State School Fund Committee Meeting

Monday, January 31, 2022

4:00 pm – 6:00 pm

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| **Topic Description** | **Discussion Notes** |
| **1. Welcome**  *(Cindy Hunt)*  *5 min.* | Cindy Hunt opened the meeting and reviewed the Group Agreements. |
| **2. Overview of English Learner weight and HB 3499**  *(Mike Wiltfong and Mariana Praschnik-Enriquez )*  *45 min* | Mike Wiltfong went over EL weight and HB 3499 and fiscal information. He clarified that systems have been improved and are now more robust than they were previously. Mike reviewed different funding codes, as well as how earlier reports morphed into HB3499.  Mariana provided more information and information on going forward.  COSA: The average school district in Oregon spends 85%+ of their State School Fund money on salaries and benefits...some districts are approaching 90%...  I believe the state budget staff (DAS) use 86 or 87% percent when they calculate State School Fund current service level.  Carlos Sequeira: Do you also provide the districts a way of 'examining and applying culturally appropriate best practices," per the Bill's intent when the EL are not performing as well as their peers?  Answer: Yes. We look at resources, monitoring progress and implementation. We look at a making sure it is a systems approach. And not just approaches, but engaging parents and communities.  Q: Do the personnel have to be connected to an ELL coded expenditure?  A: I don’t know if the answer is more codes or better directives. An inclusive director might work with many different groups, not just EL  (Referred to slide 20) For example, this is the level of data we can pull. We have an additional conversation which allows us to access more detail.  Q: Is there a connection of this team with the teaching and learning department? (The DEI department.) Is the model one of collaboration between DEI personnel with “regular education”?  A: Yes, we grounded our needs assessment and this is the ORIS framework. When districts consider what systemic implementations to put in place, we ask what systemic interventions they already have in place.  The OAR 581-020-0621, which regulates district expenditure of moneys for ELL district and school improvement was revised in May 2020 to clarify the metrics of progress and evaluation process.  We engaged the EL Community.  Sometimes coding is the difference in expenditures.  The coding is consistent but sometimes the way the coding is used is not consistent. Districts that consistently spend more than 100% are typically immersion programs. They may not pro-rate. There is a lot of turnover and it is not a perfect system. If a dual language program serves half EL and half non EL students, it should be pro-rated.  EL is one of the biggest weights, and it also has garnered a lot of attention. |
| **3. Small group discussion on English Learner presentation**  *20 min* | Mariana and Josh Rew will facilitate Ben Bowman’s group. |
| Break  *5 min.* |  |
| **5. Small group report out**  *20 min* | Group 4: What observations do you have regarding EL weight and what lingering questions do you have?  Q: What percentage are EL?  A: 8%. 40% are BIPOC.  Q: How did we arrive at that weight?  A: It is .5. I don’t know how they arrived at .5.  Q: Where is funding for Black students who are not in another group?  A: They are calculated in general student weight. Over $200 million goes to districts to support the needs of EL students.  Other questions which were generated: Has there been success with the EL program? What is status of districts needing assistance? Are we sharing success with other districts? Can you use race as a funding category? Do other states use race as a category?  Group 3: HB 3499 was not designed to be punitive; it was designed to identify how to serve EL students. It is not designed to take away funding. Defining economically disadvantage and poverty. We are looking at consistency regarding codes, clear guidance and expectations, possible solutions. The focus is on meeting the needs of BIPOC, Tribal and Indigenous students.  Group 2: The way the formula is fixed and the weights are set, an EL student in Portland would receive better services than a student in Eastern Oregon. Does the money follow the student; accountability. A point five rating is beautiful and necessary. But the reality is there might be only one teacher and a para professional as the only ones supporting 40 or 50 students. Districts that don’t have the people to do all the work may do different things to make up. There are inequities based on where one lives. Sometimes it is difficult to find teachers who want to work in rural areas. Developing an EL resource bank: One effort of the HB 3499 program is the development of an EL Resource Bank. This Bank is guided by OAR 581-020-062:4 ELL District and School Improvement: Best Practices and Promising(1) The Department shall create an online resource bank for sharing national, state and local best practices and promising practices in serving ELL students and engaging families of ELL students. The best practices and promising practices must be culturally responsive.(2) The online resource bank shall include resources for best practices and promising practices and should address at a minimum:(a) The provision of support for students who are in grades 6 to 12 and have been identified as ELL students for six or more years;(b) The provision of support for students who are former ELL students;(c) Engagement of families and delivering essential notifications relating to ELL programs; and(d) Identification of students who are eligible to be enrolled as ELL students.  This ODE web page has the HB 3499 District Profile for each district in Cohort 1 https://www.oregon.gov/ode/students-and-family/equity/EngLearners/Pages/EL-Cohort-1.aspxPage 2 of these profiles identifies the elementary and secondary indicators used to identify districts and measure progress. The bottom of the page describes rating criteria and how determinations are made.  Group 1: Observation: As a percent of the whole EL funding is not that much.  How will the researcher cope with the data? There is a lot of effort on the part of districts in coding consistency. Is money being inequitably spent on students who are not BIPOC?  We will send out more information. At our next meeting we will dive more deeply into teacher experience factor. And teachers of Color.  Rural school funding would be a great topic in future. Rural/urban/suburban. Or even rural vs. rural.  The economy of scale is part of it. Another part is over time, when you receive the bottom level of funding, you’re stuck in that spot. |
| **6. Researcher Contract update**  *(Cindy Hunt)*  *5 min* | In progress. |
| **7. Closing & Next Steps**  *(Tamara Dykeman) 5 min.* | Next meeting; Doodle Poll  Thank you from multiple groups to Mariana and Mike. |

Next meeting date: TBD by Doodle Poll

2/7/22