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AIR Recommendations for the Quality Education Model Methodology

PREPARED FOR: House Committee on Education

DATE: May 28, 2025

BY: Jesse Helligso, Ph.D., LPRO Senior Research Analyst

RE: American Institutes for Research (AIR) Evaluation of Oregon's Quality Education Model

AIR Recommendations for the QEM Methodology

*In Response to AIR Task
3: Review and Evaluation
of the Efficacy and
Methodology of the QEM*

- Expand adequacy goals for student outcomes in the Quality Education Model (QEM)
- Expand the number and diversity of prototype schools
- Expand the number of panels, and increase participation from various groups involved in student education
- Allow panel participants to provide greater input into resources needed for a quality education with more frequent updates to the model



Recommendation: Expand Adequacy Goals for Student Outcomes in the QEM

Current QEM Adequacy Goal: 90% graduation rate

Other recommended goals to consider based on current goals established in state law and strategic plans:

- 80% proficiency rates on math and English language arts standardized testing (from ESSA annual targets)
- 90% of English learners achieving language proficiency (from ESSA annual targets)
- Students adequately prepared for postsecondary education (from Oregon's 40-40-20 goal)
- Consider other goals that may not be data driven, such as “career readiness, preparation for an evolving world”



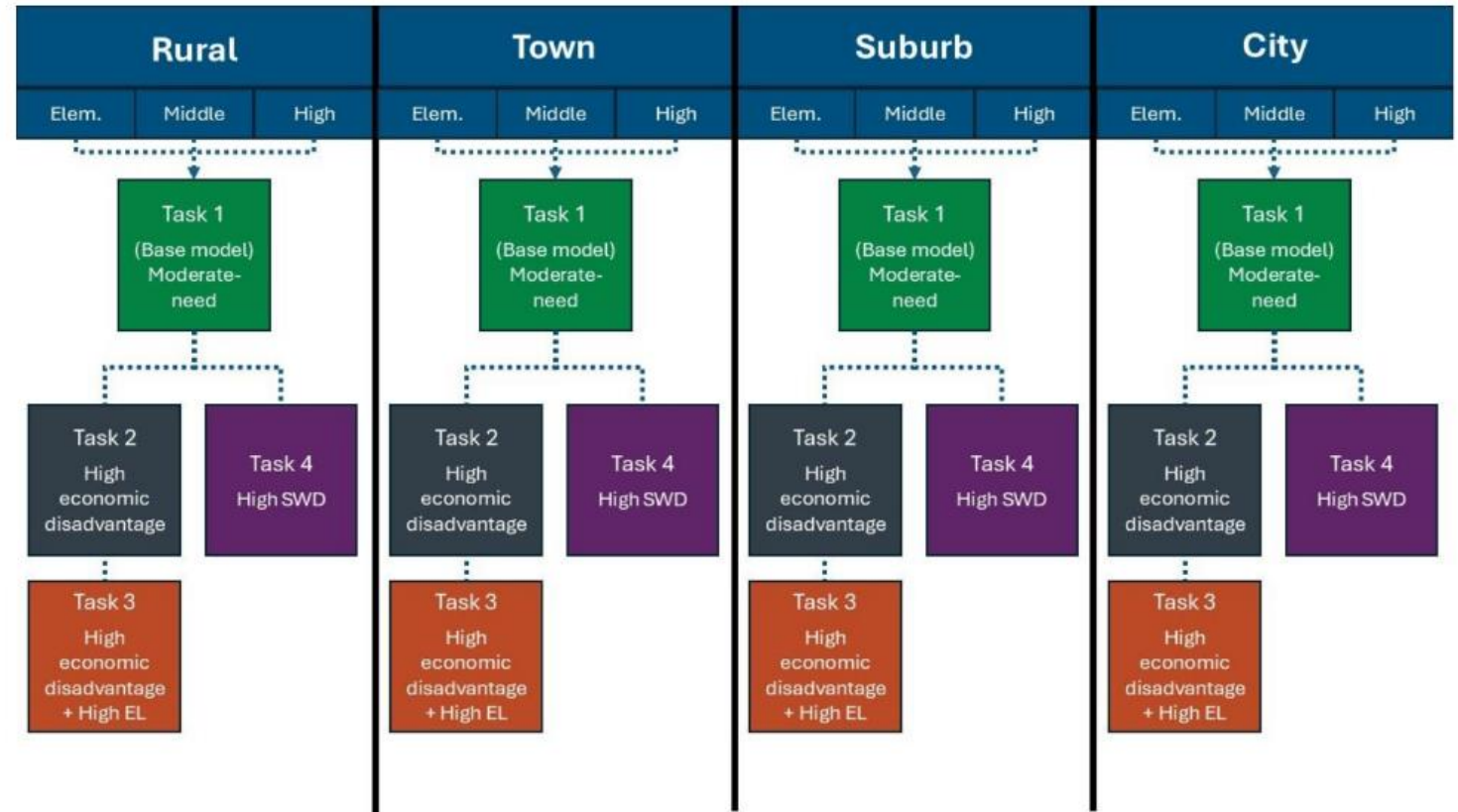
Recommendation: Expand the Number and Diversity of Prototype Schools

QEM uses three prototype schools:
elementary, middle school, and high school

AIR recommends increasing the number of prototype schools to include demographic differences between schools and regions of the state:

- school location
- schools with moderate levels of need
- schools with high levels of economically disadvantaged students
- schools with high levels of students with special education needs
- schools with more English language learners

Exhibit 3. Outlining a Set of Hypothetical Schools for PJPs to Develop Prototypes



Source: AIR Task 3 Report: <https://www.air.org/project/evaluation-oregons-quality-education-model>

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Recommendation: Improve the Professional Judgement Model by Expanding the Number of Panels, and Increase Participation from Various Groups Involved in Student Education

AIR recommends an expansion of panels to review the needs of the different prototype schools.

Panelists should

- represent the educational settings of interest for a given set of prototypes
- include diverse perspectives, positions, and experience in schools and districts
- include those who are familiar with the learning and resource needs of each student population



Recommendation: Improving the Professional Judgement Model by Allowing Panel Participants to Provide Greater Input into Resources Needed for a Quality Education

AIR recommends increasing participant input into resources needed. Transparency should be given into why resources are necessary, and updates to the model should be more frequent to avoid large changes in the model from year to year.

Exhibit 8. Summary of Best Practices for Determining the Types and Quantities of Resources

Four best practices for determining resource specifications in PJP analyses			
1. Compile an exhaustive list of relevant resources that must be considered when determining the cost of an adequate education.	2. Define the list of resources for which panels will specify quantities and differentiate these lists to accurately reflect different schooling levels represented by the hypothetical school tasks.	3. Define the list of centralized resources for which the study team will estimate costs and document resources that are outside of the scope of the analysis.	4. Present panelists with concise assumptions about costs and resources to facilitate more efficient discussions.



Questions?

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