changing, then the need for using the NCE will go away. Secondly, it is possible to have statistically significant growth and the NCE is below 50. Line 104: The mathematics outlined here will not work because of what I explained about student growth. Line 117: While the legislation uses the language “shall be encouraged to place unaccredited schools into an innovation zone governed by a nonprofit board and to partner with nonprofit organizations..”, this is a dangerous slope and is exactly what Mr. Scroggins wants to happen. I highly encourage the Representative to meet with an outside statistician (not affiliated with Mr. Scroggins nor DESE) to gain understanding of why the mathematics used in this legislation will not result in the desired results.



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WITNESS NAME			
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WITNESS NAME: Otto Fajen		PHONE NUMBER: 573-634-3202	
REPRESENTING: MISSOURI NEA		TITLE: Legislative Director	
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Missouri NEA Testimony on HB 942 to the House Elementary and Secondary Education Committee February 2, 2021
Otto Fajen, MNEA Legislative Director
The Association appreciates the opportunity to present written testimony regarding HB 942 filed by Rep. Haffner. This bill modifies the public school accreditation and statewide assessment system. The bill changes how the State Board of Education accredits school districts by requiring those determinations to be largely determined by student scores on state-mandated, standardized tests. The bill also creates a new parallel accreditation requirement for school attendance centers, including district schools and charter schools. The Association is concerned by changes that would base district and school building accreditation on student test scores. Student performance on standardized tests has been researched and evaluated for decades and is strongly affected by student factors, particularly low socio-economic status. Teachers and other staff in our public schools are committed to providing quality instruction for every student. For the State Board of Education and DESE to play a more effective role in supporting schools and promoting improvement, the Association believes that the Department’s interactions with districts and schools should become more of a dialogue, where the Department gains a better understanding of the students in each district and how the district is planning to meet their educational challenges. The Department should offer guidance and resources to support district plans, suggest improvements to the plan, when needed and monitor district progress in implementing the plan. The House overwhelmingly voted to approve language of this type in HB 1023 from 2015, sponsored by Rep. Swan, though this language was not adopted by the Senate. Mandating a more specific, test-driven accreditation process moves in the opposite direction, making the Department’s interactions with districts and public schools even more of a one-way street. This kind of a top-down approach has a track record of creating problems for schools and adversely affecting students with the most need. These effects were seen in Missouri and across the nation under the “test, blame and punish” approach contained in the federal No Child Left Behind Act of 2001. These effects were keenly felt across the nation, and the concerns voiced by millions of parents and educators ultimately led Congress to repeal many of those mandates with the passage of the federal Every Student Succeeds Act in 2015. Missouri voters expressed similar concerns over testing mandates when they overwhelmingly defeated Amendment 3 in November 2014. More than 76% of those voting rejected those mandates. In conclusion, Missouri NEA has significant concerns regarding the provisions of HB 942 and opposes the bill as filed. On behalf of the Association, I thank you for the opportunity to offer our testimony on HB 942.
Otto Fajen
MNEA Legislative Director



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WITNESS NAME		
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WITNESS NAME: SCOTT KIMBLE		PHONE NUMBER:
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CITY: JEFFERSON CITY		STATE: MO
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