

HOUSE SPECIAL SESSION COMMITTEE ON EDUCATION MODEL REVIEW

May 11, 1999 Hearing Room F

5:00 p.m. Tapes 8 - 10

MEMBERS PRESENT: Rep. Jackie Winters, Chair

Rep. Elaine Hopson, Vice-Chair

Rep. Vic Backland

Rep. Betsy Close

Rep. Juley Gianella

Rep. Jeff Merkley

Rep. Ron Sunseri

Rep. Judy Uherbelau

Rep. Carl Wilson

Charlie Arnest

Martin Bronstein

Glenn Colangelo

Caryl Gertenrich

Donna Hamer

Lisa Martin-Baker

Dianne McKillop

Pat Moss

Jennifer Roth

Darrel Trussel

Linda Verdoorn

MEMBER EXCUSED: Rep. Ryan Deckert

Rep. Susan Morgan

Rep. Bill Morrisette

Joby Butcher

Michael Ewers

Tom Gentry

Andy Pate

Tiffany Pate

Rick Reznick

Ben Schellenberg

STAFF PRESENT: Jan McComb, Administrator

Brad Daniels, Administrative Support

MEASURE/ISSUES HEARD: Informational Meeting ñ Education Standards and Assessments

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 8, A		
004	Chair Winters	Opens the meeting at 5:10 p.m.
<u>INFORMATIONAL MEETING: EDUCATION STANDARDS AND ASSESSMENTS</u>		
008	Stan Bunn	Superintendent of Public Instruction. Reviews the history of education funding in the 1990s and the move from local to state funding. Notes that education funding has largely been on a "cost-plus" basis. Outlines the Quality Education Model (QEM) as a tool to counter uncertainty about the amount necessary for school funding. Underscores that the QEM does not include guarantees or take account for processes.
054	Bunn	Reviews the process items involved in education, including safety and adult-student connections. Indicates that further work needs to be done to move from inputs to a combination of inputs and processes. Discusses the goal of defining a basic education as a method of determining cost. Describes the Database Initiative Project (DIP), which helps districts to identify costs and compare them with other districts.

100	Rep. Gianella	Asks if the DIP is combined with the QEM.
105	Bunn	Replies that the DIP is completely separate. Explains the DIP project.
113	Rep. Gianella	Asks about the \$3 million figure referred to by Bunn.
115	Bunn	Replies that the \$3 million is in the Governor's Budget and would allow the DIP to go statewide.
120	Rep. Hopson	Asks if one purpose of the DIP is to be integrated with the QEM.
122	Bunn	Replies yes, but adds that the DIP has other, stand-alone benefits.
126	Glenn Colangelo	Asks about the impact of the DIP at the classroom level.
130	Bunn	Responds that, prior to the DIP, schools had difficulty tracking resource allocation and its effects on classroom teaching. States that the DIP allows access to information formally unavailable.
143	Colangelo	Asks the teachers present about the effect of the DIP.
149	Diane McKillop	Replies that anything that further defines school costs will be helpful for teachers. Underlines the frustration resulting from mandatory school reform that is enacted without the attendant funding.
164	Martin Bronstein	Adds that the DIP helps to standardize the way schools look at cost allocation. Indicates that the DIP helps to cost the prototype schools that the QEM addresses.
186	Chair Winters	Asks Bunn what he meant by "define basic education."
188	Bunn	Replies that a consensus definition is the ultimate goal, one which would consider the arts as well as math and reading.
201	Chair Winters	Asks if this basic definition would restrict local control.
203	Bunn	Responds that the key question concerns Oregon's desire for a minimum quality education in the state.
211	Rep. Close	Expresses her concern about excess spending at the end of the year to lock up further funding. Notes that the incentive is to spend rather than to economize.

226	Bunn	Replies that the lack of a clear method to determine costs causes irrational spending. Stresses that the figures, provided by the DIP, are the first step to an analysis of spending.
250	Martin Bronstein	Reports that the days of excess spending are over. Relates examples of scarcity in Corvallis schools.
263	Bunn	Reviews some education needs, including administrator training. Supports the DIP and the QEM. Discusses the previous ranking of Oregon schools, which were, on average, in the top third of schools nationwide in the 1990's, and Oregon's decision to become among the top schools in the world. Stresses that it is very difficult to move from the top third of schools in the nation to the top of schools worldwide.
317	Bunn	Emphasizes that the legislature did not provide adequate funding to meet this goal. Commends teachers, parents and administrators in their efforts to meet this goal despite scarce resources. States that, though the Department of Education has done a poor job of communicating what they are about, the curriculum is fantastic.
370	Bunn	Relates an example about social studies to underline the importance of communication between the Department of Education and teachers. Notes that Oregon citizens want higher standards for students.
TAPE 9, A		
004	Bunn	Stresses the importance of assessment in an educational program. Discusses questions concerning assessment and criticism of the Department of Education. Notes that there are problems with compartmentalization and adequate communication. Underlines the importance of an assessment process.
051	Chair Winters	Asks if Bunn will be examining unnecessary administrative rules and the funding of mandates.
057	Bunn	Replies that the review process, while a starting point, is politically charged. Adds that the process of identifying a basic education requires an examination of surplus rules.
077	Rep. Close	Asks why Oregon has separate tests that can not be compared nationally.
080	Bunn	Replies that some school districts are working on tests that reflect national norms and higher Oregon standards. Urges that Oregon should not drop its standards simply to facilitate comparison.
092	Rep. Close	Asks if, given the incompatibility of tests, it is harder to see how Oregon students are doing.

093	Bunn	Reviews examples of methods and tests to track Oregon's progress.
102	Rep. Gianella	Asks about the estimated costs for implementation of Certificates of Initial Mastery (CIM) and Certificates of Advanced Mastery (CAM).
106	Bunn	Replies that a determination of exact costs is uncertain, but a base cost is possible. Stresses that underfunding did put strain on teachers and administrators.
130	Glenn Colangelo	Asks if the third grade benchmark has been translated into textbooks or other classroom materials.
140	Bunn	Replies that the current textbook selection process is out of sync, but they are moving toward providing those materials.
152	Colangelo	Asks if the materials are unavailable.
154	Bunn	Replies no. Adds that a curriculum is developed and implemented, but not everything to teach this curriculum has been put in place.
165	Rep. Hopson	Asks about funding for an extension of the school year.
171	Bunn	Expresses uncertainty. Adds that political questions are also involved in this policy. Emphasizes that there will be a crisis-level exodus of teachers from Oregon.
195	Chair Winters	Asks what advice Bunn has for the committee.
199	Bunn	Advises that the committee should not try to do too much, should identify the limitations of their work, and work with processes as well as inputs.
210	McKillop	Comments on the importance of, and problems with, test timing and turnaround. Stresses that school districts are struggling without appropriate resources. Expresses concern about teachers who lack the appropriate resources.
253	Bunn	Agrees that teacher workloads are onerous and the turnaround time is not good. Acknowledges the burnout for teachers.
274	Jennifer Roth	Asks if the higher standards address the growing bilingual situation in Oregon.
276	Bunn	Replies that Oregon was one of six states that applied for migrant education funding. Reviews steps taken to aid bilingual education. Recognizes the growth in minority student populations.

297	Roth	Asks if bilingual students will be able to pass benchmarks in their native language.
298	Bunn	Replies no. Adds that the state is prepared to help students pass the benchmarks, which may include use of their native language.
301	Roth	Asks if the students are being asked to pass the benchmarks in English.
303	Bunn	Replies that this will occur in most cases, but not all.
308	Colangelo	Asks if the worldwide goal concerns the top tier of students or all students.
320	Bunn	Replies that the goal refers to all Oregon students.
328	Colangelo	Asks if a similar system exists in other states or countries.
330	Bunn	Answers that some countries only track the best students, a stance he opposes.
340	Colangelo	Asks about teachers spending their own money.
348	Bunn	Acknowledges that many teachers spend their own money for supplies. Notes that public debate often does not celebrate accomplishments.
367	Chair Winters	Asks if the goal of 90% attainment is unrealistic.
377	Bunn	Relates examples of student successes resulting from higher expectations.
393	Chair Winters	Asks what happens to the students who do not meet the 90% goal.
394	Bunn	Answers that the system should not focus on failure. Concedes that he can not predict what will happen to these students.
TAPE 8, B		
005	Rep. Backlund	Asks if high schools should require CIMs for graduation.
008	Bunn	Responds that, once the process is refined, including a CIM on a diploma will be valuable.
015	Rep. Merkley	Asks if there is another way to frame the goal and capture the underlying mission of the QEM without using percentages.

025	Bunn	Underscores the reality that students respond to high expectations. Adds that the 90% goal is not as unrealistic as it may seem, and a number of superintendents were comfortable with this goal.
044	Rep. Gianella	Asks about the availability of tests in Russian and Spanish.
048	Bunn	Replies that they are in the process of developing tests in Russian.
049	Rep. Gianella	Asks how it is determined which students will be able to take the test.
052	Bunn	Answers that the determination depends on which schools can handle the extra work.
060	Chair Winters	Asks if CIMís and CAMís should continue to be an essential piece of the dialogue about education.
067	Bunn	Questions the efficacy of creating an obscure language. Notes that those items should be discussed in the context of higher standards.
092	Joanne Flint	Department of Education. Mentions recommendations for pacing work.
110	Chair Winters	States that Flint is responsible for curriculum development.
114	Flint	Relates her responsibilities, the function of her office and their attention to the QEM. Describes her background and experience in education.
155	Bronstein	Asks if the Department of Education has helped to articulate standards and curriculums. Notes that districts have not received much help in this regard.
181	Flint	Agrees with Bronstein. Reviews the history and speed with which standards were established after the 1995 session. Indicates that schools did not effectively have standards until the fall of 1997. Acknowledges the pressure on schools and teachers in standard implementation.
230	Flint	Describes the reduction in curriculum staff and the effects of this reduction. Stresses the importance of utilizing resources outside the Department of Education. States that the norm is 10-year-old textbooks in Oregon.
268	Rep. Uherbelau	Asks if the standards were developed by the Department of Education in house or by an advisory committee.
277	Flint	Replies that panels of teachers and other educators were involved in the work, including a content panel. Describes the process of standard development and the wide participation of teachers.

299	Rep. Uherbelau	Asks if an advisory group would have been more efficient.
309	Flint	Replies that they did have a content panel.
313	Colangelo	Asks if textbooks and other course materials exist to prepare students to meet third grade benchmarks and tests.
331	Flint	Replies that models are available, but they have not gone past the model stage.
350	Colangelo	Asks if set curriculums are available for each grade level.
358	Flint	Replies that each district has the statutorily-defined authority to adopt their own curriculums; the state can only provide models.
384	Colangelo	Asks if a school district wanted resources about how to meet benchmarks, would those resources be available from the state.
392	Flint	Replies that the curriculum is there, and some textbook and other recommendations are available.
TAPE 9, B		
008	Flint	Comments that Oregon has a unique system: state standards without state curriculums. Indicates that the Department of Education's role is to provide models and training.
022	Chair Winters	Notes the conflict between the state and local school boards.
029	Rep. Uherbelau	Asks if the Department of Education ever offered classes or training for teachers and administrators.
039	Flint	Replies that this was done many times.
040	Rep. Uherbelau	Asks how the training was performed.
042	Flint	Replies that information and training has been provided to all districts, but not necessarily all teachers.
045	Rep. Uherbelau	Stresses that she is talking about in-person training.
053	Flint	Concedes that their training has been more effective with administrators than it has been with teachers.

056	Caryl Gertenrich	Notes that a dominant message in schools concerns the pressure on teachers to meet standards. Expresses concern about keeping teachers and the amount of preparation that young teachers need. Asks if Department of Education's role is to educate teachers.
086	Flint	Replies that teacher education is important and requires a partnership. Adds that the Teacher Standards and Practices Commission is the authoritative body.
106	Gertenrich	Asks if it is possible to address distinct educational goals.
125	Flint	Answers that Oregon can not rush into quality. Acknowledges that the attainment of some goals needs to be slowed or postponed, citing lack of teacher training.
162	Gertenrich	Notes that accountability is a difficult issue. Questions the necessity and efficacy of using percentages as a basis.
179	Flint	Clarifies that the 90% goal is a statewide goal.
184	Chair Winters	Comments on the disparity between the concept and the planning to implement the concept.
198	Darrel Trussel	Refers to the emphasis on time over money. Recognizes that the question is whether or not they want to meet goals sooner or later.
222	Rep. Uherbelau	Cites the lack of quality training. Questions the wisdom of postponing deadlines without identifying why standards are not being met.
244	Flint	Replies that recommendations were shared with an interim committee and the governor. Refers to the concern about school funding over meeting standards.
260	Rep. Uherbelau	Expresses concern that the committee is wasting its time. Asks if the recommendations included underlying assumptions or identified practical necessities.
280	Chair Winters	Opines that the committee is not a waste of time.
282	Flint	Replies that work has been done to identify a leadership budget, but money is needed for the school district to implement the recommendations once training is completed.
308	McKillop	Agrees with Flint. Stresses the importance of consistency, but teachers also lack time to reach consistent levels.

333	Flint	States that the Department of Education is trying to address these issues. Underlines the absurdity of giving teachers huge amounts of work and the necessity of addressing the problem on a building-wide basis. Discusses prioritization.
377	Bronstein	Discusses the cursory nature of professional development opportunity workshops.
402	Flint	Questions why the knowledge about educating students is not translated into educating adults.
409	Gertenrich	States that the committee and the Department of Education need to articulate to the public the costs of a quality education and let the public make an informed choice.
TAPE 10, A		
021	Chair Winters	Notes Bunn's comment that the committee needs to define what a basic education is. Requests that the committee articulate questions about the QEM in order to move the process forward. Expresses desire to have testimony from the Cascade Policy. Introduces a letter from Speaker Snodgrass identifying her expectations for the committee (EXHIBIT A).
050	Rep. Gianella	Asks if Dave Conley will be back to answer questions.
052	Chair Winters	Replies that the final report is not yet available.
057	Bronstein	Cites Cascade Policy's skeptical view toward public education. Asks why they will be invited to testify.
066	Chair Winters	Replies that she wants to hear from all interested parties.
068	Bronstein	Clarifies that he has no problem hearing other views, but adds that Cascade Policy's perspective is a political one.
079	Chair Winters	Adjourns the meeting at 7:20 p.m.

Submitted By, Reviewed By,

Brad Daniels, Jan McComb,

Administrative Support Administrator

EXHIBIT SUMMARY

A ñInformational Meeting, letter, Speaker Lynn Snodgrass, 1 p.