

Topic Description	Discussion Notes
<p><b>1. Welcome</b></p> <p><i>(Carmen Urbina)</i></p> <p><b>5 to 10 min.</b></p>	<p>Carmen welcomed everyone and invited everyone to write in the chat one thing they are grateful for and previewed the agenda, as well as stating purpose and goals of committee. The committee is to review the spending and proportion of diverse teachers, centering on racial equity. A one-time \$500,000 General Fund appropriation was approved for a study of the impacts of State School Fund spending and to determine if this spending pattern results in disparities between students who are black, indigenous or people of color (BIPOC) and those who are not BIPOC students.</p> <p>The Oregon Department of Education will award a contract to an experienced researcher who has done research on exploring and modeling education finance policy and practice including research on the effects of fiscal policies and implications on resources at the school and classroom levels. The researcher awarded the contract should have completed at least one multi-year study of weighted student funding. The Department is to provide support and data for the researcher(s). The Department should also appoint an advisory committee with representatives from various educational advocacy and community groups with experience working with historically underserved students. This committee is to review variations in school level spending across multiple types of expenditures across 25 school districts, and to review the proportion of diverse teachers and students.</p> <p>The Department is to submit a report with the results and findings of the study and advisory committee by December 15, 2022.</p> <p>Carmen invited everyone to review the group agreements: leave positionality behind, stay engaged, speak your truth and hear the truth of others, expect and accept non-closure, commitment to building on trust, experience discomfort, focus on BIPOC and Tribal students, data requests through facilitators, starting fresh, get caught up.</p>
<p><b>2. Overview of Teacher Experience Factor</b></p> <p><i>(Mike Wiltfong)</i></p> <p><b>15 min for presentation and have a document for people to write their questions and wonderings for 5 min</b></p>	<p>Mike Wiltfong, Teacher Experience Factor.</p> <p>ORS 327.013(1)(b)(B)</p> <p>(B) Teacher Experience Factor = \$25 ´ {District average teacher experience – statewide average teacher experience}. As used in this subparagraph, “average teacher experience” means the average, in years, of teaching experience of licensed teachers as reported to the Department of Education.</p> <p>The average years of experience of licensed teachers (around 30,000) (Non-licensed teachers are around 15,000.) Portland Public Schools, for example, has an average of 11.6 years. The averages vary considerably. The Teacher Experience Factor does not move a lot of money around, but it is money. We move money from districts that have fewer experienced teachers to districts with more experienced teachers. More experienced teachers tend to cost more. 21.3% of PPS teachers are BIPOC. Is there a correlation with the districts with the highest numbers of BIPOC students experiencing the biggest</p>

	<p>takeaway?-No. The districts with the largest ADMw tend to rise to the top.  What can we learn from this data:</p> <ul style="list-style-type: none"> <li>-There are 21 of 197 school districts w/ &gt;50% BIPOC students</li> <li>-There are 280 of 1,352 schools w/ &gt;50% BIPOC students</li> <li>-These districts/schools are located all over the state</li> <li>-Per-pupil spending varies considerably, but please keep in mind:</li> <li>-We don't typically have good data for spending for all charter schools</li> <li>-Cont'd improvement with reporting expenses at the school-level</li> <li>-Reporting students at district-level also distorts per-pupil spending</li> </ul>
<p><b>3. Discussion/Q&amp;A on Teacher Experience Factor</b>  (Mike Wiltfong)</p> <p><i>Select one or two to discuss</i>  <b>5 min</b></p>	<p>Q. Mike- does the teacher factor differentiate teachers paid for by SSF vs. local option...for example. A big chunk of those PPS teachers are paid for by the local option levy...which is outside the formula, but impacting SSF distribution.</p> <p>A. Local option is not typically part of that. Very seldom does local option dollars come in to it. Portland Public definitely hires more teachers because of local option.</p>
<p><b>4. Overview of Student Weights and School Level Spending</b></p> <p>(Mike Wiltfong)  <b>25 min</b></p>	<p>We do have school level data that we can compare. We have district level and school level, and we have done the work to have school level data. The Gap Tax: Measure 5 and Measure 50.</p> <p>Q Thank you for all of the information. Will this presentation and data be shared with us via email?</p> <p>A Hi Jennifer — yes, we will email it out to the group after the meeting.</p> <p>Q From Amanda Manjarrez: Quick question about the teacher experience factor for my own clarification. I heard there is no correlation between teacher experience factor and percentage of BIPOC licensed teachers. Was there a correlation between reduction in education in resources and percentage of BIPOC students in the district and percentage of unlicensed teachers in the district?</p> <p>A Did not see that correlation. Will share that data.</p> <p>Q From Jim Green – OSBA: Some of these districts no longer have a local option. This is 2019-2020 data.  Rate per pupil may be higher due to factors like they may have a special education program.</p> <p>Q Mike...is your formula dollars reported spent at the school divided by the ADM of the school?</p> <p>A Yes. We use ADM because some schools have higher numbers of students coming and going.</p> <p>Q From Amanda Manjarrez: Where would that information live from a reporting perspective? Where would they give that explanation?</p> <p>A I would have to reach out to the district and ask them. School districts move money around to meet their needs, some better than others.</p> <p>Q For the \$14,245 state average...what sources of funding does that include?</p> <p>A We include all resources except debt service fund and capitol.</p> <p>Mike: This does include Title 1 dollars.</p> <p>Toya: Would it be possible to ONLY focus on the state school fund?</p> <p>Thanks, Morgan</p> <p>Toya Fick: Does this data also include the percent of teachers of Color at the school level?</p> <p>I did not include this but I certainly can wire that in.</p>

	<p>Q In this table...what is included in the General Fund column?  A We include all discretionary dollars, even SIA.  Q It appears they are moving resources around towards schools with ELL needs, BIPOC students, poverty.  Workbooks will be sent out to the group.  Jon Wiens: I can confirm that 78% of PPS teachers were White in 2020-21. Only Woodburn and Forest Grove have lower percentages of White teachers (among all districts with more than one teacher).</p>
<p><i>Break 5:08 to 5:13</i></p> <p><b>5 min</b></p>	
<p><b>5. Presentation on Criteria for Selecting 25 School Districts</b></p> <p><i>(Ben Bowman)</i></p> <p><b>5 min</b></p>	<p>The initial recommendation for committee’s consideration:</p> <ol style="list-style-type: none"> <li>1. Student racial diversity: high, middle and low</li> <li>2. Student language diversity (home language) high, mid, low</li> <li>3. Geographical diversity (Congressional Districts)</li> <li>4. Enrollment size diversity</li> </ol> <p>Committee feedback: Did we get this right? How would the committee like this done?</p>
<p><b>6. Small group discussion on Criteria for Selecting 25 School Districts</b></p> <p><i>(Ben Bowman)</i></p> <p><b>30 min</b></p>	<p>Q Just to clarify, the budget note asks to examine state school fund expenditures. Not “multiple types of expenditures” as was just mentioned. Is that correct?  Q Will we have this slide to work with in our breakout groups? Link to slides:  <a href="https://docs.google.com/presentation/d/1mHss7e5Bsp3T88wOZzBkzkzsfnVKcKuq3Ra2bU5JNCM/edit#slide=id.g115e9ad14cf_0_13">https://docs.google.com/presentation/d/1mHss7e5Bsp3T88wOZzBkzkzsfnVKcKuq3Ra2bU5JNCM/edit#slide=id.g115e9ad14cf_0_13</a></p> <p>The methodology seems fine, but given the vast diversity of districts, how can one draw valid statewide conclusions from the data?  We are trying to pick up variations and draw conclusions from those variations. Our researcher will be helping us with this.</p> <p>Question for Jon Wiens: is it accurate that the vast majority of BIPOC students reside in about 40 school districts (north of 80%...maybe even pushing 90% of BIPOC students are in only about 40ish districts?)  That seems true. I will check those numbers.</p> <p>Quick calculation: top 40 districts have 74 of all students and 80 percent of BIPOC students.  I wondered how we are accounting for the impact of the SSF.  We are looking at disparities between students who are BIPOC and those who are not. Once the districts get funding, they combine it into their funding and spend it. We know how much revenue we give them. When you add in other sources like Title 1, we don’t want to <i>not</i> take into account students in Title 1 schools.  There are some funds that are not GF. For example Federal funds would be feasible to separate.</p>
<p><b>8. Small Group Share Out</b></p> <p><b>5 minutes</b></p>	<p>ODE Facilitators will compile share out.</p>

**9. Closing & Next Steps**

*(Tamara Dykeman)*

**5 min.**