



QUALITY EDUCATION COMMISSION

WEDNESDAY, AUGUST 9, 2023

9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

Commission Members: *Andrea Townsend, Cam Preus, Dana Hepper, Carlos Sequeira, Tricia Mooney, Whitney Swander, Reed Scott-Schwalbach, Monica Cox, Laurie Danzuka, Dan Farley (Staff), Evan Fuller (Staff)*

Meeting Scribe: *Katie Chandler*

Introductions and Commissioner Updates

Tricia Mooney - Good morning! Trisha Mooney Superintendent Hermiston School district. It's August so I'm so excited. We are ready for our new license staff coming in on Monday for some pre end service, and then all staff on 20 first and kids on the thirtieth. So I'm having my back to school dreams. There's a whole new energy. I'm excited. Obviously we are like every other district, working through some things that came out of the legislative session and implementation, and how some of our practices will change. But I'm just really excited for the upcoming school year.

Reed Scott-Schwalbach - Hi, everybody! I'm in Salem today. It is a busy, busy month for us. We are doing a lot of regional retreats as folks planned for the year. There was a lot of excitement about the school year and there's a lot of questions about some of the legislation that's been passed. So we're trying to get those answers to the folks as fast as possible. It's great to see everybody, and I was very excited to see all the bills that got signed.

Whitney Swander - Hello, good morning, Whitney Swander from Central Oregon. As far as updates, I'm thinking, pretty recently since about April I have been supporting schools to facilitate a task force around addressing behaviors and just challenges of management in classrooms and so last Tuesday a group of about 26 educators which I think is pretty Phenomenal. August first came together to develop some frameworks to share with their colleagues and just love that this is really district leadership and has made it very clear that Staff and there's folks from across roles are really in an empowered place to not just make recommendations. But create kind of the foundation and tools for reestablishing and resetting positive culture and climate in schools for the New Year. So for the New School Year and that same cyclical way, so I am continuing to support them this month and kind of the

implementation of that. But it's been really good and then on the legislative front. I got to join better together. Central Oregon on Friday, for their board retreat and listen in and there were a lot of questions there, as well about in particular, how new funds that are available can be directed to community partners just really understanding that schools have a lot going on and adding more and more can feel overwhelming but thinking about sharing that opportunity and partnering with community partners on things like early literacy, etc, etc, are really important and exciting. I think some of what the superintendents were to figure out what those dollars look like and what the well, the timeline for getting those out of the community might look like, and just building different partnerships so good to see you all.

Laurie Danzuka - I'm getting ready for the year. We've kind of winded down. We've kind of centered a lot of our work around safety in schools for our kids and making sure they have access to mental health, but not just them but their families as well. That continues to be something we're monitoring and trying to make sure, at risk, youth are getting services that they continue to need. But we're also continuing all of our bond work on all of our schools in our district. So that's exciting to see a lot of work happening here. And we're unfortunately with inflation that has changed the way things look for us. So we're constantly making adjustments for that. But as with everybody else, I'm excited to see what's happened in the legislative body, and how that's gonna impact our area. So good to see everyone.

Dana Hepper - A couple of updates in my world One. It was awesome to be a part of the Governor's bill signing ceremony on a number of education bills. The biggest one we were there for was the creation of a child care infrastructure fund but she also signed for example, the State school fund and some other big piece of legislation. So that was great to be a part of there like 150. So people in the room had a really big, exciting event, and then the other thing I thought would be worth flagging for this group to get your mind spinning is that there are 5 vacancies impending on the early Learning Council. That's the governing body, for you know the department of early learning and care, but also for the Cross Agency Early learning, Strategic Plan for the State of Oregon. So it's great to have people from public health and from, you know, human services. Fields represented on that council, and we need folks from a variety of congressional districts and race ethnicities and sectors. So if you think you have people in your networks who might be interested in serving in that kind of governance capacity in the early childhood sector, I would love to hear about them.

John Rexford - Retired school business official and ESD Superintendent. I am broadcasting live from the little house we fondly called the Beaver Hut, and we've had a crazy 6 weeks. We sold without listing our house in bend and made an offer on, accepted and closed on a historic home in Corvallis. So we are after 34 years in Central Oregon, moving the road, and showing back

home this house that we're buying is about 2 blocks from where my mother grew up. So it's a familiar neighborhood, and it is one project after another. So right now, I'm the general contractor of choice. So I've been lining up contractors. You need some work. We could actually move in today. But we wanna get some stuff done, including ripping out rugs and restoring the historic wood floors that are underneath it. I was so stoked when I got those rugs up, and I saw that so that'll be taking a little more time. It'll be a little easier to get to Salem, speaking of Salem, we will be trying to shoot for. A live meeting option for our September meeting. Those of us who met live In July for the work group really, I think, appreciated the synergy that you can get by being in the same room when you're having these conversations. So, looking forward to that, and I think that's what I had. Dr. Williams, next month. She indicated that she would try to join us on a regular basis. But she was not available today, so we'll slide right to our update from the governor's office.

Governor's Office Check In

Melissa Goff - Great to see you all, and I just wanna reiterate. It was a fantastic celebration for those Education Bill signings, and I, you know, for those of us who were in the room. I think it was a day to celebrate, so I wanted to just run down what those bills were that we were celebrating in case you haven't heard and answer any questions that you might have, that I may not be able to answer. But I'll at least field them. I won't necessarily throw the ball back in a response, but I'll at least field them and figure out who to send the ball to to get you the answers you need to set up Bill 283 was signed that was Senator Denver's omnibus educator workforce package. Lots of support for feeding programs that support both certified and classified staff. Looking at ways that we can increase the number of certified teachers within the State, including through apprenticeships and mentorships, expanding an apprenticeship program that TSPC has begun and working with Boley also creating a way for school districts to boost pay for teachers and classified staff who are working with special education students for over when they have classrooms of over 75% student students with disabilities allowing retired teachers to keep their certification without a charge, and just after they retire, just become substitute teachers. All of those things are designed to try and support the success of what's happening in schools. There is also a component of at I believe it is in 283 that is a protection for classified staff with just cause so requiring that just requiring us cause terminations for classified. Staff so that was excited and a nice thing to celebrate for them was senate bill 1050. That was the one where we merge the timelines for holocaust and genocide studies with ethnic studies. So that the professional development for educators can come at the same time. So that was passed and signed House Bill 2281 is for civil rights coordinators within our school districts to hopefully address some of the issues that are created systemically or in a singular fashion for students in protected classes how House Bill 3005 was talked about earlier by Dana so the child care infrastructure fund, which is very thrilling, really designed to create more more availability of childcare because we are. We really have so many child care deserts across the state House Bill 3144. That is the native white Pacific Islander. Student success plan. It was lovely at the celebration. There were flowers distributed for everybody who wanted to wear them, put them

in their buttonholes or in their hair, and that was a fun way to celebrate, and the governor received a couple of lays as a part of the celebration House Bill 3198 that is the governor's literacy bill and looking at supporting how students are taught to read and write, and ensuring that educators, parents, caregivers, are federally recognized. Tribes and communities have the sports they need for student success. The literacy framework related to that has already been released from the Department of Education, and it is being rolled out with professional development. Right now, and then House Bill 5015, which is kind of germane to the work of this crew, which is a historic 10.2 billion dollar investment in the State School Fund, which is 700 million dollars above what was identified as current Service level and it's the most ever allocated to that fund so we're really thrilled about all of those things. The governor was excited to see such a focus on education and an investment in education. This year the partnership with legislators was very strong, and we appreciated that deeply. We, the Governor, also had. I've talked to you about Senate Bill 1045 that we didn't get through this time around. That's both ensuring that students are getting access across all of our schools that is equivalent to what's happening in other schools across the State and then also creating more of an accountability system, so that when districts may be making decisions that aren't in alignment with State law or State policy, that the Department of Education has a greater ability to to both create transparency around what's happening within the district but also accountability and that accountability was really attached specifically to looking at at students who are in protected classes, and who are seeing their students or staff, who are seeing their civil rights violated by policy or or procedures within a system, and that so that is not yet passed, but is still an interest, a deep commitment of the governor's, and so we'll continue to be talking about that. Melissa seems like you did a lot of work with education advocates to modify that bill to bring something acceptable to all. Does that mean that you would be able to introduce it in the next short session? Some version of it in the short session? Or is it really a 2 year deal to come back to another long session? We're hoping that we may be able to get a form of it in the short session. I think it will probably be adapted, and a bit more before then. We just have more time, which is lovely. It was hit, the ground running, and so we wanna go back to the risk report from the Secretary of State, and the Governor wants to identify if there are any additional items that she would like to prioritize. So we're taking a look at that. Good. I know that it's hard to do policy in the short session, but I wondered, since so much work had been done already, if it might, and I have another one that's a statement as opposed to a question, and just wanna make sure that the governor is aware that well, that is a historic investment in the school support fund and it is 700,000 more than DAS's or Lfo's calculation of current service level. Given that the corporate kicker at 1.5 billion was supposed to be by statute and implication and constitution, that that should be additional funding, I have a hard time seeing that 700,000 equates to 1.5 billion. I will bring that back to the Governor as a message from the chair. We did get some communication after the session that I agreed to share back with you. It's related to the QEC report from 2022 and some feedback that may have been provided by the co-chairs. The co-chairs of the Education Subcommittee. I think there were some communications that happened after. There were a couple of follow up pieces that were done, and there were some deficits in the initial report that were remedied. I think that I saw it. Thank you. I was not aware of that piece, but just a reminder as you go into the 2023 piece to address those pieces. I just wanna say I was very excited to be able to spend this spring getting to know you guys a little bit

by visiting your meetings and to see the influence that you are having on the conversation. I do know that the governor is interested in these opportunities to have the very conversation that you referenced. How do we have a conversation about really these 3 different looks at the budget? There's the continuing service level that is shared by the school districts. There's the continuing service level that is determined by the legislative body, and then there is the then there is the quality education model, and so how do we have a conversation that takes a look at all of the funds that are going toward education and all of the different viewpoints and how can we come to perhaps a better improved understanding so that the we're closer to talking about apples And apples at the same, and I know the governor is interested in that conversation. I'm sure you all are too.

Review QEC Top Priorities for Model Improvement

Evan Fuller - The Commission went through an exercise where we enumerated a number of priorities that were potential improvements to the model and the model input setting process. And then a survey was sent to the members of the Commission, where they individually ranked those priorities and then I created a composite ranking of those priorities and ordered that to find out what the consensus group rank of those priorities were. So the top was the inclusion of it. Additional indicators beyond the 4 year grad rate that the Commission has used as a target in the past. So, considering the 5 year completion rate, third grade language, arts, regular attendance, 9th grade on track, just a battery of other performance indicators beyond just moving past that goalpost of graduation and the second was considering some set of targets aimed at reducing disproportionality in this system, for Bypoc or EI, or students with disabilities and other other categories of interest, and the third was cultural responsiveness of the education system in terms of investment needed. So those are the top 3 category priorities. The difference between the highlighted rows and the non-highlighted rows is that the non-highlighted rows are changes in the professional judgment of the Commission regarding the levels of inputs required to be included within the model and are not structural changes to the models, operation or calculation, and the highlighted rows are priorities that would require changes to the methodology or the structural function of the costing model as it exists the fourth priority looking at local variances costs for rural small schools. I had done some work back in 2018 in my first year in the department, looking at expenditure, variation by district, and as part of that I looked at the 12 NCES local codes regarding rural organicity. I looked at variation in per people, expenditures which directly relates to this one. And so that's gonna be the second topic that I talk about today is the results of that work in 2018 and to see for the information in the Commission and to make a suggestion about a way that we might possibly implement the learnings from that. In a model change in a relatively straightforward manner. I wanna just take a pause here, and those of you who joined us in July really the bottom line was, we concluded that we would like to work the most on those top 3 priorities, and to the extent that we might be able to make some other modifications that we're simple, ie Looking at variances between rural, urban suburban schools try to incorporate those. I'm processing as I'm wondering as I'm reviewing these parts of what we're looking for is like, how can we measure the effectiveness of the system at some point correct? And well, the model Quantum quantifies right? Like, we need this dollar to produce this result. Evan may have to help me with this, but it

seems like when we were doing our reconciliation of funding streams that were coming into the K-12 system, and deciding what we were gonna count as being applicable investment. I think, Evan, you were in on those conversations, as I recall. We'll need to do it on an ongoing basis. I just think, as we continue to not fund the QEM, and then we get results we don't like in some areas, then we create these targeted investments for better or worse. We've supported many of those targeted investments. I'm not necessarily making a judgment call. I think there's a real debate to be had over. How much money do you want to be flexible, and how much money do you want to be targeted, and what do you want the State to be developing coordinated support around? There are these different pots of money coming in with these different goals that are potentially related to our goals. And what are we counting versus not counting. I think it's incumbent on us to continue to take a look at those. I know that I was looking more closely involved in the last iteration, and there are some things that are in those targeted investments that are in the model. So either we don't doubt those as being meeting our resource needs, or we need to think about whether that is something that needs to be in the model. I would say that the model as designed 20 years ago, was designed to calculate the State funding requirement. Net of local revenues that Federal revenues per side of account, earnings, food service, enterprise, revenue. So just to just to calculate what the State funding requirement was, and that for most of that history that aligned with what the State School Fund was, and recent years we've done, we still calculate the Total State Funding requirement from all sources of state funding so then we just have to net out what those other sources of state funding are identify and that out what those other sources of state funding are to return the State School Fund portion of the State liability. So I do think that as those other funds are introduced that it isn't ongoing conversation about which of those funds need to be netted out of our calculation and I also agree with chair record that as those targeted funds are introduced and they require additional activities which are not currently captured in the model that we need to revise the model to account for those new activities and the costs associated with those new activities. I think it is a complex thing that goes both ways. It feeds into what we count out of our calculation, but it also requires new things, like mental health services and things that require additional counselors. That we have to add into the model. And I think that the exercise we did a revising the input levels that we went through last time was an approach to do that. Evan's going to talk about something where I think we can fix a little of that as the next topic. I also am aware that there's a ticking clock in my head, and we need to deliver a report now, and just slightly over 11 months. I am hopeful that we will flesh out these top 3, plus those that we can gather. And over the next 10 months, because we'll have to have a draft done before that, and make again some improvement on the report as we move forward. You know one of the things just to Piggyback, and what you said is that the other factors that we know change moves like moving the large groups of people to change the way that they do. Their practice takes. I think you know, the research shows it's like 5 years, right? So we know automatically that if we only show our data in 2 year buckets, we're not actually capturing a culture change that the investment will eventually make and I know that we've done this in in our prior reports but I think it just underscores the need in our graphics our graphs that we show we really need to be showing the change that we are tracking as a priority indicator. That is longer than 2 years right? We should be looking at probably 5 years of data. So people can see where we're headed. And I think we need to be really frank that we're like we're investing for an app for a goal that isn't

probably gonna be realized right away depending on the types of factors in each district that need to change right district with a strong culture of all these things in place is going to show better results in a 2 year period. The district is still building up toward the culture where everyone is culturally responsive.

Urban-Rural Continuum Per-Pupil Expenditure Patterns

Evan Fuller - What I looked at was expenditure by function and expenditure by object, according to the Pbam, the budgeting and accounting manual for the State. I broke down these statewide expenditures by function, category and these are the absolute levels. So just where you see, as funding increases mainly, that has been increases in expenditures on instruction. If you look at them as shares that are remarkably stable at the statewide level, as far as what the goal of educational spending has been. It's around 55 to 60% instruction. And then the other categories, looking at it by objects. Again, you see that there's an increase in salaries and payroll with the other portion of objects, which is the categories that the expenditures are on to meet the goals and the functions. And if you look at the net levels, they are incredibly stable on the statewide basis with. With salaries, and payroll, overing from 77.6 to 78.6%. So 1% variation in the decade, that of data that I looked at was incredibly stable on the statewide level. But that does not necessarily hold looking at the district level. They had very strong dips in level expenditure on instruction around the recession. But if you look at larger districts like that dip is there, but not as pronounced. So this is the same view that it shares again. There's a large amount of variation in Adele. One of the smaller districts in divine again, is stable. You see a dip, but they're able to smooth that out somewhat, and so I'm not gonna go through all 197 districts. So if anybody has specific districts that they would like me to call out. Then I'm glad to do that. But the pattern appears to be that the larger districts of larger budgets are able to smooth things out a lot more right, and then it makes intuitive sense intuitively. So this one is looking at per pupil expenditures by the 12 NCS locale codes you'll see. Some of these include operating expenditures. So current operating expenditures. If a district had a large capital expense in that certain year, this is divides that by the number of students that they serve within that year, so it's not reflective of the state school fund per people budget allocation in that year this is just whatever their actual expenditures were divided by the number of students that they served in that district within that year so you'll see some of these ones the Ashwood here. I think that talking with Chair Rexford, this might have been a building that was replaced after a fire. There they incurred some large capital expenses in this year, which and they have a small number of students, so it made their current operating expenditures per student high in that year. So there are some big outliers on that and when small districts have a big one, time expenses show up as a high variation here. But if you look by categories, these are large cities, they're all very close to the statewide average. Mid-size cities, also very close to the statewide average, small cities very close. And you see this, persist as you get into towns, you start to see more variation. But there's still within the normal range of values. But when you start to get into

the rural distant, you see, we have ones that are far outside the normal range of values observed within the State. When you get into rural areas you see that they have real values that are far outside that and that pattern is consistent across the whole decade of data that I looked at. This is very strong evidence that the average per person expenditures that we're calculating in the model without accounting for the regional variation, is definitely understating the costs that are incurred by these districts, and that it's indicative that we need to include some kind of adjustment for the fact that these and introducing a regional cost variation into the cost calculation would be aligned with the mechanism in the funding allocation, where we have a small school, small, remote, and a remote rural, elementary school correction in the funding allocation models, we're already saying like, this does exist. And we're trying to account for it. There we're just not accounting for it on the cost side of the equation and given the current structure of the model. I talked about it. This was Chair Rexford some earlier this week. The easiest way that I can think of to implement this correction would be to do some research on what the average rural premium expenditure is relative to the state average expenditure and come up with what percentage that would be. And then they come up with the percentage of students that are served in these remote rural and distant rural districts. And then multiply the percentage of students served by that percentage premium to come up with an average per student per premium that would be applied to all students within the State within the model. So it would just be a scaling factor of some small percentage greater than one that would inflate our average estimate to account for these additional costs that were not currently capturing in the structure of the model, as it exists with the prototype schools that we have, having no geographic information at all, and it would do that in a way that would require minimal changes to the model because it would be it would be a post hoc correction that happened at the end of the model calculation so it would really only show up in the final steps of the model. And whereas if we introduced additional rural prototype schools that would have to go in at the very beginning, they would complicate every stage of the model calculations. That would be my recommendation. Given. The current structure of the model is, if that was something that the Commission wanted to pursue and implement that would be.

Best Practices for August 2024 QEM Report

We have a pretty significant best practices section in our existing report, and I'd love a little bit of homework if you all would refresh yourself with what we chatted about in our report that we delivered in 2022 and start thinking about those priorities. So I didn't have any deep thoughts. But I wanted to put it on the agenda to think about Evan. Dan and I were chatting about this. I think, at some point. But did you have anything else to add on in terms of best practices? As we look towards the next report. As we went through the exercise, over reviewing the levels of inputs last year, we might wanna revisit those again to see if there's any shifts in the position of

the Commission regarding those. It should be a faster exercise this year. Since we've already identified everything. And as we consider those top 3 priority list items, and how to include those it's gonna require the professional judgment of the condition to determine what additional practices beyond what the model already captures are necessary to say. To create an improvement in the 5 year completion rate. That's not already being done for the 4 year graduation rate. Right because we're implicitly saying right now, like these are all the activities that we have that are associated with this outcome measure, and some of those are gonna be overlapping and impact both of those. But, for instance, regular attendance, right like, do we have a truant officer at every school or right like that? I don't know some other practice designs to increase connection for students and attendance right like that. We don't currently have one. And so it's gonna take, I think it's gonna take a lot of talk about. So I think that best practice conversation is gonna be robust this year.