

HOUSE COMMITTEE ON EDUCATION

January 26, 2005 Hearing Room E

1:00 P.M. Tapes 14 - 16

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. Carolyn Tomei

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEASURES & ISSUES HEARD:

Quality Education Model - Informational Meeting

Oregon Charter Schools – 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 14, A

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| 006 | Chair Flores | Calls the meeting to order at 1:01 p.m. and opens the informational meeting on the Quality Education Model (QEM). |
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QUALITY EDUCATION MODEL (QEM) – INFORMATIONAL MEETING

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| 010 | Pat Burk | Chief Policy Officer, Oregon Department of Education. Submits the final report on the QEM and explains the background of the Quality Education Commission Model (EXHIBIT A). |
| 063 | Rep. Dallum | Inquires when the report was issued. |
| 065 | Burk | Responds the report from Legislative Council was published in June, 1999. |
| 070 | Rep. Farr | Clarifies the group met for two years in 1997 and the findings were published in 1999. |
| 072 | Burk | Concurs. Explains the assumptions and prototypes used to determine the quality and costs schools. |
| 121 | Rep. Dallum | Inquires if any other states have adopted similar models to make the same determinations. |
| 130 | Burk | Responds there are other models and approaches but there is not a replication of this particular model. |
| 142 | Rep. Dallum | Inquires if other states use the database initiative system. |
| 144 | Burk | Concurs. Responds that most states use charted accounts. |
| 151 | Chair Flores | Inquires if capitol costs are included in the model in regards to kindergarten programs. |
| 158 | Burk | Responds the model looks at capitol costs, class size and capital implications of changing classroom sizes. Notes different assumptions are used. |

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| 168 | Rep. Dallum | Inquires if the forty kindergarten students per classroom are a standard number according to the model. |
| 172 | Burk | Responds the number 40 is based on the average class size of students in a room with a teacher. |
| 189 | Burk | Clarifies it is the number of students is split in two different schedules. Notes it is 20 students at one time with a teacher. |
| 196 | Rep. Roblan | House District 9. Comments the numbers and assumptions came from best practices with respect to the size of the schools. |
| 218 | Burk | Concurs. |
| 232 | Chair Flores | Asks for clarification in regards to capital construction costs. |
| 238 | Brian Reeder | Department of Education. Responds the model will show the number if extra classrooms needed if the schools were to offer full and half-day kindergarten. States the model does not deal with capital spending. |
| 268 | Ken Thrasher | Chair, Quality Education Commission. Submits printed presentation on the Quality Education Commission (EXHIBIT B). Refers to page one and provides background information on the commission. Refers to pages two and three and explains student achievement in Oregon. Demonstrates the challenges in regards to the achievement gap and the role of the commission on pages four and five. Presents accountability, efficiency and adequacy on pages six and seven. |
| 381 | Rep. Tomei | Inquires about the development of an educational plan for each student. |
| 389 | Thrasher | Responds they would include every student in the system. |
| 397 | Rep. March | Comments the percentage of students should not be limited to minorities. |
| 408 | Thrasher | Concurs. |
| 420 | Rep. Lim | Inquires about the total length of time included in educational plan. |

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| 422 | Thrasher | Responds the model will include ages three and four to early college years. |
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TAPE 15,A

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| 005 | Rep. Dallum | Clarifies the present model does not include any Pre-K years. |
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| 006 | Thrasher | Submits the Earning and Social Service Chart (EXHIBIT C) to demonstrate the earning and social service spending by educational attainment. Refers to (EXHIBIT B, Page 7) and demonstrates the adequacy challenges in regards to funding. |
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| 055 | Rep. Farr | Inquires if there have been studies to support early intervention for at-risk groups. |
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| 059 | Thrasher | Responds there are a number of studies that support those analyses. |
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| 068 | Rep. March | Adds the Citizens Crime Commission conducted a study related to juvenile crime costs and concluded that money spent in early childhood educational programs saves the county money. |
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| 075 | Rep. Dallum | Inquires if they will be better off investing money now for Pre-K. |
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| 081 | Thrasher | Concurs. States that prevention is always cheaper than intervention. |
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| 093 | Rep. Dallum | Asks Mr. Thrasher to clarify where Oregon is in the state and on the national level in regards to the achievement gap. |
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| 110 | Burk | Responds there is not a single definitive measure. States the achievement gap increases slightly at the middle school and high school level. |
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| 135 | Thrasher | Comments they are not accomplishing bringing the middle school students to the standards they should be. |
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| 141 | Rep. Roblan | Comments data for state standards, tests and scores are different from the national ones. |
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| 172 | Rep. Farr | Comments the inconsistency is due to lower percentage of at-risk students per capita in regards to the comparison with other states. |
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| 178 | Burk | Concurs. States the results from NAPE will be submitted. |
| 184 | Brian Reeder | Comments that the performance of junior high and high school students is a similar pattern in other states. |
| 202 | Rep. Dallum | Inquires about Oregon's score in regards to meeting the No Child Left Behind Act (NCLB) requirements. |
| 205 | Burk | Explains the testing and scale is the same. States the Act requires a threshold and has targeted 40% to meet the threshold. |
| 244 | Rep. Dallum | Inquires about the middle school's performance. |
| 249 | Burk | Responds the middle schools did better, but notes that when the sixth grade classes become a part of middle schools, there is more of a chance to not meet the threshold due to more population. |
| 260 | Chair Flores | Requests a response to submitted questions. |
| 269 | Rep. Roblan | Comments every state uses different tests and standards. Comments we are trying to meet Oregon standards and comparing progress with other states is very complicated. |
| 293 | Thrasher | Refers to (EXHIBIT B, Pages 8-9) and presents the funding trends, demographic trends and implications of more funding cuts. |
| 317 | Rep. Tomei | Inquires about the Pre-K Education. |
| 319 | Thrasher | Comments the model does not address Pre-K programs, but is recommended for the next phase of study. |
| 333 | Burk | Comments he will provide information on programs including the Oregon Pre-K programs and Headstart. |
| 349 | Rep. Lim | Refers to (EXHIBIT B, Page 4) and inquires why minorities are not doing as well, even with the same opportunities and the same amount of money. States money is not the only answer. |
| 374 | Thrasher | Responds poverty and language barriers are issues that affect the performance issues. |

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| 386 | Reader | Comments about student performance, language and poverty are factors. |
| 403 | Thrasher | Comments community services need to |
| 412 | Rep. Lim | States there are outside issues that need to be addressed. Expresses funding is only one of the issues. |

TAPE 14, B

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| 018 | Burk | Comments cultural competence is presentation he wishes to present to the committee. |
| 032 | Chair Flores | Closes the informational meeting on the Quality Education Model and opens the informational meeting on Oregon Charter Schools. |

OREGON CHARTER SCHOOLS – INFORMATIONAL MEETING

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| 080 | Joni Gilles | Oregon Department of Education. Presents prepared presentation on the Oregon Public Charter School Program (EXHIBIT D). Presents the accountability premise for Charter Schools on page one, two and three. Refers to page five and compares the reading and math assessment standards. |
| 162 | Rep. March | Comments about the drop in high school students meeting the math standards, in comparison to the third and sixth grade students on page five. |
| 175 | Gilles | Responds most of the charter schools serve at-risk high school students. States they would like to compare their results with other schools who serve the same type of population. |
| 187 | Gilles | Refers to page six and explains the federal annual yearly progress and federal charter school grants. Refers to page seven and explains Oregon Department of Education's perspective and the implementation policies. Refers to page eight and explains the issues and challenges. Explains the Oregon Department of Education Sponsored Activities. States the implementation process for charter schools is difficult. |
| 302 | Rep. Lim | |

Comments on the amount of students in the 56 charter schools, and asks what the largest and smallest charter schools are.

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| 320 | Gilles | Submits the informational chart showing the different charter schools in Oregon, their contact information, grades served, enrollment and the date opened (EXHIBIT E). |
| 334 | Rep. Lim | Asks Ms. Gilles for her opinion in regards to the future trend of charter schools. |
| 346 | Gilles | Responds that as long as there is the federal incentive grant, and communities look at accountability with a different setting, there will be a consistent growth in charter schools. |
| 372 | Rep. Farr | Inquires if charter programs provide transportation or lunch programs. |
| 380 | Gilles | Responds most charter elementary schools provide lunch programs. Comments transportation is worked out through the different districts. |
| 403 | Rep. Farr | Inquires about the difference between charter schools and in-district alternative schools. |
| 411 | Gilles | Responds a charter school operates due to the granted a charter to operate. Responds an in-district alternative school is created by the district and can be closed by the district. Notes charter schools have to follow a strict application process, including be approved by the local board and has a separating operating board. Submits and refers to the Oregon Public Charter School Handbook (EXHIBIT F). |

TAPE 15, B

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| 008 | Jim Green | Oregon Schools Boards Association. Stresses that the board is willing to support the legislature in regards to charter schools. Notes renewal is a challenge for charter schools. Reiterates the rigorous application process and notes the charter contract is the most important and comprehensive in regards to responsibility and accountability. |
| 122 | Kaaren Heikes | Program Director, Charter Schools Development Center (CSDC). Submits and explains prepared testimony on the Charter Schools Developmental Center (EXHIBIT G). |

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| 185 | Rob Kremer | Provides his background on the development of the charter schools. Expresses excitement for implementation and accountability for academic development of Oregon's children. States Oregon rates favorably in the success of charter schools. |
| 285 | Kremer | Notes the Charter School readers at Author Academy are reading better than 94% of the nation's students. States they would like to replicate that in the other districts. Refers to (EXHIBIT D) explains the assessments for accountability. States reading is the number one job of the schools. States the best way to measure academic gain is a pre-test and post test of the students. States Oregon needs a value added system to measure academic gain and accountability. State the charter contracts can be denied renewal for any reason even if the charter schools are in compliance with every state and federal requirement and is meeting academic standards. Reiterates the challenges for charter schools and the renewal dilemmas. |
| 405 | Rep. March | Asks if there have been cases in which charter schools were not renewed. |
| 413 | Kremer | Responds the Eugene school district denied renewal of a charter school and the school was forced to move to another district. |
| 416 | Rep. Dallum | Asks if the Sand Ridge Academy went through the same problem. |
| 421 | Kremer | Responds they were an alternative school at the time. |
| 421 | Rep. Farr | Inquires about the closure issues in regards to the Eugene charter school. |
| 439 | Kremer | Responds he cannot respond with complete information. |

TAPE 16, A

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| 002 | Rick Alexander | Member, Lebanon School Board. States he is representing his own personal opinion. States the board does not fund their building, or transportation. Expresses his concerns about competitiveness for the funding in regards to renewing charter schools. Comments on the issue of having qualified teachers working at a lesser wage. |
| 047 | Chair Flores | Closes the informational meeting on Oregon's Charter Schools and adjourns the meeting at 3:03 p.m. |

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EXHIBIT SUMMARY

- A. **Quality Education Model, final report, Pat Burk, 62 pp**
- B. **Quality Education Model, printed presentation, Ken Thrasher, 10 pp**
- C. **Quality Education Model, Earning and Social Service chart, Ken Thrasher, 1 pp**
- D. **Oregon Charter Schools, prepared presentation, Joni Gilles, 9 pp**
- E. **Oregon Charter Schools, informational chart, Joni Gilles, 10 pp**
- F. **Oregon Charter Schools, Oregon Public Charter Schools Handbook, Joni Gilles, 37 pp**
- G. **Oregon Charter Schools, prepared testimony, Kaaren Heikes, 1 pp**