

# SENATE COMMITTEE ON EDUCATION AND WORKFORCE

January 17, 2005 Hearing Room D  
3:00 P.M. Tapes 1 – 3  
(Corrected 4-21-05)

**MEMBERS PRESENT:** Sen. Vicki Walker, Chair  
Sen. C. Starr, Vice-Chair  
Sen. Ryan Deckert  
Sen. Bill Morrisette

**MEMBER EXCUSED:** Sen. Jeff Kruse

**STAFF PRESENT:** Marjorie Taylor, Committee Administrator  
Dawn Tusso, Committee Assistant

**MEASURES/ISSUES HEARD:**

**Adoption of Committee Rules – Organizational Meeting  
Department of Education Overview - Informational Meeting  
State Board of Education –Informational Meeting  
Quality Education Commission – Informational Meeting**

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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.

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<b>TAPE/#</b>	<b>Speaker</b>	<b>Comments</b>
<b>TAPE 1, A</b>		
005	Chair Walker	Calls meeting to order at 3:10 p.m. Opens an organizational meeting.
<b><u>ADOPTION OF COMMITTEE RULES - ORGANIZATIONAL MEETING</u></b>		
017	Sen. C. Starr	<b>MOTION: Moves to ADOPT the proposed Committee Rules dated 1/17/05 (EXHIBIT A).</b>
020	Chair Walker	Announces a change in the rules, requiring 48 hours public notice before holding a committee meeting.
025		<b>VOTE: 3-0- 2</b> <b>EXCUSED: 2 - Sen. Deckert, Sen. Kruse</b> <b>Hearing no objection, declares the motion CARRIED.</b>
030	Chair Walker	Introduces members of the committee.
035	Sen. Morrisette	Introduces himself.
040	Sen. Morrisette	Discusses his interest in education issues.
045	Sen. C. Starr	Introduces himself.
050	Sen. C. Starr	Discusses his long term involvement and interest in education.
060	Chair Walker	Introduces the Committee Assistant, Dawn Tusso and the Committee Administrator, Marjorie Taylor.
065	Chair Walker	Discusses the committee work plan. <ul style="list-style-type: none"><li>● K-12</li><li>● Education Service Districts</li><li>● Higher Education</li><li>● Community Colleges</li><li>● Workforce Development</li></ul>

090 Chair Walker Closes Organizational meeting. Opens Informational meeting on the Department of Education Overview. Introduces guests from the Oregon Department of Education, Susan Castillo, Pat Burk, and Vickie Fleming.

**DEPARTMENT OF EDUCATION OVERVIEW - INFORMATIONAL MEETING**

095 Susan Castillo Superintendent of Public Instruction for the State of Oregon. Introduces herself and submits written testimony (**EXHIBIT B**).

100 Castillo Discusses submitted materials (**EXHIBIT C**).

- Annual State School Report Card
- Statewide test scores
- Oregon dropout rate continues to decline
- More Oregon students graduated and attended college last year than ever before
- An educational challenge is eliminating the gap in achievement between high performing students and those challenged by learning disabilities
- Department re-organization
- Accountability is the central function of the department

Six Priorities for the Oregon Department of Education:

- Help children be ready for 1<sup>st</sup> grade
- Close the achievement gap
- Work on assessing student growth
- Literacy
- Improve middle and high school students. Requiring high schools to develop an education plan for each student and expanding opportunities to earn college credit.
- The Budget

165 Castillo Welcomes the committee's suggestion in improving the accountability of schools. Introduces two members of her team at the Oregon Department of Education, Vickie Fleming and Pat Burk.

170 Vickie Fleming Deputy Superintendent for the Oregon Department of Education. Presents overview of department structure and programs.

185 Fleming States that the Department exists to answer three questions:

- What is happening with the investment that tax payers make in the enterprise of public education?
- What is happening with and for students as a result of that investment?
- When things are not working, what is to be done about that?

195 Fleming Discusses the focus on re-organizing the Oregon Department of Education. Shares that the statutory responsibility of the department is to oversee a system of standard public schools K-12 for Oregon's 198 school districts and 20 education service districts. States that the department's operational general fund budget is approximately \$36 million. Reports that the department's number of FTE has reduced by about 30 people and the operational budget has been reduced by about 18%. Says that it is the department's mission to provide

235	Fleming	<p>leadership for an effective, accountable, and comprehensive education enterprise in Oregon. Mentions Susan Castillo's set of goals. Discusses the No Child Left Behind Act. States that the expectations behind student achievement continue to grow. Continues to discuss the re-organization of the department.</p> <ul style="list-style-type: none"> <li>• Plan has been designed to break down silos and to work across disciplines</li> <li>• To become a full partner with higher education and community colleges and the workforce development system to ensure every Oregonian the opportunity for a quality education</li> <li>• The development of a streamlined organizational structure</li> </ul> <p>Introduces and explains the five offices that operate the department:</p> <ul style="list-style-type: none"> <li>• Office of Educational Improvement and Innovation</li> <li>• Office of Student Learning and Partnerships</li> <li>• Office of System Accountability and Policy Development</li> <li>• Office of Assessment and Information Services</li> <li>• Office of Finance and Administration</li> </ul>
330	Fleming	<p>Introduces three other actions:</p> <ul style="list-style-type: none"> <li>• Hired an internal auditor</li> <li>• Posts summaries of internal audits on public website</li> <li>• Worked hard to eliminate redundant data collections and to develop a collaborative partnership with Education Service Districts</li> </ul>
350	Fleming	<p>Mentions Education Service Districts. Remarks that it is difficult to provide all of the direct technical assistance that schools and districts express a need for and to accommodate all of the accountability functions resulting from the introduction of the No Child Left Behind Act.</p>
375	Fleming	<p>Summarizes the presentation.</p>
385	Sen. C. Starr	<p>Comments about the integrated data system mentioned by Vickie Fleming.</p>
405	Fleming	<p>Responds to Sen. C. Starr's comment.</p>
420	Pat Burk	<p>Chief Policy Officer for the Department of Education. Introduces himself and discusses increased focus on accountability.</p>
440	Burk	<p>Gives background information regarding the history of accountability in Oregon:</p> <ul style="list-style-type: none"> <li>• Direction of legislature in 1859 to establish a system of uniform common schools</li> <li>• 1922 Legislature added compulsory attendance</li> <li>• 1939 State of Oregon had 2100 school districts</li> <li>• 1939 legislature began to focus on efficiency and re-organization, to empower local districts to provide schools</li> </ul>
<b>TAPE 2, A</b> 055	Burk	<p>States that in May of 1990, Oregon passed Ballot Measure 5, resulting in significant changes:</p>

075	Burk	<ul style="list-style-type: none"> <li>• Funding changes</li> <li>• Equalization formula</li> </ul> <p>Discusses the creation of the State Assessment System and the State Report Card. Explains the rating system. Speaks about House Bill 3565, or the Oregon Education Act for the 21<sup>st</sup> Century, which was passed in July of 1991. Noted that the focus on providing schools shifted:</p> <ul style="list-style-type: none"> <li>• Must have clear outcomes</li> <li>• 2 sets of outcomes established</li> <li>• Core applications for living</li> <li>• foundation skills</li> <li>• system to collect this information</li> <li>• Certificate of Initial Mastery and Certificate of Advanced Mastery</li> </ul> <p>Explains that, in 1995, there was dissatisfaction with the specificity of those outcomes and that the concern was that more precise information was needed. Instructs that House Bill 2991 was introduced, redirecting the department to redo those standards.</p> <p>Introduces and recites the content standards in six areas:</p>
		<ul style="list-style-type: none"> <li>• English &amp; Language Arts</li> <li>• Math</li> <li>• Science</li> <li>• Social Sciences</li> <li>• Fine Arts</li> <li>• Second Languages</li> </ul> <p>Shares that the established performance measures for standards led to the creation of the State Assessment System 1996. Mentions the State Report Card which was introduced in 1997 and adds that this change directed the department to establish measures for school performance, to report them publicly, and to rank all of the schools in the state on a 5 point scale.</p>
090	Burk	<p>Addresses the No Child Left Behind Act which was introduced in 2002. Explains how the No Child Left Behind Act compares and contrasts with Oregon's system, the State Report Card.</p>
125	Burk	<p>Continues to discuss the differences in the two systems.</p>
140	Burk	<p>Summarizes the relationship between the two systems.</p>
150	Burk	<p>Refers to the Oregon Accountability System for Education-Redesign &amp; Process Timeline (<b>EXHIBIT D</b>).</p> <ul style="list-style-type: none"> <li>• Develop and implement financial analysis procedures</li> <li>• Implement a redesigned Oregon School Report Card</li> <li>• Implementation of revised system of rewards, consequences and intervention</li> </ul>
190	Burk	<p>Continues to discuss the system and timeline.</p>
200	Sen. Morrisette	<p>Refers to the 10<sup>th</sup> grade Math Report Card and asks whether or not any adjustments have been made in regards to the appropriate grade</p>

		to test students.
210	Burk	Explains that there have not been any specific adjustments but that they have studied the question extensively. Expresses concern over a possible structural problem in that two years of mathematics may not be an adequate amount of instruction for students to be able to perform to the state's standard.
230	Sen. C. Starr	Comments on requirements for Math, Science, and English. Asks about increased requirements.
250	Burk	Explains that it is a complicated procedure, including staffing levels and current graduation requirements. States that Oregon is in the bottom 3 <sup>rd</sup> of the U.S. in terms of the number of units of Math and Science required for graduation. Compares the number of credits required to the number of courses taken.
285	Castillo	Adds that there are a number of districts that have increased their requirements.
295	Chair Walker	Notes that she appreciates that the department has streamlined their administration. Asks about the definition of the term classroom and how we can achieve the goal of bringing more dollars to the classroom.
315	Burk	Discusses the Quality Education Model. Mentions the DBI- Database Initiative introduced approximately six years ago. Compares district expenditures. Explains what the expenditures should include.
355	Chair Walker	Talks about the Secretary of State's audit. Suggests a lack of consistency between districts and flaws in the ways each district is reporting this information.
390	Castillo	Asserts that the department welcomes the audit. Recognizes that there is still work that needs to be done to improve the database system in Oregon. Offers to return information to the committee on the department's work plan.
430	Chair Walker	Discusses data collection and the important role it plays in measuring educational success.

**TAPE 1, B**

001	Sen. Morrisette	Asks about the internal audit.
005	Fleming	Explains the work of the internal auditor at the Oregon Department of Education. Informs that the audit is available online at the Oregon Department of Education's website.
010	Sen. Morrisette	Asks if the auditor is an outside auditor.
013	Fleming	Explains that the auditor is employed by the Oregon Department of Education but that he is not part of the management team.
014	Chair Walker	Closes segment. Opens segment on the State Board of Education Overview.

**STATE BOARD OF EDUCATION OVERVIEW - INFORMATIONAL MEETING**

015	Chair Walker	Introduces Steve Bogart, Emilio Hernandez, and Randy Harnisch.
030	Chair Walker	Welcomes Steve Bogart, Chair of the State Board of Education, on conference call by phone, to the meeting. Asks Steve Bogart to give an introduction and overview of board activities.
040	Steve Bogart	Gives a brief introduction. States that the board oversees the public education system in the state. Reports that they are working on the implementation of education reform. Stresses that they are trying to be responsive to changing needs. Recognizes that the organizational and financial limitations on the system are a huge challenge. Introduces and discusses the Principles and Goals handout

**(EXHIBIT E).** Explains, as stated on the handout, the goal of the board is that each student demonstrates the knowledge and skills necessary to transition successfully to their next steps: Advanced learning, work, and citizenship. Introduces six outcomes:

- A common core of rigorous standards for all
- A personalized learning experience for each student
- A core of quality education prepared and ready to take on new challenges
- An aligned P-16 system
- A connected educational community
- A system to provide adequate and appropriately allocated resources

Discusses specific actions or strategies that the board wishes to take:

- Clarify and enhance learning standards for teenage years to guide middle and high school improvement
- Align proficiencies and degrees between secondary and post secondary education
- Adopt and implement strategic leadership and communication plan with stakeholders
- Define and implement a performance and accountability system for Oregon K-12 education.

090	Bogart	Shares that the board is comprised of people from various careers and stations in life across the state. Refers to the handout on the Members of the Oregon State Board of Education <b>(EXHIBIT F)</b> . Asks for Emilio Hernandez to introduce the board.
100	Emilio Hernandez	Vice Chair of the Oregon State Board of Education. Introduces himself.
105	Chair Walker	Announces two vacancies on board and introduces current members.
110	Randy Harnisch	Asks about vacancies on the board.
115	Chair Walker	Staff to the Department of Education. Responds to Chair Walker's question regarding the vacancies on the board.
120	Hernandez	Asks for clarification regarding how long there have been vacancies on the board.
125	Chair Walker	Clarifies and continues his introduction of members and advisors.
130	Bogart	Asks Steve Bogart if he would like to add anything to Emilio Hernandez's introduction.
135	Chair Walker	States that he does not have anything to add.
140	Hernandez	Asks Emilio Hernandez if he has anything to add.
		Discusses that the State Board of Education is also working on the re-organization of the department. Mentions a meeting that Susan Castillo organized earlier this year that focused on the achievement gap.
		Introduces a few topics:
		<ul style="list-style-type: none"><li>• The achievement gap is a major issue</li><li>• Language barriers</li><li>• Drop out rate</li></ul>
165	Hernandez	Discusses the English as a Second Language barrier.

175	Chair Walker	Asks if the DOE has diversified their department staff.
185	Hernandez	Explains the Superintendent's efforts.
195	Sen. Morrisette	Asks about the division of power between the Board of Education and the Department of Education.
210	Bogart	Commends Susan Castillo for her efforts in changing the approach. Discusses the natural friction between the two but recognizes the positive working relationship between the board and the department.
230	Hernandez	Adds that there has been a cooperative attitude between the board and the department and that the division of power is minimal at this point.
245	Randy Harnisch	Executive Officer for the State Board of Education. Introduces himself. Submits written testimony ( <b>EXHIBIT G</b> ). Explains how the Department of Education fits into the framework and notes that it is demonstrated on the flow charts submitted ( <b>EXHIBIT H</b> ).
275	Harnisch	Discusses checks and balances.
290	Harnisch	States that the goal is to see that every child in Oregon be able to achieve to the highest level.
295	Sen. C. Starr	Asks whether or not there is still continued discussion regarding the minimum standard for graduation.
305	Harnisch	Directs Sen. C. Starr's attention to a bulleted statement on the document ( <b>EXHIBIT E</b> ) stating: Clarify the standards required for a high school diploma. Replies to Sen. C. Starr's question that yes, it is an ongoing discussion with the board.
315	Chair Walker	Asks if the board is meeting their statutory guidelines.
330	Bogart	Explains that they have struggled to meet the minimum requirements but that they have taken steps to eliminate the problem in the future.
345	Chair Walker	Expresses disappointment that the guidelines have not been met but that she is glad to hear that the board is taking the issue seriously. States that she would like to receive a report on the ways in which the board plans to ensure that they meet the statutory guidelines in the future.
365	Bogart	Agrees to submit a report of the meeting to the committee.
370	Chair Walker	Asks if there are any additional questions.
375	Harnisch	Replies that there is nothing further to add to the presentation.
380	Chair Walker	Welcomes the opportunity for further discussion with the board of education during the process.
385	Hernandez	Adds that the members of the Board of Education are available to help and are happy to meet with the committee in the future.
415	Sen. Morrisette	Asks for an update on rural schools that are at risk.

**TAPE 2, B**

005	Chair Walker	Thanks members of the Board of Education for presenting.
010	Bogart	Offers gratitude for the opportunity to present.
015	Chair Walker	Closes segment. Opens segment on the Quality Education Commission. Introduces Ken Thrasher, Pat Burk, and Brian Reeder from the Quality Education Commission.

**THE QUALITY EDUCATION COMMISSION - INFORMATIONAL MEETING**

020	Ken Thrasher	Chair of the Quality Education Commission. Introduces himself, Pat Burk, and Brian Reeder, of the Quality Education Commission.
022	Pat Burk	Chief Policy Officer for the Department of Education. Introduces himself.
024	Brian Reeder	Director of the Policy, Research, and Analysis Section at the Department of Education. Introduces himself.
025	Thrasher	Introduces a brief summary of the Quality of Education Commission report ( <b>EXHIBIT I</b> ). Adds that the full report is available online at

		their website. Discusses the report in detail.
050	Thrasher	Gives an overview of the Quality Education Commission. Discusses the challenge of the achievement gap. Talks about the role of the commission. Advocates for a seamless education system pre k-20. Discusses what we have to do to meet the requirements of the No Child Left Behind Act.
105	Thrasher	Reports the commission's focus: <ul style="list-style-type: none"> <li>• Accountability and governance</li> <li>• Efficiency</li> <li>• Adequacy</li> </ul>
130	Thrasher	Continues to discuss the commission's focus on accountability and governance. Suggests that we need to develop a state economic model.
170	Thrasher	Discusses earnings and social service spending by educational attainment submitted for the record ( <b>EXHIBIT J</b> ).
175	Thrasher	Discusses efficiency. Explains adequacy. Continues to discuss adequacy. Notes the challenge of adequate funding. Describes the Quality Education Model. Reviews the funding and demographic trends. Stresses the implications of more funding cuts. Mentions examples of how additional dollars can be effectively spent.
295	Thrasher	States that the commission's recommendations are to: <ul style="list-style-type: none"> <li>• Establish a pre K-20 integrated education data system</li> <li>• Create a governance and accountability task force to provide recommendations for the effective accountability structure</li> <li>• Provide additional funding targeted at the elementary grades, with emphasis on early reading programs</li> <li>• Focus on pre-K issues to better understand resource needs</li> <li>• Continue the expansion of high school restructuring programs</li> <li>• Provide targeted staff development</li> </ul>
305	Sen. C. Starr	Comments that teachers should be prepared to teach reading effectively. Asks why there isn't more emphasis on preparing teachers and also asks what we should be doing.
320	Thrasher	Agrees that it is a very important issue and that many young people entering college now have to take some form of remedial training to deal with the lack of training in their earlier years.
325	Burk	Agrees that it is an issue and informs the committee of the expansion of the focus of the reading first grant taskforce to include all grade levels. Mentions that there have been conversations regarding the issue with the Teacher Standards and Practices Commission on the specific issue as well. Discusses teachers who are licensed at the secondary level without training at the appropriate literacy level. Remarks that there is funding for demonstration sites where high schools are taking on the question of high school literacy.
390	Sen. C. Starr	Comments that the Quality Education Model highlights issues across the whole spectrum but that it seems to fail to address urban schools that with current funding are actually getting the job done. Asks how that might relate as far as reform within the system to get more bang for the dollars that we are spending.
410	Burk	Offers to provide information regarding the State Action for Education Leadership Program, which focuses on high school

literacy as one of its targets. Reports that, last year they held the first ever Closing the Achievement Gap Summit in the state where some Oregon schools were identified as closing the achievement gap.

### **TAPE 3, A**

003	Chair Walker	Offers Brian Reeder an opportunity to present.
005	Brian Reeder	Department of Education. Introduces himself. States that he is present primarily to answer questions.
010	Burk	Suggests that the Quality Education Model is more useful as a diagnostic tool rather than a justification for a certain number.  Informs the committee of software applications that are available to assist in better understanding the information provided in the model.
020	Chair Walker	Comments that she would like to see the software.
025	Chair Walker	Offers gratitude to all of the presenters.
030	Thrasher	Mentions that Brian Reeder is a great resource and for the committee to please use him.
040	Chair Walker	Closes the informational meeting. Adjourns the meeting at 5:10 p.m.

### **EXHIBIT SUMMARY**

- A. Rules, Senate Model 2005 Session Committee Rules, Staff, 3 pp**
- B. Education, Department of, written testimony, Susan Castillo, 2 pp**
- C. Education, Department of, informational packet, Susan Castillo, 227 pp**
- D. Education Accountability, Redesign & Process Timeline, Pat Burk, 1 p**
- E. Education, State Board of, Principles and Goals, Steve Bogart, 1 p**
- F. Education, State Board of, 2004-2005 Board Members, Emilio Hernandez, 1 p**
- G. Education, State Board of, written testimony, Randy Harnisch, 8 pp**
- H. Education, State Board of, Framework flowchart, Randy Harnisch, 1 p**
- I. Quality Education Commission, written testimony, Ken Thrasher, 10 pp**
- J. Quality Education Commission, summary, Ken Thrasher, 1 p**