

HOUSE SPECIAL COMMITTEE ON
EDUCATION MODEL REVIEW

4/27/99 Hearing Room F

5:00 p.m. Tapes 6 - 7

MEMBERS PRESENT: Rep. Jackie Winters, Chair

Rep. Elaine Hopson, Vice-Chair

Rep. Vic Backlund

Rep. Ryan Deckert

Rep. Juley Gianella

Rep. Jeff Merkley

Rep. Judy Uherbelau

Rep. Carl Wilson

Charles Arnest

Martin Bronstein

Mary Bryant

Glenn Colangelo

Michael Ewers

Tom Gentry

Caryl Gertenrich

Donna Hamer

Lisa Martin-Baker

Diane McKillop

Pat Moss

Tiffany Pate

Jennifer Roth

Darrel Trussell

Linda Verdoorn

MEMBERS EXCUSED: Rep. Betsy Close

Rep. Susan Morgan

Rep. Bill Morrisette

Rep. Ron Sunseri

Joby Butcher

Andy Pate

Rick Reznick

Ben Schellenberg

STAFF PRESENT: Jan McComb, Administrator

Nancy Geisler, Administrative Support

MEASURE/ISSUES HEARD: The Oregon Quality Education Model

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 6, A		
007	Chair Winters	Opens the meeting at 5:15 p.m. Introduces new member Pat Moss and Mary Bryant. Informs the committee that the final version of the Oregon Quality Education Model (hereinafter "the Model") is still some weeks away from being finished. Asks about the committee's impression of the Model.
050	Michael Ewers	Inquires why the Model is marked "draft" when he has heard it referred to as final.
056	Chair Winters	Replies the Model is a draft and is still a working document.
064	Ewers	Notes their job will be to look the Model over and make recommendations to change it.
067	Chair Winters	Reports they can add to the Model, refine it, or change it. Adds it is hoped the Model will be used as a framework.
072	Rep. Wilson	Suggests a reason for having a group of teachers to come in and look at the Model is that they are at ground level working in teaching on a day-to-day basis. States the teachers can determine how practical the Model is.
087	Tom Gentry	Reports he has looked through the draft of the Model and discussed it with other teachers. Notes he has asked teachers if the Model would help them educate children. States the answer was that it would work with some students, but not with others. Remarks there is so much going on in students' lives right now, they cannot learn at school because of disruptions at home.
113	Gentry	Comments there are a lot more tangibles and intangibles which should be looked which could affect the education of children. Adds education does not just refer to academics; it means helping students cope with life.
129	Jennifer Roth	Echoes a concern with the Model regarding accountability. Adds there seems to be an assumption that schools are given enough money, they can help students read. Adds money is important, but there are other things to be considered.
149	Chair Winters	Notes funding will be dealt with in another committee, and this committee can address the content.
153	Martin Bronstein	Corvallis. Explains they have lost a lot of staff since Measure 5. Indicates he would like to have an opportunity to teach a class of 20 students and be able to address individual needs. States resources such as text books would help him out with teaching.
175	Bronstein	Explains he has seen the changes brought about by budget constraints and flat funding difficulties. Hopes

		the committee will consider pragmatic recommendations such as reducing classes and providing counseling services. Explains he hopes to provide a great education through the Model.
207	Chair Winters	Reports the Model does not include preschool, but the committee could include it. Tells the teachers not to limit themselves, but to have dreams and make recommendations from them.
214	Diane McKillop	English teacher. Explains the high volume of students being taught. Notes the teachers in her department are talking about leaving because they cannot manage the 190 students they see over two days. Suggests the committee looks at staffing English classrooms differently.
239	Caryl Gertenrich	States the public needs to know what quality education is and how much it costs. Comments that children need time with teachers. Explains some people are angry at legislators and school districts because they are not getting the straight story. Adds that trust in the education system needs to be regained.
266	Roth	Inquires whether the committee can address the lack of attention to the capital costs in the Model.
275	Chair Winters	Answers she is not sure why this is not included in the Model.
279	Mary Bryant	Responds that capital costs are usually absorbed by the local levy process and not the state.
284	Rep. Wilson	Notes they should look at the Model and then determine what the outstanding precepts might be.
292	Linda Verdoorn	Gresham-Barlow. Reports she has been asking that very question of the school superintendent, school board members, and other teachers because they are familiar with the draft of the Model. Notes a common concern is that the Model assumes that 90% of the students will reach benchmarks with the appropriate funding, and this cannot happen.
310	Verdoorn	<p>Explains 12% of the students are in special education, so only 88% are left. Emphasizes this assumes three things:</p> <ul style="list-style-type: none"> • The entire 88% must meet the benchmark standard. • The dropout rate must be zero. • Between 16% and 17% of the special education students must meet benchmarks in order to meet the 90%. <p>Notes this is not a realistic expectation. Adds we can still help students who do not meet benchmarks to become contributing citizens.</p>
330	Rep. Uherbelau	Reports the 90% does not include special education. Explains that the 90% does not mean there is no concern for the remaining 10% of students. Explains the thrust is to meet the goal, but some students may not be able to accomplish this. Adds the 10% have not failed; they will have a diploma and be successful in life.
374	Gertenrich	Suggests the committee should talk to teachers as frontline workers.
376	Rep. Uherbelau	Clarifies they need to know what the Council meant in the Model concerning the 90%.
384	Verdoorn	Notes the committee can reach agreement. Adds her concern is what is being presented to the people of Oregon and what they will believe about the Model.
401	Gertenrich	States the committee needs to be clear about what they are calling a quality education. Thinks that educators need to be heard because they talk to parents.
TAPE 7, A		

010	Rep. Uherbelau	Points out she agrees, but adds they have to realize the Model is already out in the public. Suggests the committee needs to know what is meant by the 90%, or they cannot discuss it with the public. Notes that teachers were on the Council.
017	Chair Winters	Clarifies that when the Model is complete and no longer in draft, the individuals who created it will be brought back.
021	Rep. Wilson	Notes the fundamental weakness of the 90% is that there is no typical student.
024	Ewers	Comments he only saw one teacher on the list of those who drafted the Model. Reports there are students who have learning difficulties. Adds there are also English as a Second Language (ESL) students. Remarks it is difficult for these students to pass the benchmarks. Points out the draft says schools not reaching the goal of 90% would be assumed to be violating the assumptions of the Model and be investigated. Explains this is alarming.
052	Gentry	Notes they have been trying to reach out to problem students in his area. Explains that that bussing is common, so the problem is getting these students to an afterschool program. Reports they must focus in on where they can help those students, which requires extra manpower.
064	Roth	Comments she would love to see class sizes listed in this Model.
069	Rep. Hopson	Stresses the 90% issue comes up constantly. Adds that perhaps 90% is too high. States they should keep 90% as a goal and take into account special needs and ESL students. Adds there is an implicit understanding in the Model that if the schools do not reach standards, something needs to happen.
100	Ewers	Clarifies the Model ties funding directly to student performance, and the concern is that if students do not make performance, this may be related to the funding issue.
107	Rep. Hopson	Notes she hopes schools get more money.
112	Rep. Backlund	Explains one aspect of the 90% goal is when it will be reached. Notes that by the time students get to the higher grades, they will be approaching the 90% mark. Suggests that, with time, results will improve.
130	Rep. Backlund	Reports that remediation in the form of summer school is built into the Model. Notes that, with the database initiative, comparisons could be made between schools to improve those schools which are not doing as well.
145	Chair Winters	Notes there is a lot of interest in the 90% issue. Explains they need to define areas of interest as they relate to the Model.
153	Gertenrich	Explains they need to address the consequences of the Model. Asks why they should state a figure when teachers say that sets up wrong expectations.
173	Bryant	Reports she has studied the Model and wondered why some of the decisions were made by the Council. Notes she was concerned about the 90% figure and inquired about it. Explains she was told they wanted to set high expectations, and there was a lot of pressure by the business community to set the expectations high.
196	Bryant	Emphasizes that special education and ESL children are included in the testing. Believes the Model has some good qualities, but puts additional pressure on teachers. Notes the Model is a costing model, and she cannot make the leap to equate the Model to quality education.
222	Bryant	States they have to be careful in adopting the Model as something which is optimum for Oregon. Explains it requires that 90% of the kids pass the benchmark tests. Asks why other items can be considered to measure success, such as Scholastic Achievement Tests (SATs) and portfolios. Notes she has concerns that more teachers were not part of the process of drafting the Model.

234	Ewers	Explains there is an assumption that the measurement of benchmark is a set deal. Adds there is trouble in agreeing whether students are meeting benchmark and whether the benchmarks are set correctly. Notes discrepancies in the assessments and states assessment tools need to be in place.
274	Chair Winters	Reports they can bring the Department of Education (DOE) in to give an overview of benchmarks.
280	Ewers	States Rep. Sunseri's Education Committee has been meeting on this same issue.
285	Chair Winters	Remarks they could invite DOE to make a presentation to the committee.
288	Rep. Gianella	Suggests DOE should be invited to a separate meeting because of time restrictions.
293	Chair Winters	Asks if the committee wants the Board to come to the next meeting.
303	Gertenrich	Inquires who will be coming from the DOE.
308	Chair Winters	Asks who they would like to come.
310	Gertenrich	Answers Stan Bunn might be an appropriate person.
313	Jan McComb	Administrator. Reports they can extend an invitation to Stan Bunn, but it will be his call as to who he sends.
318	Bryant	States she talked to Stan Bunn yesterday, and he said he would be glad to talk to her in two weeks.
323	Rep. Uherbelau	Comments the Speaker spoke to them. Expresses they are going back in time and looking at the Reform Act and its expectations. Notes it was not her understanding that was what the committee was going to do.
347	Chair Winters	Explains people in the committee have questions, and looking at the Reform Act is part of the information flow.
360	Rep. Uherbelau	Answers it must be clear to the committee what they are all about.
366	Rep. Gianella	Asks what the committee's goal is.
370	Chair Winters	Notes they will take the Model and redefine it. Adds the committee is not limited as to recommendations, but could look at the broad spectrum. Explains this is a Model to begin from, and quality education is important in Oregon.
385	Chair Winters	Notes they should make recommendations for quality education in Oregon.
390	Rep. Gianella	Notes the 90% could be changed. Asks if they are trying to find out how much it costs to educate a student in Oregon.
403	Chair Winters	Notes another committee is addressing the funding issue.
TAPE 6, B		
010	Rep. Wilson	Explains that he works in the advertising business, and 90% means 90%. Suggests the committee needs to get back to whether the Model is usable and what is usable in it.

024	Tiffany Pate	States they are hung up on the 90% and the Model recognizes that certain districts can make decisions. Explains there is a tremendous difference between school districts. Asks why the benchmarks could not be left up to the individual districts to decide.
044	Rep. Wilson	Thanks her for saying that because they have been told over and over the Model is about accountability.
048	T. Pate	Notes a lot of teachers are working very hard to reach benchmarks, and it would not seem fair to have the state walk in and Ö
056	Bronstein	Notes that quality education was developed with a prototype school in mind. Believes they need to stay focused on what the Model will do to keep them focused on resources and create a school environment to educate without taking away the local options and decision making.
071	Bronstein	States the committee needs to refocus on the purpose of the model.
076	Rep. Merkley	Comments on his experiences as a student. Notes they are posing a question about what education should cost in Oregon in order to provide quality education. Notes all of this is a commons sense approach to asking how the state can provide the resources. Notes the conversation is more complicated when it comes to measuring the outcome and advertising how the product should be sold.
094	Rep. Merkley	Thinks they can agree that 100% of the kids should have the opportunity for a quality education.
110	Rep. Backlund	States a good thing about the Model is that it gives some tangible things to refer to and draw conclusions from. Notes the leadership of the principle is intangible, but also very important.
129	Charles Arnest	Reports the Model is weakest in that it does not identify what measurable degree of education you will get for dollars spent. Notes class size is a major factor relative to overall performance.
150	McKillop	Explains that the meeting work plan included a presentation on the status of education reform. Notes teachers will say that the status of education reform changes daily. States there is an interplay of reform goals and the education funding model.
176	Gertenrich	Notes they need to get back to what a quality education means and how much it will cost. Adds that time is a major factor.
196	Rep. Uherbelau	States it is important to remember that life is not black and white, but has many nuances. Explains they have to look at their student mix to see how this affects their ability to learn. Adds they should address things over which they have control. Explains that progress on reform varies between schools.
220	Ewers	States some people have received a letter from Rep. Lynn Lundquist. Asks for clarification of final draft and what the committee's role is in relation to this final draft.
230	Chair Winters	Explains that at the last meeting, Rep. Lundquist advised them the Model was in draft form and told them not to look at the document they have as a final document. Adds she spoke with him yesterday and asked when the document would be completed. He told her a couple of weeks.
245	Ewers	Asks question
246	Chair Winters	Reponds.
249	Rep. Wilson	Notes that teachers work in one of the most confusing environments he has ever seen. Adds he is sympathetic to the teaching environment and hopes that everything clears up for them. Hopes that not many teachers are giving up in futility about what is going on. Hopes they can be given some meaningful clarity.

287	Glen Colangelo	Notes he quit his job as a teacher to help legislators understand the confusing education situation. Reads what it takes to be a teacher.
310	Colangelo	Notes he is dedicating his life to helping achieve the goals of education. Notes it is difficult to understand the system. Thinks that focusing on what they are trying to do is what matters.
331	Rep. Wilson	Explains the ideal situation really existed in the 1950's.
341	Chair Winters	Explains they are here because the committee needs their input. Notes they are not taking anything away from the Model, because it is an excellent starting point.
356	Roth	Explains the Model is to help reach standards, but also asks what are they getting for the dollars put into it. Adds that teaching children is not a business. Wonders if they could look at things in the Model and ask how they can help the children reach the standards.
376	Rep. Uherbelau	Notes that when they were financing schools on property tax, Ö Notes the entire state is funding levels and want more and more for their dollar. Explains the Model may demonstrate what money is buying.
394	Chair Winters	States when she first looked at the Model, her first thought was, where is preschool. Adds it could still be added to the Model. Notes everyone thinks of something different when referring to quality education. Adds if they do not find quality important, they will not get to the dollars either.
TAPE 7, B		
001	Rep. Hopson	States she is tired of educators being blamed for everything that goes wrong at school. States she believes the department and the Model are not perfect, but thinks it is a way to fight back and prove that what they are doing is valuable and worthwhile. Thinks they should do kindergarten through grade 12.
018	Pat Moss	Teaches Spanish in Salem. Notes instruction is the key. Notes that the curriculum is fragmented. Adds she does not see the passion or love for what teachers are doing.
057	Moss	Notes it takes a long time to teach someone to know their field well. Likes the idea that the Model deals with intangibles.
064	Bronstein	Agrees that teaching is not an exact science. Suggests they consider the number of senior experienced teachers who will leave the profession in the next five years. States they need a mentoring program for teachers coming into the system.
080	Bronstein	Explains that research has shown that many teachers leave the field within the first three to five years because of many factors. Explains the 1950's was not as great as imagined, because many students were not graduated.
104	Rep. Gianella	Asks what Bronstein's suggestion would be for mentoring.
110	Bronstein	Responds mentoring is usually done on a one-to-one basis. Notes the biggest problem is finding the time to mentor. Adds there are some model mentoring programs in Oregon they might want to look at.
124	Rep. Gianella	Inquires if the mentor would spend the entire day in the classroom.
128	Bronstein	Thinks it would be approximately a one-year experience and provide support for teachers so they will stay in the profession.
135	Chair Winters	Notes there is a bill to revive the mentoring program.

141	Rep. Uherbelau	Explains that the world was different in the 1950's. Agrees with Chair Winters' suggestion of expanding the Model to include preschool. Children must be ready to learn when they enter the first grade. Asks if there is any representation on the board for special needs.
158	Chair Winters	Notes she cannot answer this question.
161	Colangelo	Explains the children they have
164	T. Pate	Notes it was her school district (Gresham-Barlow) which did the mentoring program. Notes that they did the program and it was very helpful.
174	Moss	Explains they had a mentoring program at her school and the week prior to school is the best time to do it. States that talking on the telephone or just meeting a couple of times at school helps. It does not have to cost a lot.
194	Rep. Backlund	Mentions mentoring and teacher retention. Notes some statistics he saw on new teachers dropping out. Studies have shown that mentoring will maintain a higher percentage of teacher retention. Notes mentoring is a good investment in terms of producing good teachers.
215	Gentry	Reports he looks at bussing because of his school district, where it has been mandated. Explains his school spends much more for bussing than is proposed in the Model. Notes on page 10 of the Model, second paragraph, and explains that he has been harassed as a public school teacher because his son did home schooling. Notes we are not reaching out to all students in Oregon, and we need to reach out to every parent who needs help, even if they are home schooling.
258	Gentry	Notes that more tangibles could be addressed in the Model, such as holding parents accountable for the education and rearing of their children.
273	Roth	States one of her dreams is including parent education as a means to providing quality education.
287	Chair Winters	Notes it has been a wonderful dialogue. Asks staff to start looking at areas for study. Next meeting will be on May 11, 1999, and the Department of Education will be invited.
298	Verdoorn	Notes she preferred Hearing Room 350 to Hearing Room F.
308	McComb	Explains that it is difficult to have enough microphones and room for such a big group.
319	Chair Winters	Adjourns the meeting at 7:00 p.m.

Submitted By, Reviewed By,

Nancy Geisler, Jan McComb,
Administrative Support Administrator

EXHIBIT SUMMARY

A ñ The Oregon Quality Education Model