

HOUSE COMMITTEE ON AUDITS

March 01, 2005 Hearing Room D

8:30 A.M. Tapes 35 - 36

MEMBERS PRESENT: Rep. Jerry Krummel, Chair

Rep. Tom Butler, Vice-Chair

Rep. Diane Rosenbaum, Vice-Chair

Rep. Alan Brown

Rep. Jackie Dingfelder

Rep. Linda Flores

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEASURES/ISSUES HEARD:

Oregon School Assessment System – Informational Meeting

These minutes are in compliance with Senate and House Rules. Only text enclosed in quotation marks reports a speaker's exact words. For complete contents, please refer to the tapes.

TAPE/#	Speaker	Comments
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TAPE 35, A		
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002 Chair Krummel Calls the meeting to order at 8:45 a.m. and opens the informational meeting on the Oregon School Assessment Systems. Comments on the issues of performance measures and cost effectiveness. Asks Rep. Linda Flores to join the committee at the dais.

OREGON SCHOOL ASSESSMENT SYSTEMS – INFORMATIONAL MEETING

054 Doug Kosty Assistant Superintendent of Assessments and Information Services, Oregon Department of Education (ODE). Submits and refers to the cost analysis for the Oregon Assessment System (**EXHIBIT A**). Submits the Oregon Department of Education’s request for proposal (**EXHIBIT B**), the response letter from Northwest Evaluation Association (**EXHIBIT C**), the response letter from Harcourt Assessment INC (**EXHIBIT D**) and the response letter from Pearson Education Management (**EXHIBIT E**).

072 Chair Krummel Refers to Appendix C (**EXHIBIT A**) and comments on the additional costs. Inquires about the increased unit costs.

085 Kosty Responds the per-unit cost would not increase. States that there would be a variable cost added and it would drive the per-unit cost down.

096 Chair Krummel Refers to Appendix D, lines two and three. Inquires about the cost for 2003-05 and 05-07. Inquires if it is required by No Child Left Behind Act (NCLB) and is any of the cost offset by the federal government.

110 Kosty Responds the 2005 costs involved are specifically for the development of English language proficiency assessments.

115 Chair Krummel Inquires if the costs for Spanish reading contracts are state or district costs.

126 Kosty Responds how the costs are allocated.

133 Rep. Linda Flores House District 51. Inquires if the mentioned funds can be offset by the NCLB funds and if the costs are integrated by the state portion of funding.

133 Kosty Responds all the costs are allocated to the federal funds. Responds about the general funds.

144	Rep. Butler	Inquires about Appendix D and asks if the \$13.69 per unit is expended by ODE.
158	Kosty	Responds it is just the cost to administer the test and the amount of students is for the biennium.
165	Rep. Butler	Inquires about the students not tested.
168	Kosty	Responds they are not reflected. Responds they tested 25% of students for performance tests.
177	Chair Krummel	Inquires about the four level of testing.
178	Kosty	Responds in the performance assessments it is only given at grades five, eight and ten.
180	Rep. Butler	Inquires about the amount of students that do not take the test.
187	Kosty	Responds there are reasons why parents opt out of having their children tested.
190	Rep. Butler	Responds that there are teachers who opt their own children out of taking the test. Inquires about the optional aspect of taking the tests. Comments about the cost to administer the tests and the time spent preparing for the test.
237	Chair Flores	Inquires about the percentage of students taking the tests and asks for supporting information relative to only 35% of students testing.
242	Kosty	Responds that the NCLB Act and the Adequate Yearly Progress (AYP) reports require 95% participation and states the 35% would be a district number.
252	Rep. Dingfelder	Asks for clarification about the concerns over the 95% participation rate and the ramifications if there is not a 95% rate of participation.
274	Kosty	Responds there are severe consequences for not meeting the AYP and funding can be withheld.
289	Rep. Dingfelder	

Comments that the challenges are not going to be fixed in a year and asks for suggestions.

- 302 Kosty Responds there is a publication that he will forward to the members.
- 313 Krummel States the Certificate of Initial Mastery and the Certificate of Advanced mastery (CIM/CAM) are an experiment. States there has been 11-12 years of implementation and in-state and out-of-state colleges are not recognizing it. Asks for clarification on the graduate students that are using the CIM/CAM for master papers and are participating in the design. Asks if there is a valid reason to keep the CIM/CAM even when others think of it as a failure.
- 357 Salam Noor ODE. Comments on the reform initiative in Oregon. Comments on the possibility of dissertation and research.
- 385 Chair Krummel Inquires if there is anyone he is aware of working towards a PHD or a masters degree, which would be using the CIM/CAM.
- 387 Noor Responds there is staff within the department perusing advanced degrees and is not dictating or driving the reform.
- 409 Chair Krummel Inquires why the in-state universities are not caring about the CIM and CAM, if Oregon is a leader and has invented the wheel in terms performance, knowledge and skills.
- 425 Noor Responds that they have not created incentives for students to work toward the CIM/CAM and suggests the implementation is problematic. Comments on the value of the CIM/CAM.

TAPE 36, A

- 024 Rep. Butler Inquires about the standards based education.
- 030 Noor Responds about the uniformity across the state. Describes the standards based education and the demonstrative requirements to be prepared to advance to the next level. States it begins to prevent duplication in the curriculum.
- 051 Rep. Butler Inquires about the uniformity between the different schools across the state, the ability to transfer to another schools and a creation of seamless progression.

061	Noor	Responds the classes would not be identical, but the students would be able to communicate concepts.
069	Rep. Butler	Comments the book may be different, but students are not going backwards in the course.
079	Noor	Responds the standards are the same.
079	Rep. Butler	Comments that the CIM should be statistically valid and meaningful throughout the state of Oregon.
091	Noor	Responds the CIM/CAM are optional for all districts and states it is not a requirement at all schools. Explains the correlation between recipients of the CIM/CAM and success.
118	Rep. Butler	Expresses concern about persons outside of the classroom not acknowledging the preparation for college.
154	Noor	Responds about the distinction between certification and comments about the standards as a part of the educational programs. Comments the certification is a challenge and universities and business centers have not created incentives for students to pursue the CIM/CAM. Notes the students who participate in CIM are self-motivated.
182	Chair Krummel	Asks why the CIM/CAM is not on college applications if the systems are inline.
198	Noor	Responds it is not a requirement for graduation. Responds it is a feature of the system in place and the standards are demonstrated through the placement tests.
216	Chair Krummel	States over the course of the last ten years, Oregon has fallen behind the rest of the country in terms of growth of SAT scores. States he assumed that with the program, Oregon would be exceeding in growth of knowledge, placement and state ranking.
246	Noor	Responds the numbers fluctuates due to a variety of reasons. Comments not all students participate in the SATs.
274	Chair Krummel	Inquires why Oregon is not in the top ten due to the standards and scoring.

- 294 Noor Responds the expectation is fair. Responds he cannot speak to why Oregon is not ranked higher. Comments on the standards being different between states.
- 316 Rep. Butler States his understanding of CAM was to bring in job skills.
- 321 Kosty Responds about the growth of SATs over time and responds he will research the matter.
- 338 Noor Responds the CAM was designed to train students in work place and mobility skills. States it requires students to involve themselves in externships, internships, and job shadowing. Comments on the extended application.
- 378 Rep. Butler Inquires if the SAT and the ACTs were to evaluate the same things. Inquires if the two methods correlate parallel to one another, or if they fluctuate.
- 399 Noor Describes the differences between the ACT and the SAT. States Oregon is a SAT state.
- 419 Chair Krummel Asserts the type of test taken is driven by where the students want to apply for college.
- 434 Noor Clarifies that Oregon tends to favor the SAT. Concurs with the Rep. Krummel's comments that college is what drives what test the student will take.

TAPE 35, B

- 008 Chair Krummel Inquires if Mr. Noor would agree that the CIM/CAM is based on a mastery model than a traditional model. Comments that the traditional model is not based on time, but rather based on knowledge. States the implementation of the program has been flawed because the CIM cannot be given until 10th grade and because the funding is based on seat time, rather than knowledge. States the implementation cannot work in a traditional setting.
- 052 Noor Responds that Rep. Krummel has articulated the challenges they face. Responds that the world-class educational act responded to a state and federal need. Suggests that there has been progress, schools do have opportunities for advancement, but there are challenges that

exist in the standard based education system and the traditional system running parallel together.

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| 102 | Chair Krummel | Inquires about the math performance tests, and asks who, if anyone, was held accountable. |
| 112 | Kosty | Responds that he cannot respond to personnel issues. Explains the restructuring of staff done by Susan Castillo. Comments on the complexities with regards to the assessment system. |
| 171 | Chair Krummel | Inquires if the department was directed to go with a national norm, skill and knowledge based assessment, would Oregon comply with the NCLB requirements without the CIM/CAM. |
| 178 | Kosty | Concurs and responds that other states are participating in national testing. |
| 181 | Chair Krummel | Inquires if it would lower the cost. |
| 182 | Kosty | Responds he could not respond before doing a request for proposal. |
| 183 | Rep. Flores | Inquires about the other states going through a compliance review for the requirements of NCLB and asks if the review is an addition to the state review. |
| 185 | Kosty | Responds it is an addition and all components of the assessments are reviewed for every area. Explains the process for review. |
| 206 | Chair Krummel | Inquires about the hard costs for the districts in terms of the CIM/CAM and the cost benefit analysis. |
| 213 | Chuck Bennett | Confederation of School Administrators (COSA). Responds the information available is going to be very difficult to provide a cost benefit analysis. Provides the reported expense for districts in regards to the CIM/CAM. |
| 241 | Chair Krummel | Inquires if a school district tracks a substitute for employment relevant to the time spent on the CIM/CAM. |
| 255 | Bennett | Responds he thinks they are tracking the information under a different function. States there has been no discipline or requirements to treat |

the cost separately. Responds a request for proposal to attempt to determine related costs is a good idea. Comments on the changes and requirements of the NCLB. Comments on the recognition of the CIM/CAM within universities.

346 Chair Krummel Inquires about the reason why the universities do not recognize certain certification and certain credits.

361 Bennett Responds about the Expanded Options Program.

385 Rep. Flores Notes the NCLB is a re-authorization with an addition of accountability. States the soft-costs are vague and requests the costs per-day when a district or school does not have class because of CIM/CAM or assessment related issues.

424 Bennett Responds it varies, but states what is lost is the contact with the students, including value.

TAPE 36, B

002 Rep. Flores Requests the average cost per-day.

005 Bennett Responds the loss of the value of a teaching day is of importance.

010 Jim Green Oregon School Board Association (OSBA). Responds to Rep. Flores and states they can find the information. Explains the function code 22-30, database initiative and costs associated with the CIM/CAM. Explains the various budgets for school districts.

058 Chair Krummel Requests the cost information for the CIM/CAM. States that he does not understand why the substitutes would not know the reason why they were coming in.

078 Green Responds about the costs for substitutes and where the information could be found.

098 Chair Krummel Requests Rob Kremer to address the cost structure for performance measures.

121 Rob Kremer President, Oregon Education Coalition. Comments on the percentages of SAT scores and points out that the scores are not

exceeding the national standards. Comments that the high school grade point average is a better predictor of first year college success than the CIM. Comments on the costs associated with the CIM/CAM and assessments. Explains the accountability issues in regards to the math assessments, performance measures and the CAM.

226 Chair Krummel Requests the CAM design documents from Dr. Salam Noor. Closes the informational meeting on Oregon School Assessment System and adjourns the meeting at 10:29 a.m.

EXHIBIT SUMMARY

- A. Oregon School Assessment System, Cost Analysis, staff, 15 pp**
- B. Oregon School Assessment System, request for proposal, Doug Kosty, 4 pp**
- C. Oregon School Assessment System, response letter, Doug Kosty, 29 pp**
- D. Oregon School Assessment System, response letter, Doug Kosty, 14 pp**
- E. Oregon School Assessment System, response letter, Doug Kosty, 76 pp**