



Oregon's Quality Education Model (QEM)

Oregon PTA

John Rexford, Chair-QEC

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Oregon's System Serves

553,012 K-12 Students

More than 300 languages spoken

40,000 Kinder Fall 2023

197 Districts

1,270 Schools

131 Charter Schools

19 Education Service Districts

17 Early Learning Hubs

Includes Statewide Tribal EL Hub

2022-23 Data

QEM Topical Agenda

- The Model
 - Constitutional & Statutory Requirements
 - State Educational Goals
 - Quality Education Model (QEM)
 - Report
 - Education Costing Models
 - Methodology Review
- Quality Education Commission (QEC) Priorities for the 2024 Report
- Funding Estimates
- Questions

QEM History

- The Legislative Council on the Quality Education Model (QEM) was appointed by Speaker of the House Lynn Lundquist in 1997
- The QEM report was first published in June of 1999 and is now published every two years, in August of even-numbered years
- In 2001, the legislature created the Quality Education Commission (QEC) in statute
- 2002 through 2022, the QEC has updated and enhanced the QEM to incorporate current effective practices and evaluate education policy proposals

Oregon Constitution

Article VIII, Section 8

- Establishes that the Legislative Assembly shall appropriate in each biennium a sum of money sufficient to ensure that the state's system of public education meets the quality goals established by law.
- Requires the Legislature to publish a report that either demonstrates that the appropriation is sufficient, or identifies the reasons for the insufficiency, its extent, and its impact on the ability of the state's system of public education to meet those goals.

ORS 329 - QEC & QEM Statutes

- 11-Member QEC appointed by Governor Kitzhaber in 2000 to refine the recently-developed QEM
- Professional judgement model based on three prototype schools Elementary (360 students), Middle (500 students), and High (1,000 students) and best practices,
 - *“Those best practices shall be based on research, data, professional judgment and public values.”*
- Incorporates actual prior costs accounting for inflation & enrollment changes, combined with regression models, to predict cost of moving Oregon’s K-12 public education system to Oregon’s quality goals

Quality Education Commission

JOHN REXFORD, CHAIR, Superintendent-Retired, High Desert Education Service District, Retired

LAURIE DANZUKA, Native American Success Coordinator, High Desert Education Service District

MONICA COX, Director/Founder, Ten02 Consulting

DANA HEPPER, Director of Policy & Advocacy, Children's Institute

PATRICIA MOONEY, Superintendent, Hermiston School District

CAMILLE PREUS, Executive Director, Oregon Community College Association, Retired

REED SCOTT-SCHWALBACH, President, Oregon Education Association

WHITNEY SWANDER, Independent Consultant

ANDREA TOWNSEND, Equity & Inclusion Administrator, Southern Oregon Education Service District

ORS 329.015 Oregon's Educational Goals

329.015 Educational goals. (1) The Legislative Assembly believes that education is a major civilizing influence on the development of a humane, responsible and informed citizenry, able to adjust to and grow in a rapidly changing world. Students must be encouraged to learn of their heritage and their place in the global society. The Legislative Assembly concludes that these goals are not inconsistent with the goals to be implemented under this chapter.

(2) The Legislative Assembly believes that the goals of kindergarten through grade 12 education are:

(a) To equip students with the academic and career skills and information necessary to pursue the future of their choice through a program of rigorous academic preparation and career readiness;

(b) To provide an environment that motivates students to pursue serious scholarship and to have experience in applying knowledge and skills and demonstrating achievement;

(c) To provide students with the skills necessary to pursue learning throughout their lives in an ever-changing world; and

(d) To prepare students for successful transitions to the next phase of their educational development.

ORS 327.506 - QEM Report

- [ORS 327.506](#) - QEM Report is due to the legislature no later than August 1 of each even-numbered year and must present,
 - “...at least two alternatives for meeting the quality goals. The alternatives may use different approaches for meeting the quality goals or use a phased implementation of best practices for meeting the quality goals.”

QEM Estimates

The QEM estimates the statewide cost of delivering a system of K-12 education for:

Current Service Level (CSL)

- A baseline case that is based on providing status quo levels of school expenditure, adjusted for input cost and enrollment changes
- Incorporates actual costs not reflected in DAS's CSL calculations

The fully implemented QEC model scenario

- Reflects the cost of providing the QEC's recommended levels of educational inputs to achieve the statutory quality goals.
- The fully implemented model takes into account effective educational practices in determining the level of resources required to run highly effective schools and estimates the costs of getting to high levels of achievement in all Oregon schools.

QEM Methodology

The QEM is a Professional Judgment Model Enhanced with Statistical Analyses

- The costing component of the model is based on student, staffing, and financial data
- The student performance component is based student performance data
- The link between funding and student performance is based on professional judgment
- Statistical analyses are added to supplement the professional judgment

Prototype Schools

- Three prototype schools: Elementary, Middle, and High
- Estimate per-student costs at the school level, then scale up to the state level

Prototype Elementary School

Elementary School—340 Students

- All-day kindergarten
- Class size average of 20 in Grades K-5
- 5 FTE for specialists in areas such as art, music, PE, reading, math, TAG, library, & ESL
- One counselor for every 250 students

Prototype Middle School

Middle School—500 Students

- Class size average of 22, with a maximum of 29 in core classes
- 1.5 additional teachers for math, English, and science
- Alternative programs for special needs and at risk students
- Volunteer coordinator and community outreach worker
- One counselor for every 250 students
- Adequate campus security

Prototype High School

High School—1,000 Students

- Class size average of 21, with a maximum of 29 in core classes
- 3.0 additional teachers for math, English, and science
- Alternative programs for special needs and at risk students
- Volunteer coordinator and community outreach worker
- One counselor for every 250 students
- Adequate campus security
- School-to-work coordinator

Historical Updates to the QEM

- Added a “Base Case” scenario to the model (2002)
- Added more detail in the expenditure categories to increase accuracy (2004)
- Extended the model so it can forecast out two biennia (2008)
- Added more detail to staffing and compensation data (2012)
- Added a simple Pre-K component to the model (2014)
- Adopted high school graduation as the key outcome measure for the model (2014)
- Improved the accuracy of the model by improving estimation methods for key parameters used in the model (2018)
- Updated several inputs to reflect current and best practices (2022)

QEC Priorities for future QEM Reports

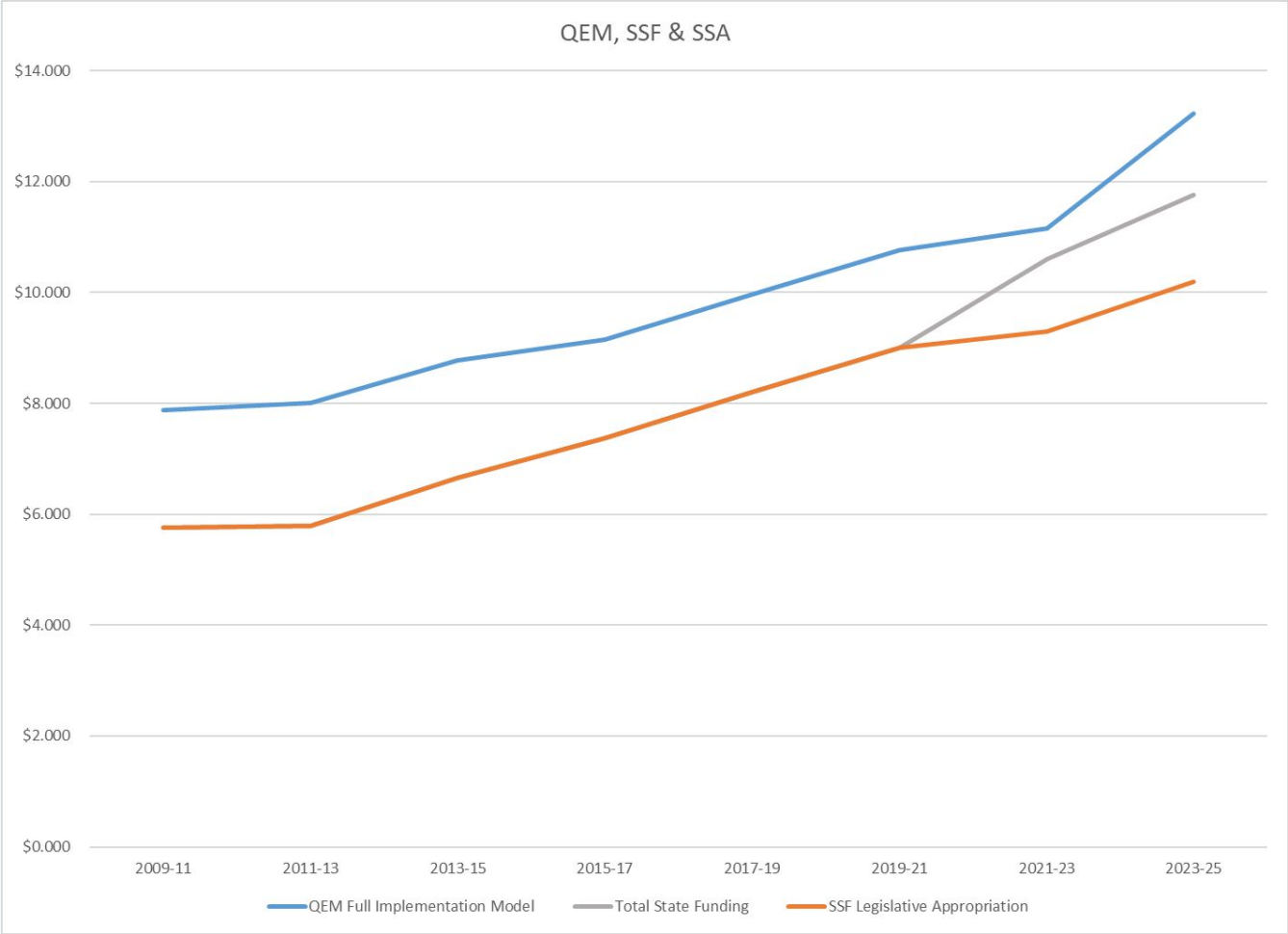
- Incorporating Student Success Act Indicators
- Targets to Reduce Disproportionality by Student Focal Group
- Investments Needed to effect Culturally Responsive Curriculum
- Incorporating Regional Cost Variations as Weights in the Model (Likely in future iterations)
- Address capital construction
- Incorporating relevant recommendations from LPRO study

History of QEM Funding Estimates 2009 to Present

Biennium	QEM Full Implementation Model	SSF Legislative Appropriation	SSA Funding*	Total State Funding	Funding Gap	Gap as Percentage of Total State Funding
2009-11	\$7.872	\$5.756		\$5.756	\$2.116	36.8%
2011-13	\$8.004	\$5.799		\$5.799	\$2.205	38.0%
2013-15	\$8.775	\$6.650		\$6.650	\$2.125	32.0%
2015-17	\$9.158	\$7.376		\$7.376	\$1.782	24.2%
2017-19	\$9.971	\$8.200		\$8.200	\$1.771	21.6%
2019-21	\$10.773	\$9.000		\$9.000	\$1.773	19.7%
2021-23	\$11.163	\$9.300	\$1.306	\$10.606	\$0.557	5.3%
2023-25	\$13.227	\$10.200	\$1.558	\$11.758	\$1.469	12.5%

*Total SSA Grants to Districts from State Revenues + Measure 98 General Fund Grants to Districts

The QEM/SSF/SSA Funding Gap



Thank you

For links to QEC reports and more information:

- Visit the [QEC Webpage](#)
- Chair John Rexford

