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SENATOR BOHLKE: I don't think that they plan on doing a hearing but, after this discussion on the floor and what we're talking about, I think they'll be hearing from schools as to what they would like to see included. And I think the Education Committee, I think they'd be very open to the Education Committee, possibly, giving them some information on what we've heard from districts as to what...

PRESIDENT MAURSTAD: Time.

SENATOR BOHLKE: ...may possibly be included.

SENATOR STUHR: Okay, thank you.

PRESIDENT MAURSTAD: Thank you, Senator Stuhr. Senator Redfield.

SENATOR REDFIELD: Thank you, Mr. Lieutenant Governor, members of the body. I want to stand in support of Senator Bohlke's amendment. I know that when I initially looked at this issue and I thought about inputs, I realized that we already had a lot of inputs. We have all of the accreditation standards for North Central, and certainly state standards. In looking at those things I thought, do we really need to gather any more information on inputs? Isn't it performance outputs that we're looking at, that we need to look at and focus on? But as I looked more and more at the report card, I saw the value that could be gleaned here. There is enough data that could be put together here to analyze a lot of very crucial things. One of the things that we look at when we put together budgets certainly is our salary scale. And we know that within the education community we pay people a great deal more when they have higher degrees. And by looking at this data we can look and we can see if, in fact, it does make a difference when our teachers have a master's degree, a doctorate degree. Does performance reflect that increased cost? If it doesn't, certainly, why are we paying more? But, if it does make a difference in the performance of our students, then why in the world would we let anyone teach our children without that kind of background? So I think this is the kind of data that we can glean from this. We can look at the number of days that