

HOUSE SPECIAL COMMITTEE ON
EDUCATION MODEL REVIEW

March 30, 1999 Hearing Room F

5:00 p.m. Tape 1 - 2

MEMBERS PRESENT: Rep. Jackie Winters, Chair

Rep. Elaine Hopson, Vice-Chair

Rep. Vic Backlund

Rep. Betsy Close

Rep. Juley Gianella

Rep. Judy Uherbelau

Rep. Carl Wilson

Charlie Arnest

Glenn Colangelo

Michael Ewers

Caryl Gertenrich

Donna Hamer

Lisa Martin-Baker

Dianne McKillop

Andy Pate

Tiffany Pate

Jennifer Roth

Linda Verdoorn

MEMBER EXCUSED: Rep. Ryan Deckert

Rep. Jeff Merkley

Rep. Susan Morgan

Rep. Bill Morrisette

Rep. Ron Sunseri

Joby Butcher

Tom Gentry

Rick Reznick

Ben Schellenberg

Darrel Trussell

STAFF PRESENT: Jan McComb, Administrator

Nancy Geisler, Administrative Support

MEASURE/ISSUES HEARD: The Oregon Quality Education Model ñ Introductions and Overview

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 1, A		
006	Chair Winters	Opens meeting at 5:10 p.m. Asks everyone to introduce themselves.
008	Linda Verdoorn	Teacher and media specialist in the Gresham-Barlow District.
010	Jennifer Roth	Teacher, second grade bilingual class in Keizer.
012	Michael Ewers	Teacher, computers and choir.
014	Dianne McKillop	English teacher, McNary High School, and head of the English Department.
017	Charlie Arnest	Mathematics teacher, McNary High School.
020	Donna Hamer	Counselor at McNary High School.
040	Chair Winters	Announces they will get organized and have an overview. Announces housekeeping items.
042	Lisa Martin-Baker	Teacher, Cummings Elementary School in Keizer.
044	Tiffany Pate	Teacher, second grade, Powell Valley Elementary in Gresham.

046	Caryl Gertenrich	Retired teacher.
048	Glenn Colangelo	States he has taught for 17 years, mostly at Leslie Middle School.
050	Rep. Juley Gianella	District 38: Yamhill, Marion County, and the Woodburn area.
052	Rep. Elaine Hopson	District 2: Clatsop, Tillamook, Washington, and Columbia Counties. Reports she was a teacher for 18 years.
054	Rep. Carl Wilson	District 49: Grants Pass.
056	Rep. Vic Backlund	District 33: North Salem and Keizer.
058	Rep. Betsy Close	District 36: Albany and Corvallis. Mentions she taught in Albany and Washington State and that her parents were also teachers.
060	Chair Winters	States the committee will organize and get an overview. Notes cell telephones are not allowed in committee hearings. Asks members to state their names when answering questions.
062	Speaker Lynn Snodgrass	Speaker of the House of Representatives, District 10. Remarks she hopes the committee can come to closure on an education funding issue. Explains they should not just consider the work in front of them, but also the broader issue of how the schools can be made better. States they have an opportunity to enhance the work already done. Remarks there are many teachers and freshman legislators on the committee, and this was done by design. Stresses the legislators on the committee will take the information forward and be the spokespeople for the next legislative assembly. Adds the more people involved, the easier it is to get the message across. States there are is a wide cross-section of people on the committee.
084	Speaker Snodgrass	Explains the Oregon Quality Education Model (hereinafter "the Model") (EXHIBIT A) . Asserts the committee should consider the Model and their own perspectives. Remarks she feels the Model is a good start, but does not consider it closure. Notes there was a lack of teachers among the individuals who prepared the Model. Describes it is important to have teachers' input in order to define a quality education. Admits the committee is weighted with teachers, so they can provide information on how to make the teaching environment better. Notes this requires funding and good tools regarding education reform.
114	Speaker Snodgrass	States the bottom line relates to children. Explains that funding public schools is important to Oregonians, whether they have children or not. The question is how to achieve the lofty goals for education. Comments the only thing which matters in schools is that students are there and that they are learning. Notes they need to study the goals in the Model and fine tune them.
136	Speaker Snodgrass	States the teachers will be joined by Senate members in the future. Explains she feels the mission of the committee to negotiate through the process to come up

		with a better product. Reiterates she wants to committee to ask difficult questions and bring their experiences forward to answer these questions.
161	Speaker Snodgrass	Reminds the committee they are involved in a taskforce of open dialogue. Notes there will probably be no bills coming out of the committee, but they will be making recommendations to future legislative bodies. Comments that their input will be critical. Adds she believes the work done here will be more beneficial in the next session, in its complete form, than it will be in this session. States that she still wants information to come forward from this session.
189	Speaker Snodgrass	Explains the legislative process. Notes that policy is made every day, even if a bill does not make it out of a committee. Explains legislators rely on many tools available to them in order to make the best decisions possible. States the mission is simple, but will require a lot of hard work and determination. Expresses the need for open dialogue. Encourages the members to call with questions and to think outside the box, but not to rewrite the Model, because some framework is necessary. Admonishes legislators to listen to information from the task force and the teachers.
209	Rep. Gianella	Asks if more teachers could be added to the committee.
214	Speaker Snodgrass	Answers that Chair Winters will address that issue. Adds there will be some smaller work groups and that more people will be involved as the process continues.
221	Chair Winters	Introduces Rep. Uherbelau.
226	Rep. Uherbelau	District 52: Southern Oregon. Expresses the importance of education. Hopes the committee will analyze and build on the Oregon Quality Education Model. Notes that children are our future.
239	Speaker Snodgrass	Advises the committee to go forward and do good work. Expresses her appreciation of the time being spent on the committee. States she is always available for questions.
249	Rep. Uherbelau	Asks if a meeting schedule has been established.
251	Chair Winters	Replies this will be done at today's meeting.
255	Rep. Gianella	Inquires if there will be some means to communicate with the Governor regarding the work being done by the committee.
257	Speaker Snodgrass	Notes this is reasonable. Reiterates the committee can direct all communication to Chair Winters.
265	Frank McNamara	Lobbyist, Confederation of Oregon School Administrators (COSA). States he

		has been involved with education and legislative issues for approximately 25 years. Adds there is a team from the Legislative Council on the Oregon Quality Education Model (hereinafter "the Council") who have some in-depth information on the Model. Notes it is planned for them to visit the committee in the future. States he will touch on the main points of the Council's work.
287	McNamara	<p>Notes he joined the Council in progress, not from the beginning. Notes he does research and writing. Describes membership of the Council and their makeup. Adds the Council worked for approximately two years, and there were three marker points:</p> <ul style="list-style-type: none"> • What does research suggest about education and factors that make a difference regarding students' achievement and performance. • What do the teachers and principals say makes a difference for students in terms of achievement. • What is believable in the general community regarding funding for schools.
334	McNamara	Explains the Council divided up into workgroups. Comments that a beginning document was "Keys to Quality Education." Notes this document was developed by superintendents representing all regional areas in the state.
362	McNamara	Explains the superintendents looked at educational standards, academic standards, and performance standards. Adds that assessment is discussed, which pertains to determining if students are meeting standards. Notes that "Keys to Quality Education" mainly addresses the opportunity to learn standards.
400	McNamara	<p>Reports the Council determined some elements which make a difference in performance standards:</p> <ul style="list-style-type: none"> • Class size • Student/teacher time • Professional development • Support system
TAPE 2, A		
003	McNamara	Explains there was discussion concerning systems that teach to the standards. Adds the Council wanted to develop a model that did not move toward an assessment-driven system, but could still use assessment to inform teachers and schools about programs and individual students.
027	McNamara	Adds the task of the Council was to try to make a connection between what is spent for education and what the end product is. Explains when the Council looked at elements that make a difference for students, they tried to find a way to connect those elements to spending. Notes this is how the Model was developed, in which they tried to create prototypical schools. Explains when the prototype is

		created, it is possible to arrive at the appropriate cost for educating a student.
059	McNamara	Comments the Council looked at both tangible and intangible things (e.g., support). Adds the Model allows one to compare a particular high school with the Model and ask how they differ. Explains that in the Model there is a level of support, staffing, and program delivery that is greater than most schools actually have. Explains the actuality varies from one district to another. Adds the Model tries to preserve the element of difference among particular schools, in order to allow for individuality.
076	McNamara	Explains the Model shows that communities and schools are different from one another. Reports the Model tries to arrive at a cost element that every district could use differently, according to need. Notes the Model pays a lot of attention to alternative opportunities for students of different abilities.
101	McNamara	States there are some things the Model does not deal well with, such as capital funding. Adds the Model does take into account capital funding that involves general fund expenditures (e.g., maintenance). Reports class size cannot be reduced without providing more buildings, classrooms, and teachers. Explains the Council did not expect the Model to be a final product, but a starting point which connects to accountability issues.
136	McNamara	Notes when the Model was costed out, the price tag was \$5.6 billion, and this is not within the reach of the budget. Adds the Council decided on a phase-in plan on how to arrive at this goal over the course of several bienniums.
156	McNamara	Comments the Council made recommendations for the first stage of development, focusing on readiness to learn, with a heavy emphasis on getting students to standard and keeping them there. Notes the Model focuses on middle school and high school levels as well as lower grade levels. Explains the Model maintains the idea that schools are all different, and different populations of students have different needs.
175	Rep. Close	Inquires about the salary schedule in the Model and if these are actual salaries being made now.
182	McNamara	Answers COSA does a salary survey of all administrative staff each year, which is a total cost picture, including benefits, etc. Explains the numbers in the Model were taken from last year's salary survey and increased by estimated percentages.
195	Rep. Close	Asks if there is a cost of living increase included in the survey.
198	McNamara	Answers yes.
200	Rep. Close	Asks what is the percentage increase.
202	McNamara	Answers the Council used the same numbers the state did in their projections in the budget.

206	Rep. Gianella	Inquires what makes a difference for students in terms of achievement.
212	McNamara	Answers he has a copy of the Model for the committee.
219	Chair Winters	States Rep. Gianella will accept a copy, and a copy will be provided to each member of the task force. Explains there will be a presentation on the Model.
225	Rep. Gianella	Asks what page of the Model Rep. Close was referring to when she asked her question regarding the salary schedule.
229	Rep. Close	States it is on page 2 of the grid at the back of the Model.
234	McNamara	Notes the legislature can fund to any level, and if the Model is represents a higher level of funding than necessary, it is possible to fund to a different level. Adds the Model has an interactive element which allows decisions about funding and purchases.
249	Gertenrich	Asks exactly what is the membership of COSA.
254	McNamara	Answers there are approximately 2,000 members composed of superintendents, central office, elementary, and secondary--all administrative people.
263	Rep. Uherbelau	Inquires how the costs in the Model compare to a broader model.
273	McNamara	Responds this type of information is dated when it comes out. Cites some organizations which can provide comparative data. Notes that administrators in Oregon are in the mid-range to high mid-range on a national comparison, and teachers are in a mid-range to a low mid-range. Explains that Oregon is typically in the mid-range when compared to other states.
299	Rep. Uherbelau	Notes this information would be valuable for the Committee to have.
302	McNamara	Adds they will get that information to the Committee.
306	McKillop	Notes figure cited for high schools text books and supplies in the Model and asks how this low figures was arrived at.
320	McNamara	States he is not an expert on the Model or the numbers. Comments the figure may have come from several school districts' actual expenditures from before declines in school funding. Notes this may not be a good number.
359	Rep. Uherbelau	Points out a comment in the Model which says, "The number reflects the cost of this school only, and will be different for other schools." Asks if the Council only looked at one particular school as a prototype.

369	Gary Conkling	<p>Lobbyist, and Council member. Explains that the prototype school was an attempt to provide a composite to:</p> <ul style="list-style-type: none"> • Allow comparisons with actual schools. • Allow modeling for cost estimation. <p>Adds the theory underlying the exercise is that the state would fund to performance levels so individual school districts could spend to the same performance point. Clarifies the state would be the funder, and the local districts would be the expenditure developers.</p>
380	Chair Winters	Comments that there will be a full presentation of the Model in the future to go into more detail. Emphasizes that tonight's meeting is an overview.
TAPE 1, B		
029	Ewers	Notes he is intrigued by the words "performance levels" and notes that on the cover of the Model, it says, "Linking funding to performance." Inquires what funding and performance linking refers to.
033	Conkling	Responds the Council adopted the 21 st Century Schools Act benchmarks as performance points, and they are already in state law.
040	Ewers	Inquires about linking funding to performance.
042	Conkling	Notes the Council attempted to make the Model the best it could be based on professional opinions and research in order to get to the performance points in the 21 st Century Schools Act. Adds they tried to fund the opinions to implement them as part of the Model.
067	Ewers	Asks if Conkling is referring to student performance based on state assessments linked to the Model funding.
071	Conkling	Explains the Model is predicated on a school building unit of analysis. Explains individual student achievement would be looked at in the aggregate within a school building setting. Clarifies that the important unit to analyze in connection with funding is the school building itself. Notes the question is how schools are being funded and how is success measured. Explains the Model clarifies the aggregate amount and the success rate at any scale.
090	Chair Winters	Asks if achievement as a group accounts for the 90% who would succeed and the 10% who would not in the Model.
100	Conkling	Responds there are many questions about these percentages. Adds the 90% number puts everyone in a high line of fire to achieve the goal. Comments he sees the 90% as an aggressive number, but it is unfortunate that there are 10% who are left out.

116	Gertenrich	Asks if there is great detail in the Model concerning the 10% of children left out and how to help them.
121	McNamara	Answers they do not go into great detail, and the Model is not meant to address specific ways of dealing with students who have special needs. Adds the Model tries to address the level of staffing in each school and how special education students could be dealt with in the least restrictive environment. Comments the Model suggests the state would do more for the high cost, low incident student in a different model pattern.
139	Conkling	Observes that a major deficit in the Model is its failure to recognize that many of the policy options have capital costs, which are frequently capital costs for equipment and space. Expresses that just looking at operational costs of education in trying to change paradigms does not do justice to anyone. Adds there is a category of capital items which schools can no longer bond for since Measure 50, and these expenses compete against teachers and supplies.
173	Conkling	Adds that the greatest use of the Model is when it is implemented so the states funds to performance and local districts spend to the same performance points. Clarifies that individual school districts need to have budgets which are reviewable in the context of individual school buildings. Notes that for the Model to be effective, parents, teachers, students, and others in education roles need to understand that the school is the unit of common currency of understanding how money is being spent and how results are being measured. Asks the committee to concentrate on the implementation of this with local districts as partners.
208	Jennifer Roth	Inquires whether the subject is how students' test scores will affect how much money a district receives, or whether the Model will approve test scores.
219	McNamara	Answers the Council is trying to determine how to get the students to the standard and what it takes to get there.
228	Chair Winters	Notes this document is a draft and should not be viewed as a final document. Asks them to look at the Meeting Workplan (EXHIBIT B) and decide how often the committee should meet.
244	Rep. Uherbelau	Notes that what is accomplished by this committee will assist in looking at education and the budget in this biennium and in the long term. Adds that, for this reason, some things need to be addressed earlier than others.
256	Chair Winters	Asks which days are appropriate to meet.
262	Rep. Uherbelau	Answers those in the session are a captive audience.
265	Ewers	Mentions that Tuesdays are usually more open than other days.
271	Chair Winters	States Tuesdays are the meeting night.

278	Jan McComb	Administrator. States the next meeting may be held in either Hearing Room F or 350 from 5:00 to 7:00 p.m.
288	Chair Winters	Comments the next meeting will be on Tuesday, April 13. Asks how frequently they want to meet.
306	Rep. Uherbelau	Answers they should meet once a week for the initial part of the project.
314	Gertenrich	Asks how much would be expected of teachers initially. Notes that, since there is a lot of work involved in teaching, perhaps every two weeks would be better.
318	Chair Winters	Agrees and suggests information can be taken home to study. Reiterates the next meeting will be April 13 in Hearing Room 350. Comments some of the members from the Council will be present to answer questions. States they may call her or Jan McComb with any questions.
350	Chair Winters	Explains this is a very exciting project and thanks the participants for volunteering to participate. Adjourns the meeting at 6:30 p.m.

Submitted By, Reviewed By,

Nancy Geisler, Jan McComb,

Administrative Support Administrator

EXHIBIT SUMMARY

A - The Oregon Quality Education Model, Frank McNamara, 72 pp

B ñ Meeting Workplan, Chair Jackie Winters, 2 pp