

Honorable representatives,

Thank you for your concern for the students of Colorado and the professionals that are striving to meet their learning, social, physical, and emotional needs.

I would like to be physically present, but a 4.5-hour one-way drive for a three-minute statement is not a wise use of the resources you provide for the education of our children. But I do want to offer supporting testimony about this bill.

First a quick rhetorical question: Let's imagine you are going to a doctor for a full physical exam, hoping as always to learn somethings you need to take care of. But when the doctor gives you the exam the ONLY thing used is a thermometer to gauge your condition. No blood pressure, no stethoscope, no xrays or anything else. How thorough would you say this physical exam was? How trusting would you be of the diagnosis? You were seeking a comprehensive whole-body checkup, and all you got was temperature reading that was only a moment in time.

Well, I see this as akin to what is happening with the state accountability system. The state tests are indeed an important part of the exam and act as a thermometer if you will. Thermometers can help identify inflammation which results from a variety of ailments and like a state test is crucial to an accurate diagnosis.

But a test nor thermometer can tell the whole story especially when given at a single point in time. There are other components and other proof points that feed into the capacity for success of every child and that can provide the doctor data that is more comprehensive.

This legislation and hopefully funding for the effort will create opportunities the use of more than just thermometers to exam a school and district's total performance and through the eyes of more than just one doctor.

I want to briefly tell you about one such development, one I hear may even be lending its name to this bill. The need to report whole child data, more than just annual test and now attendance information, is what caused me to spend the last four years of time with my S-CAP colleagues developing the Student-Centered Accountability Program.

I can testify that in my 32 years in public education I have experienced NOTHING that has come close in its success at capturing the heart of comprehensive and continuous school improvement. It is a cycle of probing, poking, testing, and observing every input that a school is legislatively *and* morally responsible for providing. It is a mechanism and reporting tool that staff, school boards, parents, and even students can readily access to see in what is intended to happen to address the many challenges faced by schools. It is a truly Unified Improvement Process that uses the state test data, but goes beyond that.

This legislation gives hope back to the profession that we are not just about scoring some level of proficiency on a test, but it also allows for accountability to include the human relations and mental supports our students need to be successful during and well after their time in our schools.

Thank you for allowing me to address you.

Respectfully,

Robert A. Webb Monte Vista School District Superintendent

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