

HOUSE COMMITTEE ON EDUCATION

April 23, 1999 Hearing Room E

2:00 PM Tapes 110-112

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

STAFF PRESENT: Norm Fox, Administrator

Patrick Brennan, Administrative Support

MEASURE/ISSUES HEARD: HB 2252 Public Hearing and Work Session

HB 2551 Public Hearing

HB 2688 Public Hearing

HB 2755 Public Hearing

HB 3240 Public Hearing

HB 3186 Public Hearing

HB 2716 Public Hearing

HB 3476 Public Hearing

HB 3480 Public Hearing

HB 3484 Public Hearing

HB 2549 Public Hearing

HB 2471 Public Hearing

HB 3475 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 |
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| TAPE 110, A | | |
| 003 | Chair Sunseri | Calls the meeting to order at 2:10 p.m. Indicates that most of the bills receiving public hearings during the meeting will be "tapped in" to allow further preparation. Opens a public hearing on HB 2252. |
| <u>HB 2252 PUBLIC HEARING</u> | | |
| 018 | Jeff Svejcar | Deputy Director, Oregon State Scholarship Commission. Testifies in support of HB 2252. Explains that the bill is a "house-keeping" matter. Says that passage of the bill would allow money from one biennium to be moved into a fund from which it could be paid out in subsequent biennia. |
| 025 | Jim Beyer | Representative, Oregon State Scholarship Commission. Testifies in support of HB 2252. |
| 027 | Chair Sunseri | Closes the public hearing on HB 2252 and opens a public hearing on HB 2551. |
| <u>HB 2551 PUBLIC HEARING</u> | | |
| 028 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 2551 and opens a public hearing on HB 2688. |
| <u>HB 2688 PUBLIC HEARING</u> | | |
| 030 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 2688 and opens a public hearing on HB 2755. |
| <u>HB 2755 PUBLIC HEARING</u> | | |
| 033 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 2755 and opens a public hearing on HB 3240. |
| <u>HB 3240 PUBLIC HEARING</u> | | |
| 036 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 3240 and opens a public hearing on HB 3186. |

HB 3186 PUBLIC HEARING

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| 038 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 3186 and opens a public hearing on HB 2716. |
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HB 2716 PUBLIC HEARING

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| 040 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 2716 and opens a public hearing on HB 3476. |
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HB 3476 PUBLIC HEARING

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| 044 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 3476 and opens a public hearing on HB 3480. |
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HB 3480 PUBLIC HEARING

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| 046 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 3480 and opens a public hearing on HB 3484. |
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HB 3484 PUBLIC HEARING

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| 048 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 3484 and opens a public hearing on HB 2549. |
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HB 2549 PUBLIC HEARING

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| 055 | Chair Sunseri | Mentions that biographical information has been provided for Dr. Calvin O. Henry, who will be making a presentation during the hearing (EXHIBIT A). |
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| 062 | Calvin O. Henry | Educational Consultant, Corvallis, Oregon. Offers an overview of a research project conducted by his consulting firm (EXHIBIT B). Asserts that our society needs to "help all of its citizens to adjust to intensifying national and international competition," adding that our success in doing so will determine the competitiveness of the United States in the 21 st Century. Argues that teachers must be prepared to teach all children, regardless of race or ethnicity. Expresses support for training administrators who can provide the support required by teachers to carry out that goal. |
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| 095 | Henry | Discusses his concept of students. Expresses the belief that students belong to all of society and that it is up to all of society to develop student skills for the future. Asserts that education should be student-centered. States that all students in Oregon are required to have equal access to quality education, regardless of linguistics, culture, race, gender, capability, or geographical location. Argues that opportunity without success is hollow. |
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| 142 | Henry | Discusses his concept of racism. Asserts that racism is the number one problem facing citizens of Oregon and the United States. Argues that all educators must be involved in addressing racism. Notes that 96 percent of teachers in Oregon are white and that the percentage is increasing, as efforts to bring students of color into the field of education have been unsuccessful. Suggests that many educators are confused by racism and are afraid to address it. States that students need teachers and administrators who understand them and their community, regardless of color. |
| 203 | Henry | <p>Discusses the Jefferson High School Report. Indicates that his research was driven by his concepts of students and of racism. Explains that the study was conducted at Portland's Jefferson High School from April to May 1997. States that the study had two primary goals:</p> <ul style="list-style-type: none"> • Analyze improvement in academic performance through improved behavior and classroom management • Develop a plan for student academic improvement <p>Indicates that several pieces of information needed to be gathered before the study could begin:</p> <ul style="list-style-type: none"> • What is the academic performance of Jefferson students • What is the current behavior of Jefferson students • Do Jefferson teachers have classroom management plans • Do those plans encourage or inhibit academic performance • Do teachers have engaging curricula that motivate students to want to achieve <p>Asserts that the key question was whether improved student behavior the only thing necessary to improve student achievement and, if not, what would be necessary to improve performance. Reiterates that education should be student-centered, rather than teacher-centered.</p> |
| 250 | Henry | <p>Describes the data collected for the study. Explains that the State of Oregon, Portland Public Schools, Jefferson High School supplied data, and that researchers also gathered data. Says that data collected included:</p> <ul style="list-style-type: none"> • Profiles of students and teachers • Tardiness, absences, referrals, and suspensions • Transfers and dropouts • Grade point averages • Classroom management plans of teachers • Syllabi of teachers <p>Indicates that teacher information was analyzed to determine their attitudes regarding their students and their efforts to instruct them.</p> |
| 277 | Henry | Explains that Jefferson High School was, at the time of the study, a comprehensive neighborhood school with 2 magnet programs. Indicates that the magnet programs, focusing on performing arts and biotechnology, are designed to integrate the school. Indicates that the school is required to meet the needs of all students in the district, but that only 48 percent of students in the district attended Jefferson, including just 32 percent of whites and 50 percent of blacks. Describes the racial makeup of Jefferson High School. |
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| 312 | Chair Sunseri | Indicates that Jefferson High School was a model magnet school, although 60 percent of students had a "D" average or below, while 15 percent had no grade average whatsoever. Notes that 48 percent of teachers at Jefferson indicated that students would have gotten a better education elsewhere. Asserts that these are the issues that an interim committee would need to explore. Asks Dr. Henry to discuss those comments. |
| 335 | Henry | States that he was part of the site research council for Jefferson High School. Indicates that the teachers who said that students could receive a better education elsewhere "did not really understand what they were really saying." Asserts that the comments indicate that there was insufficient commitment on the part of those teachers. Explains that the GPA analysis was not designed to demonstrate the achievement of students but to analyze the education process. Suggests that most parties were ready to blame students for poor performance, without recognizing the causes of that performance. |
| 380 | Henry | Indicates that there were only 3 percent of students at Jefferson with a 0.0 GPA, which is much lower than the 15 percent mentioned by the chair, but is still unacceptable. Mentions a school district report that recognized a greater negative change than positive change between the 2 nd and 3 rd quarters of the 1996-1997 school year. Asserts that the data should be used to find ways to better teach the students, rather than assessing blame. |
| TAPE 111, A | | |
| 018 | Rep. Winters | Thanks Dr. Henry for the report, indicating that the results are "outrageous." Notes that the low number of black teachers at Jefferson was not addressed by the report. Adds that communication within a student-teacher relationship is also not addressed in the report, and says that the issue has been a major focus of the committee. States that it is important to communicate to students and that the concern applies especially to schools such as Jefferson. |
| 034 | Henry | Asserts that Oregon teacher preparation institutions have done an inadequate job in preparing teachers to teach all students. Mentions a previous study that indicated that white teachers do not consider themselves "ready" to teach students of color. Mentions that he has taken his concern to deans of schools of education, who reply that there is a need for teachers of color and that too few are available. Asserts that the teachers we do have must be better prepared to teach all children. |
| 054 | Chair Sunseri | Wonders what a white teacher must learn to be prepared to teach a black student. |
| 055 | Henry | Replies that the first thing that teachers must learn is not to be afraid of black students. Says that it is important for teachers to learn to work with students of color and their parents. |
| 063 | Chair Sunseri | Inquires as to how such skills could be integrated into teacher colleges. |
| 065 | Henry | Asserts that teachers must be willing to reach out beyond their comfort level. Says that teachers want to work in a safe environment and that they often |

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| | | perceive their classrooms as unsafe due to racial tension. Indicates that many teachers with whom he spoke were glad to have had a discussion regarding race. States that everyone must meet the needs of children, as teachers cannot do it alone. |
| 107 | Rep. Jenson | Suggests that we as a community do not often understand racism, let alone discuss it. Finds the dramatic drop in enrollment at Jefferson between grades 9 and 10 to be problematic. Wonders if there are any observations as to why there are so many students who leave after their freshman years. Assumes that most of the dropouts are students of color. |
| 131 | Henry | Replies that he did see the phenomena in other studies. Says that dropouts increase at higher grade levels. Indicates that in most instances, the percentage of male students went down by the senior year. Asserts that most teachers are not prepared to address the concerns that cause students to drop out. |
| 158 | Rep. Jenson | Compares the data provided by Dr. Henry to that of Pendleton, his home district. Suggests that the committee should look for ways to reach students more effectively. |
| 170 | Rep. Winters | Wonders if part of the problem is that teaching is "one-dimensional," making it difficult to reach a multi-cultural classroom. |
| 180 | Henry | Replies that is one aspect, but adds that the philosophy of teachers does not support them when dealing with students who look different than themselves. Argues that most students gear their curriculum towards white culture. |
| 192 | Rep. Hopson | Reiterates that 96 percent of teachers are white. Solicits recommendations as to how to recruit minority teachers. |
| 203 | Henry | Replies that teachers enter the field when they are encouraged at a young age. Says that teachers should be on the lookout for prospective teachers and encourage them to enter the field. Says that most schools are teacher-centered, with the movement towards student centered teaching occurring slowly. Asserts that there is a need to get teachers, parents, and administrators to work together in the process of minority teacher recruitment. |
| 230 | Rep. Hopson | Indicates that there was a push towards affirmative action and multicultural education several years ago, which has been curtailed. Wonders if multi-cultural education should be revisited. |
| 239 | Henry | Replies that the key to education is to understand one another. Asserts that there is a need for multi-cultural education and for affirmative action. Describes the need for the "four Cs," communication, coordination, cooperation, and commitment. Suggests that cutting funds for schools is counterproductive. |
| 270 | Chair Sunseri | Asks if the achievement of Jefferson students would improve if there were a greater amount of multi-cultural education in Oregon teacher colleges. |
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| 283 | Henry | Replies that multi-cultural education is only a part of the solution. Asserts that one ought to be able to teach math to anyone, but that the preconceptions of teachers toward their students sometimes hamper that process. |
| 307 | Rep. Beck | Asks for Dr. Henry's thoughts about the relationship between school performance and socioeconomic factors. Wonders to what degree the problems at school are related to what is happening at home. Inquires as to how the system can adjust to the problems of poverty and social problems. |
| 338 | Henry | Recounts his personal experience as a school child in a segregated school in Texas. Asserts that two-parent families have not always been the standard. Argues that the focus upon socioeconomic factors has clouded the real issues. Suggests that being poor is less of a deterrent to education than the preconception of the teacher who feels that he cannot reach poor students. |
| TAPE 110, B | | |
| 012 | Rep. Wilson | Recounts the educational experience of his father, who was raised in a poor farm town. Asks if there is a comparison between the teaching methods of the 1940s to those utilized in schools today. |
| 033 | Henry | Replies that such comparisons could be drawn, but that most choose not to do so. Suggests that the belief that black teachers could not teach white children led to many quality black teachers losing their jobs as a result of integration. Asserts that schools spend too much time screening out potential teachers on the basis of credentials today. Says that, although credentials are important, the focus on credentials rather than teaching skills damages the education of students. Argues that teacher-student interaction is the crucial element of education today. |
| 073 | Rep. Winters | Asks for a correlation between poverty and education. Wonders if teachers have expectations based upon their preconceptions of the community, which colors their perception as to whether students can learn. |
| 080 | Henry | Concurs with Rep. Winters' analysis. |
| 087 | Rep. Winters | Asserts that students realize that the teacher has such preconceptions, especially when the teacher fails to reach out to them. |
| 095 | Henry | Reiterates that teachers must understand their students, adding that many students understand their teachers better than their teachers understand them. Notes that most teachers at Jefferson live outside of the district, meaning that they have little interaction with the community. |
| 108 | Rep. Jenson | Asserts that there is no way to control whether educators are a part of the communities in which they teach. Mentions that in the past, such separation was rare. Argues that there is a need for educators to get back in touch with the community of the students. Acknowledges that such a goal is probably beyond the ability to legislate. |
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| 123 | Henry | Asserts that the real issue is whether we still believe in public education. Argues that there is not an attempt to fix what is wrong with schools but rather to avoid them, an effort that can only prove to be futile. Suggests that the legislature must understand that all of society must work together towards a solution. Suggests that Jefferson should have been using the data from his study to the benefit of its students and faculty. |
| 174 | Rep. Morrisette | Mentions a particular white educator who chose to teach at Jefferson High School. Wonders how the Portland School District recruits teachers. |
| 187 | Henry | Replies that many of the teachers at Jefferson have been there for a long time, some of whom were no longer doing the job that was required of them. States that new teachers were kept out or discouraged from staying. |
| 201 | Rep. Winters | Recalls that the Portland School District used to pay "combat pay" as incentive to incoming white teachers. Wonders if the practice is still in place. |
| 208 | Henry | Replies that the incentive is no longer offered. |
| 212 | Rep. Winters | Indicates that the existence of "combat pay" was well known to students as well as teachers. |
| 218 | Henry | Reiterates that he stands by the results of his report. Thanks the committee for the chance to testify and offers to provide additional information in the future. |
| 235 | Dianne Cassidy | Former teacher, Lake Oswego, Oregon. Testifies in opposition to the statewide assessment tests (EXHIBIT C). States that parents need to be made aware as to whether the assessment tests are "fair, reliable, valid measures of student skills in reading, writing, and math." Refers to the materials presented and describes the problems she has identified with the statewide assessment tests. Argues that the tests are "flawed" and do not comply with statutory requirements. Indicates that some of the questions have no correct answers, indicating inattention to detail and "gross disregard" for students. |
| 305 | Rep. Winters | Mentions that one of her constituents has a child who took the test and had questions that were mistakenly marked incorrect. |
| 311 | Cassidy | Indicates that she is not surprised to hear of such mistakes. Continues to describe examples of questions she considers to be inadequate and inappropriate for the type of assessment the test is trying to make. |
| 340 | Cassidy | Describes the "hot dog" questions included within her testimony. Asserts that the grading method for the question has unwarranted expectations of students. |
| TAPE 111, B | | |
| 015 | Cassidy | Discusses the problems with assessment tests that try to rate thinking skills. |

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| | | Asserts that it is impossible to instruct students on all of the types of problems on the test and that, without instruction, the tests become an assessment of cognitive ability. Says that many gifted math students are limited in their writing skills, which will skew their scores since some of the math questions require written answers. Says that problem-solving skills cannot be assessed by the format of the tests. Argues that assessment tests are far costlier than other testing methods. |
| 060 | Cassidy | Mentions the efforts of Kentucky to address assessment test problems. Argues that the statewide tests are flawed and should be scrapped, whatever the cost, mentioning that the loss of funds could have been prevented by better preparation. States that assessment tests drive the curriculum, meaning that flawed tests are having a detrimental effect on schools in Oregon. |
| 093 | Rep. Hopson | Asks Ms. Cassidy if she feels that the assessment process should be repealed. |
| 098 | Cassidy | Indicates that there are some benefits to the assessment process. Says that many teachers feel that the writing portions are valuable, although they do not feel that it should be part of a high stakes assessment test. Asserts that some form of assessment is necessary to let parents know how their children are doing, but that the assessment must be data driven. |
| 121 | Rep. Hopson | Asks what types of activities teachers used to "teach to the test." |
| 125 | Cassidy | Indicates that teachers complained that test preparation took a great deal of time, including three days for the actual assessment. |
| 137 | Rep. Jenson | Asks if the teachers who made the comments were from Lakeridge or Lake Oswego High School. |
| 141 | Cassidy | Replies that the comments were from Lake Oswego, but that a similar situation was faced at Lakeridge. |
| 145 | Rep. Jenson | Wonders if there is something inherently wrong with a test that measures whether 10 th graders can perform calculus functions. |
| 148 | Cassidy | Replies that it is unclear as to whether such tests measure math achievement or problem-solving ability. Asserts that complex questions do not measure the full breadth of knowledge. Discusses the problems associated with measuring problem solving skills. |
| 212 | Rep. Beck | Wonders what is wrong with the Lake Oswego School District developing a curriculum that teaches skills necessary to perform well on assessment tests. |
| 222 | Cassidy | Indicates that she is unsure about the program instituted by Lake Oswego. |
| 231 | Rep. Beck | Suggests that the curriculum changes may be suitable to the modern world, as the |

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| | | changes are being made for a variety of reasons. |
| 233 | Cassidy | States that a former teacher she interviewed is disturbed by changes being made in the curriculum related to the Certificate of Initial Mastery (CIM) tests, adding that the person felt that schools were abandoning a quality program in favor of particular results. Asserts that tests should not drive curriculum, but should rather assess the success of the existing one. |
| 265 | Rep. Beck | Asks if students without CIMs should be ineligible for colleges and programs. |
| 270 | Cassidy | Replies that the system has been shown to be less seamless than it was supposed to be. Indicates that the CIM is an option only until 2004, although it is being used as a "ticket" to college. |
| 302 | Rep. Beck | States that the CIM project was put off for nearly a decade, and is just now getting underway. Says that many teachers are unhappy with the current situation but do not want to give up on the system before it has had a chance to take hold. Argues that it is premature to declare the system a failure. Says that the public school system has failed many kids, which has driven the move for change. Encourages all parties to wait and see how the system works out. Suggests that the CIM should not be the determining factor for a child's future and that it will be better integrated into the entire system of student evaluation in the future. |
| 367 | Rep. Hopson | Wonders if Ms. Cassidy is aware that the main criticism by higher education of K-12 education is that students are not prepared, and that the assessments are an effort to prepare students for college. |
| 380 | Chair Sunseri | Mentions that 18 percent of incoming college students cannot read at an acceptable level. |
| 384 | Cassidy | Acknowledges that the problem is complex. |
| 390 | Caleb Burns | Licensed Psychologist, Lake Oswego, Oregon. Testifies in support of HB 2549 (EXHIBIT D). Says that such "powerful medication" as these tests should not be forced upon children, when there is no way to assure that they do what they are supposed to. Asserts that CIM tests have no proven validity. Discusses the methods by which validity is determined. Asserts that the CIM test is eroding the confidence of students and forcing educators to teach to the test. |
| TAPE 112, A | | |
| 030 | Burns | <p>Discusses the three types of validity in relation to the CIM tests:</p> <ul style="list-style-type: none"> • <i>Content validity</i> determines whether the items in the test measure what they are designed to measure • <i>Criterion reference validity</i> determines whether test scores relate to other outcome measures • <i>Construct validity</i> determines whether the test measures the particular skills in question |

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| | | Asserts that the CIM test is unclear as to what it measures or what effect it may have on other types of student achievement. |
| 077 | Burns | Suggests that the CIM tests could be thrown out until they are proven to be valid. Asserts that proven tests, such as the California Achievement Test or Iowa Test of Basic Skills, would be more appropriate. Argues that millions of dollars have been wasted on the "fad" of CIM tests that could have been better spent on proven methods of assessment. |
| 105 | Rep. Hopson | Requests confirmation that Dr. Burns recommends that the tests be thrown out. |
| 110 | Burns | Replies that some portions of the tests are good, but that the standards are unproven and have not been demonstrated as "safe and effective." |
| 122 | Rep. Hopson | Notes that Dr. Burns feels that the California and Iowa tests are the ones that should be used. |
| 126 | Burns | Agrees that those tests are preferable because they are proven and widely accepted. |
| 130 | Rep. Hopson | Wonders if Dr. Burns is aware that other states, as well as Oregon are using tests similar to the CIM. |
| 137 | Burns | Asserts that Oregon should not "get on the bandwagon" if there is no data to validate the test. Asserts that there is a need to prevent "consensual drift." |
| 157 | Rep. Wilson | Concurs with the testimony put forth by Dr. Burns. |
| 160 | Cassidy | Responds to Rep. Beck's statement that the CIM assessment should be "given a shot" to see if it works. Argues that if the test fails, educators will lose the trust and faith of Oregonians and could destroy the school system. Submits that proof should be put forth before methods are adopted. |
| 187 | Burns | Agrees that the state should not go along with the "trust us" argument. Asserts that science prevents the need to take risks. |
| 200 | Chair Sunseri | Closes the public hearing on HB 2549 and opens a public hearing on HB 2471. |
| <u>HB 2471 PUBLIC HEARING</u> | | |
| 202 | Chair Sunseri | Mentions that the bill will receive hearings in the future. Closes the public hearing on HB 2471 and opens a public hearing on HB 3475. |
| <u>HB 3475 PUBLIC HEARING</u> | | |

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| 206 | Chair Sunseri | Appoints a work group to the bill, to be led by Rep. Starr. Closes the public hearing on HB 3475 and opens a work session on HB 2252. |
| <u>HB 2252 WORK SESSION</u> | | |
| 216 | Norm Fox | Committee Administrator. Gives a brief description of the bill. |
| 225 | Rep. Starr | MOTION: Moves HB 2252 to the floor with a DO PASS recommendation. |
| 231 | | VOTE: 6-0-4 AYE: In a roll call vote, all members present vote Aye. EXCUSED: 4 - Jenson, Knopp, Morrisette, Winters |
| | Chair Sunseri | The motion CARRIES. REP. STARR will lead discussion on the floor. |
| 242 | Chair Sunseri | Closes the work session on HB 2252. Declares the meeting to be in recess until 4:20 p.m. in order to allow witnesses to arrive. |
| 244 | Chair Sunseri | Seeing that no additional witnesses have arrived, adjourns the meeting at 4:28 p.m. |

Submitted by, Reviewed by.

Patrick Brennan, Norm Fox,

Administrative Support Administrator

EXHIBIT SUMMARY

A ñ HB 2549, biographical information, Calvin O. Henry, 4 pp.

B ñ HB 2549, testimony, Calvin O. Henry, 31 pp.

C ñ HB 2549, testimony, Dianne Cassidy, 21 pp.

D ñ HB 2549, testimony, Caleb Burns, 25 pp.