

State School Fund Advisory Committee

September 28, 2022

ECONorthwest
ECONOMICS • FINANCE • PLANNING

Introductions

ECONorthwest

- **Andrew Dyke**, Project Director & Partner
- **Melissa Rowe**, Project Manager
- **Jade Aguilar**, Stakeholder & Community Engagement Lead
- **John Tapogna**, Senior Advisor

Community Design Partners

- **Daniel Ramirez**, Stakeholder & Community Engagement Advisor

Please share:

- Your name
- Your title
- Your organization

Agenda

- Welcome and introductions (Andrew Dyke, 5-10 minutes): Name/title
- Project plan (Andrew Dyke, 15-20 minutes)
- Preliminary literature review findings (John Tapogna, 10-15 minutes)
- Selection of 25 districts (Andrew Dyke, 20-30 minutes)
- Break (5 minutes)
- Discussion of stakeholder and community engagement (Jade Aguilar and Daniel Ramirez, 30 minutes)
- Closing and next steps (Andrew Dyke and Melissa Rowe, 5 minutes)

Project Plan

Legislative charge (HB 5006 budget note):

- *“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.”*
- *“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.”*

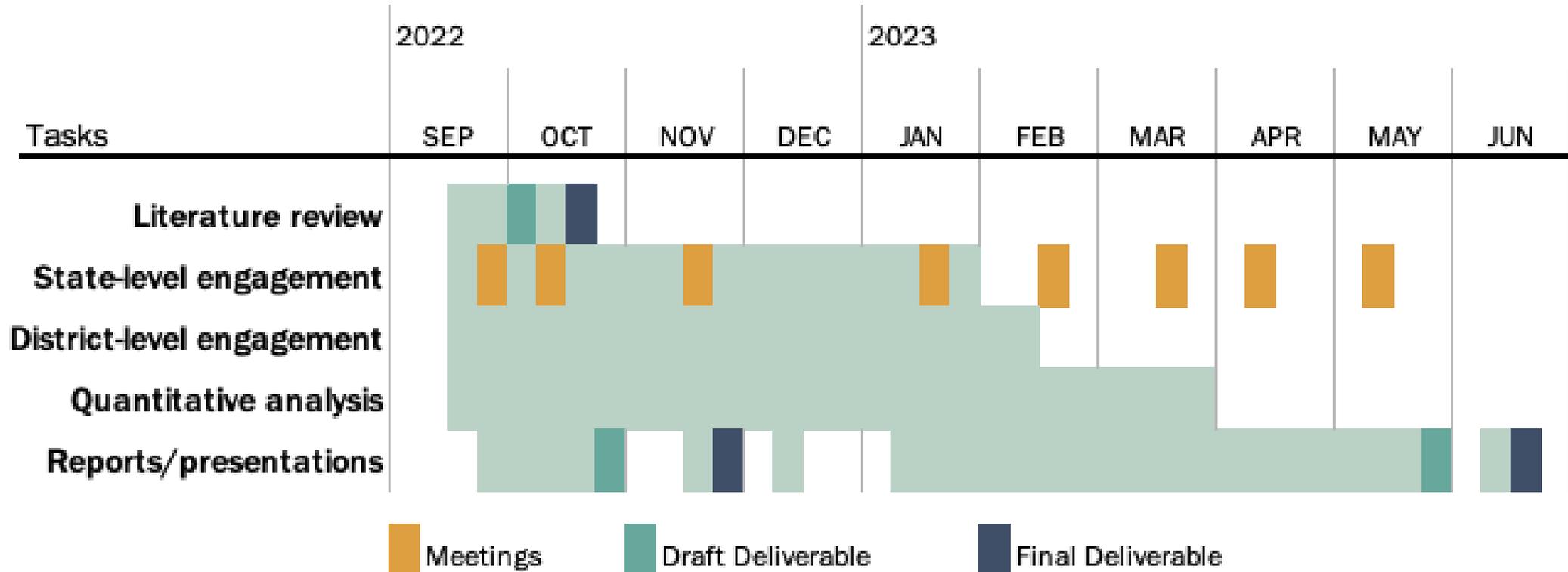
Project focus

- **This study is focused on equity.** Specifically, on how funding policies and procedures affect equity in resource allocation and in student outcomes.
- **This study is not about adequacy.** The state funds the Quality Education Commission to address questions of resource adequacy.

Key questions for the research

1. What are the impacts of state laws and local policies and procedures on state and local resource distribution to schools?
2. Based on the available data and evidence, what racial inequities exist and what adverse effects do BIPOC and Tribal students experience?
3. What are the causes or contributing factors (e.g., unfair policies and practices, inequitable funding formulas) that produce or perpetuate racial inequities?
4. What influences local expenditures? How do districts allocate resources?

Project Plan



Project Plan

- Literature review
 - Summarize existing research on the impact of spending and other factors on educational outcomes
 - The review will serve as a common reference to inform this study
- Selection of 25 districts
 - Focus of district-level engagement
 - Survey of selected staff
 - Potential requests for additional financial and student data
- Community and stakeholder engagement
 - Qualitative data collection to complement quantitative analysis
 - State and district-level
- Quantitative analysis
 - Methods will adjust to best support emerging findings
 - Focus on quantifying and communicating the relationships among spending, staff and student characteristics, and student outcomes

- Discussion:
 - If and how has your understanding of what this study can and should involve changed since the committee formed?
 - What specific hypotheses should be tested?
 - Questions about the workplan?

Preliminary Findings from the Literature Review

- The Coleman Report (1966) questioned whether increased school spending improved student outcomes
- Hanushek (1986) and others echoed Coleman's conclusion
- Jackson et al. (2015) examined School Finance Reforms in 28 states during 1971-2010 to demonstrate that spending changes produce positive student outcomes

Specifically, Jackson and others found that a **10 percent increase** in per-student spending in each year for twelve years of public school leads to:

- 0.27 additional completed years of education
- 7.25 percent higher wages
- 3.67 percentage-point reduction in adult poverty

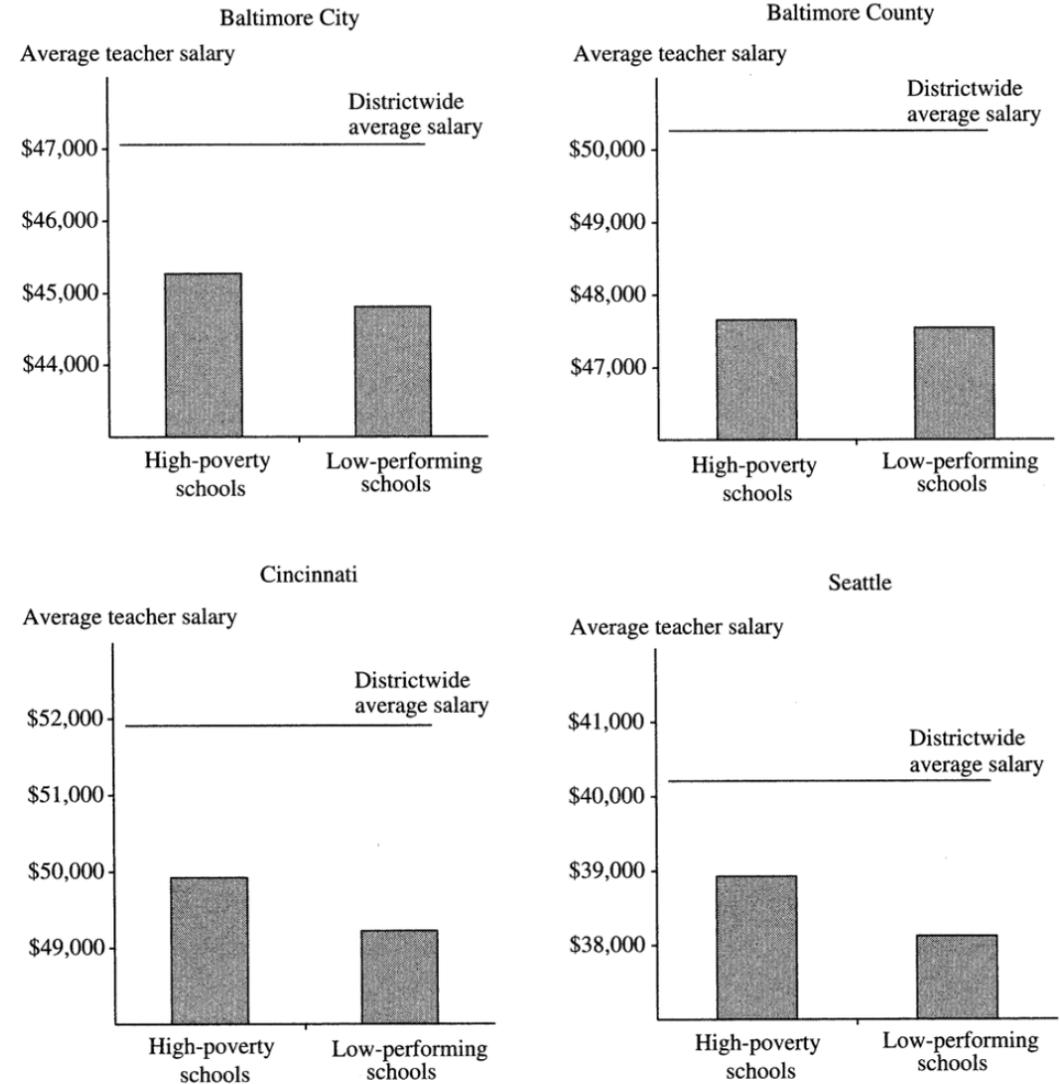
For low-income students, the 10 percent increase led to:

- 0.43 additional completed years of education
- 9.5 percent higher wages
- 6.8 percentage-point reduction in adult poverty

- Jackson et al. explored how schools with larger budgets spent their money and found that a 10% increase in per-student spending was associated with:
 - 5.3 percent reduction in the student-to-teacher ratio
 - 1.14 more school days
 - 2 percent increase in base teacher salaries

Within-District Spending

- Roza and Hill (2004) explored differences in school-level spending by examining average teacher salaries in schools



District Selection

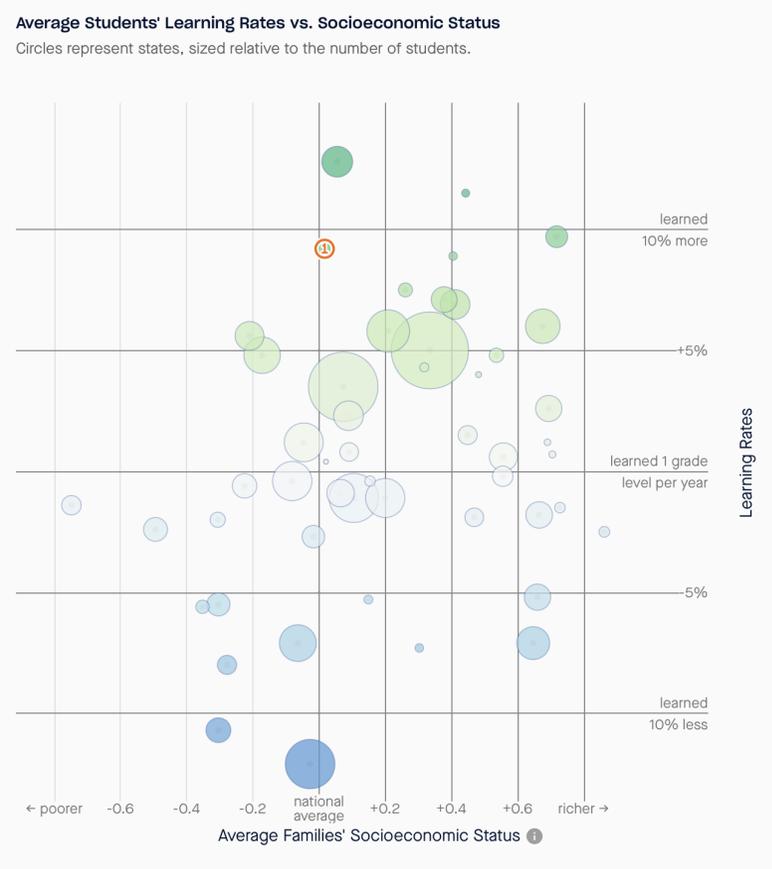
District Selection

- District-level community and stakeholder engagement will focus on the 25 districts. We will also survey selected staff from these districts and may also request additional budget, expenditure, and student data from these districts.
- ODE proposed selecting districts to ensure the districts represented a range of
 - Racial diversity
 - Linguistic diversity
 - Geography
 - Enrollment size
- In addition, we will consider socioeconomic status, teacher demographics, and observed disparities in funding and outcomes

District Selection

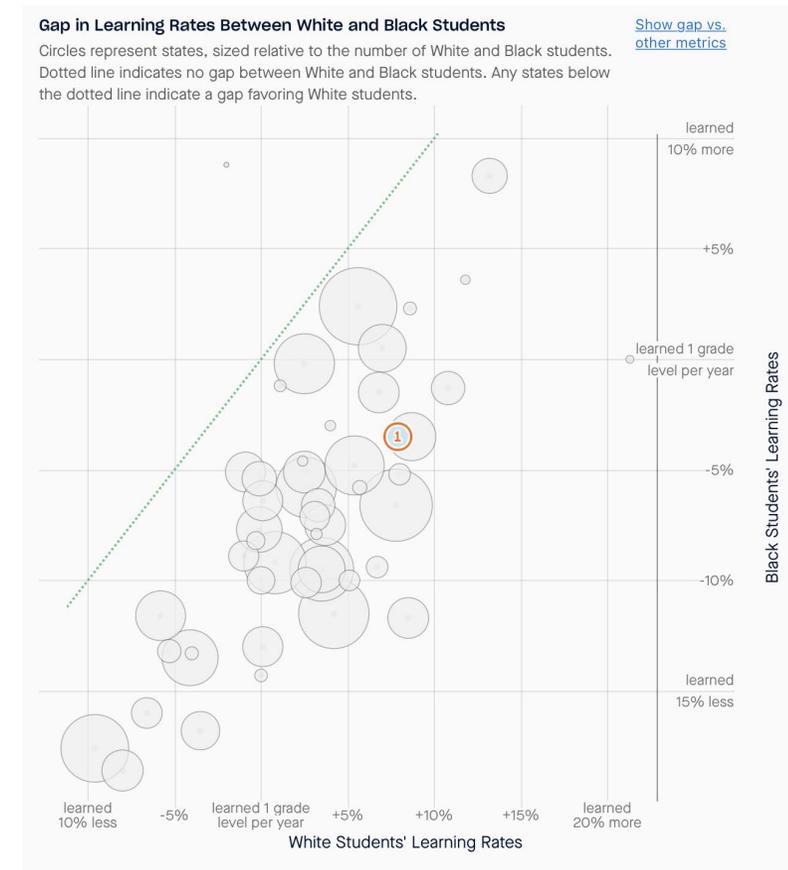
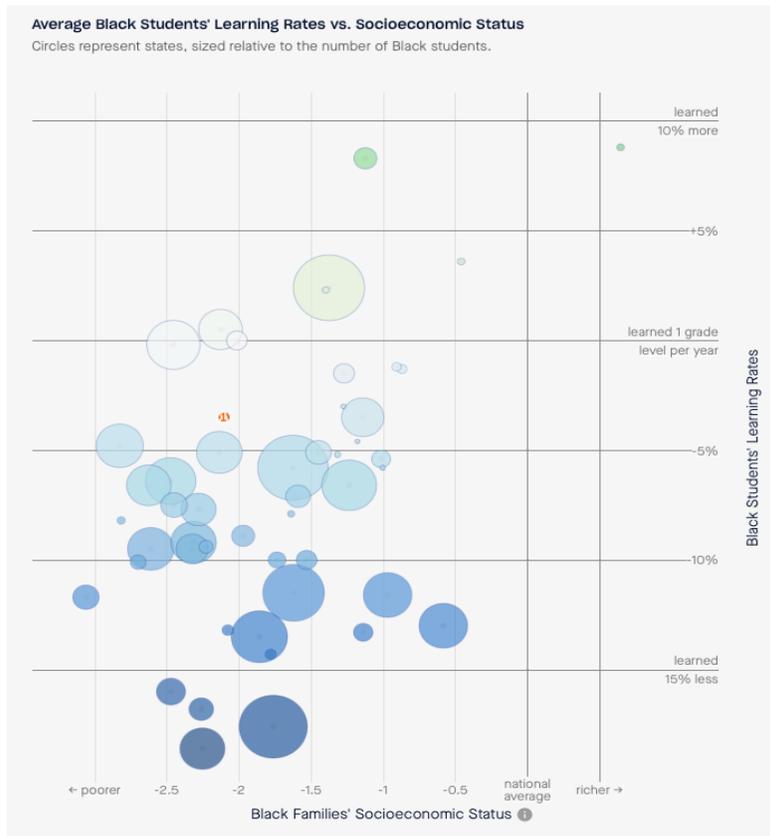
1. Develop baseline list:
 - 5 districts with the most BIPOC students (covers 37% of Oregon's 2021-22 BIPOC enrollment)
 - 10 districts with the largest and smallest disparities in outcomes (BIPOC compared to White)
 - 10 districts with the largest and smallest variation in school-level general fund spending per student
2. Review list to assess adequate variation in the factors listed earlier
3. Adjust to improve variation in these factors and identify alternates as needed for districts that decline to participate
 - Propose to exclude very small districts from primary consideration: in 2021-22, 83 districts with fall enrollment under 500 accounted for <3% of students and <2% of BIPOC students
 - Outcome and spending measures will be refined as we learn what data will be available, and when
 - Details of our process will depend on data available at the time selection has to occur and analysis of correlations among the factors listed in the prior slide and other preliminary analysis

Oregon compared to other states

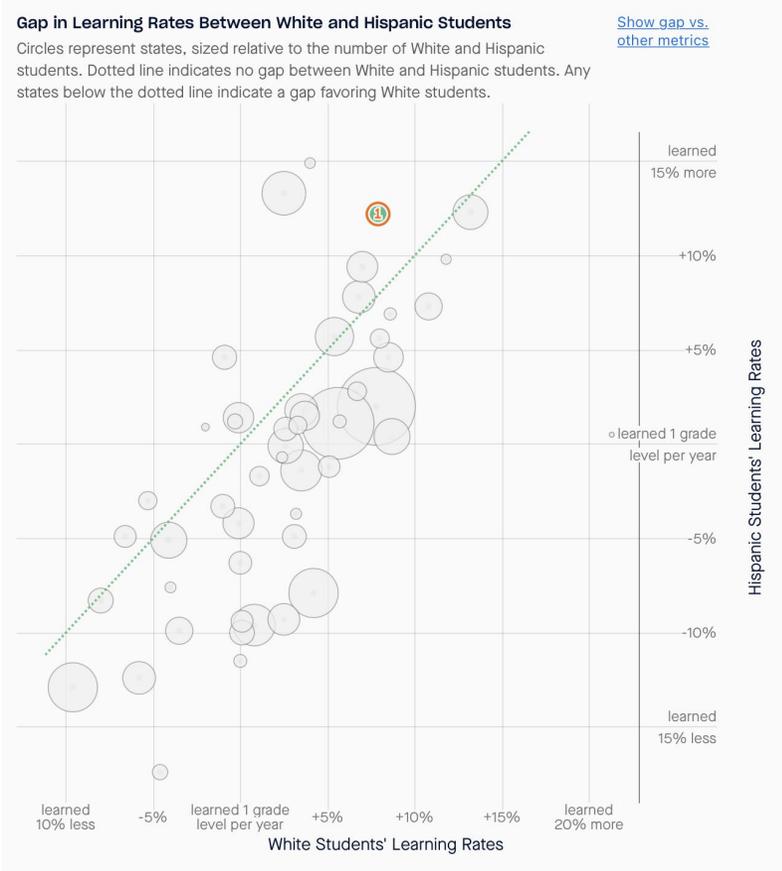
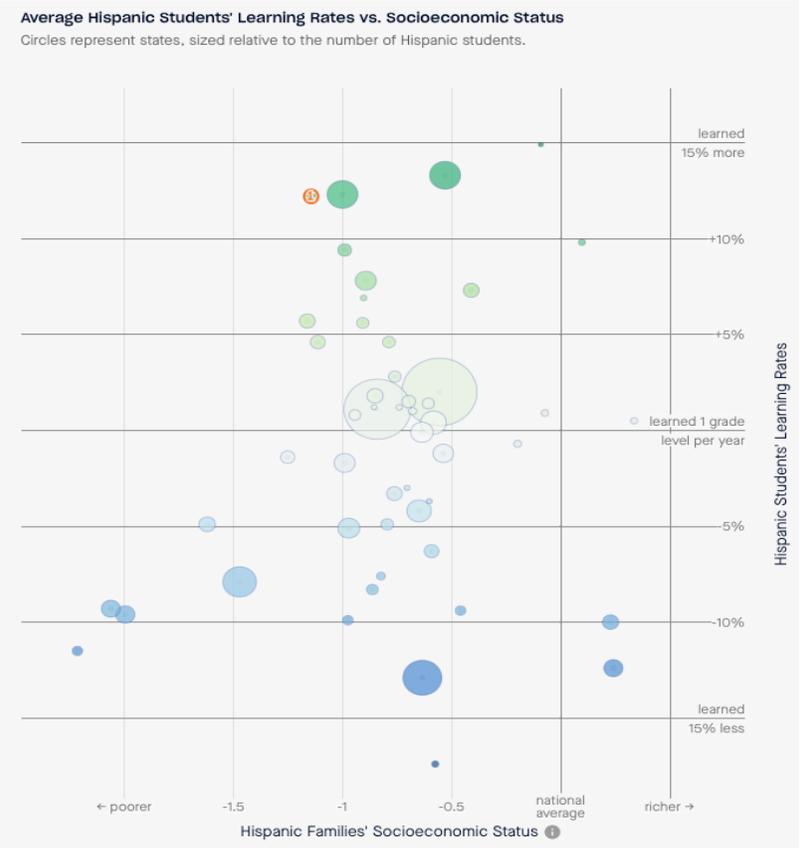


Source: Stanford Educational Opportunity Project

Oregon compared to other states

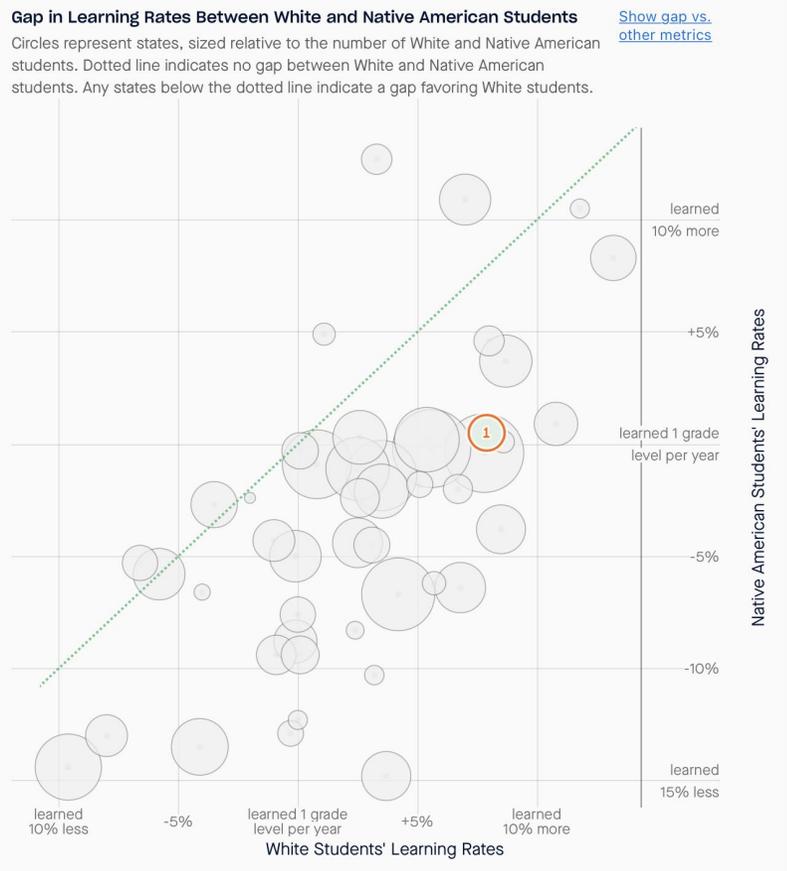
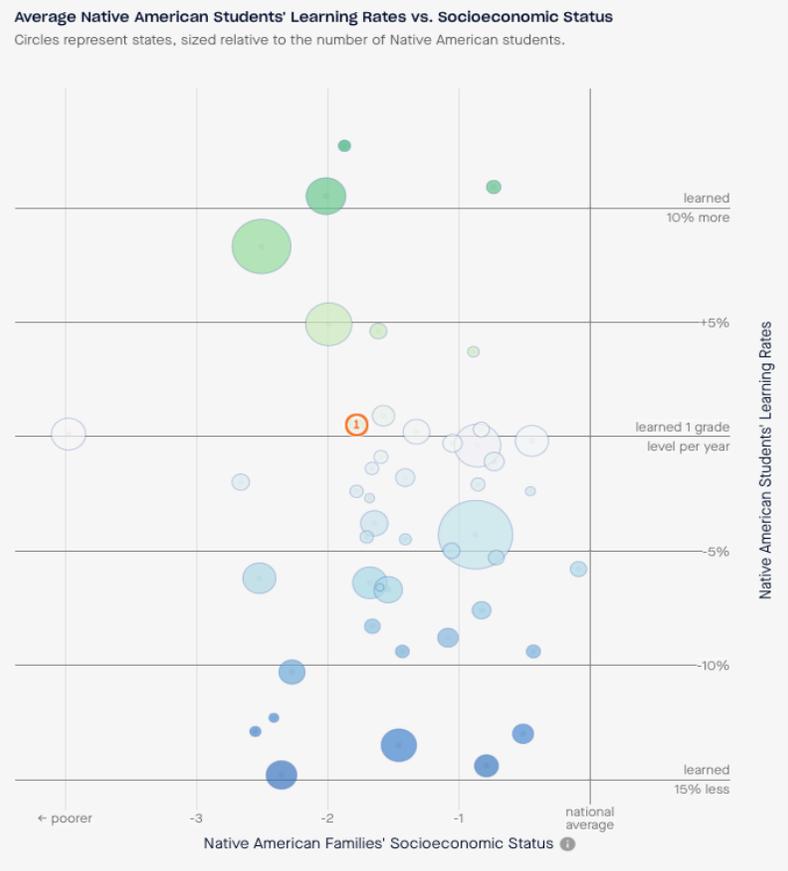


Oregon compared to other states



Source: Stanford Educational Opportunity Project

Oregon compared to other states

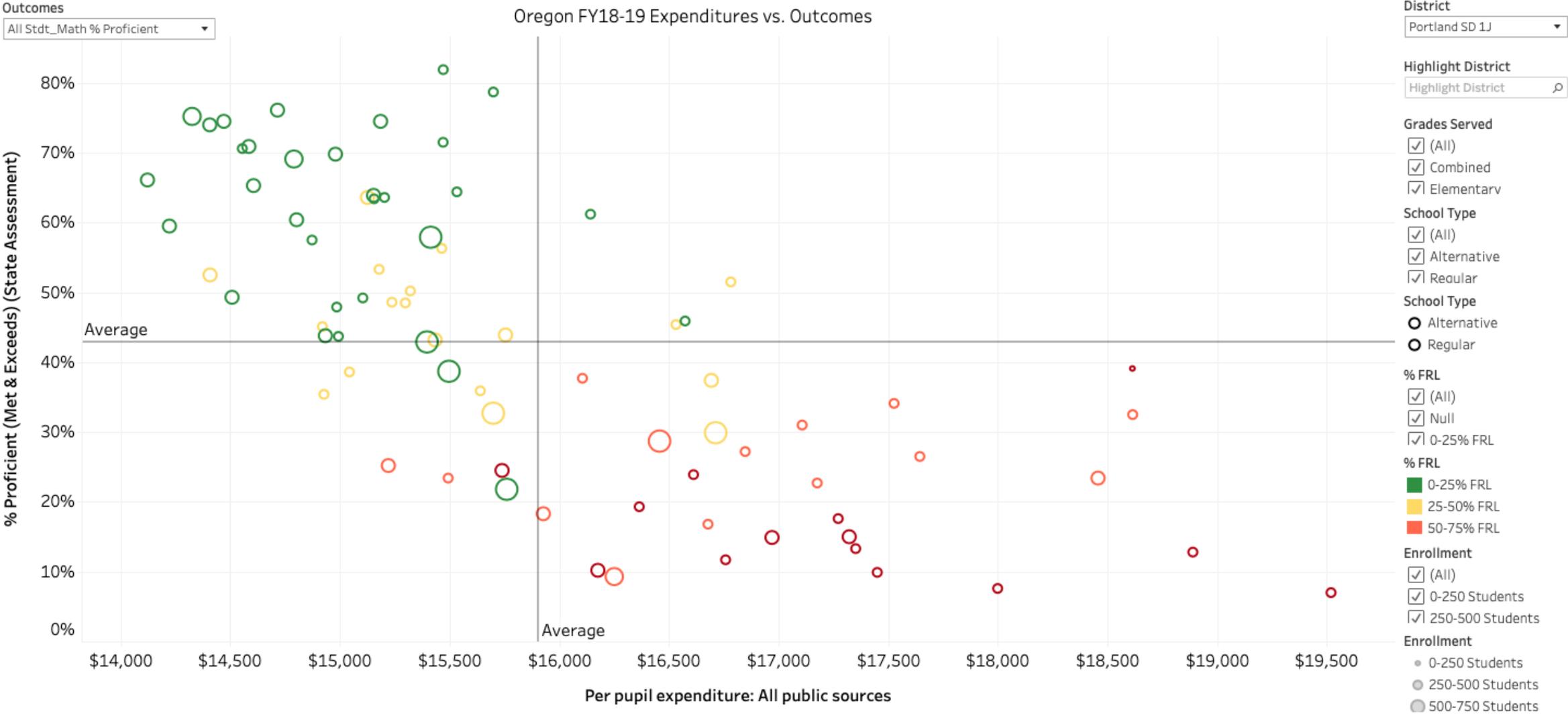


Source: Stanford Educational Opportunity Project

District Selection

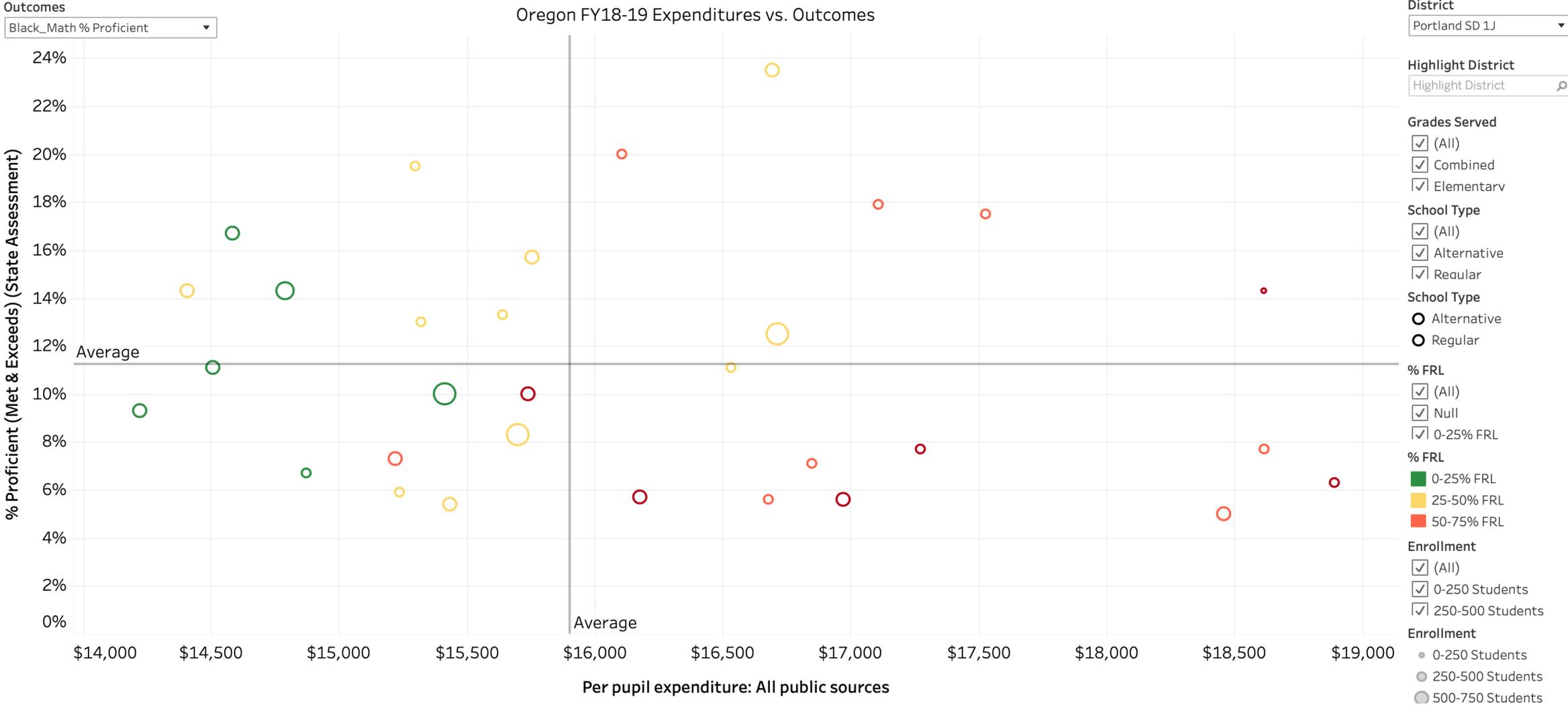
- The Stanford Education model-based estimates indicates that during the 2010s, Oregon 3-8 grade students demonstrated about average achievement levels
- Achievement growth was above average overall but not for all subgroups
- The SSF evaluation will examine similar, Oregon-specific measures at the school and district level to evaluate equity in outcomes and as an input to the district selection process.

District Selection



Source: Georgetown Edunomics Lab

District Selection



Source: Georgetown Edunomics Lab

- Discussion
 - What's missing?
 - Other questions?

5-Minute Break

Community and Stakeholder Engagement Plan

Collective Brilliance: Qualitative Exploration

Qualitative Journey

2 min	Who we are
3 min	Context for our time together
12 min	Questions: Direction and feedback
12 min	Who: Brainstorm and purpose
1 min	Next Steps

Daniel Ramirez

Educator

Scholar

State Leader

Community Based

Liberatory and

Regenerative

First Generation

Jade Aguilar

Educator

Scholar

Data Justice

Equity Consultant

First Generation

- State and regional level interviews
- Local interviews and focus groups
 - Stories and experiences in the system
- Focus on strengths and unacknowledged needs in the State School Fund

Possibly wrong definitely incomplete

Learning mindset

Embrace complexity

Stories matter

Focus on human values

Relational trust

Evaluation Question:

What are some brightspots?

What needs are the most unmet?

How can the system better meet these needs?

Who has access and who doesn't?

Protocol:

2 min - Read and think time

10 min - Discussion

State/Regional:

- Regional and statewide CBOs
- ESD Leadership
- State Lawmakers
- SSF Advisory Committee
- ?
- ?

Local:

- Parents and Students
- Local CBOs
- Teachers
- District Leadership
- District special services leaders and practitioners

Protocol:

2 min - Read and think time

10 min - Discussion

- Reflect on feedback
- Reach out to SSF Advisory Committee members interested in providing more insight
- Compile a more detailed list of questions and folks we plan on listening to

Next Steps

- Draft literature review distributed on October 6th
- Develop draft list of 25 districts
- Begin state-level engagement process
- October 12th focus groups

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