

QUALITY EDUCATION MODEL

Identifying Best Practices and Calculating the Cost of a Quality Education

August 2022 | Executive Summary



Quality Education
Commission



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

EXECUTIVE SUMMARY

Quality Education Commission Mission

The Legislature created the 11-member Quality Education Commission in 1999 (codified in 2001) to research best education practices and determine the resources needed to provide an optimal public education system, creating the Quality Education Model. The QEC reports these findings to the Legislature and Governor every two years. The model is updated and enhanced to incorporate current effective practices and evaluate education policy proposals with each report. The Oregon Department of Education staffs the QEC.

2020-2022 K-12 Education

It has been a tumultuous two years in education since the 2020 report. The COVID-19 pandemic continued the school closures of 2020, moving learning online. Schools reopened only in the spring of 2021. The global pandemic created many challenges for students, teachers, administrators, and parents. In addition to physical and mental health and safety concerns, protests for racial equity continued nationally and political tensions rose. Schools saw significant staff resignations. Distance learning, vaccines, and mask mandates roiled communities. Education curriculum and practices became politicized. Schools and teachers faced unprecedented challenges coping with the upheaval. Finally, the pandemic exposed and exacerbated the gravity of unmet student socioeconomic needs. As a result, schools were challenged to revise routine operations and to deliver education to students in alternative ways.

2022 Report

Oregon began to make progress on best practices recommendations prior to COVID-19 with the passage of the Student Success Act, which outlines an on-going commitment to utilizing public education resources to eliminate systemic disparities and work in collaboration with students, parents, educators, and the community to make decisions. The state suspension of some reporting

during the pandemic impacts some of the data sets used in this report, but still provides a picture of progress made since the 2020 report.

While individual efforts and programs are critical to improving results for our students, the 2022 report focuses on processes that support student success, such as the equity-centered practices in the Student Success Act implementation and district Continuous Improvement Plans. Such systems are rooted in equity, aligned with the Department of Education's Integrated Model of Mental Health.¹

Model Review Needed

While the Quality Education Model has served Oregon well for the last 20 years, much has changed in the way schools operate. The Quality Education Commission respectfully requests the Governor and Legislature invest in a research-based update to the QEM in order to incorporate changes in the educational service delivery model and in educational best practices that have emerged since the QEM's first iteration in 1999 and expand the model's capability to more precisely capture the variability in costs that occur by region and the costs of meeting the differential needs of schools and districts.

QEM Funding Levels

For the 2021-23 biennium, the Quality Education Model called for a funding level of \$11.170 billion; the Legislature appropriated \$9.300 billion, resulting in a gap of \$557 million. For the upcoming 2023-25 biennium, the QEM estimates that it will require a State School Fund investment of \$11.889 billion, \$2.517 billion more than the investment required to maintain the current service level provided during the 2021-23 biennium.

¹ <https://www.oregon.gov/ode/students-and-family/equity/SchoolSafety/Pages/Integrated-Model-of-Mental-Health.aspx#:~:text=The%20ODE%20Integrated%20Model%20of,%2C%20choice%2C%20empowerment%20and%20transparency.>