

HOUSE COMMITTEE ON EDUCATION

March 19, 1997 Hearing Room E

08:15 A.M. Tapes 68 - 70

MEMBERS PRESENT:

Rep. Dennis Luke, Chair

Rep. Terry Thompson, Vice-Chair

Rep. Roger Beyer

Rep. Ryan Deckert

Rep. Bob Jenson

Rep. Charles Starr

Rep. Ron Sunseri

MEMBER EXCUSED:

STAFF PRESENT:

Bryan Boehringer, Administrator

Joan Diaz, Administrative Support

MEASURE/ISSUES HEARD:

Informational Meeting -

Defining a Basic Education

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 68, A		
004	Chair Luke	Opens meeting at 8:20 a.m. Opens informational meeting on Defining a Basic Education.
<u>INFORMATIONAL MEETING - DEFINING A BASIC EDUCATION</u>		

006	Gov. John Kitzhaber	<p>Testifies regarding the Quality Education Task Force and the summary of work to date. Task Force's mission was to define the financial requirements needed for Oregon schools to meet the standards of a quality education as specified in the Oregon Educational Act for the 21st Century (EXHIBIT A). Three areas of major focus:</p> <ul style="list-style-type: none"> * Academic and communication requirements * System requirements needed to link state financing to student performance * Development of opportunity to learn standards <p>Task force recommended that an oversight group be established to collect and analyze quantitative information and qualitative data from a sample of 15-25 school districts. The biennial appropriation needed to achieve these deliverables is estimated at \$3 million.</p>
125	Gov. Kitzhaber	<p>Comments that 44% of the General Fund is comprised of the K-12 education; it's more than a \$4 billion appropriation. Comments the whole budget is driven by the K-12 appropriation.</p>
	Chair Luke	<p>Comments that this committee will be holding additional informational hearings to allow the public to give input on this subject.</p>
140	Sen. Tom Hartung	<p>Comments that he agrees with the Governor and his approach to identify educational funding.</p>
		<p>Chief of Staff, House Speaker Lynn Lundquist, provides overview of the Speaker's vision. Comments that the Speaker would like to be scheduled at a later date so that he could share his direction concerning the future of education in Oregon.</p> <p>Highlights:</p> <ul style="list-style-type: none"> * Of the state's entire budget, almost 1/2 will be dedicated to education. * Begin a process of re-ordering our priorities in the coming years.

146	Margaret Hunt	<p>* Speaker does not want to budget education at an arbitrary dollar amount.</p> <p>* There is no specific financial accounting system to determine what is actually required to educate a child each year.</p> <p>* Broad citizen support is required.</p> <p>* Speaker's Council on Education formed to create accounting system that will provide fiscal accountability.</p> <p>* Develop a quality education model.</p> <p>* Availability of local options for school funding.</p> <p>* Creation of a "rainy day fund" constitutionally dedicated to education.</p> <p>* Speaker's Council formed and members will be announced. Council comprised of: 5 superintendents, 2 principals, teachers at each level, parents, business and industry representatives.</p> <p>* A Superintendent Summit is to be held around the state.</p>
345	Hunt	Comments that she will make available to staff the four points of the Speaker's goals (EXHIBIT B) .
	Chair Luke	Explains that the committee envisions about four meetings to take place and expects school "groups" to each have presentations at that time on this subject.
	Chair Luke	Asks staff to introduce Dr. Worrell.
	Bryan Boehringer	Committee Administrator, responds with an update of Dr. Worrell's background, experience, and qualifications.

**TAPE
69, A**

003 Bill Worrell, Ph.D. Retired school administrator, testifies on the subject of Defining a Basic Education. Comments that the primary problem with changing an educational system is that most documents in the field of education focus on process rather than outcome **(EXHIBIT C)**.

147	Worrell	Continues testimony and discussion. Comments that any change will not be a short term fix, and asks what is the level of resources the state is willing to commit over an extended period of time.
263	Worrell	Continues testimony regarding preparing students for the future and asks what should be the primary focus: technology, labor, change, or high cognitive vs. low cognitive.
335	Worrell	Resumes testimony.
368	Chair Luke	Comments that responsibility for student's education has shifted drastically over the years. Previously schools didn't want parents in the schools.
380	Worrell	Responds that the nature of persons who go into education is one who deals well with children or students but not necessarily adults. Many teachers do not look forward to parent/teacher days. Comments those kinds of meetings are not in their "comfort zone."

**TAPE
68, B**

002	Worrell	Continues testimony. Comments from 1945 to through 1960-70-80, the education community found they were losing trust with the public since they had been excluding them from the process. This resulted in a loss of respect for the teacher in society. Educators must re-establish credibility with the community.
040	Worrell	Asks who has primary responsibility for an individual's education. Asks if society is holding student responsible for his own education? Asks if performance can be legislated? In his opinion, it can. Cautions that each school shouldn't be establishing its own standards. Further comments that there is not a world-wide standard.
078	Chair Luke	Asks if increasing student drop out rate has a short term effect or long term effect.
	Worrell	Responds that it has a long term effect.
099	Chair Luke	Comments that other problems are created in a complex society if standards aren't raised.
	Worrell	Comments that no longer is basic math enough to earn a diploma.
	Chair Luke	Comments that North Salem High School's curriculum includes Algebra for all students.

- 134 Worrell Comments research has shown that the highest drop out rate is between grades 8-9.
- 138 Rep. Deckert Asks how effects of change can be mitigated.
- Worrell Responds change must be gradual. This will be a long term implementation process. Comments there must also be a re-cycling system in place, so students can come back, and re-train.
- 338 Worrell Describes Bell Curve phenomenon wherein every trait in human behavior comes from the definition of the Bell Curve.
- 386 Rep. Deckert Asks how do we foster "analysis, synthesis and evaluation" without increasing the drop out rate and increasing minimums.
- Worrell Responds that any individual can learn anything given the right motivation and the willingness to learn.

**TAPE
69, B**

- 002 Worrell Continues discussing Bell Curve phenomenon.
- 025 Worrell Continues discussing learning at later ages. Discusses what type of measurement should be used to determine goals: completion, normative, criterion referenced, and tradition measurement.
- 104 Worrell Asks rhetorically that if saving dollars is the goal, should state support education and at what level. Explains the Carnegie unit. Andrew Carnegie donated \$10M to Ivy League schools to ensure their success. A definition of education using Carnegie's standards was then established in order to obtain some of those funds. The high schools implemented that definition.
- 139 Rep. Jenson Comments on the presentation and thanks witness for reminding committee of the complexity of this task.
- 147 Chair Luke Asks committee for any questions regarding testing.
- 151 Rep. Starr Asks what basic skills would be recommended if educators use a normative test as a basis for comparison.

- Worrell Responds on how basic skills are defined, but any measurable skills, such as biological science, physical science, reading, writing, math, computer technology, etc. Comments that it is not as easy to measure the social sciences.
- 264 Rep. Starr Comments regarding reading instruction that schools primarily remediate with phonics and yet are not utilizing phonics as a teaching tool. Comments there is a bill in this session that will drive some discussion. Comments society has neglected the area of student's responsibility for his education.
- 313 Rep. Jenson Asks if there are any studies regarding the relationship between mobility and learning ability.
- Worrell Responds there are and results are what one would expect. Highly mobile families are usually at the lower end of the economic scale.
- 363 Worrell Responds to committee's questions that the parent value system is a key factor in successfully educating a child. Comments that by the 5th month, of the first year in school, the Japanese student is ahead of the U.S. student. Researchers stated it is not ability, it is family support.

**TAPE
70, A**

- 002 Worrell Continues testimony.
- 011 Rep. Deckert Asks how can analytical skills be developed in an area with a high turnover of students.
- Worrell Responds that the public school system is fully capable provided it has enough people, time and money.
- 028 Chair Luke Comments that the Oregon Health Plan made that kind of choice.
- Chair Luke Closes informational meeting. Adjourns meeting at 10:25 a.m.

Submitted By, Reviewed By,

Joan Diaz, Bryan Boehringer,

Administrative Support Administrator

EXHIBIT SUMMARY

A - Defining a Basic Education, written testimony, John Kitzhaber, 2 pp

B - Defining a Basic Education, written testimony, Margaret Hunt, 5 pp

C - Defining a Basic Education, written materials, Bill Worrell, 8 pp