



QUALITY EDUCATION COMMISSION

WEDNESDAY, JANUARY 11, 2023

9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

Commission Members: *Andrea Townsend, Cam Preus, Samuel Henry, Dana Hepper, Carlos Sequeira, Tricia Mooney, Whitney Swander, Reed Scott-Schwalbach, Monica Cox, Laurie Wimmer, Jon Wiens (Staff), Evan Fuller (Staff)*

Meeting Scribe: *Katie Chandler*

Welcome & Commissioner Updates:

Reed Scott Schwalbach - High school Spanish teacher and President of OEA. Had a good break. I had some travel issues but I am glad to be back in Oregon and I hope everyone had a smooth return from traveling for the holidays.

Cam Preus - Retired from my community college work. I was finished with my KCC stint the last time we met. Mostly my break has been a real break. I appreciated it. I learned what the Children's Institute is doing around early learning and child care so that was refreshing to get into the weeds again into something that is really important to all of us to make sure students get a good start.

Dana Hepper - Good morning, Dana Hepper Director of Advocacy and Policy at the Children's Institute. We are getting ready for legislation to start. We had a great legislative briefing. Twenty legislatures showed up and were happy to talk about early learning and child care. This is our first year to make a capital construction budget proposal for early caring programs across the state.

Laurie Danzuka - Good morning. I am here from the Joseph county school district in central Oregon. We just got started back in school and had some difficulties weather wise that was unexpected. Everything else is going well this year. We had a good meeting with the legislatures about the budget being a top concern for us.

ODE Directors Report

- Governor Elect Transition:
 - On day three of Governor Koteks term. So just recognizing what she has clearly named as priorities. Most of her staff started yesterday. It's a new office they are getting up and running when they are trying to put out the recommended budget and the legislation session is starting next week.

- Governor Kotek is very clear about priority initiatives that are driven from her office. You may have seen yesterday in the news that she started to create executive orders around some of them. Homelessness, improving behavior health services, and education
- She has brought on two education staff, used to be called education policy advisors.
- Colt Gill will be retiring after the legislation session and will have a nationwide search for a new ODE director. This work is important and I will be around to help transition.
- Cindy Hunt, Chief of Staff at ODE is also on her pathway to retirement. They will also be searching for a new Chief of Staff.
- We will continue to bring updates to the QEC about the POP's that are in to help the QEC.
- Legislative Update
 - There will be more than 3,000 bills this session. A lot of those bills are for education.
 - The governor will release her budget around February 1st. That will be the opening discussion for the governor and others about what should be prioritized in that budget. There will be a revenue forecast delivered in February and that will update the governor's goals. In May there will be another revenue forecast that will update the upcoming budget. 440 of the 1800 bills are study bills. They are placeholder bills that we will see amendments around. One of the challenges for this legislation session is that there is a shorter time in the election outcome and start of the new session. The session is starting earlier. Some of the bill ideas are not coming in fully formed but they want to get them going so they are working with stakeholders and work groups to finalize what will end up in the bills.
 - The committee we work closely with has new or different members. The senate education committee is still going to be chaired by senator Michael Dembrow. He chaired it the last few sessions. He has a number of his own bills and community bills that were highly involved in and I don't know whether at this time on all of those bills the state agency is neutral. ODE is neutral on the vastly large number of bills. We do take a stance on bills occasionally and we make that clear when we do. It means that the governor has given ODE permission to do so either a stance for or against a bill. The information we provide is neutral and we try to answer the legislature's questions. We have four bills coming from the agency and there are another dozen bills that may still go forward but they will go

forward and be introduced by the governor. She will sponsor some and ODE will keep some too.

- The senate education committee is larger this year than it has been in the past. It includes the senate president which is unusual. It's never included the senate president in the past. But he is an active chair and has a lot of bills he's putting forward.
- The house committee is smaller but it has an early childhood committee and it has a higher education committee that is following up on the higher ed version of the student success model.
- Each committee has 7 members.

Staff Introductions and updates

Dan Farley - Assistant Superintendent of the Office of Research, Accountability, Data, Assessment and Reporting (R.A.D.A.R) at ODE. I don't have agency wide updates to provide. I will leave that up to Colt. I will go over some content with you and partnership with John Rexford and Evan Fuller.

Evan Fuller - Research analyst and staff to the QEC. I don't have any updates.

Katie Chandler - I've been working on the QEC page on the ODE site. I added the new year for the meeting materials. I am also looking at documents listed on the page and making sure there are not any updated versions that need to be uploaded.

Meeting with JPEA Co-chairs Follow-up

John Rexford - I shared at the last meeting that I was requested to meet with the JPEA co chairs with senator Fredrick and some staff members. Colt Gill and Cindy Hunt also joined. They raised some continuing concerns about the report and ODE staff has done some work on those concerns on the QEC behalf.

Dan Farley - I'm going to share my screen and share the slide deck in the chat. I will be addressing the QEM report concerns brought to us by the JPEA. Evan and I looked and addressed some of the questions that were posed by the JPEA. This is our effort to do that and we will present some of those findings today that are quite confirmatory and some of which we are still working on. We're still working on it in full transparency because I'm still learning on how a lot of the funding streams work and I want to make sure before I present any data to this committee that I am fully confident that the information or data is accurate. There is one question I am continuing to research.

I wanted to start by conveying a simple graph that shows the linear relationship between our 4 year and cohort grad rates which is the primary outcome and primary source of interest for

legislatures and the states per pupil funding rate. At this point a linear approximation of the data points you see fits rather well so it's looking like a linear relationship at this point. One of the qualifications that I want to share with you all with the information we will convey today is the most important thing when modeling relationships between variables that we are modeling the variables in relation to. So because of the linear relationship present from 2009-10 to present data graduation rates. It appears to fit pretty well. Doesn't mean it will match over time once we get past the 90% graduation rate. So one of the things I want to reinforce is that it will take more substantial advancement to go from 90 to 95 or 95 to 100 because of the intensity and support that students in that group need are much more extreme and extensive. So hopeful that makes sense. I am mentioning because over time when we get closer to 100% this model might not look linear it might be curved linear and approach that differently. We had a couple options that chair Rexford suggested: using an external consultant or doing the work internally we are considering the possibility of having a long term help to reevaluate how the QEM is structured. I asked Evan in response to one of the concerns to develop a linear regression model and analysis of that same relationship between graduation rates and state investments. To discount some of the verbiage that seems confusing and explaining when a linear regression model is briefly. It takes a foundational assumption that there is a linear relationship between the two indicators of interest in this case and applies that assumption. A linear regression model does take the observed data and calculates what is called a line of best fit by shrinking the residuals (effectively, the distance between the line and all data points). This allows us to predict values of Y when we only have X based on an established relationship.

The JPEA had the following questions:

1. Revised report still contains no projections on the impact of the current funding (statutorily required).
 - a. Answer: If Oregon schools are funded at current service levels, quality education goals are unlikely to be met.
 - i. Based on historical trends between legislative investments and graduation rates, a statistical validation of the QEC's professional judgment conveys that the QEM's biennial projection of \$11.8 billion is needed, with subsequent biennial increases, to achieve a 90% 4-year cohort graduation rate by the end of the 2027-28 school year.

Time, intention and strategy for these funds to make a difference takes a while to see outcomes. As a system we need to account and pay more attention to the number of recent arrivals and their success since entering our school system. We have a 16 year old student that just started school and he is alone. He was brought in by a field worker. Our students are constantly changing and the budget has to reflect that.

2. Cost figures included in Appendix 1 of the revised report do not add up and do not match the list of interventions listed on page 11. Therefore, the total figure presented to Appendix I is not reliable.
 - a. Answer: Appendix 1 includes cost estimates that affect the gap analysis, not changes that were carried forward in both the CSL and QEM projections. It will thus not match page 11, not will the figures add up.

Addressing the “Four Minor Problems” in the report

1. Page 7 still maintains that the corporate kicker is constitutionally dedicated to the State School Fund.
 - a. The QEC develops a correction letter that addresses the major and minor problems, not a new report.
 - b. Change constitutionally to statutorily.
2. Page 4 states that COVID-19 resulted in large data gaps in all data trends relied on by past reports; past several reports have relied on graduation rate, for which there has been no gaps.
 - a. Explain why the pandemic affected the data.
3. Page 6 states that the Fund for Student Success was used to supplant a portion of the State School Fund’s General Fund revenues.
 - a. I am still figuring this one out and how the SSA fund works and its ties to the State School Fund. I am not comfortable with answering this yet.
4. Page 6 states that the Current Service Level calculation restricts that QEM calculation.
 - a. I am not positive the QEC members were aware of this but there have been efforts during certain bienniums that used a scaling factor to bring the model in better alignment with DAS CSL budget. It happens sometimes but not all cases. It was not used this year. Statement from the QEC will be: The QEC does not support a scaling factor implantation and does not plan on incorporating that in the future.

John Rexford - I will put a letter together and respond to the JPEA questions. If anyone wants to read it before that would be great. I want to make sure the commission is ok with me developing that letter and sending it to the JPEA. Reed, Samuel and Tricia volunteered to help review the response. There were no concerns about chair Rexford developing that letter and sending it off after review from the volunteer commissioners.

Adjourn

NEXT MEETING: WEDNESDAY, FEBRUARY 8, 2023

9:00 AM – 11:00 A.M (Zoom)