



Oregon's Quality Education Model (QEM)

Quality Education Commission

John Rexford, Chair

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3:00 PM

QEM Topical Agenda

- Constitutional Basis
- Statutory Requirements
- Timeline
- How the QEM differs from CSL
- Questions

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.

Article IX, Section 14 (3)

- If the revenues received by the General Fund from corporate income and excise taxes during the biennium exceed the amount estimated to be received from corporate income and excise taxes for the biennium, by two percent or more, the total amount of the excess is to be appropriated to K-12 education as "additional funding" for its budget "as soon after the biennium as is practicable"

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 300+ regression models to predict cost of moving Oregon’s K-12 public education system to Oregon’s quality goals

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
- Deviated from the LFO projection in 2022

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

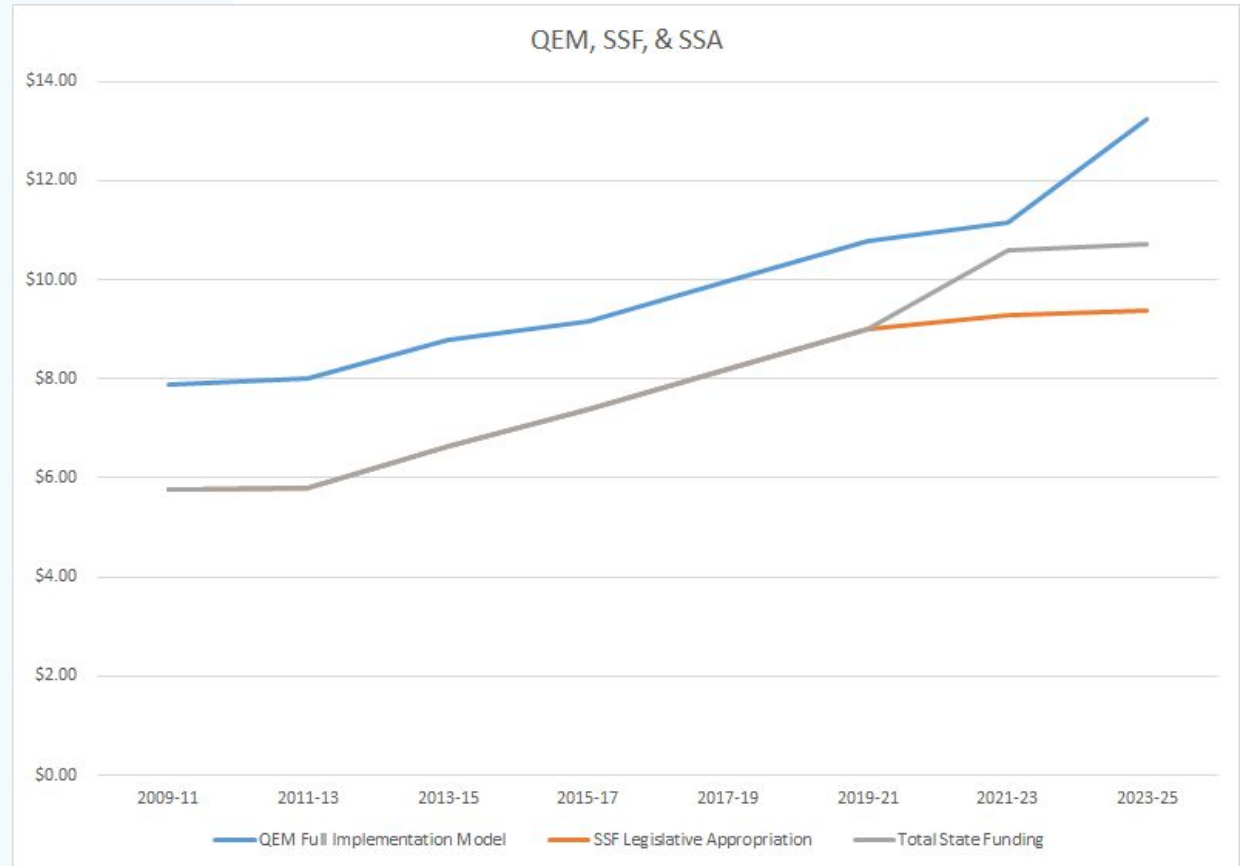
Prototype Schools

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

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
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	6.0%
2023-25	\$13.227	\$9.372	\$1.338	\$10.710	\$2.517	26.9%

The QEM/SSF/SSA Funding Gap



QEM CSL versus DAS CSL

- Dividing the two-year budget
- Health insurance cost assumptions
- PERS rates assumptions
- Personnel cost assumptions

Thank you

For links to QEC reports and more information:

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

