

HOUSE COMMITTEE ON EDUCATION

February 18, 2005 Hearing Room E

1:00 P.M. Tapes 36 - 37

MEMBERS PRESENT: Rep. Linda Flores, Chair

Rep. Steve March Vice-Chair

Rep. Debi Farr

Rep. John Lim

Rep. Chip Shields

Rep. Rep. Roblan

MEMBER EXCUSED: Rep. John Dallum, Vice Chair

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEASURES / ISSUES HEARD:

Adequate Yearly Progress (AYP)

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 36, A

002	Chair Flores	Calls the meeting to order at 1:02 p.m. and opens the informational meeting on Adequate Yearly Progress (AYP).
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ADEQUATE YEARLY PROGRESS - INFORMATIONAL MEETING

003	Pat Burk	Chief Policy Officer, Oregon Department of Education. Presents a PowerPoint presentation on Adequate Yearly Progress (AYP) (EXHIBIT A) . Notes the current issues that contribute to the confusion are: not understanding the accountability formulas at the state and national levels, understanding the consequences within the formula and the financing for school districts. Presents the formula that makes up the Oregon Report Card (ORC).
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- Student performance
- Student behavior
- Student improvement

Clarifies the student behavior includes attendance and dropout rates. States they are all calculated and displayed separately.

107	Chair Flores	Clarifies that attendance and drop-out rates are the factors to determine student behavior.
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110	Burk	Concurs.
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123	Burk	States that there are a variety of reasons that reflect on a student's attendance such as suspension, family vacations and the hunting season.
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140	Chair Flores	Clarifies that student behavior does not correlate with the discipline component.
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147	Burk	Explains the ORC consequences for low or unacceptable ratings. States the school districts that are found to have low or unacceptable ratings are required by statute to be identified by January 30, the public must be notified in writing by March 31 of the same year and the school is required to submit a revised district improvement plan by June 30th of the year by which they have been identified. States if a district is found to be substandard on a division 22 standard, it must submit a plan of correction within 90 days.
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197	Chair Flores	Comments that the Division 22 standards are the state mandate section.
200	Burk	Concurs. States that if the finding is not corrected by the second year, the law specifies that the ODE withhold state school operating funds. States districts can petition the superintendent for a third year wavier under certain circumstances.
245	Burk	Explains the Oregon Consolidated State Application Accountability Workbook. States the No Child Left Behind (NCLB)/AYP participation includes all subgroups to participate in the state assessments. States that each sub-group must achieve the 40 % level of meeting or exceeding state standards in English and Mathematics. States the behavior indicator for the NCLB is similar to Oregon's. Describes the NCLB/AYP consequences if a school does not make adequate yearly progress in all categories. Explains the differences between the Oregon Report Card and the No Child Left Behind Adequate Yearly Progress Report.
401	Chair Flores	Asks if the Oregon Report Card is required by statute.
411	Burk	Responds that it was established in statute in 1996.
420	Chair Flores	Clarifies it was put into place before the NCLB Act. Clarifies there are factors that are required and some that are allowed to the states to determine.
436	Rep. Farr	Inquires why the ORC is not aligned with the NCLB requirements.
444	Burk	Responds that is what they are trying to do. Refers to the Oregon's Accountability System for Education handout (EXHIBIT B).

TAPE 37, A

002	Burk	Explains the problems with having two different systems. Addresses the questions of what the accountability system should contain. Addresses the phases to improve the planning process and implementation of an accountability model for every school. States the third phase is to implement a redesigned Oregon School Report Card by the year 2006. States phase four would implement a revised system of rewards, consequences and intervention. States that he is not suggesting that schools be required to offer special services, but
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that all schools are required to develop a plan of correction and to be able to submit documentation on how to improve.

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| 121 | Burk | Refers to page five and encourages the committee to read the material. |
| 130 | Chair Flores | Requests a copy of the PowerPoint presentation. |
| 134 | Chair Flores | Closes the informational meeting on adequate yearly progress and adjourns the meeting at 1:42 p.m. |

EXHIBIT SUMMARY

- A. Adequate Yearly Progress, PowerPoint presentation, Pat Burk**
- B. Adequate Yearly Progress, Oregon Accountability System for Education, Pat Burk, 5 pp**