

2023 Report on Public Education Appropriation

Draft for Committee Discussion

PREPARED FOR: Joint Committee on Public Education Appropriation

DATE: November 9, 2023

BY: Matt Perreault, LPRO and Julie Neburka, LFO

RE: Draft of 2023 Report on Public Education Appropriation



Overview of Draft Report (pages 1–6)

- Requirements of Ballot Measure 1 and Committee Charge (pages 1–2)
- Oregon's Education Quality Goals (pages 3–4)
- Quality Education Commission (pages 4–6)



Overview of Draft Report (pages 6–15)

- Required Funding and Strategies (pages 6–7)
- 2023-25 K-12 Funding (pages 7–14)
- Student Success Act (page 15)



Overview of Draft Report (pages 15–24)

- Sufficiency Determination (pages 15–16)
- Factors Leading to Insufficiency (pages 16–21)
- Impact of Insufficiency (pages 21–24)



Overview of Draft Report (pages 24–26)

- Early Learning System Goals (page 24)
- Post-Secondary Quality Education Goals (pages 25–26)



Background and Committee Charge (pages 1–6)

- Constitutional and statutory requirements under Ballot Measure 1 (2000) and ORS 171.857
- Summary of JPEA meetings in 2023
- Overview of Oregon's quality education goals in statute (ORS chapter 329)
- Explanation of Quality Education Commission (QEC) and the Quality Education Model (QEM)
- Summary of QEC's recommendations from 2022 report and supplemental letter



Discussion of Funding Levels (pages 6–15)

- Required funding and strategies
- Two funding alternatives
- Recap of 2023-25 K-12 funding
 - School Formula revenue/resources
 - State General Fund/Lottery Funds budget for 2023-25
 - Education Program Area budget
 - State School Fund "carve-outs"
 - Other Department of Education spending
 - Student Success Act



Sufficiency of Funding (pages 15–21)

- Sufficiency determination
- Factors leading to insufficiency
 - Revenue-related factors
 - Competing for state resources
 - Cost considerations
 - Enrollment changes
 - Changes to model inputs



Impact of Insufficiency (pages 21–24)

- QEC states that it is not possible to make direct, reliable predictions of graduation rates and other student achievement outcomes based on funding levels using the QEM methodology.
- QEC's professional judgment relies on research literature that generally shows a positive correlation between increased funding levels and better student achievement outcomes.
- Challenges with acquiring reliable student achievement data due to COVID-19 made direct estimates of student achievement outcomes using the QEM impossible.
- QEM is in need of overhaul to align with current understanding of best practices.



Impact of Insufficiency (pages 21–24)

- QEC's supplemental letter provided additional information on predicted outcomes based on various funding scenarios.
- Full funding at QEM recommended levels could result in graduation rates reaching 90% by 2027-28 school year.
- Timeline for reaching 90% at lower funding levels is much longer.
- Funding required to increase graduation rates higher than 90% would be much greater (relationship is not linear).
- Funding is not the only predictor of graduation rates, and considerable variation exists in how funds are spent.



Impact of Insufficiency (pages 21–24)

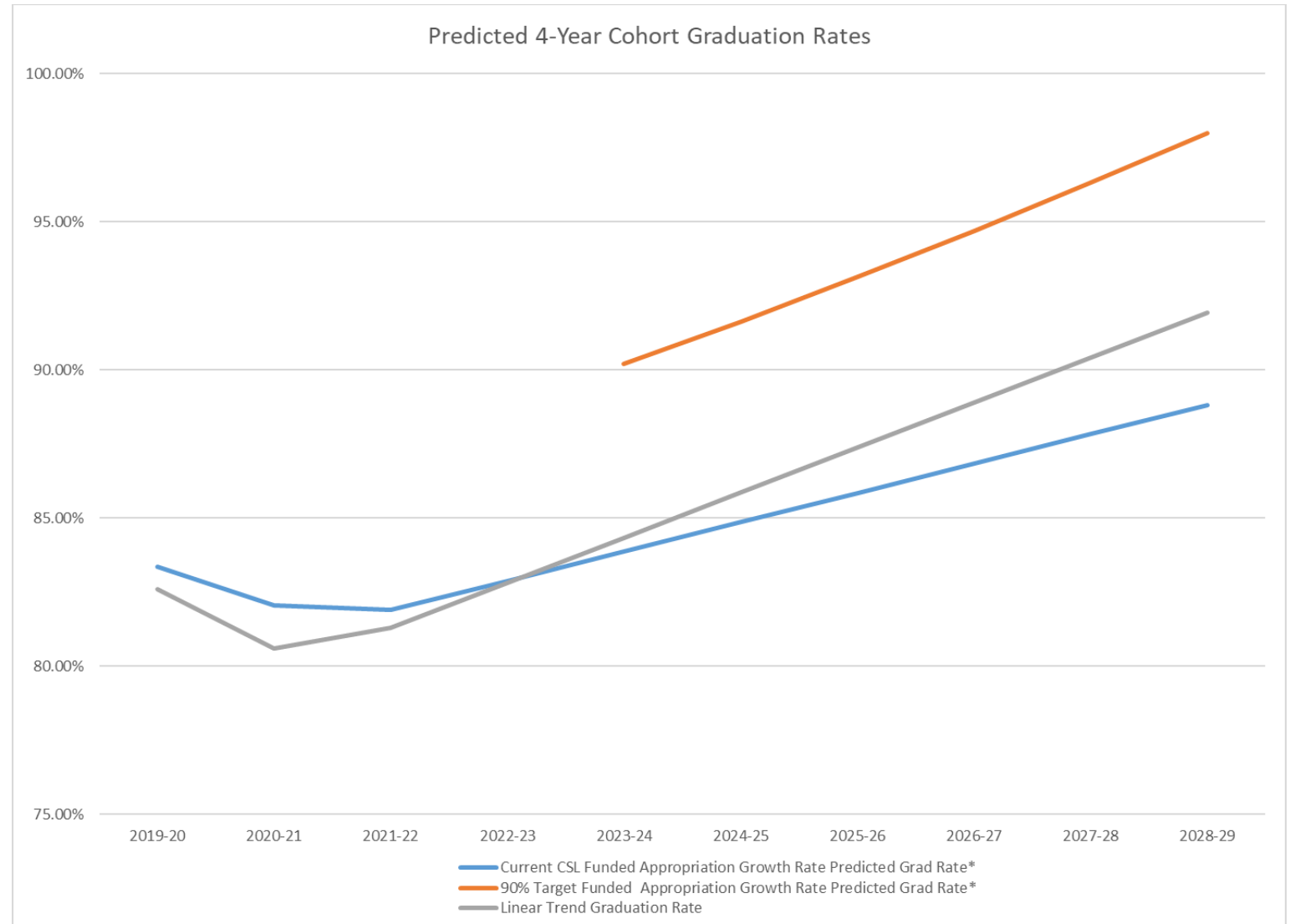
Y-axis: Predicted 4-year cohort graduation rates from 75% to 100%

X-axis: School years 2019–20 to 2028–29

Blue line: Current CSL funded appropriation growth rate predicted grad rate

Orange line: 90% target funded appropriation growth rate predicted grad rate

Gray line: linear trend graduation rate



Source: Quality Education Commission

Early Learning and Post-Secondary (pages 24–26)

Early Learning

- Committee not required to make determinations of early learning goals
- Overview of policy goals declared in statutes for publicly funded early learning programs (OPK and Preschool Promise)
- Goals are not quantifiable, and no comparable funding model exists

Post-Secondary

- Committee must determine whether quality goals exist for post-secondary public education
- Overview of 40-40-20 goals and legislative background (ORS 350.009)
- No model currently exists for determining funding levels in relation to post-secondary goals



Thank you. Questions?

Matt Perreault | Legislative Policy and Research Office

Julie Neburka | Legislative Fiscal Office

