

## HOUSE COMMITTEE ON EDUCATION

April 14, 1999 Hearing Room E

1:00 PM Tapes 97 - 98

**MEMBERS PRESENT:** Rep. Ron Sunseri, Chair

Rep. William Morrisette, Vice-Chair

Rep. Chris Beck

Rep. Betsy Close

Rep. Elaine Hopson

Rep. Bob Jenson

Rep. Tim Knopp

Rep. Bruce Starr

Rep. Carl Wilson

Rep. Jackie Winters

**MEMBER EXCUSED:**

**STAFF PRESENT:** Norm Fox, Administrator

Kevin E. Wells, Administrative Support

**MEASURE/ISSUES HEARD:** HB 2548 Public Hearing

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
TAPE 97, A		
002	Chair Sunseri	Calls the meeting to order at 1:30 p.m. Opens Public Hearing HB 2548.

**HB 2548 PUBLIC HEARING**

008	Jeffery Tryens	Executive Director, Oregon Progress Board. Submits <b>EXHIBITS A &amp; B</b> . Explains the Oregon Strategic Plan, which includes Oregon Shines and the Oregon Progress Board. States that the key part of the Oregon Shines Strategy is education. Explains that benchmark tests measure results rather than effort.
050	Tryens	Reviews recent results of the benchmark tests ( <b>EXHIBIT A</b> ). Points out that many children lack one or more of the readiness characteristics. Discusses results of the math benchmark. Reviews the reading benchmark scores.
096	Rep. Starr	Asks what is measured in the reading benchmark.
098	Tryens	States that he is not familiar with the specifics. Continues testimony regarding the reading benchmark scores.
118	Rep. Jenson	Asks what is the statistical significance of the changes.
122	Tryens	States that this is a real population, so this is a real number change.
130	Rep. Jenson	Asks if the trend is significant, compared to other states.
139	Tryens	Replies that he is not aware of any such analysis.
141	Rep. Winters	Asks if there are any trends that show a decline after third grade; what happens between third and eighth grade.
149	Tryens	Explains that there is additional information; the presentation is specific to the benchmark scores of third and eighth grade.
164	Chair Sunseri	Asks if the data is accurate, given that other tests show a decrease in performance among fourth grade students.
169	Tryens	Responds that he does not know. Continues presentation.
189	Rep. Jenson	Asks if the third grade population of 1991 and the eighth grade population of 1996 is the same population.
204	Tryens	Responds that is correct. Continues presentation. Notes that one in four ninth grade students dropout. Adds that the Hispanic dropout rate is twice the average. Discusses dropout students.
226	Chair Sunseri	States that the Legislature had been told that an education reform bill would

		reduce the dropout rate.
232	Tryens	States that the unemployment rate drives the dropout rate.
242	Rep. Morrisette	Asks if the dropout rate is fairly constant over the years.
251	Tryens	Responds that he does not have data going back far enough.
261	Rep. Beck	Asks if there is a correlation between class size and dropout rates.
266	Tryens	States he does not have that data.
271	Rep. Jenson	Notes that the national dropout rate has declined over the last several decades. Agrees that dropout rates are significantly correlated with recessions. Comments on the dropout rates among Hispanic students.
313	Tryens	Discusses research on Hispanic students.
318	Rep. Winters	States that it would be interesting to compare current rates with dropout rates of 1981 and 1971.
332	Tryens	States that is what his data does. Discusses structured work experience for students. Notes that the target for providing structured work experience will not be met. States that more adults, 25 years and older, have high school diplomas.
380	Tryens	Expresses concern over the number of Oregonians with professional technical education. Notes that more people have college education, but that it is largely due to in-migration of people with college degrees.
<b>TAPE 98, A</b>		
001	Tryens	States that Oregon literacy rate is well above the national average.
009	Rep. Jenson	Comments that national averages do not have much meaning. Suggests that the benchmarks should be compared against states that are similar and have commonalties with Oregon.
020	Tryens	Explains that when the data is available, Oregon benchmarks are compared with Washington, the Northwest states, and a few select others. States that there needs to be consensus on what states Oregon should be compared with.
039	Rep. Morrisette	Asks if Oregon can be compared to other states; do other states have benchmarks that are comparable.

042	Tryens	Notes that several other states have implemented benchmarks. Discusses the number of workers who receive some type of training during the year. Notes that more Oregonians are using computers today than before. Outlines the perceptions Oregonians have concerning education. States that Oregonians perceive community college education as the top service provided by the state.
090	Tryens	Comments on changes of perceptions since 1994.
101	Rep. Morrisette	Asks if Oregon has the same benchmarks as other states.
105	Tryens	Responds that there is no continuity among states. Suggests information sharing among these states would be beneficial.
117	Rep. Morrisette	Asks how the ranking of Oregonians' perceptions is done.
124	Tryens	Explains how the data is compiled and ranked.
139	Rep. Morrisette	Asks how recent the information is and if they ask for reasons behind how people rank the various services.
142	Tryens	Replies that it is cost prohibitive to gather that data.
144	Rep. Winters	Asks about the lack of inclusiveness in the picture on the cover of <b>EXHIBIT B</b> .
152	Tryens	Explains the cover is a picture of the members of the Progress Board in Baker; the cover was intended to honor their good work.
162	Rep. Winters	States that it sends the wrong message to those outside the state. Explains the importance of being sensitive to issues of inclusiveness.
175	Tryens	Notes that most in-migrants are Caucasian.
184	Rep. Beck	Notes that the cover represents Eastern Oregon, which is another aspect of diversity.
205	Rep. Hopson	Asks if there is information on in-migration related to Asians and Pacific Islanders; do they perform better on benchmark tests.
213	Tryens	Explains the various benchmark tests that are related to race and ethnicity. Offers to provide that to the committee.
217	Rep. Hopson	Asks if the Asian children are moving in later in their education.

222	Tryens	Explains that the Asian population is so small that it is difficult to study sub-populations.
239	Rep. Hopson	Expresses frustration that no one knows why Asian students excel on every academic indicator.
244	Tryens	Relates an anecdote.
265	Carol Simila-Dickinson	Parent, Salem. Supports HB 2548. Relates personal experiences in the education system.
320	Simila-Dickinson	States that Oregon's standards have prevented her daughter from receiving a diploma.
358	Lisa Walker	States that she wants a high school diploma, but cannot get one in Oregon.
370	Simila-Dickinson	Urges that students with special needs be considered when debating standards and benchmarks in Oregon's education system.
<b>TAPE 97, B</b>		
011	Simila-Dickinson	Suggests that benchmarks create an inferior class of students. Urges that the Legislature create standards that are viable for everyone in society. Stresses the importance of a high school diploma.
060	Simila-Dickinson	Urges reform of the benchmarks.
075	Norm Fox	Asks if her proposal is that there be no difference between a diploma and a certificate of achievement, or that the certificate of achievement should have standards.
081	Simila-Dickinson	States that she wants a diploma, an educational credential, which is achievable for all students. Submits <b>EXHIBIT C</b> .
105	Rep. Hopson	Asks Simila-Dickinson if social promotion should be encouraged.
107	Simila-Dickinson	Explains that she opposes social promotion, but wants standards that all students can achieve. Comments that college, professional and technological training should not be used as measures of success.
140	Fox	Notes that the petition Simila-Dickinson referred to was picked up.
150	Joanne Flint	Oregon Department of Education. Neutral on HB 2548. Reviews the statewide

		assessment system. Discusses the history and implementation of the assessment system. Explains that there are annual technical evaluations by national experts.
200	Flint	Discusses state assessment advisory groups. Discusses the Content and Assessment panels. Comments on the 21 <sup>st</sup> Century Advisory Committee. Notes that special study groups are convened on special topics.
255	Flint	Outlines recommendations to improve the education system ( <b>EXHIBIT D</b> ). Comments on the number of work samples needed to evaluate students. Urges that the number of work samples collected be maintained.
350	Flint	Suggests that the time line for evaluating students be modified ( <b>EXHIBIT D</b> ). Expresses desire that modifications to the system be made by May of each year.
<b>TAPE 98, B</b>		
004	Flint	Suggests that the timeline for science and social studies evaluations be adjusted to ensure that adjustments to curriculum have time to take effect.
044	Rep. Beck	Asks about teachers' concern over the tests. Asks how to address these concerns.
070	Flint	Suggests that most concerns are related to science and social studies. Explains why those concerns exist. States that those tests will be improved and that should satisfied concerned teachers.
125	Rep. Winters	Asks if there are too many tests.
133	Flint	Agrees that the number of tests needs to be reduced. Discusses the issue.
144	Rep. Winters	Asks if Salem is the only district doing multiple testing.
148	Flint	States that Salem is one of very few districts that still do that.
147	Rep. Morrisette	Comments on the difficulty of constructing good tests.
155	Chair Sunseri	Closes Public Hearing HB 2548. Adjourns 3:05 p.m.

Submitted By, Reviewed By,

Kevin E. Wells, Norm Fox,  
Administrative Support Administrator

**EXHIBIT SUMMARY**

**A ñ HB 2548, prepared testimony, Jeffery Tryens, 14 pp.**

**B ñ HB 2548, information packet, Jeffery Tryens, 26 pp.**

**C ñ HB 2548, depositions, Carol Simila-Dickinson, 6 pp.**

**D ñ HB 2548, written testimony, Joanne Flint, 2 pp.**