



# State School Fund Advisory

## January 31, 2022

# Agenda

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Welcome & Introductions

Overview of English Learner (EL) Weight and HB 3499

- Small Group Discussion
- Small Group Report out

Update on Researcher Contract

Next Steps

# Budget Note

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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.

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.

The Department is to submit a report with the results and findings of the study and advisory committee by December 15, 2022.

# Group Agreements

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**Leave positionality behind:** *We come to this team as equals, we strive to bring our perspectives and knowledge forward while leaving our positional power behind.*

**Clarification:** *This does not mean we leave behind the organization or people that we represent. It means we all show up in this conversation with equal voices, regardless of our “rank” or title.*

**Stay engaged:** *Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue”. Setting our email and phones to the side in critical conversations.*

**Speak your truth and hear the truth of others:** *This means being open about thoughts, feelings, and what you think you know and not just saying what you think others want to hear. It also means listening closely to others and trying to understand their perspective without forming your next thought or response in your mind.*

**Expect and accept non-closure:** *This agreement asks participants to “hang out in uncertainty”, rumble with problems, and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue.*

**Commitment to building our trust:** *All members hold trust or faith with one another to lead with integrity around our decisions. This also means when there is disagreement, discomfort, and hurt that our commitment is to care-front one another with.*

# Group Agreements

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**Experience discomfort:** *This norm acknowledges that discomfort is inevitable, especially, in dialogue about equity (race, ethnicity, disability, gender, sexual orientation, privilege, etc.), and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.*

**Focus on BIPOC and Tribal students:** *The legislative charge of this Advisory Committee is to focus our work on BIPOC and Tribal students. We agree to center the impacts of BIPOC and Tribal students in reports to this committee and discussions among members.*

**Data Requests:** *All data and information requests will be made through advisory committee facilitators and not directly to ODE staff and results of that request will be shared with the entire committee.*

**Starting fresh:** *While we acknowledge that conversations around the State School Fund have happened for many years, this Advisory Committee is a new conversation and a new opportunity. We agree to let go of any “baggage” from previous conversations and not to rehash old arguments because we know that this gives us the best chance to forge consensus and agreement.*

**Get caught up:** *If a member misses a meeting of the Advisory Committee, that member will take personal responsibility to read all materials from the previous meeting and reach out to ODE facilitators as needed to catch up.*



# EL Weight & HB 3499

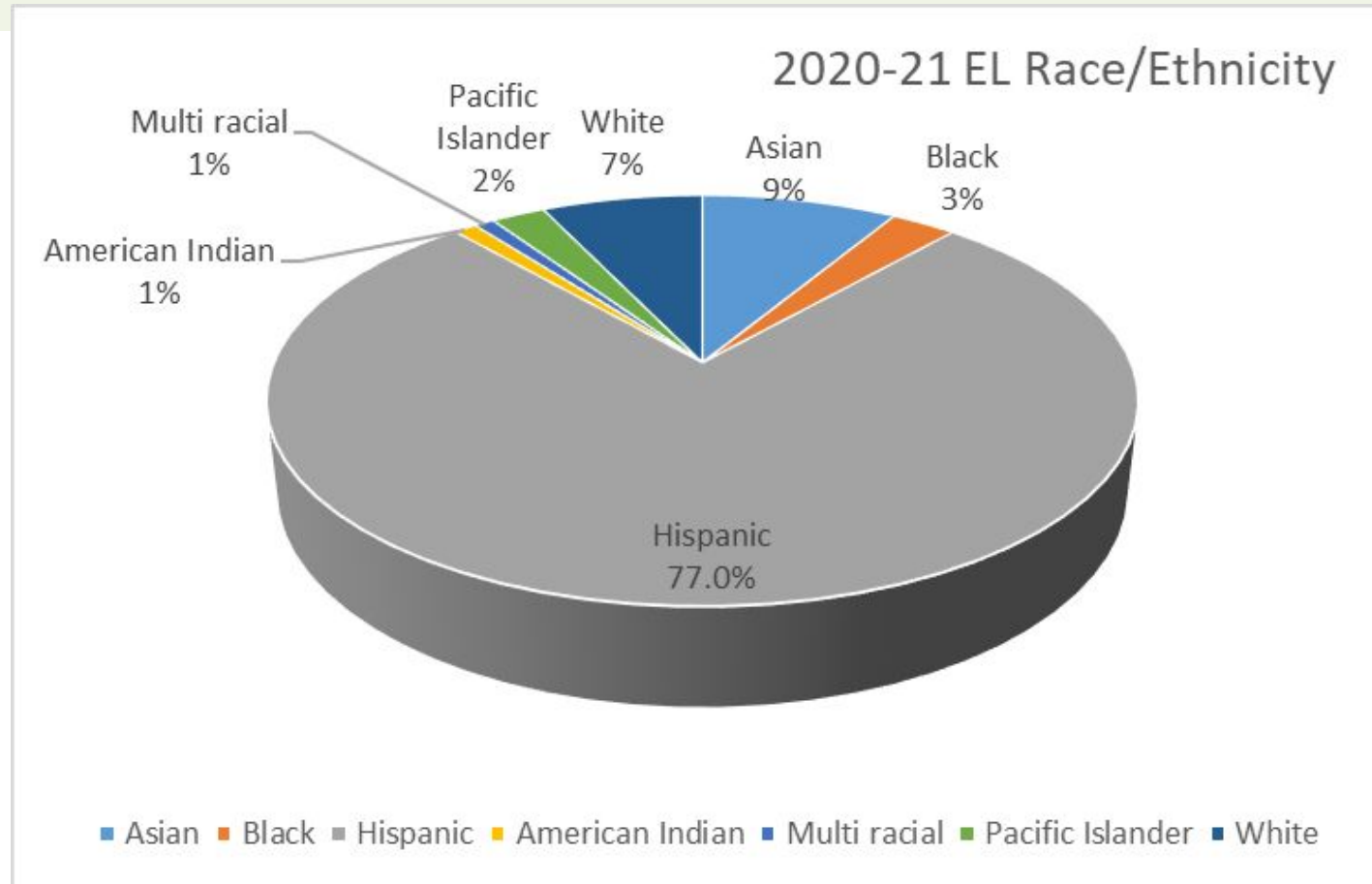
# English Learner weight in the State School Fund

**ORS 327.013(1)(c)(A)(ii): 0.5** for each student in average daily membership eligible for and enrolled in an English language learner program under ORS 336.079

In 2020-21, there were 57,657 students reported in the ADM data collections, as compared to 73,049 students reported in 2005-06

In 2020-21, 93% of the students were BIPOC compared to 78% in 2005-06

# English Learner weight in the State School Fund





# English Learner weight in the State School Fund

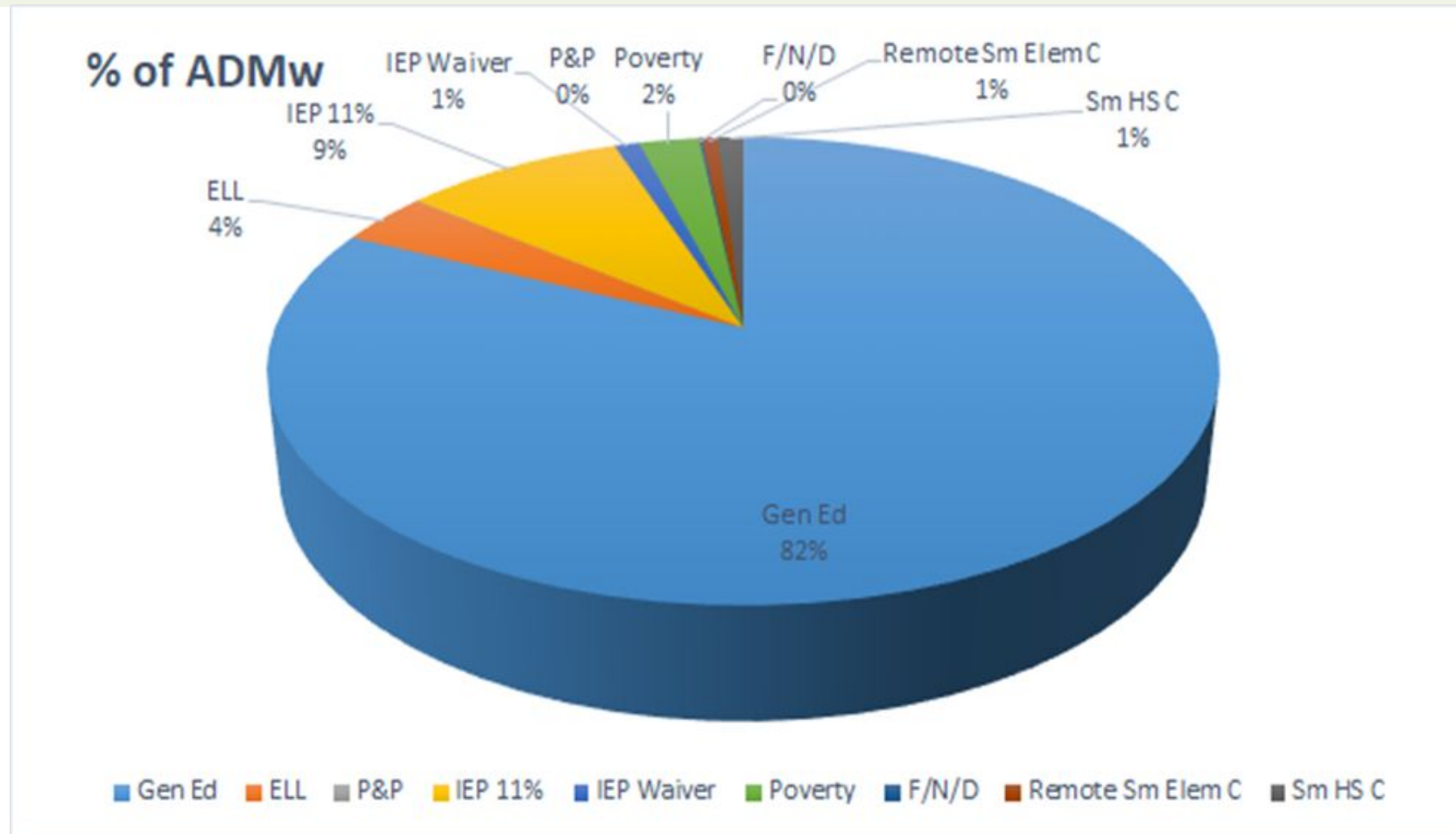
In 2020-21, there were 50,095 ADM reported, thus 25,047 EL SSF weights

In 2020-21, one weight (ADMw) in the SSF equals \$8,685 at this time

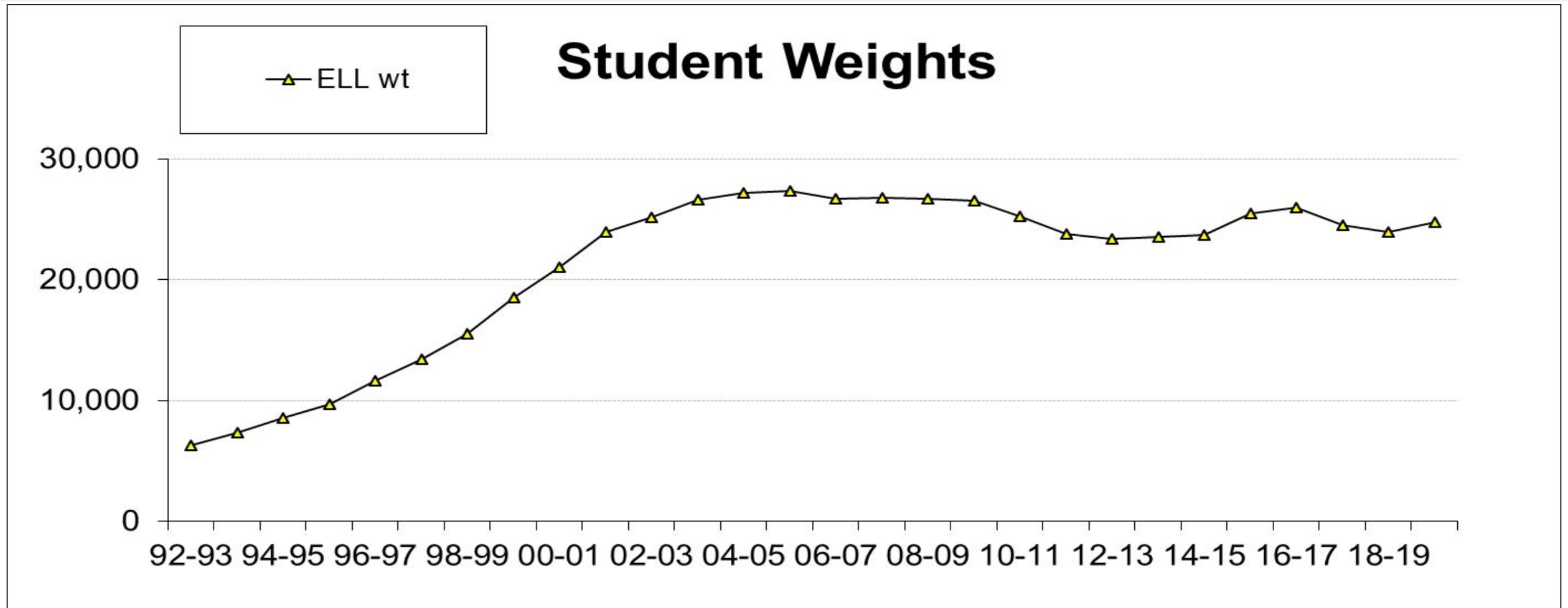
In 2020-21, 25,047 weights multiplied by ~\$8,685 equals \$217.5 million

In 2005-06, 26,705 weights multiplied by ~\$5,200 equals \$138.9 million

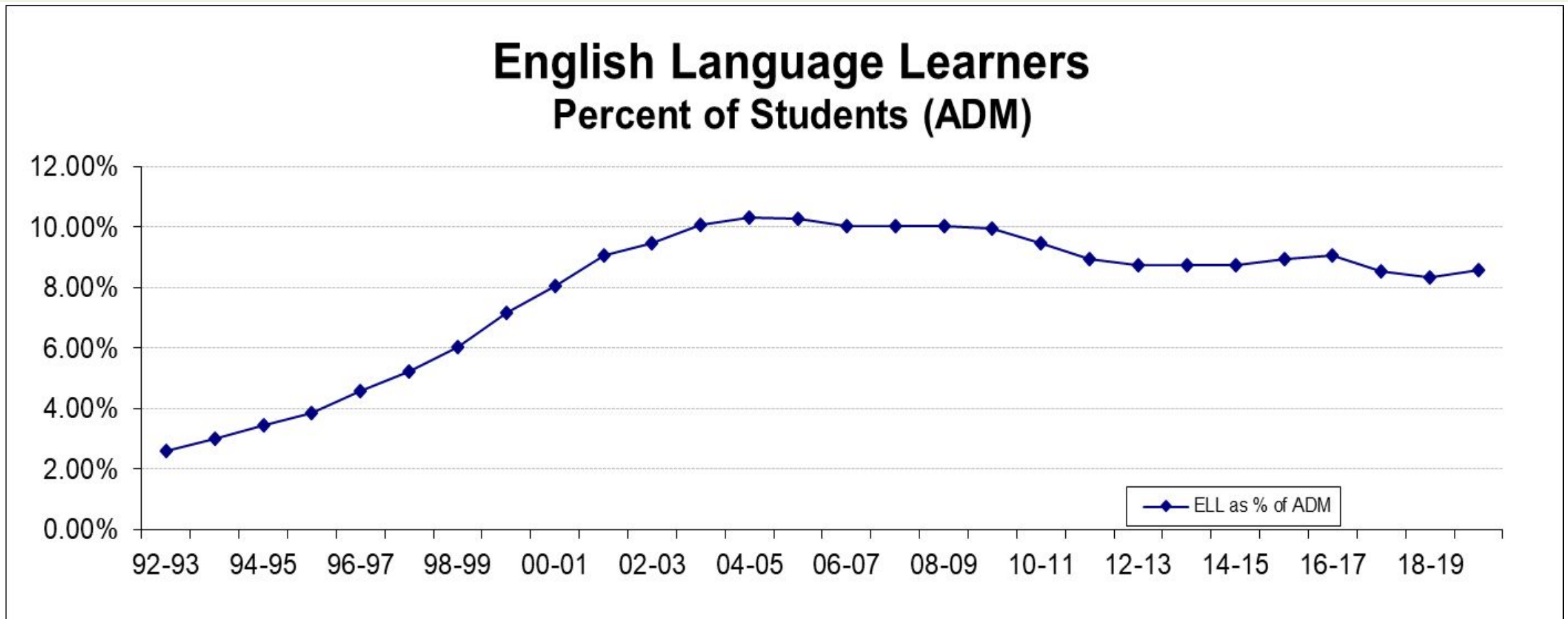
# English Learner weight in the State School Fund



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# English Learner weight in the State School Fund

In 2008, I was asked to review 2006-07 EL revenues and expenditures in the SSF using school district financial data and the chart of accounts codes

There was interest to see data for each school district and for the state total as an average

At the time, total expenditures equalled \$124.27 million and total revenues equalled \$149.3 million, which is approximately 83% of revenues

This review went on for several years and we would reach out to districts to gain more understanding and where there weren't strong correlations

# English Learner weight in the State School Fund

The Program Budget and Accounting Manual (PBAM) was established in 1998 and represents Oregon's standardized reporting to promote consistency of accounting across all school districts in the state. In addition to guidance, the PBAM contains our chart of accounts used for the accounting of revenues and expenditures. Currently, there are:

- 7 Fund codes (we also have sub funds for SIA and HSS)
- 60 Source codes (revenues)
- 64 Function codes (expenditures)
- 58 Object codes (finer detail for Functions - expenditures)
- 33 Area of Responsibility (global review of expenses, MOE)

# English Learner weight in the State School Fund

- The chart of accounts is used for federal and state reporting purposes, where we have over 100 state/federal programs alone
- Accounts for districts' revenue and expenses in excess of \$10 billion annually
- Is similar to federal chart of accounts
- Changes can take up to two years from concept to utilization by partners
- We have to be careful not to introduce ambiguity into the data - too many variables
- We consult with the Chart of Accounts Committee (advisory group consisting of school business officials, auditors and CPAs) annually

# English Learner weight in the State School Fund

For English Language Learner (ELL) accounting, we have the following codes and guidance in the PBAM:

- Function 1291: ELL - ORS 336.079 (ELL Program)
- Function 1295: ELL - Non ORS 336.079 (Immersion program)
- Area of Responsibility 280 - ELL Programs not under function 1291 and 1295
- Appendix E (guidance and references for ELL and non-ELL related expenditures)



# English Learner weight in the State School Fund

Inst_I d	District	Expenditures on ESL Programs (Function 1291)	Area of Responsibility 280 not including FuncCd 1291	Total all Expenditures	ESL Weights in Formula	General Purpose Grant per Ext. ADMw	Formula Rev. from ESL Weights	Expenditures as a % of ESL Revenue
1894	Baker SD 5J	\$40,179	\$0	\$40,179	15.1	\$5,714	\$43,144	93.1%
1895	Huntington SD 16J	\$0	\$0	\$0	0.0	\$5,552	\$0	
1896	Burnt River SD 30J	\$0	\$0	\$0	0.0	\$5,474	\$0	
1897	Pine Eagle SD 61	\$0	\$0	\$0	0.0	\$5,637	\$0	
1898	Monroe SD 1J	\$102,994	\$0	\$102,994	56.9	\$5,693	\$161,966	63.6%

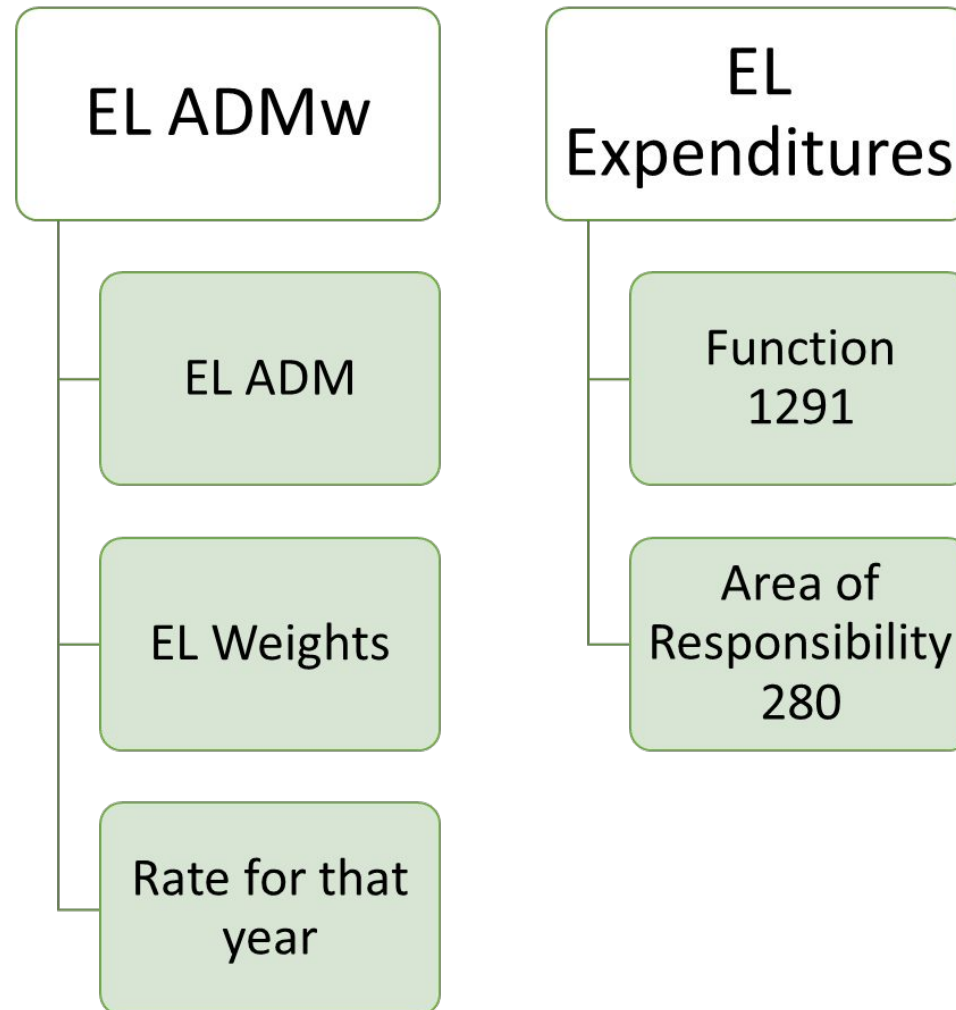
# English Learner weight in the State School Fund

From this early work we saw improved correlations as we moved forward, but there were still concerns with spending and outcomes, and as a result HB 3499 was implemented in 2015.

HB 3499 did provide additional reporting options and guidance for EL reporting in the PBAM, amongst other improvements, but there continues to be challenges in the ability to analyze the reporting and financial data from school districts without HB 3499 staff reaching out to school districts for clarification and understanding.

Marianna will now share her HB 3499 perspective

# .5 EL Weighted ADM Funding



# EL Expenditure Coding

Two Elements to Explore:

- Allocation amount per year
- Expenditure as a % of ELL Revenue (EL ADMw)

% of Total ActualExpAmt	
Row Labels	
⊕ Additional Salary	0.03%
⊕ Administrators	2.06%
⊕ Classified Salaries	2.25%
⊕ Communication	0.00%
⊕ Computer Hardware	0.10%
⊕ Computer Software	0.38%
⊕ Consumable Supplies and Materials	0.02%
⊕ Contractual Employee Benefits	14.78%
⊕ Dues and Fees	0.00%
⊕ Grant Indirect Charges	0.09%
⊕ Instructional; Professional; and Technical Services	2.44%
⊕ Licensed Salaries	57.43%
⊕ Non-consumable Items	0.01%
⊕ Non-instructional Professional and Technical Services	0.00%
⊕ Other Required Payroll Costs	0.90%
⊕ Periodicals	0.00%
⊕ Public Employees Retirement System	14.25%
⊕ Social Security Administration	4.66%
⊕ Student Transportation Services	0.04%
⊕ Substitute - Classified	0.00%
⊕ Substitutes – Licensed	0.00%
⊕ Temporary – Licensed	0.28%
⊕ Temporary - Classified	0.09%
⊕ Textbooks	0.15%
⊕ Travel	0.04%
<b>Grand Total</b>	<b>100.00%</b>

# HB3499 Identification and Support

- ODE supports the implementation of systemic interventions in identified Transformation and Target Districts. Transformation and Target Districts receive the following:
  - ODE program specialist supports and access to ESD partnership supports
  - Comprehensive needs assessment process, with support from ODE
  - Improvement planning and monitoring, using state and local data
- Fiscal support for improvement plan activities
- Proposed allocation for Transformation and Target districts is based on a weighted funding formula.
- Districts are identified using elementary and secondary rating
  - Each rating is the weighted combination of seven indicators.
  - Indicators come from existing accountability systems (e.g., Title I, Title III, and IDEA).

# HB3499 Grants in Aid

## Cohort 1

- Transformation districts received 180K per year
- Target districts received 90k per year

## Cohort 2

- Weights for student demographics
  - Base 1.0
  - Economically Disadvantaged .25
  - ELSWD 1.0
  - SIFE .50
  - Recent Arriver .50
  - Migrant .50
  - Homeless .50
  - Mobility .25
  - Long-Term .50
- Top-up for transformation districts \$125,000 per year

# After 4 Years

If identified districts have not met expected EL student learning outcomes, the following provisions are written into rule:

- ORS 336.079(5)(e) stipulates that if a school district does not meet expected growth and expected benchmarks for student progress indicator, the Agency would direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years. 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.
  - 2020 Directed Funding Guidelines
  - EL ADMw and EL Expenditures

# Small Group Breakout

What observations do you have regarding the English Learner weight or the data collections required by HB 3499 that can be applied to the goals of this committee?

What wonderings or questions do you have?



# Small Group Breakout - Report Out

What observations do you have regarding the English Learner weight or the data collections required by HB 3499 that can be applied to the goals of this committee?

What wonderings or questions do you have?



# Researcher Selection Process



# Next Steps

# Next Steps

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Next meeting Teacher Experience Factor and Teachers of Color