

## **HOUSE COMMITTEE ON EDUCATION**

**January 17, 2005 Hearing Room E**

**1:00 P.M. Tapes 3 - 4**

**(Corrected 2-14-05)**

**MEMBERS PRESENT: Rep. Linda Flores, Chair**

**Rep. John Dallum, Vice-Chair**

**Rep. Steve March Vice-Chair**

**Rep. Debi Farr**

**Rep. John Lim**

**Rep. Chip Shields**

**Rep. Carloyn Tomei**

**STAFF PRESENT: Jim Keller, Committee Administrator**

**Kellie Whiting, Committee Assistant**

### **MEASURES / ISSUES HEARD:**

**Oregon Department of Education (ODE) – Informational Meeting**

**Confederation of School Administration (COSA)- Informational  
Meeting**

**Oregon School Boards Association (OSBA)- 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 3, A**

010	Chair Flores	Calls the meeting to order at 1:02 p.m. and opens the informational meeting on the background of the Oregon Department of Education.
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**Oregon Department of Education - INFORMATIONAL MEETING**

020	Susan Castillo	State Superintendent of Public Instruction. Refers to the Oregon Report Card ( <b>EXHIBIT A</b> ). Explains the strengths and the challenges of Oregon schools. Provides an overview of the priorities, resources and strategies for student growth.
105	Vicki Flemming	Deputy Superintendent Oregon Department of Education (ODE). Provides an overview and explains the responsibilities of ODE including leadership, management and accountability. Touches on the goals of reorganization to achieve results. Refers to the ODE Organization Chart ( <b>EXHIBIT B</b> ). Discusses finances, administration, partnerships, educational improvement, innovations, assessments, information system accountability and policy development.
280	Pat Burk	Chief Policy Officer ODE. Explains where the department is on accountability. States that education is located in the Oregon Constitution to provide a system of uniformity. Explains that this empowers the county superintendent to define local school districts and to collect taxes. States that Oregon voters added a provision in 1929 that public schools should be universal and that there should be mandatory attendance. Expresses his concerns about schools meeting the Oregon standards but not the federal standard. Expresses he would like to redesign Oregon Report Card.
320	Burk	States that in May 1990, Ballot Measure 5 and the Equalization Law reversed the balance of local funding to primary funding. Explains the role of the legislature in regard to performance. Explains the Oregon State Assessment and illustrates the changes in accountability.
378	Burk	Describes how the No Child Left Behind Act came into place and how the federal and state systems look at performance and academic

achievement differently. Refers to the Accountability System Timeline (**EXHIBIT C**).

401	Burk	Explains the implementation of continued improvement planning and accountability for all schools. Explains that integrating the state and federal report cards will be complicated, but worth it.
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**TAPE 4, A**

113	Rep. Dallum	Inquires if state funding has ever been withheld.
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116	Burk	Responds that funds have not been withheld because of not meeting standards. States that they have come close because of budget restraints.
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134	Rep. Dallum	Asks if funds have been withheld because of compliance rules.
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140	Burk	Responds that they have not.
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143	Rep. Dallum	Inquires how much money was distributed in the last biennium for the General School Fund.
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146	Burk	Responds that 4.9% of the State's General Fund was distributed but that does not account for county revenue, local option funds or federal funds.
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152	Rep. Dallum	Asks how many schools are eligible for the No Child Left Behind Act funds.
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156	Burk	States that he can not provide that information at this time but could provide the information on the schools who received Title 1 resources.
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166	Flemming	States she believes that 44%-45% of schools are considered Title 1 schools and are eligible for federal funds.
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168	Rep. Lim	States that the county districts received more money and asks how do they compromise.
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177	Flemming	
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Responds that base level support is inadequate. Explains the difficulties the communities have to be able to come forth with resources. Reiterates that the question is how to give an equal opportunity to every student and every school.

204	Rep. Lim	Refers to the drop out rates and asks if they use the same method of calculation to account for the drop out rate.
220	Burk	Responds that the questions are different and so you get a different number. Explains the methodology they use to determine the amount of students receiving a standard or modified diploma.
256	Rep. Lim	Comments that the number of drop-out rates may not be different from two years ago but the difference may only be the way of calculation.
260	Burk	Disagrees and refers to <b>(EXHIBIT A, Page 3)</b> .
268	Rep. Dallum	Inquires about the loss of 31% of the total number of intact groups.
274	Burk	Responds that the other options available do tend to keep kids in school. States there are students that attend high school for four years but do not receive a diploma and are not considered to be dropouts.
299	Rep. Dallum	Asks how funding travels to community colleges and universities for the percentage of students who do not graduate.
301	Burk	Responds they are counted in the FTE if still enrolled in the high school but not counted if they have withdrawn from high school.
313	Rep. Dallum	Inquires if public school money is transferred if you graduate early.
324	Flemming	Responds that there are creative ways to pay the tuition for community colleges.
336	Rep. Tomei	Asks where do students with GED's fall within these statistics.
348	Burk	Refers to page 33.
358	Chair Flores	Asks Mr. Burke how many schools did not receive federal dollars.

359	Burk	Answers that he does not recall but can provide that information at a later time.
361	Chair Flores	Inquires about the NCLB Act and poverty guidelines. Asks if there is an opt-out program.
363	Burk	Responds that they submit a plan to the US Department of Education for the amount that meets poverty guidelines. States that not every school receives the money and states that they tend to put more money in elementary schools. States that they must meet the guidelines and they can choose to target where they put the money.
402	Chair Flores	Requests information regarding the various levels.
411	Flemming	States that they are seeing higher success results due to the higher Title 1 resources.
431	Rep. March	Refers to page 68. Expresses his issues on salary for teacher versus superintendents. Inquires about the reason behind the increases.

**TAPE 3, B**

001	Flemming	Defers the question to Kent Hunsaker.
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**Confederation of School Administration (COSA) - INFORMATIONAL MEETING**

010	Chuck Bennett	Director of Government Relations Confederation of School Administration. Introduces himself and provides an overview of the organization. Introduces Kent Hunsaker, Wilma Wells and Craig Hawkins. Refers to the background of the Confederation of School Administration packet ( <b>EXHIBIT D</b> ). Expresses concern on the growing cost of health benefits and PERS. Comments that for every percent increase the cost of health benefits for K-12 systems is \$19 million dollars. Comments that for each percent increase in the PERS system the cost to the system is \$40 million dollars. States that the assumed rate of 50.09% for the next year will cost the K-12 system 40 million dollars.
079	Kent Hunsaker	Executive Director for COSA. Responds to Rep. March's question regarding the difference in income salary for teachers and superintendents. Explains the process to replace superintendents is very different than replacing teachers.

124	Rep. March	Shares the fact that the public had a wrong impression about the funding set aside for teachers. Comments that the costs are set at the local level.
135	Rep. Dallum	Requests the salary schedule.
140	Hunsaker	Responds that they will provide it.
146	Hunsaker	Refers to the State School Fund on pages four and nine.
196	Rep. Dallum	Inquires about stability in funding.
202	Hunsaker	Expresses it is an important factor.
211	Hunsaker	Proceeds to compare funding form 2003-2005.
220	Rep. March	Asks what happened in the 2002 Special Sessions.
222	Hunsaker	Responds that \$5.2 billion dollars were allocated. Presents the district level ADM for the 1999-2000 and 2003-04 school year, pages 11-14.
272	Rep. Dallum	Asks about the consequences of loosing students in a smaller school with a smaller budget.
281	Hunsaker	Presents the expenditures for 2002-03 on pages 15-18. Explains the operating expenditures for school districts 2002-03.

**TAPE 4, B**

012	Chair Flores	Requests the data for 2003-04.
009	Rep. Dallum	Inquires about the contents of the numbers in regards to the extra-curricular activity information on page 19 <b>(EXHIBIT D)</b> .
111	Hunsaker	Responds that clubs and sports are included.
020	Rep. Sheilds	Inquires if the schools within the correctional facilities were included, in regards to the growing Woodburn community.

024	Hunsaker	Responds that he does not believe they were.
026	Chair Flores	Asks if Youth Authority schools are a separate line item.
028	Hunsaker	Responds that they are looking at enrollment in the correctional facility.
033	Rep. Lim	Comments that Hispanics are a factor in the growing community.

**Oregon School Boards Association - INFORMATIONAL MEETING**

051	John Marshall	Representing the Oregon School Board Association . Submits the Oregon School Board Informational Packet <b>(EXHIBIT E)</b> . Comments on the difficulties of funding the education system this legislative session. States that the economy is based on the quality of the education and expresses his concern about efficiency and funding. States that he would like to see less barriers between ideas and requirements and urges the members to resist the new requirements and additional requirements. Suggests a consensus on who and how the responsibilities can be shared and to look at roles and expectations, rather than new requirements.
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**The following prepared testimony is submitted for the record without public testimony:**

Oregon School Boards Association's staff	Submits Oregon State School Board Association Annual Report, <b>(EXHIBIT F)</b>
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Submits OSBA Policy and Priorities handout, **(EXHIBIT G)**

Vickie Chamberlain

Submits the continuing teaching license update, **(EXHIBIT H)** and prepared testimony on the Teachers Standards and Practices Commission **(EXHIBIT I)**.

134	Chair Flores	Closes the informational meeting on the Oregon School Boards Association and adjourns the meeting at 3:02p.m.
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## **EXHIBIT SUMMARY**

1. A. Oregon Department of Education, Oregon Report Card, Susan Castillo, 70 pp
2. B. Oregon Department of Education, Organization Overview Chart, Vickie Flemming, 1 p
3. C. Oregon Department of Education, Accountability System Timeline, Pat Burk 1 p
4. D. Confederation of School Administration, Background Information, Chuck Bennett, 49 pp
5. E. Oregon School Board, Informational Packet, John Marshall, 32 pp

### **The following material is submitted for the record without public testimony:**

1. F. Oregon State Boards Association, Annual Report, OSBA staff, 11 pp
2. G. OSBA, Policy and Priority handout, OSBA staff, 10 pp
3. H. Teachers Standards and Practices Commission, continuing license update, Vickie Chamberlain, 3 pp
4. I. Teacher Standards and Practices Commission, prepared testimony, Vicki Chamberlain, 4 pp