

Legislative Council on the Oregon Quality Education Model

January 19, 1999 Hearing Room F

4:00 P.M. Tapes 1 - 4

MEMBERS PRESENT:

Boyd Applegarth

Rep. Vic Backlund

Pat Burk

Tim Carman

Mike Collins

Gary Conkling

Sal Coxe

Rep. Randall Edwards

Jim Jamieson

Judy Kaminsky

Rep. Lundquist

Peggy Lynch

Frank McNamara

James Minturn

Regina Ortiz-Shepard

Ozzie Rose

Vern Ryles

Rep. Ken Strobeck

Dale Weight

Rep. Ben Westlund

Gary Withers

Duncan Wyse

MEMBER EXCUSED: Sen. Tom Hartung

Sen. David Nelson

STAFF PRESENT: Margie Hunt, Administrator

Kevin E. Wells, Administrative Support

Faye Trupka, Administrative Support

MEASURE/ISSUES HEARD:

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		
003	Chair Lundquist	Opens meeting at 4:21 P.M.
011	Speaker Lynn Snodgrass	Offers her support for the committee. Outlines her challenge and vision to the committee: The Spring Break Challenge. Reassures the committee of her office's support.
019	Chair Lundquist	Introduces Rep. Backlund and Rep. Ben Westlund. Explains that legislators will be involved in the process.
051	Chair Lundquist	Explains his role amid changes in Legislature. Asks the committee for a show of support for Marjorie Hunt, the Committee Administrator, to continue.
063	Strobeck	Comments on change of Speaker position and its effect on the committee.
075	Chair Lundquist	Explains the money set aside for the committee and his commitment to the project. Wants to meet every other week and to complete the project.
099	Rep. Strobeck	States his concern about working harmoniously with leadership.
104	Rep. Weston	Re-iterates that the goal is to complete the project. States internal legislative issues should not get in the way.
114	Lynch	Emphasizes that her interest is serving the state and not political matters.

122	Rep. Strobeck	States that he does not want to bog down the committee but only has concern for being sensitive to changes.
130	Applegarth	States a concern about the philosophy of the committee's leadership contrasted with the House's Leadership stance on Oregon education.
140	Chair Lundquist	Comments on the House Education Committee's views as well as the Senate Education Committee. Explains the interest and support in the committee's work.
189	Applegarth	Emphasizes he does not question the Chair's commitment, but that of others in leadership and that he would like to hear from them.
200	Rep. Strobeck	Reiterates the goals of the committee and that they have not changed.
211	Lynch	Agrees with Applegarth and calls the members' attention to their statement of goals (EXHIBIT A).
235	McNamara	Asks that the council not deal with political matters. Welcomes the legislators to the council. Voices approval and support of administrator, but reminds the committee to focus on their mission.
261	Chair Lundquist	Emphasizes that they are on a fast track and need to meet every two weeks. Asks for ideas about when to meet.
287	Hunt	Explains the work schedule and asks if Wednesdays would work.
300	Chair Lundquist	Decides they will meet on Wednesday. Discusses possible subcommittees. Addresses special education funding and the duties of that subcommittee. Wants a subcommittee to look at regional cost of living in relation to funding and form a response to the issue.
360	Chair Lundquist	Asks for a response from the council in regard to state salaries and state bargaining. Takes up the issue of Education Service District (ESD), productivity in schools and inequity of school funding.
401	Chair Lundquist.	Remarks that more information is now available because of the committee's work.
416	Nancy Highligman	Project Manager, The Database Initiative. Updates the members on projects progress. States that they have updated the chart of accounts, which the State Board of Education has adopted. Explains training sessions that have been occurring around the state. States that the database is complete and comments on the time frame for finishing the project.

Tape 2, A

050	Highligman	Explains some of the web based reports that the database generates.
082	Highligman	Comments on the function of database: to filter the numerous reports, to enable to comparisons between reports, to increase the ease of downloading files. States that the pilot part of the project is complete and that they want to continue the database project in order to address multi-year data.
110	Highligman	Proposes auto-loading of non-financial data onto the database. Refers to statewide project planning to identify major tasks. Explains time frame for collecting and reporting of data. (EXHIBIT B)
164	Ryles	Asks how much information is being passed on to non-participating school districts.
170	Highligman	Explains how the database is being promoted to schools and superintendents. Questions how much the educators understand the projects; notes that school managers are using the database. Anticipates that slowly its use will grow.
194	Grier	Asks about the interpretation of data.
197	Highligman	Answers that they are not interpreting data.
204	Grier	Asks if there will be a common software.
207	Highligman	Replies that this is a backend application that will work with a variety of systems.
212	McNamara	Asks for clarification on what reports are being worked on currently.
227	Highligman	Explains what they are doing right now.
235	Wyse	Commends the project. Describes how the database can be used and proposes they develop a model of how it can be used for educating end-users.
253	Burk	Asks for information on definitions
259	Highligman	Refers to EXHIBIT B and explains how it can be used to determine what the definitions are and where they came from.
272	Burk	Asks about how scores are compiled.
284	Highligman	Does not know answer but will find out.

288	Burk	Asks about multi-year projects.
290	Highligman	Replies that they will work on multi-year trending.
295	Coxe	Asks about analysis costs in relation to education projects.
302	Highligman	Explains they are working on a cost analysis.
320	Chair Lundquist	Asks how costs are weighted.
326	Highligman	Replies that the project is using student enrollment until more data is collected.
337	Chair Lundquist	Asks for suggestions on eliciting comments from each school.
352	Wyse	Emphasizes the importance of hearing from each school and improving the database to determine why the best schools perform so well.
369	Rose	Comments on the importance of getting responses from every school to legitimize the project.
386	Ryles	Supports the project.
TAPE 1, B		
005		States that the project has gone beyond a sampling technique and is de facto going for response from each school.
013	Chair Lundquist	Calls for a break.
016	Chair Lundquist	Reopens meeting at 5:40 p.m. Suggests that the Implementation Work Group needs to meet late in session to bring project to fruition.
031	Hunt	Notebooks handed out: general work plan. Need to develop comprehensive list of components to quantify.
070	Hunt	Addresses class size and associated line items.
094	Burk	Asks if teacher cost is different from Full Time Equivalent (FTE). Asks if, in addition to FTE, the average dollar amount to turn into budget is calculated.
105	McNamara	Cites actual average costs, salary and benefits for all new hires for the next two

		years.
124	Hunt	Asks if it can be itemized differently.
131	McNamara	Answers it can be listed by total costs.
130	Burk	States that if you lowered the elementary ratio to 1:20 there are other associated costs with the increased number of classrooms: transportation, books. Addresses the total cost to set up the classroom.
146	Hunt	States that she relied heavily on the approach used by the Confederation of School Administrators (COSA) and asks if McNamara can comment on that.
147	McNamara	States he does not know what COSA did.
150	Hunt	Comments that smaller classes do not need more books but more space.
157	Burk	Agrees there might be enough books already, but emphasizes that with new classrooms produce associated costs.
166	Grier	Asks about logistical issues associated with demographic trends.
180	Wyse	Replies that the recommendation is a 1:20 class size.
186	McNamara	States that the language is that no class could be more than 1:20.
193	Wyse	Asks how to deal with special education.
206	Carman	Asks for clarification on music and other special programs.
209	Hunt	Asks if anything else needs to be considered?
213	Carman	Asks if additional personnel are included.
219	Conley`	Explains that elementary prep time is different from other levels.
233	Hunt	Asks how to account for ratio in elementary school.
239	Conley	Notes that 1:20 results in an actual classroom ratio below 1:20.

242	Burk	Replies that the committee can look at standard staff size based on school size.
248	Conley	States that a percent of FTE can be used to account for standard costs.
264	Grier	Asks if year around schools have been considered as an option?
274	Chair Lundquist	Comments that the question will be addressed by Applegarthis presentation.
276	Grier	Reiterates that the question is legitimate and needs to be addressed.
291	Carman	Asks how the issue needs to be adjusted.
295	Conley	Comments that this is a model and that they need to clarify the assumptions used to build the model.
298	Chair Lundquist	Asks what size of schools is being discussed.
310	Wyse	Asks are we starting with schools as we know them. States that definitions and assumptions need to be clear.
331	Carman	Answers that one starts with a standard school and builds from there.
339	Conley	Explains assumptions of model.
351	Grier	States that by using standard model the committee can expand the model later as needed.
359	Byrne	States report should explain options
372	Chair Lundquist	Asks what kind of model it takes to provide a figure of what it costs to educate a child.
383	John Byrne	Emphasizes that one should start with resources that are currently available.
393	Grier	Asks if there will be a menu to select options from.
402	Chair Lundquist	States the report will include total costs. Anticipates that state will give money to schools and let districts make decisions; the model should provide a baseline of what a quality education costs.
TAPE 2, B		

013	Rose	Explains the model has 2-3 different approaches.
023	Carman	Explains two kinds of standards.
027	Conley	Comments on benchmark levels of academic standards and their relation to funding. States that elements should only be included in the model if it will help produce high levels of academic achievement.
057	Hunt	Explains what the model tells the legislators; based on what it takes to get 90% of students up to standard.
068	Rose	Asks about larger classes and longer school years.
071	Conley	Believes that time varies from student to student. Asks how to address "more needy learners." Wonders if special need schools need special design and considerations.
090	Rep. Strobeck	Returns to original statement: find out what is essential and how much does a quality education cost.
108	Applegarth	States the need to include all components for final funding price.
113	Rep. Strobeck	States that whatever the final product is will include all the components the council decides are part of a quality education.
116	Wyse	Asks if additional cost information is part of the total costs. Inquires as to what information the legislators need.
126	Chair Lundquist	Addresses teacher instruction and where we are today. Proposes to devise model school with assumptions that will allow students to reach the standards.
140	Wyse	Clarifies that incremental cost analysis is not needed.
147	Chair Lundquist	States that class size varies from reality.
152	Rep. Edwards	States that factors combined will make a difference. Supports the model and this project.
165	Conley	Adds that the committee should create hypothetical situations, then start modeling.
185	Byrne	States that the council is looking at total costs.

200	Hunt	States that members should reread components of model and ask where to go from here.
228	Chair Lundquist	Explains that class size will be included in the model.
236	Lynch	Asks what is meant by class size and what 1:20 means.
274	Hunt	Asks if it would help to get together to determine what the assumptions.
283	Burk	Asks about students with different skill levels due to background issues. Asks how much time students will need in the model. Asks how to account for this in the model.
348	Chair Lundquist	Answers that it is part of assumptions.
351	Hunt	Indicates the need to form a group to formulate the assumptions; asks for volunteers.
375	Conley	Explains assumptions.
406	Wyse	Asks for a work group on hypothetical schools.
425	Conley	States that particular schools should not be replicated, but that <i>model</i> schools should be created. Emphasizes that nobody has done what they are looking for, so they have to create a <i>model</i> .
446	Lynch	Advocates that there ought to be 3 models of schools by grade level.
454	Wyse	Wants various SCS categories of students.
469	Conley	Proposes that a mathematical solution be used to adjust for student variance.
465	Rose	Asks to break into three committees, believes committee is too large.
TAPE 3, A		
041	Chair Lundquist	Asks if this will be one committee building all three models or a committee for each one.
043	Conley	Emphasizes the need to have common assumptions.

105	Lynch	States that the number of students still failing is the ; the same only differences are the subjects.
120	Conley	Explains the purpose of using a hypothetical student body.
130	Chair Lundquist	Returns to the need for a small committee. Indicates David Conley will chair.
145	Conley	Asks to set time of meeting and have people show up who are interested .
160	Conley	Notes the need for staff so they can get data and information.
172	Chair Lundquist	States that before next meeting, sub committee should meet and come up with ideas to work on.
190	Burk	Indicates that some assumptions are related to improving student achievement and level of content in some teachers. Believes that the cost to find out should be reasonable
200	Grier	Expresses the need to contrast the model.
210	Conley	Explains some ways to get at answers.
224	Wyse	Explains how the model addresses the per student cost.
250	Chair Lundquist	Assumptions may not be accurate, but will get more accurate over time.
260	Conley	Compare model with reality.
267	Hunt	Returns to model components; discusses operational support..
290	Lynch	Discusses issues of defining and dealing with operational support.
315	Coxe	Comments on the big cost items that still need to be accounted for.
325	Lynch	States that the list consists of operational support items deemed necessary for a quality education.
340	Hunt	Comments that Instruction Time is where they have to decide on assumptions from a range of recommendations to assign costs.
380	Wyse	Notes his assumption that everyone would go to school year-round.

385	Hunt	Replies in the negative. Clarifies that in the summer there would be a seven week summer school; there would be local option.
495	Chair Lundquist	Recalls that those who do not meet standards have to hold summer sessions and others have the option of going with a fee.
TAPE 4, A		
004	Hunt	States that the Professional Development section is not finished.
018	Lynch	Asks if information is available on where teachers are today with respect to professional development.
020	Chair Lundquist	Suggests that it might be an assumption they need to make.
026	McNamara	Believes sources exist, though the models need to be refined.
031	Chair Lundquist	Relates that almost all schools have concerns about the training of their teachers, some more than others.
035	Burk	Points to a need to know what teachers are trained to do. Comments that if a level of preparation is defined as being knowledgeable of assessment practices then teachers would be trained in how to score work. Suggests knowledge of assessment practices will not improve student achievement. Supports training teachers on instruction techniques over assessment.
058	Coxe	Asks how to read feedback of assessment. Stresses the need to help students apply feedback to their work.
087	Hunt	Asks if there is enough data available to set teacher development standards.
093	Kamisky	States that curricula to instruct as the states wishes do not exist.
102	Coxe	Refers to Monmouth example in responding to the students who will become teachers.
110	Burk	States that there are a lot of intangibles. Cites an example. all 8 th graders take algebra, a person teaching should have certain levels of competency. Considers depth of their preparation. Adds that distance learning in collaboration with Higher Ed. has produced good results.
165	Hunt	Asks if there is enough information available to determine the need for teacher development funds.

170	Chair Lundquist	Asks Conley to pick next meeting night.
173	Conley	Suggest meeting times and places.
232	Hunt	Clarifies meeting times. Reminds people to join work groups.
251	Lynch	Expresses desire to see OAESD invited to discuss ESD funding issues as they have relevant knowledge.
256	Chair Lundquist	Closes meeting 7:19 p.m.

Submitted By, Reviewed By,

Kevin E. Wells, Majorie Hunt.,

Administrative Support Administrator

EXHIBIT SUMMARY

A -