

These minutes contain materials which paraphrase and/or summarize statements made during this session. Only text enclosed in quotation marks

report a speaker's exact words. For complete contents of the proceedings, please refer to the tapes.

HOUSE COMMITTEE ON EDUCATION

April 24, 1991  
p.m. Tapes 67-68

Hearing Room F 1:30

MEMBERS PRESENT: Rep. Carolyn Oakley, Chair Rep. Vera Katz,  
Vice-Chair Rep. Bruce Hugo Rep. Delna Jones Rep. Mike Nelson Rep. Bob  
Pickard Rep. Walt Schroeder

STAFF PRESENT: Lee Penny, Committee Administrator Carolynn  
Gillson, Committee Assistant

ISSUES AND MEASURE CONSIDERED: Report from Oregon  
Progress Board on Adult Literacy in Oregon Invited testimony from Wayne  
Neuberger HB 2820 - minimum requirements for home schooling

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TAPE 67, SIDE A

005REP. CAROLYN OAKLEY, chair: Calls the meeting to order at 1:40 p.m.

Report from Oregon Progress Board on Adult Literacy Duncan Wyse, Oregon  
Progress Board Tim Houchen, Oregon Progress Board

010 DUNCAN WYSE, administrator, Oregon Progress Board: Gives the  
committee background information on why and how the literacy survey was  
conducted. > Uses overhead projector to help review the literacy study  
and the results (EXHIBIT A). > Explains how the literacy study will help  
to set some goals for the state.

289 REP. VERA KATZ: Suggests using the same survey instrument to  
conduct an international literacy assessment so we can compare this  
country with the rest of the world.

300 LEE PENNY, Committee Administrator: How many of the respondents are  
products of Oregon schools or moved here from somewhere else?

302 TIM HOUCHEEN, policy analyst, Oregon Progress Board: The smallest  
percentage who were products of Oregon's schools were college graduates.  
> I don't have the overall percentage.

320 REP. WALT SCHROEDER: Is there a way to determine how one area of  
Oregon did in comparison to another?

HOUCHEEN: No, there is not because people move around so much.

WYSE: We hope this will be useful as a policy tool to help make  
decisions.

343 REP. KATZ: Would there be a value in doing the survey on students  
by grade level?

HOUCHEN: Explains how grade level comparisons can be done.

WYSE: We have not considered giving the test directly to students. > The quantitative side is where the most startling results are.

400 REP. HUGO: Concerned people will read about the literacy survey and conclude the public school system is not functioning.

REP. KATZ: It is important to know where these people were educated.

WYSE: We will work to develop a breakdown on that. > We are trying to put together a whole system of planning and measurement that will give us reliable results over a long period of time.

TAPE 68, SIDE A

010 CHAIR OAKLEY: How long did it take to give the test to one person?

HOUCHEN: Assessment questions take about one hour. The background questionnaire was another 20 minutes. > Literacy skills increased by age level.

033 REP. SCHROEDER: It would be interesting to see what kind of teaching methods were being used for the age level that did best in the literacy study.

WYSE: A written report will be available soon.

068 Committee takes a 15 minute recess.

HB 2820 - Sets minimum requirements for homes schooling Work Session  
Witnesses: Wayne Neuberger, Department of Education Allan Thede,  
Multnomah County ESD Dennis Tuuri, Parents Education Association Sen.  
Jim Bunn Ruth Hewett, State Board of Education

074 WAYNE NEUBERGER, associate superintendent, School Improvement, Department of Education: Provides the committee with charts showing the percentile ranks of test scores (EXHIBIT B). > Explains how the percentile ranks work. The rankings only tell how students compare to other students who are part of the norming sample. The rankings are based on previous year norms. > Refers to charts in handout concerning the California Achievement Test scores in grades 2, 3 and 4. The students in the fourth grade did not have better scores than they did on the same test in the second grade. The reason is probably lack of instruction. > Talks about the percentile drop between grades 4 and 5, and between grades 8 and 9 with the same scores.

162 REP. DELNA JONES: The test given is not the same test year after year. Is that correct?

NEUBERGER: In some cases, the same test is given from one year to the next. > Explains how the constant scale score is used. > The dramatic drop is more evident in the lower grades.

208 REP. JONES: A drop of 25 percentile points not 15 was in the State Board's rules that are under discussion in regards to HB 2820. The percentage was changed from 15 percent after hearings were held on the proposed rule.

228 LEE PENNY: The HB 2820-4 amendments came from Al Thede from the Multnomah ESD and some came from the home schoolers (EXHIBIT C). They are in agreement on all the amendments. > Reviews the proposed amendments and further changes.

344 ALLAN THEDE, superintendent, Multnomah County ESD: Concerned only with the administration issues in the bill.

REP. KATZ: We are now testing public school students at grades 3, 5, 8 and 11. Do you have any problem giving homeschoolers the same tests given in public schools?

372 DENNIS TUURI, Parent's Education Association: Our concern is that the other tests would only be informational and not used for evaluation purposes. > Since the tests are so curriculum specific, it may keep parents from choosing curriculum that is outside of state-provided curriculum. We like the opportunity, for information purposes, to test homeschoolers in comparison with public school students. We would want to continue to use the tests in current law to evaluate whether a person can homeschool or not.

REP. KATZ: In 1989, a new assessment procedure was started and it is not reflected in the bill.

TUURI: Talks about public school curriculum and annual testing.

TAPE 67, SIDE B

047 SEN. JIM BUNN: I think it would be beneficial to have homeschool children tested by the same test used in the school district. I would like to see homeschoolers tested at the same time as the public school children. If public schools would cooperate, we would all benefit.

REP. KATZ: I would like to see language concerning statewide testing included in the bill. Did the state board deal with this issue?

066 RUTH HEWETT, State Board of Education: It is this issue that created the problem you see today. We did not refer to testing in grades 3, 5, 8 and 11 in the state administrative rule because the test had to be available first. In the public schools, the most updated test is given. > The issue is what all children ought to know. We are concerned that everyone have the same kind of information.

SEN. BUNN: I have never heard homeschoolers object to taking the test. There is a vulnerability that needs to be addressed by the Legislature and not the Board.

129 CHAIR OAKLEY: Adjourns meeting at 3:05 p.m.

Submitted by:      Reviewed by:

Carolynn GillsonLee Penny Assistant      Administrator

EXHIBIT LOG: A -            Adult Literacy Report - Oregon Progress Board -  
28 pages B        -            Testimony on HB 2820 - Wayne Neuberger - 4 pages  
C                -            Amendments to HB 2820 - committee staff - 4 pages