

Topic Description	Discussion Notes
1. Welcome, agenda, project update (Andrew Dyke) 5 min.	Livestreamed to: Oregon ODE - YouTube Overview of agenda Attendance - Committee members: Amanda Manjarrez; Dana Heppner; Jackie Olsen; Johnna Timms; Julie Neburka; Morgan Allen; Sonya Moody-Jurado
2. Quantitative analysis update and discussion (Andrew Dyke) 25 min	Findings <ol style="list-style-type: none"> SSF resulted in a progressive resource allocation. BIPOC students attend schools w/a slightly higher resource allocation. Benefits to BIPOC students. Did not and could not evaluate specific programs. Varied a fair amount. Average expenditure difference map. Adding an additional, hypothetical BIPOC weight may increase expenditure levels by 1.5% (50%) This is not about increasing the pie; it is about formulas. Underserved races and ethnicities could experience greater increases. <ul style="list-style-type: none"> -dollars reaching students -how are we talking about how allocation decisions are made? -this is higher level, instrumental in distributing resources -there is a distinction between SSF and GF ESL weight is .5 Most districts would see a decline in their general purpose This is about allocation, not a proposal. The change could reduce test score gaps on statewide assessments by 7 to 8 % for underserved races and ethnicities and by about 9% across all BIPOC students. Part of the gap closure is because some districts would lose funding The proportion of teachers who identify as BIPOC (12% in 2021-22) remains far below BIPOC student enrollment (41% in 2021-22) <ul style="list-style-type: none"> -Middle and High school students have multiple teachers throughout the day Teacher experience by race and ethnicity, not a tiny difference Beyond teachers, all staff, baseline numbers Consistent with other research, our analysis suggests benefits associated with aligning student and teacher demographics. <ul style="list-style-type: none"> • Teacher experience is associated with achievement growth. • Having a race-congruent teacher in an elementary school grade is positively correlated with math achievement growth and negatively with middle school ELA achievement growth. • Having a race-congruent teacher in ninth grade is associated with an increase of on-time high school graduation.

	<ul style="list-style-type: none"> • A higher share of race-congruent educational assistants is positively associated with math achievement growth in middle school. • The share of race-congruent educational assistants is positively correlated with ninth-grade on-track. • Findings do not prove causality and should be treated as suggestive of areas worthy of deeper analysis rather <p>How are we relating this back? This allows us to quantify the distribution of teacher resources.</p> <p>Impact of more experienced teachers? Not a direct connection, not specific in budget note.</p> <p>Racially, regionally, geographically, size diverse. Survey findings collectively next.</p>
<p>3. Engagement (survey and interviews) results and discussion</p> <p><i>Jade Aguilar and Daniel Ramirez</i></p> <p>25 minutes</p>	<p>Nearly all business manager respondents said unable to track at that level, combined with other resources. Still that 10% said did track or didn't know, so we followed up and got some responses, said we don't track at student level. In terms of disparities, 2/3 reported greatly or somewhat narrowed disparities. How to allocate teachers across schools. Class sizes and opportunities are equal, then allocate certain kinds of teachers, counselors, etc. This is not a report on adequacy, but most report decreasing funding levels, declining pool of support resources. While they are grateful for support for BIPOC students, it comes w/decline in other areas, impacts their ability to do good equitable resources. Burden of reporting difficult or impossible w/current number of staffing, people hours.</p>
<p>4. Conclusions</p> <p><i>(Andrew Dyke)</i></p> <p>5-10 min</p>	<p>Districts claim they cannot track below the district level. So we must use proxies. Formula weights, class size, progressive. Quantify how changes impact. More</p> <p>School districts in Oregon do not track SSF revenue separately from non-SSF revenue at the school, staff, or student level, severely limiting the extent to which SSF resources can be associated directly with student outcomes.</p> <p>§ State and local laws and policies such as formula weights, class size ratios, and required programming combine to create a slightly progressive resource allocation with respect to race and ethnicity.</p> <p>§ Research referenced and applied to Oregon in this report indicates that additional resources, and the ways in which resources are allocated, can play a role in addressing long-standing outcome inequities.</p> <p>§ In light of persistent, long-standing outcome inequities between Oregon's BIPOC and non-BIPOC students, some school districts have district-level equity plans and equity directors.</p> <p>§ Representatives of many school districts—especially smaller districts—report insufficient levels of funding for additional initiatives, and others describe practices that distribute funding equally to reach BIPOC students distributed evenly across their district.</p> <p>Can you expand on that final finding? – Don't want an unfunded mandate. The idea that we cannot give more to BIPOC students</p>

	<p>without more resources needs to be untangled. Local school boards have full autonomy. We need to talk about where the disconnect happens. .</p> <p>What I hear is that SSF is insufficient to address all equity needs. There is a scarcity mindset, decisions have to be made on what they can and cannot do, and they cannot do everything. But they don't track their funding at that level? The small districts are saying all of our studnets have high needs. Larger districts were doing a lot of reshuffling. They had a bunch of wealthy schools, adequate PTO, etc. But smaller districts, everybody is overburdened. Some of this conversation is coming up around literacy. Like Reynolds, where all of their schools are Title 1 schools, and Lake Oswego, where none of their schools are Title 1. And some are mixed. Maybe there is a way to capture this, nuance. So many differences in terms of district size. Isn't there hold harmless provisions for small districts? May need some more info...but if the formula is changed there are not "hold harmless" provisions... There are not hold harmless provisions.</p> <p>we need this for EI/ECSE... We are supportive to a BIPOC weight (directive) and a spending requirement. Ensuring small schools have protections when their funding goes down. Extended ADW, get current year, or previous year, so they don't have to make immediate cuts.</p>
<p>5. Closing & Next Steps</p> <p><i>(Andrew Dyke and Melissa Rowe)</i></p> <p>5-10 min.</p>	