



# Oregon's Quality Education Model (QEM)

House Education Committee

John Rexford, Chair, & Tricia Mooney, Vice Chair of the Quality Education  
Committee

Dan Farley, Assistant Superintendent, ODE

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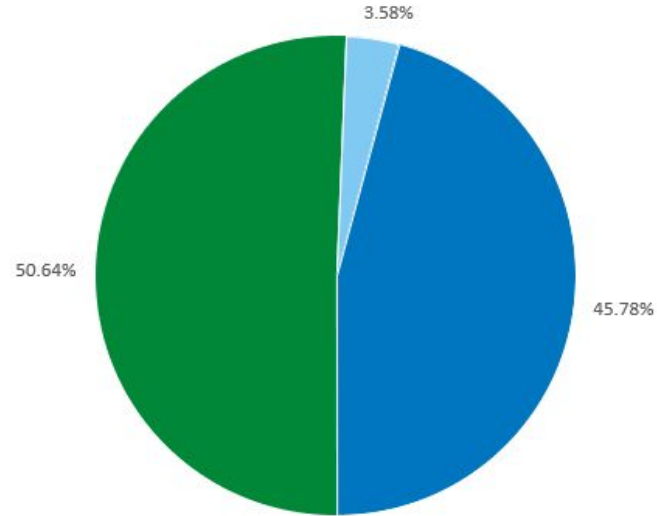
# QEM Overview

- 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 2026 Report
- Funding Estimates
- Questions

# QEM Models the Non-SIA State School Fund

**EXHIBIT 1: 2025-27 TOTAL K-12 EDUCATIONAL SERVICES COST TO DISTRICTS AND ESDs**

2025-27 Total K-12 Educational Services Cost to Districts and ESDs



- Other Revenues (Federal, Local, Food Service Enterprise, PERS Side Account Earnings, SEIA, Etc.)
- SSA Transfer to SSF
- State School Fund

*Note: The federal dollars represented in the dark green portion in Exhibit 1 above include expiring ESSER III funds that were expended during the 2023-25 biennium. Non-SSF/SSA Transfer sources of revenue also include Corporate Activities Taxes and local revenues that are expected to increase.*

# 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
- From 2002 through 2024, 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 327 & 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

PATRICIA MOONEY, VICE CHAIR, Superintendent, Hermiston School District

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

MANUEL VAZQUEZ CANO, Researcher, Education Northwest

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

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

REED SCOTT-SCHWALBACH, President, Oregon Education Association

WHITNEY SWANDER, Independent Consultant (term recently ended)

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

MELISSA BRADSHAW, Educator/Facilitator, Hero Journey Club

# 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

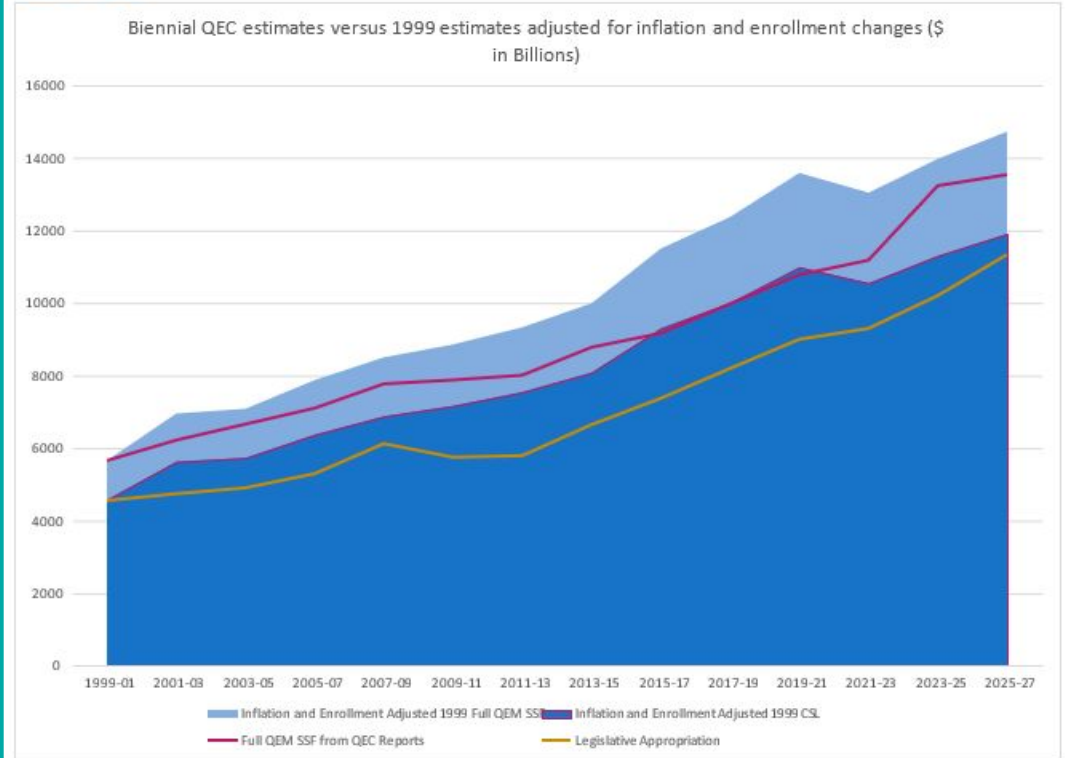
- Class size average of 21, with a maximum of 29 in core classes
- 3.0 additional teachers for math, English, and science
- Alternative programs for special needs and at risk students
- Volunteer coordinator and community outreach worker
- One counselor for every 250 students
- Adequate campus security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

# Inflation Outpacing the QEM

**EXHIBIT 36: 1999 FULL QEM ACCOUNTING FOR INFLATION AND STUDENT ENROLLMENT CHANGES**

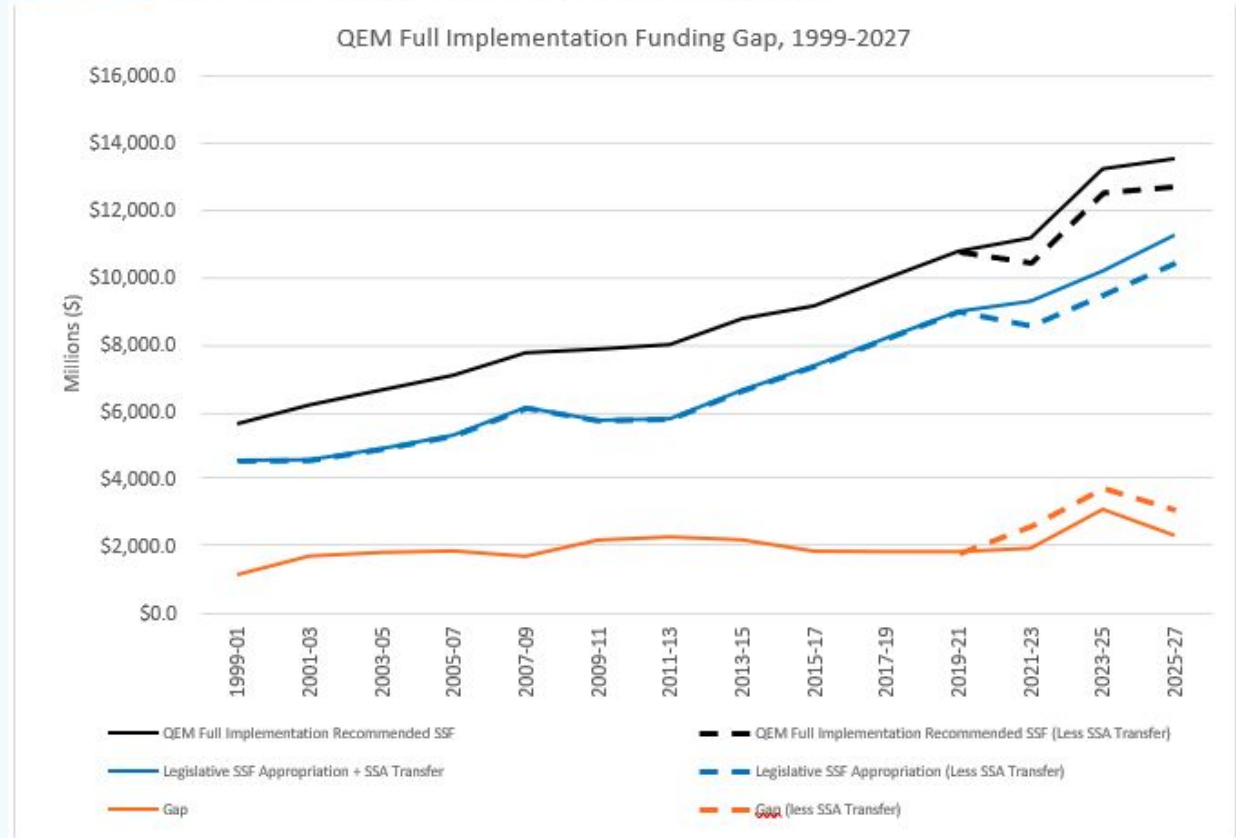




	QEM Full Implementation SSF	Legislative SSF Appropriation (Non-SSA)	SSF Funding transfer from SSA	Total State Funding Appropriation	Gap (\$)	Gap (% of SSF)	Gap (% of All Funding)
2009-11	\$7,872.8	\$5,756.9		\$5,756.9	\$2,115.9	36.8%	17.9%
2011-13	\$8,004.9	\$5,799.0		\$5,799.0	\$2,205.9	38.0%	18.0%
2013-15	\$8,775.0	\$6,650.4		\$6,650.4	\$2,124.6	31.9%	16.6%
2015-17	\$9,158.4	\$7,376.3		\$7,376.3	\$1,782.1	24.2%	13.6%
2017-19	\$9,971.0	\$8,200.0		\$8,200.0	\$1,771.0	21.6%	11.8%
2019-21	\$10,773.9	\$9,000.0		\$9,000.0	\$1,773.9	19.7%	11.2%
2021-23	\$11,170.5	\$8,577.7	\$722.3	\$9,300.0	\$1,870.5	20.1%	11.0%
2023-25	\$13,227.0	\$9,498.0	\$702.0	\$10,200.0	\$3,027.0	29.7%	15.8%

# The QEM/SSF/SSA Funding Gap

**EXHIBIT 3: QEM FULL IMPLEMENTATION FUNDING GAP, 1999-2027**



# Potential QEC Priorities for future Reports

- Incorporate additional model school (elem, mid, small HS, large HS)
- Incorporate additional indicators into model as regression validity checks using each outcome below:
  - 4-YR Graduation Rate
  - 5-YR Completer Rate
  - 3rd Grade ELA
  - Regular Attendance
  - 9 GOT
  - K-2 Regular Attendance
  - 8th Grade Math
- Additional weighting for district size (rural/urban)
- Expanded school year (instructional days or minutes)
- Speaking to culturally responsive curricula within best practices

# Thank you

For links to QEC reports and more information:

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

