QUALITY EDUCATION COMMISSION

2004

QUALITY
EDUCATION MODEL

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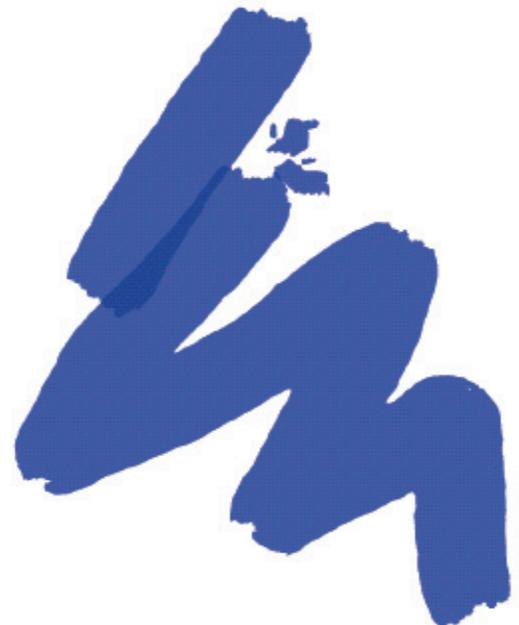*Member*
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The Commission Charge

Under ORS 327.506 the Quality Education Commission is charged to:

1. Determine the amount of monies sufficient to ensure that the State's system of K-12 public education meets the quality goals established in statute.

2. Identify best practices in education that will lead to high student performance and the costs of implementing those best practices in K-12 schools.

3. Issue a report to the Governor and Legislature by August 1 that identifies:

- *Current practices in the state's system of kindergarten through grade 12 public education*
- *Costs of continuing those practices*
- *Expected student performance under those practices*
- *The best practices for meeting the quality goals*
- *Costs of implementing the best practices*
- *Expected student performance under the best practices*
- *Two alternatives for meeting the quality goals*

Article VIII, Section 8 of the Oregon Constitution 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. It further 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. This report is referred to as the Ballot Measure 1 Report and is included in the Appendix.

The goal of this Commission, like that of past Commissions, is to improve the lives of Oregon's young people by providing them with the highest quality education possible. The Commission does this by taking a non-partisan approach to evaluating and recommending policies that will improve the quality and effectiveness of Oregon's public education system.

In this report and under the charge of the Commission, we have not determined the impact of the federal No Child Left Behind (NCLB) mandate in achieving at least 99% of students meeting state standards. The report and gaps cited reflect the 90% standards adopted by the original Quality Education Commission based on a consensus reached when it was formed in 1999.

The Commission wishes to thank each of the Commission members, Panel members, ODE staff support, and consultants who provided valuable support and guidance on this report. The wide experience and expertise of those working on this report has helped us address the myriad challenges and potential solutions facing Oregon's educational system. This report would not have been possible without their dedication and hard work.

EXECUTIVE SUMMARY

In updating the Quality Education Model, the Quality Education Commission adopted the principle that every student in our state should meet the state's performance goals. This principle requires that the state provide adequate resources to schools, but it also requires us to think about equity in a new way. Rather than defining equity in terms of equal dollars, equity must be based on student results. It means that we need to focus even more on the impact of the factors that affect learning and performance, such as changing student demographics, the challenges in small rural schools, and diminished real resources cause by rapid increases in the cost of employee benefits. It also means that we must distribute school resources in a way that assures all students have an equal opportunity to meet Oregon's performance standards. In order to accomplish this, we must understand what practices are going on in Oregon schools and use data to inform instruction and help students and schools realize these goals.

THE FUNDING GAP

The gap continues to widen between actual funding levels and the resources needed to achieve Oregon's educational goals. In the 2001-02 school year, the gap between actual funding and the level estimated to get 90% of students to standard was $602 million.

EXHIBIT A

For the 2005-07 biennium, the Quality Education Model estimates that State funding of $7.1 billion is required to get 90% of Oregon students to meet the State's academic standards. The Governor's proposed budget of $5.0 billion leaves a funding gap of $2.1 billion for the biennium, over $1.0 billion per year. That's nearly a doubling of the gap since 2001-02. The funding gap has grown over time because state resources devoted to education have not kept pace with education cost

Projected School Funding Gap
State Funding Trends v. Full QEM

$602 Million

Annual Gap

$1,072 Million

increases—in the 2001-03 biennium because of a revenue shortfall caused by a slowing economy and in the 2003-05 biennium because of continued slow revenue growth and the voter rejection of a temporary income tax increase (Measure 30). For 2005-2007, the Governor's proposed budget of $5.0 billion leaves Oregon schools without sufficient funding to provide an adequate education for Oregon's students.
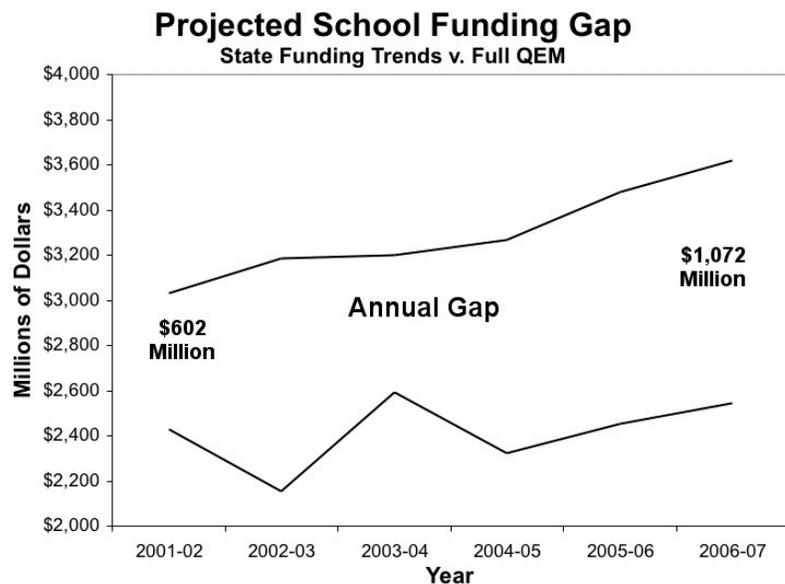
The solution to the funding gap must include two components, one being adequacy of state resources and the other being opportunity to achieve efficiencies in the system. State education funding per student has not kept pace with inflation over the past decade. At the same time, schools have experienced cost increases above the inflation rate and increases in the number of students with special needs. Unless the state and districts can increase funding and efficiencies, the gap will not shrink, and the progress Oregon's schools have made over the decade will stop. The result will be an inadequate school system, a burden on the state economy, and the loss of our status as a high quality-of-life state.   Oregon must establish a stable, adequate funding system if Oregon students are to achieve at high levels.

RECOMMENDATIONS

The Commission found that the Quality Education Model continues to provide an accurate picture of the costs of a Quality Education for Oregon's students. The Commission also found, however, that the provisions of the Federal NCLB legislation represent a tremendous challenge to creating the programs and providing the funding required to get all students to meet state academic standards. Based on a thorough review of the Quality Education Model and advice from its three broad-based panels, the Commission offers the following recommendations:

TOP PRIORITIES

✎ Provide State resources to complete an overview of the existing cost and effectiveness of the State's educational data system for grades PK-20, and implement an improved system within the next two years.

✎ Create a Governance and Accountability taskforce to develop recommendations about how the educational system needs to be structured to provide maximum learning outcomes to students.

✎ Provide additional resources targeted at the elementary grades, with emphasis on early reading programs.

SECONDARY PRIORITIES

✎ Continue the expansion of high school restructuring programs in the state.

✎ Provided targeted staff development to improve the effectiveness of Oregon's teachers in helping students meet state standards.

✎ Improve the alignment between the K-12 school curriculum and Oregon's post-secondary education and employment needs.

✎ Continue the line item in the state budget to pay for the highest cost special education students, and look for efficiencies to provide services to these students at lower cost.

AREAS OF NEEDED RESEARCH

- Continue to study program costs and needed resources to meet state goals for small rural schools, high poverty schools, and special education programs.
- Consider what quality standards for early childhood education and development would look like and how such standards would connect with the Quality Education Model (QEM).
- Develop a statewide strategy for early childhood development.
- Develop other student outcome measures in addition to state assessment scores and dropout rates to evaluate progress toward meeting state Quality Education Goals.
- Study middle school programs to determine whether changes are needed to the QEM middle school prototype that would be likely to increase student achievement.
- Describe the Quality Indicators in greater detail and outline a strategy to collect the data to measure them.

- Evaluate the benefits of an extended school year or extended instructional hours as a best practice.
- Evaluate the effectiveness of Education Service Districts (ESDs) in efficiently providing services to districts, and look for further efficiencies to streamline processes and management systems throughout the state's educational system.
- Create work groups to look at efficiencies in the following areas:

  - federal and state mandates and their funding or lack thereof

  - transportation costs (is there adequate competition, how should funding be allocated, and is the reimbursement of 70% of costs reasonable)

  - healthcare (can we afford 10-15% increases year after year)

  - the cost of special education and English as a Second Language (ESL) programs and the effectiveness of their delivery

  - the structure and number of Oregon school districts and ESDs in delivering services while maintaining local control

  - the impact on latchkey and at-risk students of eliminating after-school programs

  - recruiting more minority teachers and training for teachers to improve the effectiveness of teaching minority students and students from other cultures

CHANGES TO THE QUALITY EDUCATION MODEL

- *Fully integrate all sources of funding for the K-12 system in the Quality Education Model.*

- *Develop an empirically-validated formula that identifies relationships between educational inputs in the prototype schools and learning outputs; increase the precision of this formula each biennium.*

- *Determine what would be necessary to bring 99% of students to the quality levels specified in the Model and NCLB by 2014 and determine the cost of achieving that goal, including the appropriate phase-in of such expenditures.*

STAYING THE COURSE

The Commission members are dedicated to the continuing refinement of the Quality Education Model and improving educational outcomes in Oregon. In order to achieve the level of improvement required by NCLB, as well as providing better educational outcomes for our students, we need to stay the course on meeting original education goals through efforts like the QEM, but we also need to develop better accountability and governance systems. This Model is not just about money—it is about accountability and understanding the relationship between funding, educational practices, and performance expectations.

The QEM is a good Legislative tool for defining what funding level is needed, and when combined with an improved accountability and data system, it will show us how we can be more effective in reaching both state and federal performance goals. The funding gap in Oregon is widening and is challenging our ability to help each of our students meets Oregon's performance goals. It is time for all of us to think of K-12 as part of an integrated educational system, to see it as one of the State's priorities for economic improvement by reducing long-term costs in other areas and creating better-educated citizens and workers, and to keep the promise of providing a Quality Education for each of our students.

How can we talk about the economic well-being of Oregon and not talk about public education and its improvement?

How can we have a serious discussion about providing a viable work force for high skill, high paying jobs without talking about a markedly improved public education?

How can we seriously think we can convince potential employers that citizens are committed to their success if we cannot demonstrate that we are equally committed to the success of all of our children?

The answer to these and a host of other questions just like them is "we can't." As has been publicly stated by the Oregon Business Council recently, the economic development strategy for this state is building a high-quality, reliable system of public education that puts every child on a path to becoming a real economic asset. Said another way, the revenue enhancement strategy for this state is building a system of public education that ensures that far more students are educated to a level where they earn enough money to pay taxes and can carry their own community engagement and civic weight. At the core, that is what the Quality Education Model is all about – high quality education that leads to a high performance work force, a superior quality of life, and economic strength.

The strategy for building a strong economy in Oregon is to build a strong system of public education; a system that reliably and dependably educates every one of Oregon's children. Persons earning at the level of the average high school dropout pay almost no income taxes. Many studies have demonstrated that high school dropouts are much more likely to be on welfare or in prison or an economic drain in some other way than are our high school graduates. Not only are these citizens not contributing to but they are taking away from the economy of the state. Top-notch public education is critical to Oregon's economic viability, survivability and development strategy.

OREGON SETS HIGH GOALS FOR K-12 STUDENTS

The Oregon Legislature has set high goals for our K-12 schools which are embodied in the Oregon Education Act for the 21st Century (ORS Chapter 329 is included in the Appendix). These goals call for a world-class education system with rigorous academic standards for all students and expectations that all children are challenged to meet their full potential. The State Board of Education has developed standards that set out what students are expected to

know and be able to do at the benchmark levels at grades 3, 5, 8 and 10. These assessments need to be reformed to include the additional grade levels required by the No Child Left Behind Act (NCLB) and enhance sub-group reporting, and these tasks are already in progress. The state assessment system measures student progress over time against state standards so that schools are held accountable for student performance.

While the high standards set by the state are an example of Oregon's commitment to top-notch education, they provide a difficult challenge for our state to meet federal requirements. Some states have redefined their testing benchmarks by lowering standards in order to comply with federal expectations, but Oregon has maintained its high standards for all students.

There is a natural conflict that exists in Oregon regarding desired outcomes and the capacity to produce those outcomes. On one hand, Oregon has a vision that students should have the best education system in the nation. Oregon is also pulled by the mandate of the NCLB Act which requires that all students meet the state-defined benchmarks by 2014. In

EDUCATIONAL SYSTEM

MANDATE
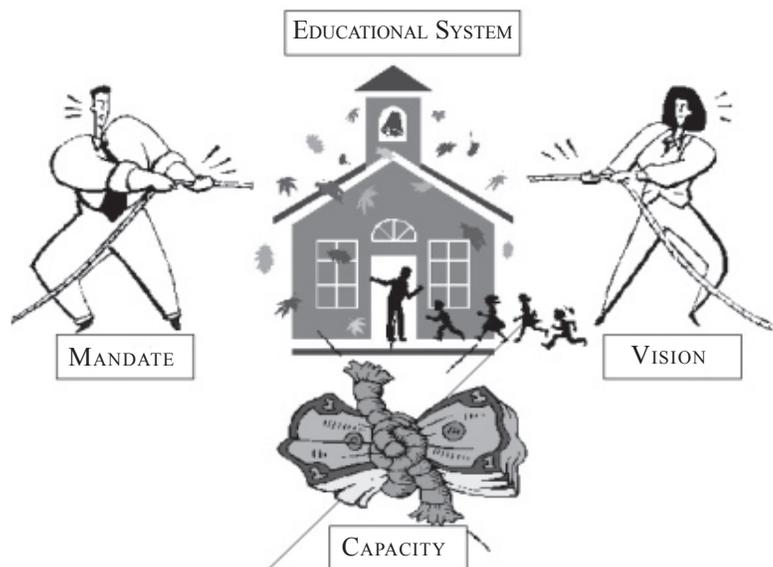
VISION

CAPACITY

the middle of this vision and mandate is the fact that Oregon has experienced a diminished delivery capacity caused by an increasing funding gap resulting primarily from slow economic growth and lack of voter support of tax increases with which schools could meet those challenges.

In prior reports the Quality Education Commission has focused on the K-12 education system from a best practices, cost, and student performance perspective in achieving Oregon's goal of having 90% of its students meet the state's academic standards. In this year's report, we will reinforce some of this previous work, update the cost and best practices requirements of our charge, and move into some uncharted territory as we join with other states grappling with the requirements of the NCLB legislation and its impact on state policy and education system requirements. In doing that, we take into account the influence of the following:

- *The Federal Government*
- *State Government*
- *The Education System*
- *The Public*
- *The Business Community*

What Is The Perception Of The Public Concerning K-12 Education?

The Quality Education Commission has attempted to involve and leverage the work of many groups with a stake in Oregon's educational system. They include the work of the Department of Education, State Board of Education, university experts in education, and study groups like the Leaders Roundtable, Employers for Education Excellence (E3), the Oregon Business Council, the Chalkboard Project, and Innovation Partners, among others. In doing so, we bring to the table both professional resources and public opinion about how our schools are perceived and what actions are expected from them. As an example, the Chalkboard Project's recently released statewide Public Attitudes Toward K-12 Education in Oregon Survey revealed the following:

1. *Most Oregonians have a more favorable opinion of their local schools than of the Oregon education system as a whole.*
2. *About one-half believe school funding is not adequate or stable and want it to be equitable, with mandates adequately funded.*
3. *About one-half don't believe schools spend funds efficiently, and they want more accountability.*

In addition, most Oregonians:

4. *believe Oregon schools should be among the best in the U.S.*
5. *believe students need to master the basics in reading, writing and math.*
6. *believe teachers need time for preparation, cooperation, and more one-on-one time with students.*
7. *give student achievement a high priority, and feel we need to close the gap on underachieving.*
8. *want local control of their schools.*
9. *want strong principals in their schools.*
10. *believe there is a lack of parental support of the learning process.*
11. *believe the role of education is to prepare students for college (42%) or for work (33%).*

While these perceptions have many positive elements and provide a good basis to build on, when it comes to statewide funding of schools, Oregon voters continue to turn down proposals to increase funding for schools. In Multnomah County, however, voters passed a 3-year county income tax that provides an additional $863 per student for districts in the county (from the School Efficiency and Quality Advisory Council report, October 2004), allowing schools to decrease the funding gap required to meet state and federal expectations. But this added revenue for the eight districts in Multnomah County creates two problems. First, it creates a system of financial inequity between districts that are able to pass tax levies and those that are not. And second, it creates a situation of volatility for the schools where the measure has passed. Because the Multnomah County tax lasts for only three years, districts there face substantial funding cuts when the tax expires. This instability means schools and districts cannot implement large changes which would require long-term investments and are not able to create effective budgets from year to year. The impact of public information and opinion on educational funding becomes even more intense when budgets are as tight as they are in the current economy.

According to recent data released by the US Census Bureau, Oregon's schools are now funded at below the national average, reflecting a growing disconnect between citizens and the educational system as the control of school funding has shifted from local voters to the state. It also speaks to the need for a better communicated vision, strategy, and plan with specific accountabilities that can better engage Oregonians in the future of education in Oregon. This is not just a K-12 problem but one that impacts Pre-K, community and four-year colleges, and ultimately the overall cost of state government and our economy. It is also affecting the public and business. A recent study from Brandeis University shows that parents with kids in school are experiencing higher rates of absenteeism on the job due to the loss of after-school activities; the anxieties created by not knowing where their children are; the concern about dropouts; and increasing rates of substance abuse and crimes caused by some of our youth (Brandeis University, Community, Family & Work Program).

THE CHALLENGES AND THE OPPORTUNITIES

The challenges facing Oregon's education system are significant. They include the following considerations:

- The requirements of the Federal NCLB legislation, which requires 99% of students to meet state academic standards by 2014. The state needs to integrate these federal goals into Oregon's requirements recognizing, however, that setting goals that are unachievable does not represent sound policy.

- The lack of sufficient funding to meet Oregon's education goals, which results in large class sizes and shortened school years in some districts. Federal, and in some cases state, mandates are often issued without reasonable levels of funding available.

- The lack of good data systems on which to make sound policy decisions, which results in a failure to deliver an acceptable level of accountability to the system. This raises concern over how schools are governed in Oregon.

- The high dropout rate that continues in Oregon. In addition, middle and high schools do not achieve the levels of student performance that elementary schools do. If students who drop out were included in the performance measures, performance results would be even lower.

- Changing demographics in minority populations, which are increasing much faster than the general student population. Increasing numbers of minority students, students in poverty, students with Limited English Proficiency, and special education students require higher levels of resources if they are to meet Oregon's academic standards. The table on the following page shows that these trends are expected to continue in the future.

Student Growth Trends in Oregon School Districts							
Population Group	Actual			Forecast			
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Special Education Students	67,768	69,201	70,519	69,403	70,097	71,148	72,216
Growth Rate	2.20%	2.10%	1.90%	-1.60%	1.00%	1.50%	1.50%
English Language Learners	42,104	47,912	49,940	52,752	54,860	57,606	61,062
Growth Rate	13.50%	13.80%	4.20%	5.60%	4.00%	5.00%	6.00%
Students in poverty	78,452	78,964	79,012	82,820*	82,944	83,152	83,444
Growth Rate	0.40%	0.70%	0.10%	4.80%	0.10%	0.30%	0.40%
All Students (ADMr)	522,753	528,346	530,653	528,060	528,852	530,174	532,030
Growth Rate	0.60%	1.10%	0.40%	-0.50%	0.10%	0.20%	0.40%

* Large increase in 2003-04 is due to revisions based on 2000 Census data

Source: School Revenue Forecast Committee, Technical Work Group, April 2004

While these challenges are daunting, they also provide opportunities for reassessing how the education system operates and for implementing innovative strategies. The Governor is approaching the next biennium with a change in focus on how the state's budget is set. Instead of the old current services model, his team is looking at priorities for funding that have the greatest impact on Oregon's current and future costs and outcomes. This is consistent with how the Quality Education Commission has approached its work. The Commission recommends that the silos of education be eliminated, allowing the system to take an integrated approach to education which involves post-secondary education, Pre-Kindergarten, other social service agencies, the business community, and the general public. Integrating the educational system allows, for example, clear strategies around issues like early childhood development, a place where federal, state, private, and foundation monies need to be dedicated in order to effectively get our children ready to learn in grades K-3, with a heavy emphasis on reading initiatives.

The Commission also recommends that Oregon create a world-class data management system that provides the tools to make good policy decisions and allows all constituents in the educational system to be held accountable. It needs to provide real-time data based on the needs of the user: for instance, teachers could use the system as their daily lesson planner and grade book, and parents could see the test scores, assignments completed and not completed, and overall student progress on a daily basis through a secure internet capability. This system needs to be implemented within the next two years, with funds made available in this budget cycle to do a six-month study of current system costs, existing best practices in other states and organizations, as well as future needs. It is the Commission's belief that such a system, while providing more comprehensive

information, may also cost less than the disjointed system we have today. Along with the data system, the state needs to develop a detailed Governance and Accountability plan for the educational system in tandem with the review of the data management system that includes the public and business community. This will require that a task force look at current governance processes and recommend changes that will result in a reciprocal accountability system that extends across all levels of governance and policy systems. The system should focus on student improvement and not school penalties, and should consider alternative reward systems. The result of this taskforce will be a comprehensive accountability system that enables the improvement in student learning envisioned by the Quality Education Model.

Oregon also needs to build an economic model tied to education's role in improving Oregon's economy by creating a world-class workforce and lowering other costs of government, such as those related to social services and corrections. This will help policymakers understand the trade-offs between the costs of achieving educational excellence, which create economic growth, and those of human services and social programs, which often are the result of the failures of the education system. Until we understand better the causes and effects of how we manage and fund education, it will be difficult to prioritize budget decisions when resources are already limited. This is the time for action, not because of the requirements of NCLB or the challenges of the current economy, but because it is the right thing to do for our students.
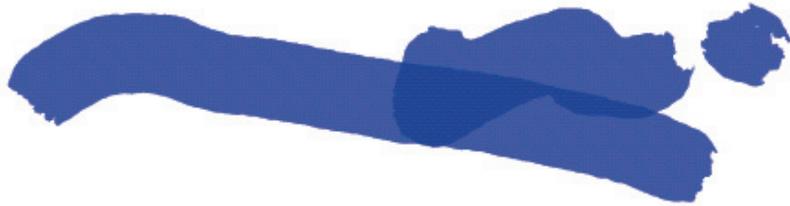
The QEM outlines the relationship between best practices, funding, and performance.

The Quality Education Model, like all models, is a representation of reality intended to provide insights to guide decision-making. The purpose of the QEM is to depict Oregon's school system with sufficient detail and accuracy that policymakers can better understand how Oregon's schools allocate their resources, how various policy proposals (for example reducing class sizes or adding after-school programs) affect funding needs, and how the level of resources provided to schools is expected to affect student achievement. While the Quality Education Model does not perfectly capture every aspect of Oregon's K-12 education system—no model can do that—it does describe the system in sufficient detail to be a powerful tool to guide policymakers.

This section of the report describes the current state of school funding and student achievement in Oregon, then it provides a comparison between the current education practices and funding levels in Oregon schools with those needed to achieve the state's education goals, as well as the performance expectations associated with each situation. Realizing that schools will require time to build the capacity to efficiently use the level of resources recommended in the fully-funded Quality Education Model, the Commission has identified priorities for implementing the Model over time. A detailed description of the Model and the prototype school assumptions are included in the Appendix.

THE STATE OF FUNDING IN OREGON

In 1990 Oregon voters passed Measure 5, which cut school property taxes dramatically by capping the school property tax rate at $5 per $1,000 of market value. Rapidly growing real estate market values in the early and mid-1990s caused property tax bills to continue to grow, and in response Oregon voters passed Measure 50 in 1997, further cutting property taxes and limiting their growth. As a result, the amount of funding for schools has been decreasing in real dollars.

The shift in school funding from local property taxes to the state general fund caused by Measures 5 and 50 occurred relatively smoothly because robust growth in the economy during the 1990s meant that income tax revenues in Oregon grew rapidly, providing the funds needed to replace the lost property taxes to schools. But with the sluggish economy starting in 2001 state income tax revenue—the source of over 60% of school funding dollars—declined abruptly and has been slow to recover. As a result, limited resources along with steep increases in health insurance and retirement system costs have led to diminished real resources reaching the classroom.
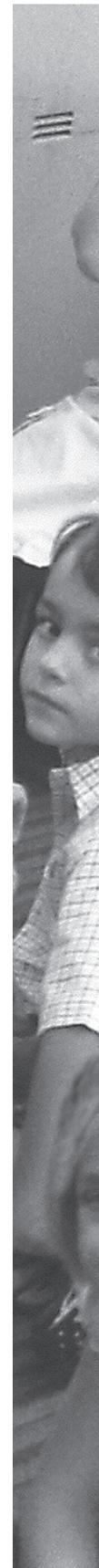
Exhibit C shows the trend in revenues per student to Oregon K-12 districts and ESDs adjusted for general inflation by the Portland Consumer Price Index (CPI). The graph shows that, in general, school funding has risen slightly slower than inflation over the 15 years since the passage of Measure 5. The use of a measure of general inflation is, however, misleading in evaluating trends in school funding in Oregon. Because certain education costs have grown dramatically faster than general consumer prices, using the Portland CPI to adjust education funding for inflation overestimates the level of real resources available to schools in recent years.

EXHIBIT C

Inflation-Adjusted Formula for Revenue per Weighted Student
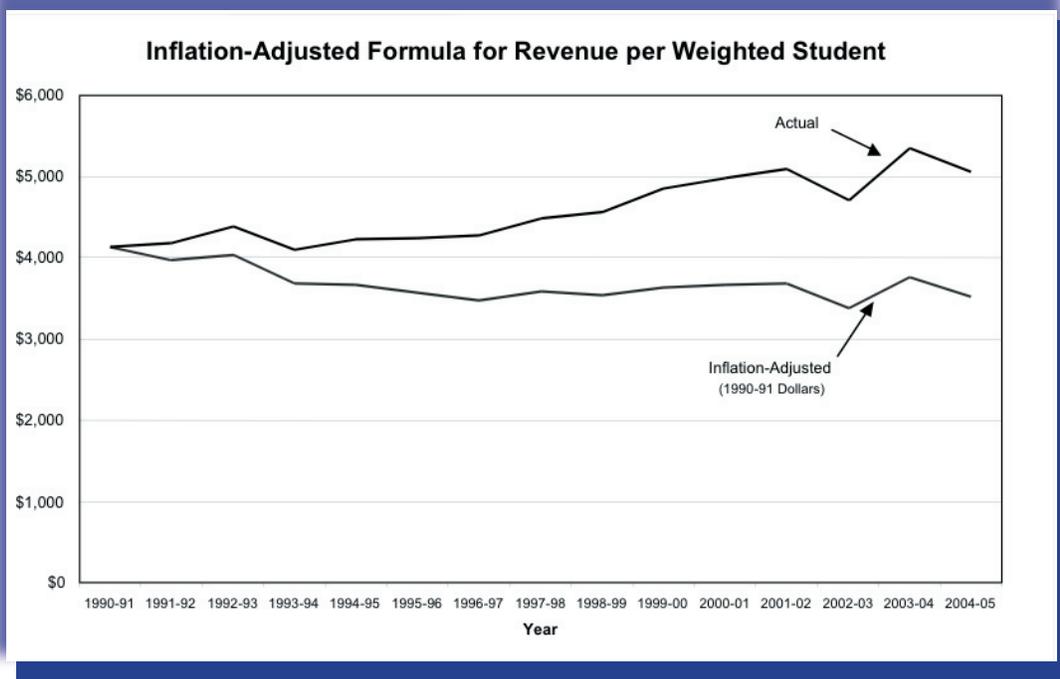
A more accurate portrayal of real resources available to Oregon's schools over time requires an adjustment for the increased costs of the goods and services actually used in the education system, not the increased costs of consumer goods, which is what the CPI measures. As part of its charge under Executive Order 99-15, the School Revenue Forecast Committee estimates the "Essential Budget Level" (formerly referred to as the Current Service Level) prior to each legislative session. The Essential Budget Level is an estimate of the level of resources required in the coming biennium to provide the same level of services that is being provided in the current biennium. In making this estimate, the School Revenue Forecast Committee takes into account growth in the student population (including students with special needs) as well as changes in the costs of resources used in the education process: salaries of teachers, administrators, and other school personnel; health insurance premiums; retirement system contributions; supplies and materials; etc.

Exhibit D shows trends in the Essential Budget Level in recent biennia and also demonstrates how the Essential Budget Level tends to "ratchet down" when actual funding in a given biennium falls short of the estimated Essential Budget Level. Because the Essential Budget Level uses the actual funding level in the current

biennium as its starting point, funding shortfalls in the current biennium are passed forward into the Essential Budget Level for the next biennium.

The graph demonstrates this very clearly. The bars show the Essential Budget Level, the Legislatively Approved Budget, and the actual funding level for the State School Fund for recent biennia. The solid line linking the actual funding level in the current biennium to the Essential Budget Level of the subsequent biennium represents the Revenue Forecast Committee's estimate of the growth in funding required to maintain current biennium services in the coming biennium. When actual funding in a biennium is lower than the Essential Budget Level for that biennium, the starting point for the next biennium's calculation "ratchet's down" to the actual funding level.

E X H I B I T   D

The Ratcheting Down of Actual Oregon School Funding
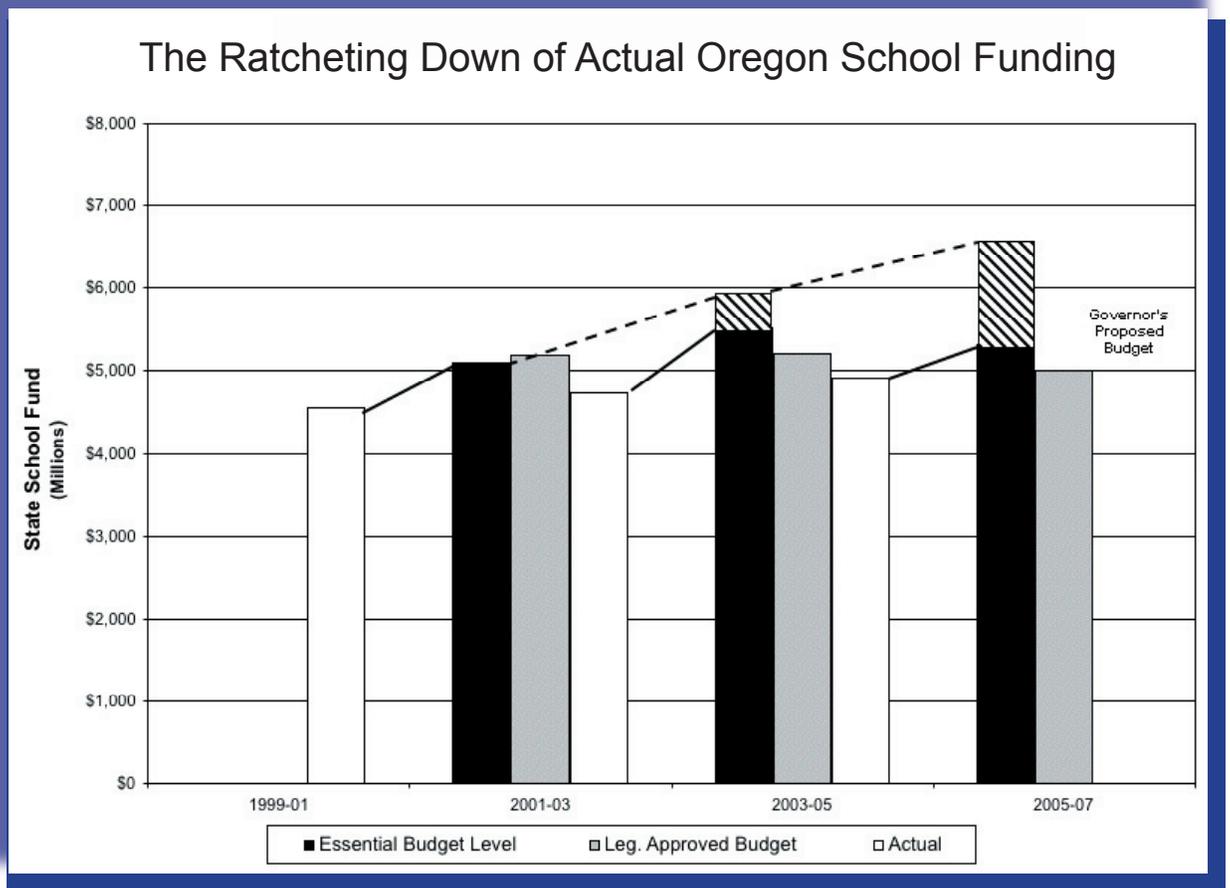
In sharp contrast, the dashed line shows the growth in funding needed to maintain the Essential Budget Level from one biennium to the next. In other words, it reflects the funding required to maintain the level of services that existed at a fixed point in time (in this case, in the 1999-01 biennium) rather than allowing funding shortfalls to cause the ratcheting down effect that occurs when the starting point for the Essential Budget Level is adjusted each biennium. The portion of the Essential Budget Level bar shown with diagonal lines represents the amount the Essential Budget Level has been diminished by the ratcheting down effect. It shows that the Governor's proposed budget for 2005-07 is $1.4 billion less than the amount needed to fund th programs that existed just six years earlier in 1999-2001.

To the extent that policymakers view the Essential Budget Level as a target or perceive it as a sufficient level of funding, the Essential Budget Level estimation process as it currently exists will tend to put downward pressure on the level of school funding in Oregon. This will result in a larger and larger gap between actual funding levels and the levels estimated by the Quality Education Model as needed to meet Oregon's education goals and the requirements of NCLB.

The State of Student Performance in Oregon

Oregon's Quality Education Goals set high expectations for students to gain a wide array of knowledge and skills that will prepare them for the challenges of the 21st century. These goals have been modified by the Federal NCLB legislation, which needs to be incorporated in future Quality Education Model reviews once the final mandates are completed and they have been reconciled with Oregon's own statutes. This includes the challenges of the demographic sub-group analyses required by NCLB and their impact on educational and policy initiatives to meet these lofty goals. Measuring student progress toward achieving all of these goals is difficult. The Commission recognizes that the most commonly accepted measures—results on state assessments— are narrow measures that do not reflect the many dimensions necessary for students to meet their full potential. The Commission continued to use assessment scores as measures of student performance but continues to recommend the development of broader measures in the future, including school-based and community measures detailed in the Model's quality indicators.

The Commission examined current academic performance as measured by state assessments in reading and math; analyzed performance over time on these assessments at all benchmark levels; and looked closely at the score distributions over time, and at each benchmark level. It sought to determine the "cohort effects" realized as a group of students who benefited from full implementation of the Model at the K-3 level moved to the fifth grade benchmark level and so on up through the tenth grade benchmark.

The Commission reached the following general conclusions:

✎ The Quality Education Commission supports, in principle, the goals of the Federal NCLB legislation in promoting high academic achievement and closing the achievement gap. It is clear, however, that those goals cannot be met in Oregon without improved educational practices based on sound research, adequate and stable funding at the local, state, and federal levels, and governance and accountability structures that promote efficient use of resources.

✎ The proportion of students reaching benchmark levels has generally increased over the past seven years, with much greater and more consistent gains at the elementary level and less consistent and considerably smaller gains as students moved

through middle and high school levels. Exhibits E and F show this very clearly. Data for 2003-04 shows that progress has slowed or stopped in most grades.

✎ It is probable that the improvement rate at third and fifth grades will slow further without additional targeted resources and practices of the sort identified in the QEM, given the demographic shifts in the state. This will require statewide policy in early childhood development in order to reach the goals of NCLB by 2014 as well as increased resources and attention to reading initiatives for grades K-3.

✎ Middle schools may achieve some sustained improvement as successive cohorts reach middle school with higher proportions of students meeting benchmark standards. These gains subsequently will influence middle school and high school trends so that significant improvement may occur at the secondary level, but over a greater period of time.

✎ High schools have the potential for the greatest improvement because the proportion of students meeting 10th grade benchmark standards is the lowest of all benchmark levels. Increasing high school restructuring efforts are important to accelerate gains for these students, with a major focus also placed on reducing dropout rates through enhanced rigor, relevance and relationship building.

✎ Estimates that assume full implementation of the Prototype Schools suggest sustained improvement can occur at third and fifth grades until 90 percent or more of students meet benchmark standards. New estimates need to be analyzed using best practices focused on achieving the goals of NCLB, with an ultimate goal of 99% of students achieving standards by 2014.

✎ The assumptions are based on both dimensions of the Prototype Schools being implemented: increased resources targeted to student learning, combined with consistent improvements in the Quality Indicators that identify effective educational practices and policies. With the current system and funding, and without the QEM focus, it is reasonable to assume that improvement rates will slow in future years as it becomes increasingly challenging to reach students who are still not meeting the standard. If the funding gap continues to grow, gains in student growth will begin to stagnate and even decline.

✎ Accountability systems are essential for progress to be made in student achievement. A single data management system that links PK-20 measurements and provides the data in real time for decision makers should be implemented within two years. A state task force should take this on today with a plan of action ready to go within the next year. This should be tied to an effective governance structure that needs to be in place when the system is operational, within two years.

Percent Meeting Reading Standard

Percent Meeting Math Standard
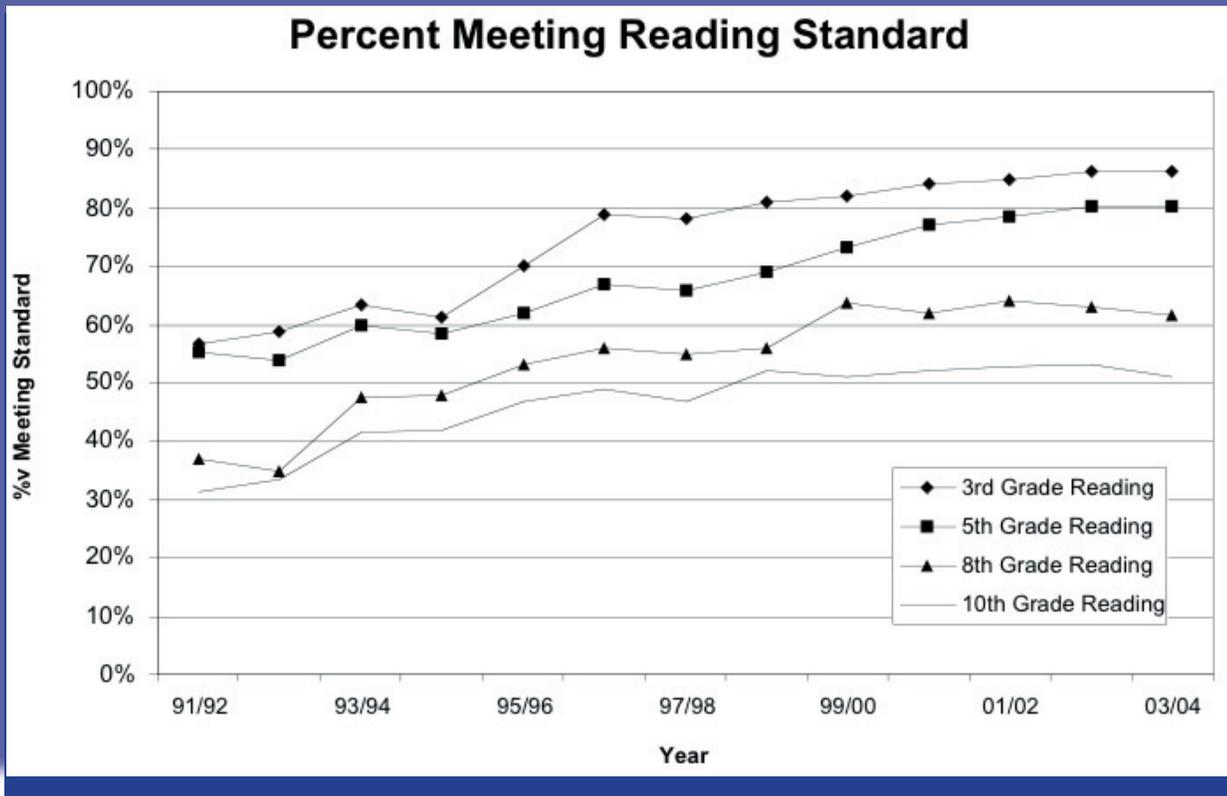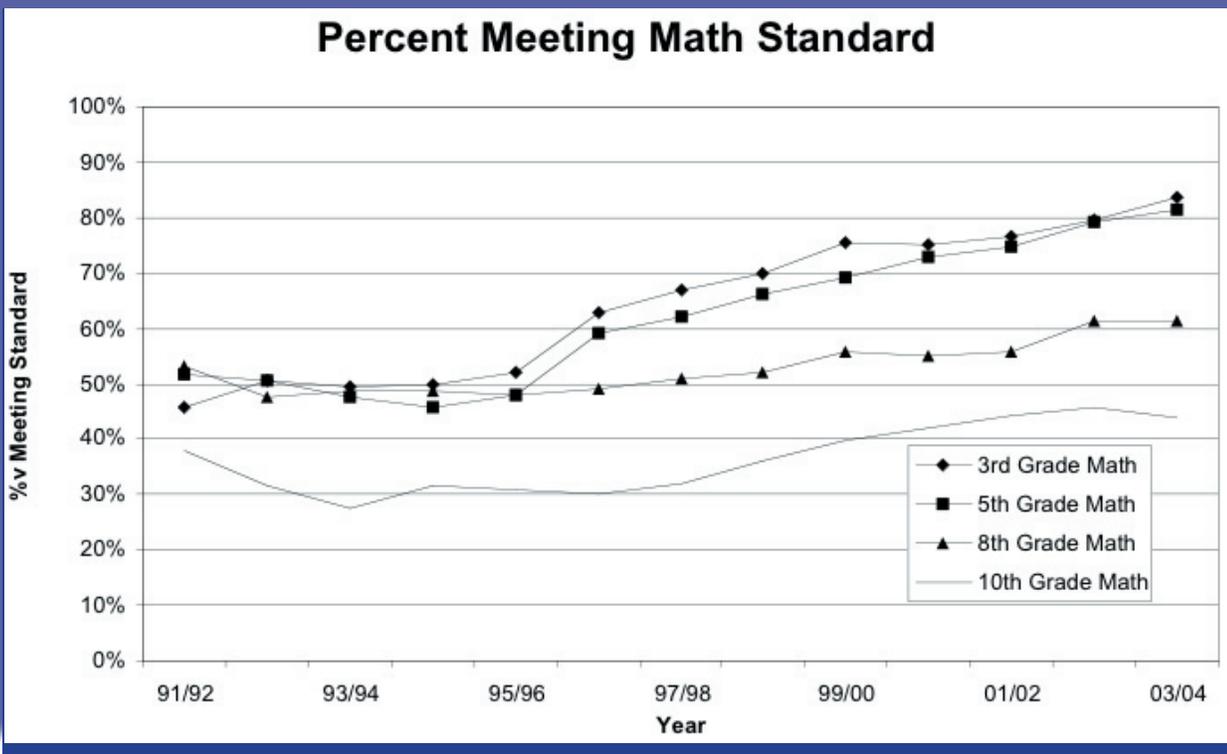
THE ACHIEVEMENT GAP

As increasing numbers of students meet the state's performance standards, those that have not yet met standard will require increasing levels of resources to do so because it is those students that face the greatest challenges and require the most help. Special education students, English Language Learners, and students living in poverty in particular require additional attention and resources if they are to succeed. If current funding trends continue in Oregon, added resources to help those students will not be available and it is unlikely that Oregon schools will make significant progress in getting more students to meet state standards.

Many Oregon students need additional help reaching the performance goals of the state, but a breakdown of student performance by racial and ethnic category shows that some groups lag further behind and will need targeted interventions if they are to meet performance standards in the coming years. The percentage of students meeting the state standard on reading and math tests is lower for Black, Hispanic, and Native American students than for White students, and this disparity is larger in more advanced grade levels. The percentage of Asian students meeting performance standards is slightly lower than for White students, except in 8th and 10th grade math. Oregon also faces a disparity between the share of the student population that is non-white (21.4%) and the share of teachers that is non-white (5.6%), a disparity which requires training and education for teachers on how to learn about the cultural needs of their students in order to improve educational practices. Graphs of student performance by race and ethnicity are shown by Exhibits G and H below.

In addition to the racial achievement gap, Oregon students with special needs such as English Language Learners and special education students, as well as students in poverty, lag behind other students in test score achievement. These students with special needs often require additional resources to meet those needs, meaning that the cost of bringing every student to benchmark standards gets increasingly expensive for the state.

EXHIBIT G

Reading: Percent Meeting Benchmark in 2002-2003

Math: Percent Meeting Benchmark in 2002-2003

Legend: ■ WHITE ■ ASIAN □ NATIVE AMERICAN □ BLACK ■ HISPANIC
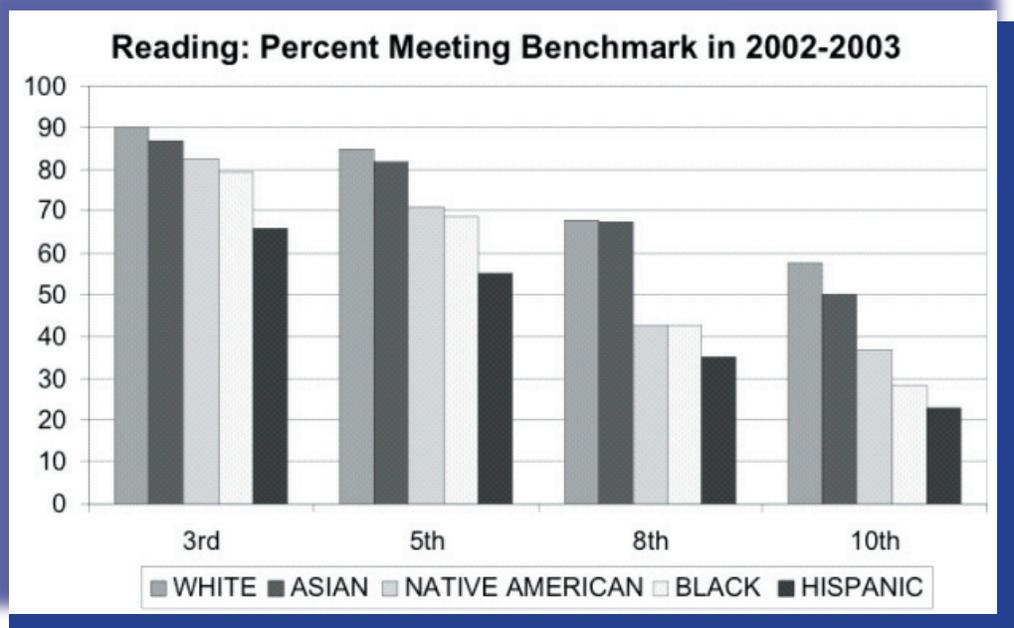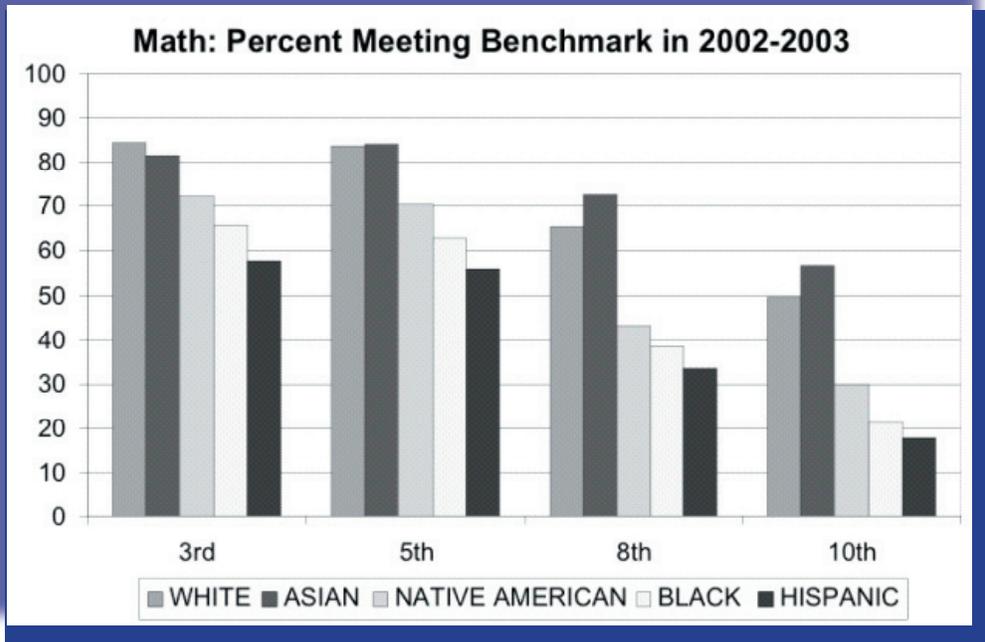
THE COSTS OF MEETING THE REQUIREMENTS OF NCLB

The Federal No Child Left Behind (NCLB) legislation requires that 99% of students meet state academic standards by 2014. As the previous graphs indicate, student performance in Oregon is well below the NCLB goals, and without substantial added investment in its school system and increased efficiency in implementing best practices, it will be virtually impossible for Oregon to meet the Federal NCLB requirements.

We have limited ability, however, to estimate with any confidence the level of resources needed to meet the NCLB goals. Because the level of student achievement required by NCLB has never been achieved by any state, we have no experience or data on which to base cost estimates for achieving such high levels of performance. We do know, however, that as higher percentages of students meet standards, it gets increasingly expensive to get the remaining students to the performance targets. This occurs because the students who are the most costly to educate—those with special needs—are the ones who are least likely to have already met the performance standards.

Exhibit I shows the relationship between education funding and student performance. As the percentage of students meeting standards increases, the funding required to get additional students to meet the standards increases more than

Relationship Between Funding and Student Performance

Funding (y-axis) vs. Percent Meeting Standard (x-axis)
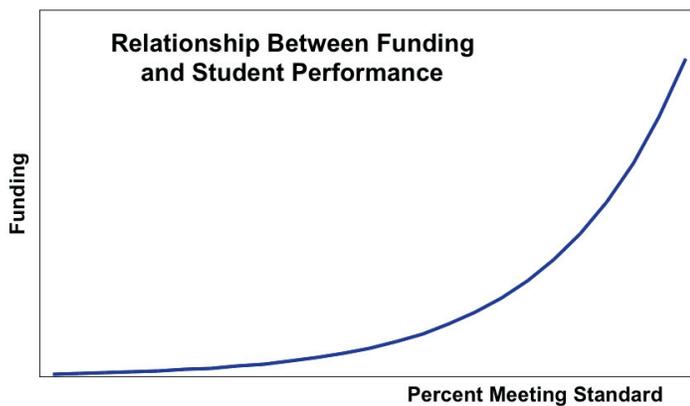
EXHIBIT I

proportionally. The graph illustrates the challenge that Oregon and every other state faces: The cost of getting 99% of students to meet achievement standards, as required by NCLB, is extremely high.

One of the primary reasons education is a publicly-provided service is that education has benefits in society that go beyond the direct benefits to the student. These wider benefits may represent a cost-savings in other areas of governmental spending. A report by the David and Lucile Packard Foundation, for instance, noted that "[q]uality early education saves from $3 to $7 in rehabilitative services for every $1 invested and is an asset to the K–12 educational system because it increases school readiness and decreases costs of special classes and grade retention."

While a significant amount of research has been devoted to estimating the governmental dollars saved for every dollar invested in Pre-Kindergarten programs, relatively little research has been devoted to the balance between spending in K-12 education versus spending in other areas such as corrections, unemployment, and welfare assistance. One such study performed in 1997, however, used a static economic model to predict the societal changes in shifting $50 million in Arkansas from the state general fund to the education fund. This study found that the increased income tax revenue as well as cost-savings in crime and social services would more than offset the initial $50 million investment in K-12 education. Their overall finding was that dollars spent in education allow for a significant increase in the general fund for the state without raising taxes, and would produce additional benefits such as job creation, increased property tax, and overall societal satisfaction.(Hy, R.J. "Education Is an Investment: A Case Study." Journal of Education Finance. Fall 2000.)

A similar effect may be found if a cost-benefit analysis were to be conducted for the state of Oregon, measuring the amount of total governmental dollars to be saved for every dollar spent in K-12 education. Examples of savings include prison costs, welfare assistance, housing subsidies, and unemployment benefits, as well as income tax revenue, not to mention educational saving in providing remedial programs. Exhibit J displays Oregon earnings and social service spending by educational attainment level. Exhibit K displays the data in a different way, showing that increasees in education can save government dollars in the long run. The previous section showed an increasing disinvestment in K-12 education as baseline levels of funding drop and the gap between needed and allocated resources grows. This finding becomes even more alarming when set in the context of education dollars representing increase in benefits and decrease in cost for the state. At a time when governmental budgets are tight, this type of misappropriation is shortsighted and irresponsible.

Earnings and Social Service Spending By Educational Attainment

Legend:
- Tax
- Salary After Tax
- Incarceration
- Unemployment Insurance
- Medicare/Medic Aid
- Welfare, Food Stamps, Reduced School Meals

Categories: High School Dropout, High School Graduate, Some College, College Degree or More
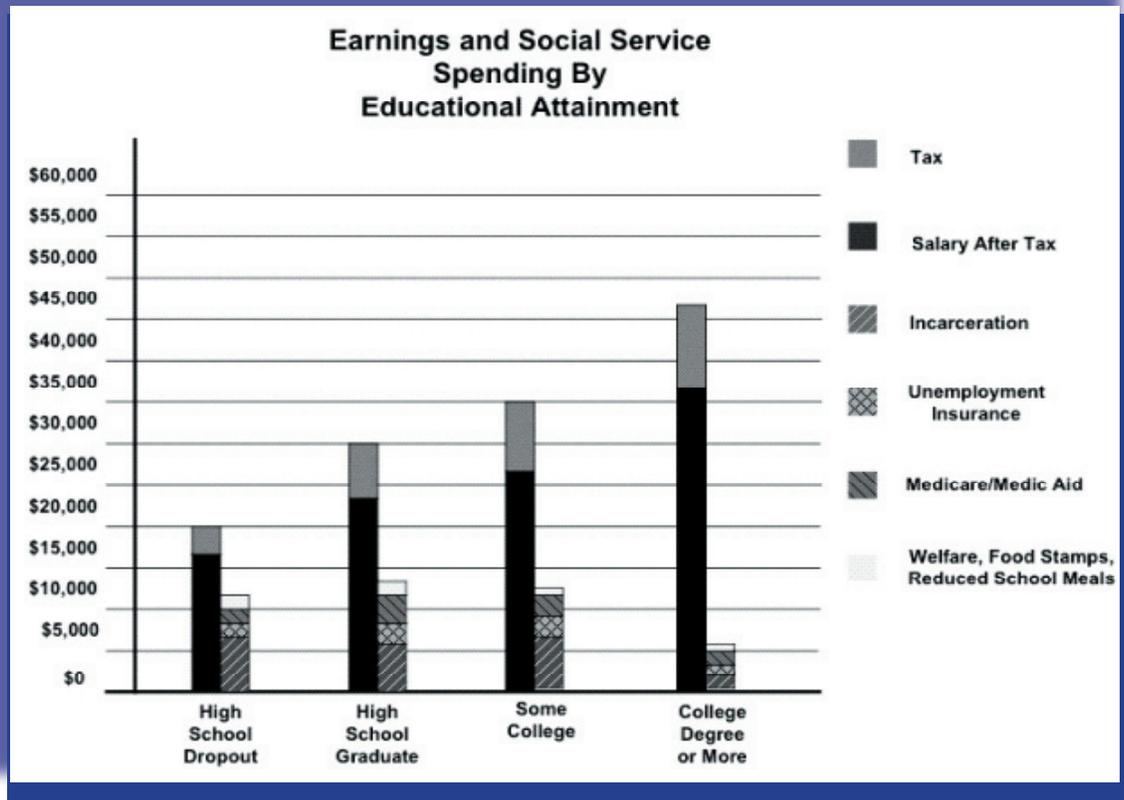
* Created by the Oregon Department of Education November 2004

Oregon needs a model that can evaluate the long-run costs and benefits of different educational investments. Oregon's postsecondary tuition rates are increasing at the same time as entrance requirements for colleges nation-wide are decreasing. While tuition increases are seen as one of the ways Oregon must balance the state's budget deficit, Exhibits J and K suggest that the long-range impact on the state's economic development may be dramatically impacted if higher tuition rates reduce the number of Oregonians with a college degree.
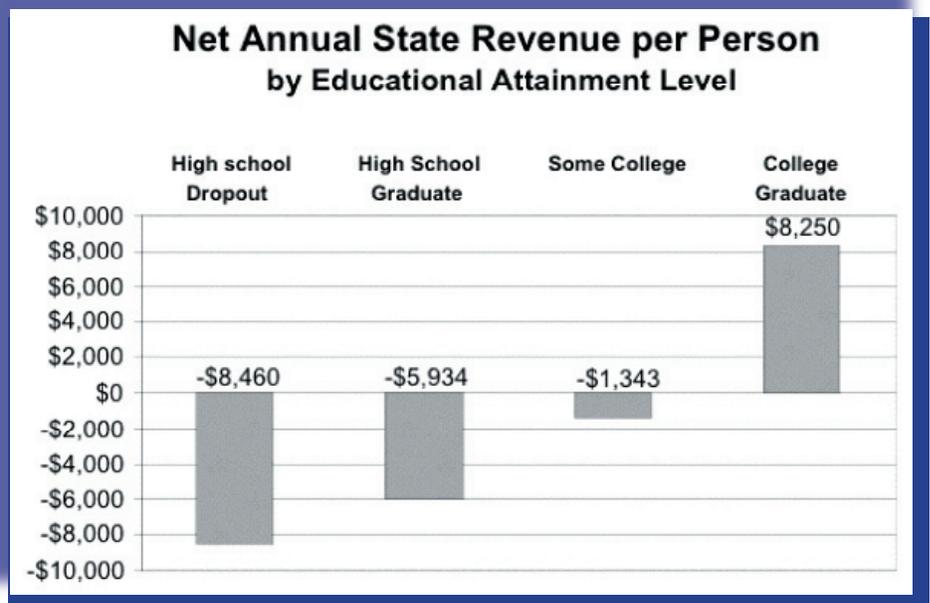
Net Annual State Revenue per Person by Educational Attainment Level

High school Dropout	High School Graduate	Some College	College Graduate
-$8,460	-$5,934	-$1,343	$8,250

* Created by the Oregon Department of Education November 2004

The 2004 Quality Education Commission created three panels to study three areas of concern in more detail. The Accountability Panel, co-chaired by Duncan Wyse and Keith Thomson, addressed issues relating to the need for an effective accountability structure which utilizes accurate information about schools from a transparent data system. The Best Practices Panel, co-chaired by Frank McNamara and Ron Naso, reevaluated the best practices from the Commission's 2002 report and added information about the impacts of No Child Left Behind. The Cost Panel, co-chaired by Susan Massey and Lynn Lundquist, updated the Quality Education Model and cost estimates for the next legislative cycle and addressed the funding gap. Each of the three Panels' reports is included in full in the Appendix of this Final Report. The panels addressed six main topic areas: The Need for an Integrated Data System; Creating Accountability and Governance Structures; The Impact of No Child Left Behind; Best Practices and Early Childhood Education; High School Design, High Performance, and Small Learning Communities; and The Continued Relevance of the Quality Education Model and Prototype Schools.

OREGON NEEDS AN INTEGRATED EDUCATIONAL DATA SYSTEM

If schools are provided sufficient data on a wide range of critical factors related to students learning and organizational functioning, schools will seek to become high-performance organizations that enable an ever-increasing number of students to meet state standards and receive a quality education. The business of providing data from state benchmark testing, school demographics, and instructional practices, as well as continued development of measurements for the Quality Indicators is imperative. Currently, Oregon's school data system is not sufficiently developed to allow conclusions to be drawn about system functioning beyond rudimentary observations, nor does it provide diagnostic data that allows those who seek to improve their performance to do so promptly.

In order for schools to make data-driven decisions that affect practices and performance, they must have the capacity to collect or be provided frequent formative and summative data that they have access to throughout the school year. The data should be used to prescribe and evaluate the effectiveness of instructional efforts and set priorities for school improvement activities. If no data are collected on a performance area, it is not possible to judge if it is being conducted effectively or not or whether improvement is occurring. After high-quality, comprehensive data have been provided, the individuals within the system at all levels can then be motivated to utilize the data to make systematic improvements toward achievement of state goals. Each stakeholder plays a role in creating and maintaining an effective data system, and these roles and responsibilities are addressed in more detail in the Accountability Panel's work.
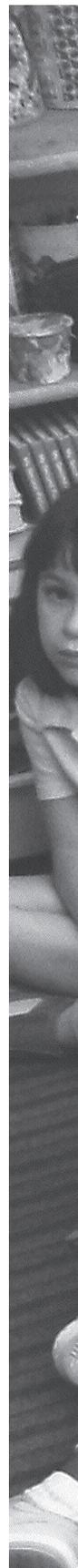
A data system that allows educators, policymakers, and parents to make informed decisions for improving student performance and school functioning must include the following seven elements:

Integrated: It must include information from multiple K-12 school districts to capture student mobility, and it must bring together all aspects of the student's learning trajectory, from Pre-Kindergarten through post-secondary education.

Individual: It must utilize student level information instead of school averages in order to make accurate determinations about student progress in relation to processes.

Informative: It must include relevant and comprehensive indicators from detailed inputs and processes to a variety of performance measures, and those indicators must be verified to ensure accuracy.

Independent: It must allow for flexibility so schools can customize the system for local needs. For the system to be cost-effective, it must replace current school and district data systems, so it must be able to meet the needs of the current users.

Interactive: It must recognize that different users have different needs and make the data transparent in an easy to access format for students, parents, teachers, principals, superintendents, policymakers, and other educational stakeholders.

Instant: It must present data to users in a timely manner so the information can motivate students, engage parents, inform instructional practices, and improve the quality of educational service in real time.

Interconnected: It must promote organizational capacity to analyze data once it has been collected and presented, not just at the state level, but also within schools and districts so data can become a useful tool for educators.

It is cost-inefficient to have multiple school districts and regional Educational Services Districts create, maintain, and pay for their own data systems when the state needs district data in one centralized location. Reducing the cost of multiple systems and simplifying the process of connecting those systems will provide an enormous amount of savings in cost and person-hours for all recipients of educational dollars, even thought is requires an up-front investment of resources.

The report undertaken by the Accountability Panel identified ways in which Oregon's educational system can function in a more accountable fashion. This is consistent with the Quality Education Model's goal of determining the amount of money needed for Oregon's schools to achieve identified performance levels. Without accountability for performance, the QEM does not account for what occurs if schools are provided identified resources and do not subsequently achieve predicted levels of performance. In other words, resources that the QEM predicts will improve performance could be, in fact, lost to inefficiencies. More fundamentally, without accountability, taxpayers are being asked to provide resources without any governmental mechanisms to determine performance in relation to resources expended. As has been shown in the past, taxpayers are reluctant to do this.

An effective accountability system is one in which each level in the educational governance and delivery system has available to it the data it needs to make necessary decisions about how best to improve its practices and to organize its responsibilities. This presumes a willingness and capacity by all governance levels to utilize data and to examine critically their procedures and practices in light of the data. Furthermore, for those levels of governance whose actions facilitate or constrain success at the school site and classroom levels, this system implies a commitment of their support for classroom success and development of operating practices and principles that hold their own level in the policy system to a standard of accountability comparable to that which they are expecting of public schools.

In essence, this "reciprocal" accountability implies a symmetrical partnership that extends across all levels in the governance and policy systems, defining roles and responsibilities at each level. Continuous improvement occurs when the entire system functions in a unified fashion with a common focus on agreed-upon outcomes and a commitment to developing policies and practices that contribute to achievement of those goals.

An accountability system has little meaning without incentives and disincentives. Oregon's current system contains few of either. Those that do exist are relatively low-impact, as described in the previous table. While other states are establishing a simple system of rewards and punishments largely tied to funding, Oregon needs to think carefully about incentives and disincentives that promote an effective accountability system. Exhibit L is an example of an incentive/disincentive structure proposed by the Accountability Panel.

EXHIBIT L

Where We Want to Be:
Possible Accountability Mechanisms in Oregon by Organizational Level

Condition	Accountable Party	Incentive	Disincentive
Individual scores on state assessments	Student/parent	Recognition Acceleration Scholarships Graduation Public recognition	Remediation Graduation delayed
Scores on state assessment for a classroom of students	Teacher	Public recognition Collaboration opportunities Professional development options Goal-oriented evaluation process Financial incentives to teach at high-needs schools	Public embarrassment Prescribed professional development program Performance-oriented evaluation process
Scores on state assessment for a grade level or subject area	Teacher team, central office curriculum developers	Discretion over resource expenditures and instructional program Collaboration opportunities Professional development opportunities	Prescriptive curriculum development Prescriptive professional development Teacher reassignments
Scores on key student learning indicators at the school level for one year	Principal	More intensive networking with successful schools Budgetary and curricular discretion	Warning Notification to parents of deficiencies and intent to remedy them
Scores on key student learning indicators at the school level for two consecutive years	Principal, central office staff, teaching staff	Public recognition Greater discretion in programs	Data collection and analysis taken over by external group
Inconsistent pattern of assessment scores over time (erratic performance)	Principal, central office staff, teaching staff, board of education, ODE		Intensive external analysis of conditions within the school Externally developed plan of improvement
Building-level funding focused on student achievement	Principal	Retain broad discretion to direct resources to areas of priority and need Contribute data to help determine optimal level of school funding	Require external approval of school budget Utilize QEM prototypes as reference point to judge effectiveness of budget
District-level funding focused on student achievement	Superintendent, board of education	Retain broad discretion to direct resources to areas of priority and need Contribute data to help determine optimal level of school funding	Require external approval of district budget

The Accountability Panel outlines the steps necessary to develop a data system, a governance structure, and an accountability system that would aid the Legislature in making decisions about educational funding and would help schools function more efficiently. Schools should be empowered to make data-driven decisions and must be given the data, governance, and accountability systems to implement successful practices. Instead of watching schools labeled as failures when they are performing well given the kind of students and level of resources they have, the state should measure whether students, schools, teachers, policymakers are fulfilling their roles and responsibilities and then find ways to help each of them succeed.

THE IMPACT OF NO CHILD LEFT BEHIND

The 2001 Federal No Child Left Behind Act imposes considerable sanctions on low-performing schools as measured by test scores, attendance, dropout rates, and suspensions. But there is a disparity that seems to go unrecognized in the expectations. NCLB imposes new requirements without substantial new resources because its funding was primarily a realignment of current funds, not a direction of significant new funding. The federal reform skimps on resources for improvement, expecting states to pick up the slack. Just as schoolchildren cannot be expected to make progress without tools for learning, states and school leaders cannot be expected to make improvements without tools for change. Change requires more than catchphrases and is not served by under-funded mandates. It takes time, effort, resources and support. Reform without resources is a waste of time; just as resources without reform is a waste of money. Valuing education means ensuring that educators are well equipped for improvements that build high performance.

From its inception, the Quality Education Model was designed to provide legislators with an objective basis for determining the funding necessary to bring 90% of our students to Benchmark Level on state assessments administered in the primary, intermediate, middle and high school levels. The No Child Left Behind legislation requires that within the next decade, 99% of all students must meet or exceed state benchmarks in the designated areas of reading and mathematics. The 1% forgiveness is for those students who are so mentally and/or physically challenged that success on the assessment would be highly improbable, if not impossible.

The challenge we face as a state is to redefine the scope and the consequent costs of practices necessary to bring this additional 9% of students to the required levels of achievement. Standing alone, the figure of 9% does not seem overly imposing. However, we should all recognize that this final 9% will be almost exclusively students with severe special needs, or students with little or no English literacy, or students whose family support system has badly damaged the students' attitudes about learning and discipline. Best Practices research and analysis is an essential component of understanding how to meet the federal mandates of No Child Left Behind.

It should also be recognized that due to a lack of sufficient funding, the goal of getting 90% of Oregon's students to the state testing benchmarks has not yet been reached. While elementary school students are achieving at 82% and 81% levels for reading and math in 2003-2004, high school students achieve at only 50% and 43%. In addition, the achievement gap continues to be a challenge for Oregon schools, and data shows that special needs students, English Language Learners, racial and ethnic minorities and students of low socio-economic status are achieving at a much lower rate than other students. The No Child Left Behind legislation requires that each of these subgroups meet the same 99% benchmark, meaning in some cases an improvement 100% of current performance.

BEST PRACTICES AND EARLY CHILDHOOD EDUCATION

The Quality Education Commission believes that the Key Findings of the Best Practices Panel for 2002 continue to capture the essential elements of our current charge. Best Practices are those strategies and programs that have been demonstrated in research and experience to be successful in effecting high student achievement. They are the specific programs that accompany the components of a Quality Education Model. The prototype schools are examples of how schools could be organized to implement Best Practices programs. Best Practices occur when:

- *Each student has a personalized education program.*

- *Instructional programs and opportunities are focused on individual student achievement of high-quality standards.*

- *Curriculum and instructional activities are relevant to the lives of students.*

- *Each student has access to a rich and varied elective co-curricular and extra-curricular program.*

- *The school creates small learning environments that foster student connection.*

- *The school provides and encourages connections with significant adults, including parents, mentors and other advisors to ensure that each student develops a connection to the greater community, along with a strong sense of self.*

- *The school makes data-informed decisions about the capability of programs to foster individual student achievement.*

- *The school at upper grade levels uses community-based and worksite learning as integral components of its instructional program.*

- *The school has a comprehensive staff induction program that guides recruitment and employment and provides ongoing professional development programs.*

- *Time is considered a variable, not a constant, in achieving high student success.*

- *Cost-effective management of resources allows school districts to better meet the needs of the greatest number of students.*

The Best Practices Panel found that the primary grades have taken the standards reform and made the best progress in curriculum, instruction and assessment adaptations to meet the needs of their students. Middle schools have made only moderate adjustments and must become part of a larger connection to high schools and post-secondary schools for full effectiveness. High schools remain the major juncture for reform or restructuring attention.

In addition to focusing on high school reform, if Oregon is serious about helping all students be successful, there must be more emphasis on the learning that occurs in the early years of a child's life. Some estimates show that about 60 percent of children under 5 spend about 30 hours a week in the care of people other than their parents. There is a need for accessible, high quality pre-school as well as for full-day kindergarten. These needs aren't fully addressed in the QEM but we can't ignore what brain research has shown, especially in regards to literacy. During ages 4-6, children build the neural systems that are responsible for fluent reading. Oregon needs to find a way to address the early years and extend the kindergarten day to maximize learning during this critical period. Oregon's pre-school system currently reaches only 55% of the eligible students among our most needy children in this age. That means 45% of students are coming to school under-prepared to learn. Even for the 55% of eligible students who are in pre-school, without further research and standards, there is no guarantee of educational quality for this at-risk population. We will not be successful in closing the achievement gap if this disparity continues.

The Costs of Implementing Best Practices for Meeting the Quality Goals

The Quality Education Model can be used to estimate the statewide cost of implementing the practices needed to achieve Oregon's student achievement goals. Exhibit M on the following page shows the actual State School Fund budget allocation for 2003-05, the amount needed to carry forward the program levels funded in 2003-05 to the 2005-07 biennium (the Essential Budget Level), and the cost to fully implement the best practices identified in the QEM for the 2005-07 biennium (the QEM Full Implementation). They do not include the added costs of meeting the requirements of the Federal NCLB legislation, but do incorporate current Federal and Local tax funding sources in the aggregate. The funding gap between the Essential Budget Level of $5.32 billion and the fully implemented Model is estimated at $1.78 billion from the State's general fund. The gap between the Governor's proposed budget of $5.00 billion is $2.10 billion.

QEM Estimates of 2005-07 State School Fund Requirements (Millions of Dollars)			
	Governor's Proposed Budget	Essential Budget Level*	QEM Full Implementation
Total Costs of Prototype Schools		$7,724.4	$9,475.1
Plus: ESD Costs		$363.0	$330.6
Plus: High Cost Special Education Fund		$24.0	$80.0
Plus: Federal Program Expenditures		$902.4	$902.4
Equals: Total K-12 Funding		$9,013.8	$10,788.1
Less: Local Revenue Not in Formula		$262.0	$258.1
Less: Federal Revenues		$902.4	$902.4
Equals: Total Distribution Formula Funding	$7,531.4	$7,849.4	$9,627.6
Less: Property Taxes and Other Local Revenue	$2,530.9	$2,530.9	$2,530.9
Equals: State School Fund	$5,000.5	$5,318.50	$7,096.7

*Essential Budget Level for 2005-07 is the actual level of funding in 2003-05 adjusted for inflation and student enrollment growth. Much of the increase is due to rising health insurance and PERS retirement system costs

At the funding levels recommended by the Commission, student performance would be expected to increase substantially. The following set of graphs show the expected trends in student performance at current funding levels compared to those the Commission projects could be achieved at full funding of the Quality Education Model.

At current funding levels, student performance is expected to stagnate.

At full funding of the QEM, in contrast, increases in the percentages of students meeting state standards would continue. As Exhibits P and Q show, increases in student performance in grades 8 and 10 will need to be dramatic if 90% of those students are going to meet standard by 2014, and even more dramatic if 99% of students are to meet standard as required by NCLB. This means the middle and high school reforms recommended by the Commission would need to be implemented soon, and they would need to be highly effective.
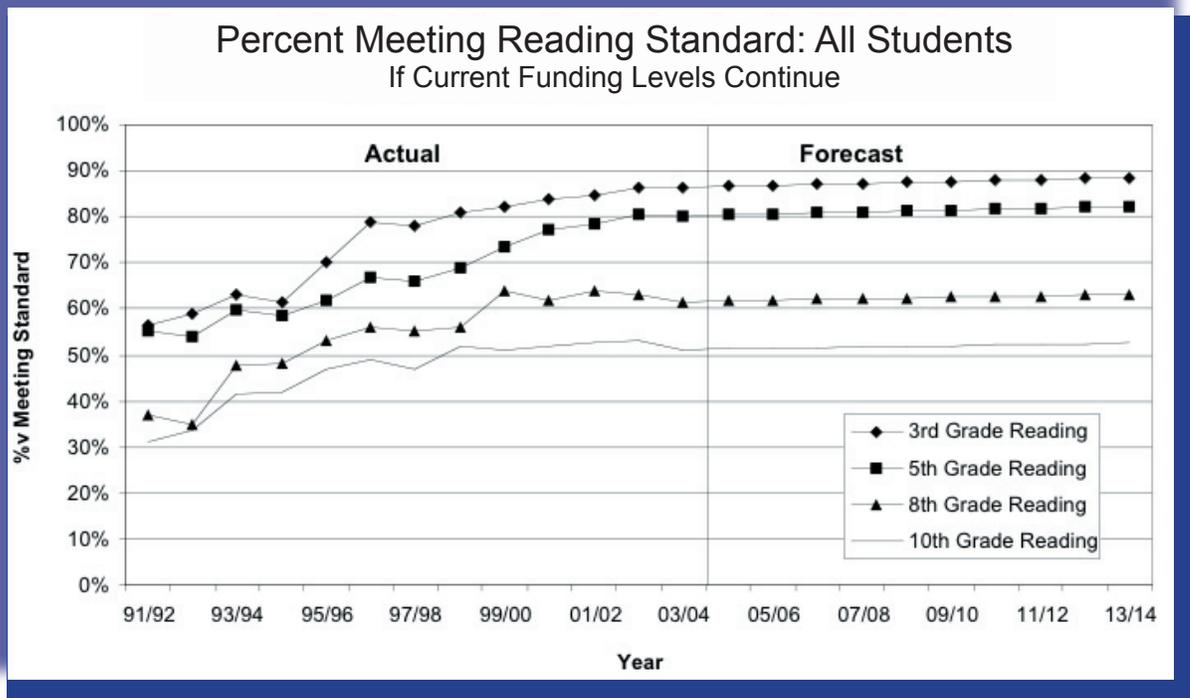
Percent Meeting Reading Standard: All Students
If Current Funding Levels Continue

Percent Meeting Math Standard: All Students
If Current Funding Levels Continue

Percent Meeting Reading Standard: All Students
With Full QEM Funding

Percent Meeting Math Standard: All Students
With Full QEM Funding
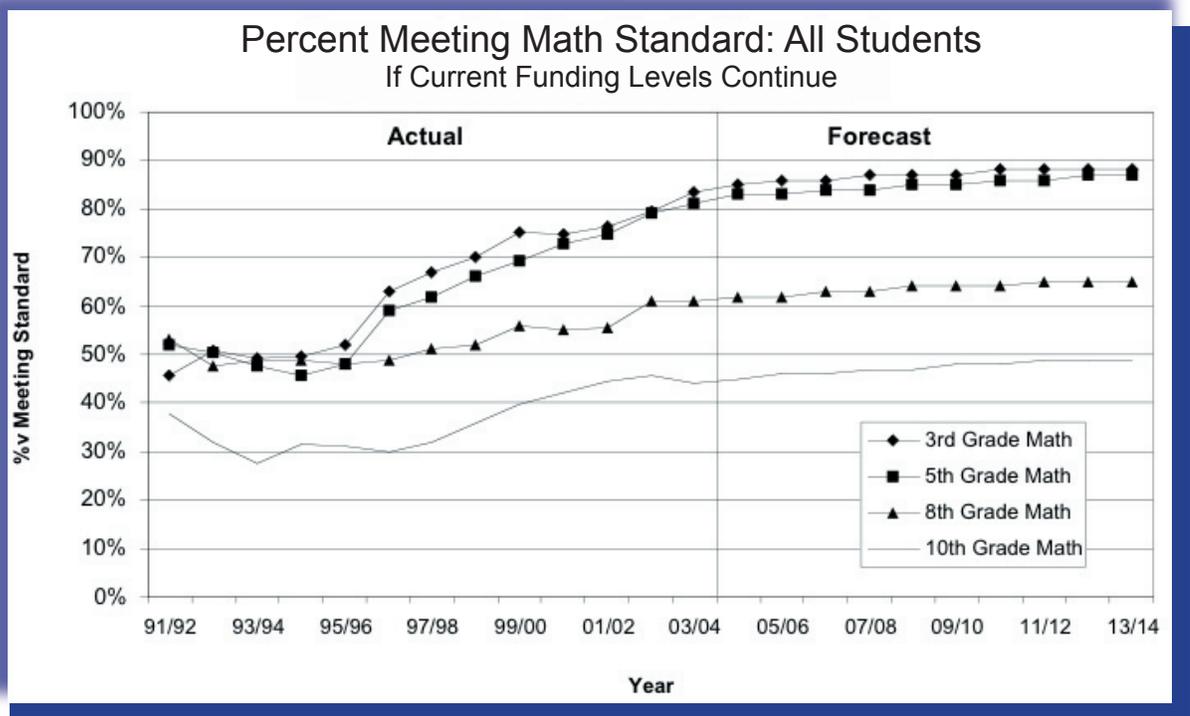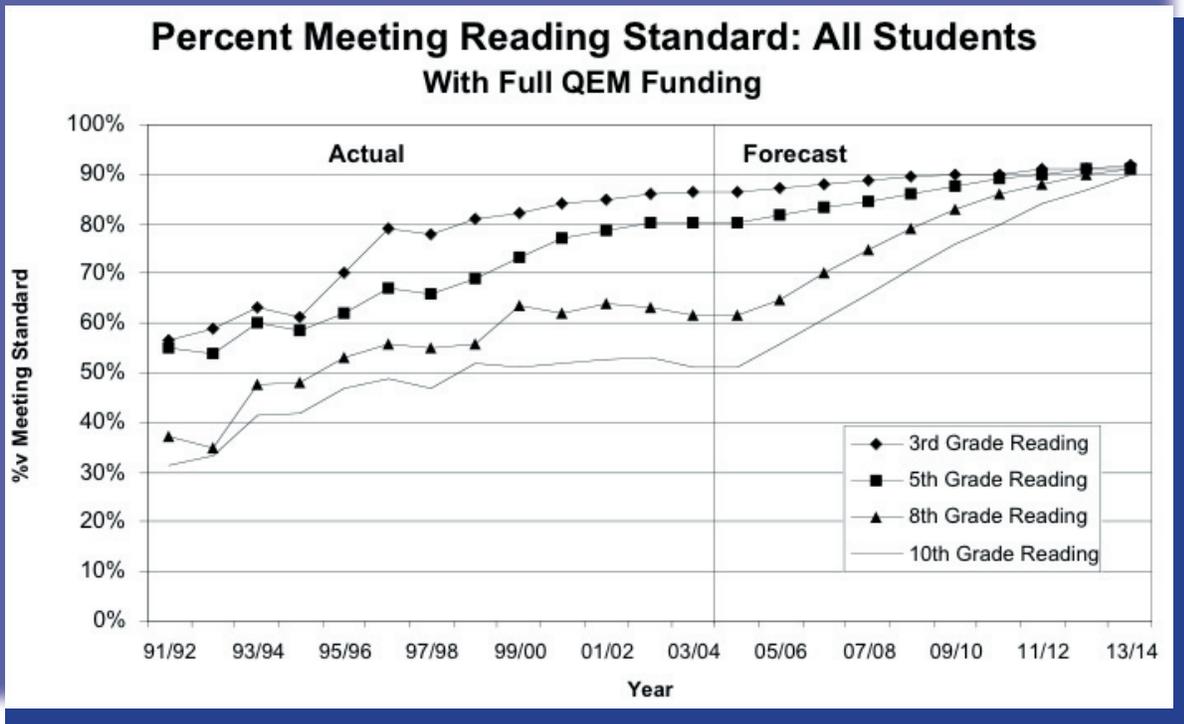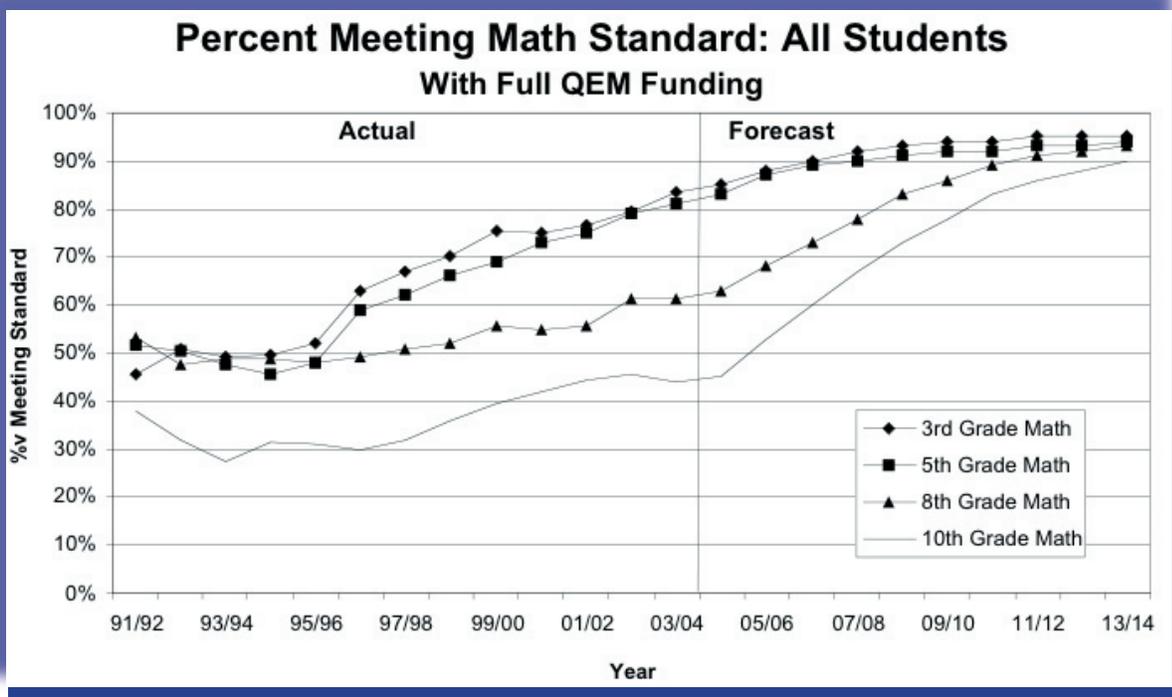
HIGH SCHOOL DESIGN, HIGH PERFORMANCE, AND SMALL LEARNING COMMUNITIES

P-16 or P-20 designs focus on a student's whole learning experience with special emphasis on the transitions between early childhood education to elementary school and high school to post-secondary experiences. Beginning in 2006-07 state graduation requirements include students having an educational plan and profile that prepares them for postsecondary opportunities in college work. High school effectiveness for students remains a challenge for Oregon, as shown by the lack of improvement in test scores and the continued high dropout rate.

Businesses and post-secondary institutions find that high school graduates are not prepared for post-graduate work or school, and they have been pushing high schools and districts to rethink high school organization. Small learning communities have been instituted in many of Oregon's high schools, but that is only one of many methods of changing high schools. The increase in students taking Advanced Placement and International Baccalaureate classes for college credit indicates that many students are ready for these challenges, but not all schools offer these types of classes and not all students are encouraged to participate. The educational preparation required for high school students to succeed after graduation has changed dramatically over the past decades, and high school organization and practices need to change to reflect those new needs. Much can be done within a well-funded high school environment, but more attention needs to be given to the funding, staffing, and structural needs to meet these changing priorities.

One popular method of restructuring high schools is to create small schools or schools within a school to personalize the learning experience for students. The Commission feels that research in this practice is still premature and that small schools should not be implemented as standard practice without further study.

The Commission does believe, however, that the research literature supports "small learning communities." These small learning communities, of which small schools is only one model, contain many of the key components of a quality instructional environment. Larger middle and high schools should look for ways to create these small groups within their larger schools to meet personalized needs of students.

The small learning community assumptions include:

✎ Daily schedule is 4 classes per day with 20 minutes daily advising time.
- 14 teachers work with 250 students for a two-period block of time.
- Overall class size average of 25.
- Teachers are in class 3 of 4 periods plus a 20-minute advising time.
- All licensed staff meets with their mentor group daily.
- Students take four classes per day, whether in or out of the classroom.
- Each student has an advisor -- ratio 1:17.

✎ 10 % of juniors and seniors are involved in career-related learning, mentorships, or independent study during each period of the day.

✎ 5 % of juniors and seniors are taking college courses during each period of the day.

✎ .5 FTE classified staff work with each group of 250 students to arrange volunteer placements and community outreach opportunities.

✎ Classes include multi-aged and multi-grade groupings.

✎ 50% of the small learning community classes are integrated and thematic.

✎ Instruction combines large group, team, and individual instruction.

✎ Core instructional support services are targeted to get students to standards and reduce the dropout rate.

✎ 75% of students are engaged in at least one co-curricular activity.

✎ Each student has a positive relationship with an adult who knows them well and cares about their well-being and academic success.

Small learning communities are often assumed to cost more overall and more per student than larger high schools, based on the theory of economies of scale. A Department of Education study from 2002, "The Costs of Operating Small Schools in Oregon", however, found that although costs per student are dramatically higher for high schools with less than 200 students, high schools with enrollments from 500 to 2400 students cost roughly the same per student, indicating that no further cost saving from economies of scale exist at school sizes above 500. Some benefits of small learning communities have been documented, and although more research needs to be done on their effectiveness over time, their cost does not make them prohibitive as a viable option for high school reform.

THE CONTINUED RELEVANCE OF THE QEM AND PROTOTYPE SCHOOLS

All three Panels and the full Commission concluded that while the Quality Education Model requires ongoing updates to reflect changing students and changing priorities, the Model continues to accurately reflect the state's educational needs, and the prototype schools reflect the typical needs for each school. In accordance with recommendations made by the previous Commission as well as input from this session's Panels, the Cost Panel has updated the Model to better reflect current conditions and to make it more accurate in predicting the relationship between funding and performance. The following changes are included in the prototype schools:

Elementary Prototype Model
- ✎ Reallocated resources to support technology
- ✎ Additional support to meet the needs of English Language Learners
- ✎ Additional training for teachers to bridge the cultural gap

Middle School Prototype Model
- ✎ Reallocated resources to support technology and media services
- ✎ Additional support to meet the needs of English Language Learners
- ✎ Additional training for teachers to bridge the cultural gap

High School Prototype Model
- ✎ Additional staff to increase student involvement in school activities
- ✎ Reallocated resources to support technology and media services
- ✎ Increased expectations in the number of courses taken during four years

The changes recommended in the high school prototype are mainly organizational and would require a relatively small amount of additional resources as compared to the previous, more traditional high school prototype.

The Cost Panel also included federal revenue, by program, in the QEM as a separate table and as an element of the Model's summary tables. Future work should address the possibilities for integrating federal programs and revenues into the existing prototypes or as separate prototypes. The Cost Panel has also improved the "front end" of the Model to make it easier for policymakers to use, and the Panel is in the process of developing a Users' Guide that will help users better understand and use the Model.

Tables that compare the main components in the prototype schools under the current baseline versus the fully implemented prototype schools as specified by the QEM are shown below, and tables showing the full detail if the prototype schools are presented in Appendix A. The baseline schools are examples of prototype elementary, middle and high schools under current practice and funding levels. The components in the fully implemented prototypes represent the resources needed to meet the state's Quality Education Goals based on research, best practice, and professional judgment. These summaries also compare costs and performance expectations under the two funding levels.

Prototype Elementary School -- 340 Students: Baseline Compared to Full Prototype

	Baseline Prototype*	Full Prototype**	Difference
Kindergarten	Half-day	Full-day	Doubles learning time
Average class size	24 for Kindergarten	20 to 1 for grades K-3. 25 for grades 1-5	Cuts class size by 4 for grades K-3 and by 1 for grades 4-5
K-5 classroom teachers	12.8 FTE	16.0 FTE	Adds 3.2 FTE
Specialists for areas such as art, music, PE, reading, math, TAG, library/media, second language, or child development	2.0 FTE	4.5 FTE	Adds 2.5 FTE
Special Education licensed staff	1.0 FTE	1.5 FTE	Adds 0.5 FTE
English as a second language licensed staff	0.5 FTE	1.0 FTE	Adds 0.5 FTE
Licensed substitute teachers	$81 per student	$81 per student	
On-site instructional improvement staff	None	0.5 FTE	Adds 0.5 FTE
Instructional support staff	5.0 FTE	6.0 FTE	Adds 1.0 FTE
Additional instruction time for students not meeting standards: 20% of students	Limited	Summer school, after-school programs, Saturday school, tutoring, etc.	Additional programs for 20% of students
Professional development time for teachers	3 days	Equivalent of 7days used for extended contracts, substitute time, etc.	Equivalent of 4 additional days
Leadership training for administrators	Limited	Based on 4 days of training	4 additional days
Students per computer	6	6	
Textbooks	$36 per student	$72 per student	$36 per student
Classroom materials & equipment	$43 per student	$74 per student	$31 per student
Other supplies	$53 per student	$76 per student	$23 per student
Operations and maintenance	$560 per student	$615 per student	$55 per student
Student transportation	$319 per student	$319 per student	
Centralized special education	$59 per student	$87 per student	$28 per student
Technology Services	$101 per student	$101 per student	
Other centralized support	$82 per student	$82 per student	
District administrative support	$224 per student	$224 per student	
School cost per student	$5,670	$7,543	$1,873 per student
ESD support per student	$258	$258	
Total cost per student in 2002-03 School Year	$5,928	$7,801	$1,873 per student
Percent of students currently meeting standards (2003-04)			
Reading	3rd grade=86% 5th grade = 80%	n/a	
Math	3rd grade=83% 5th grade = 81%	n/a	
Percent of students expected to meet standards by year 2014			
Reading	3rd grade=89% 5th grade = 82%	3rd grade=92% 5th grade = 91%	
Math	3rd grade=88% 5th grade = 87%	3rd grade=95% 5th grade = 94%	
* The Baseline Prototype shows the Quality Education Model's prototype school costs estimated at the level of inputs that currently exist in Oregon schools.			
** The Full Prototype shows the prototype school costs estimated at the level of inputs recommended for the fully implemented Quality Education Model.			

Prototype Middle School -- 500 Students: Baseline Compared to Full Prototype

	Baseline Prototype*	Full Prototype**	Difference
Class size in core subjects of math, English, science, social studies, second language	24	22, with maximum class size of 29 in core academic subjects	Cuts average class size by 2 in core subjects
Staffing in core subjects	20.8 FTE	21.0 FTE	Adds 0.2 FTE
Extra teachers in math, English, and science	None	1.5 FTE	Adds 1.5 FTE
Special Education licensed staff	2.75 FTE	3.0 FTE	Adds 0.25 FTE
English as a second language licensed staff	0.5 FTE	0.75 FTE	Adds 0.25 FTE
Media/Librarian	1.0 FTE	1.0 FTE	
Counselors	One for every 333 students	One for every 250 students	Adds 0.5 FTE
Licensed substitute teachers	$77 per student	$77 per student	
On-site instructional improvement staff	None	1.0 FTE	Adds 1.0 FTE
Instructional support staff	11.0 FTE	10.0 FTE	Eliminates 1.0 FTE
Additional instruction time for students not meeting standards: 20% of students	Limited	Summer school, after-school pro- grams, Sat. school, tutoring, etc.	Additional programs for 20% of students
Professional development time for teachers	3 days	Equivalent of 7days to be used for extended contracts, substitute time, etc.	Equivalent of 4 additional days
Leadership training for administrators	Limited	Based on 4 days of training	4 additional days
Students per computer	6	6	
Textbooks	$43 per student	$69 per student	$26 per student
Classroom materials & equipment	$58 per student	$83 per student	$25 per student
Other supplies	$54 per student	$82 per student	$28 per student
Operations and maintenance	$587 per student	$645 per student	$58 per student
Student transportation	$314 per student	$314 per student	
Centralized special education	$59 per student	$87 per student	$28 per student
Technology Services	$99 per student	$99 per student	
Other centralized support	$82 per student	$82 per student	
District administrative support	$224 per student	$224 per student	
School cost per Student	$6,579	$7,405	$826 per student
ESD support per Student	$258	$258	
Total cost per Student in 2002-03 School Year	$6,837	$7,663	$826 per student
Percent of students currently meeting standards (2003-04)			
Reading	62%	n/a	
Math	61%	n/a	
Percent of students expected to meet standards by year 2014			
Reading	63%	91%	
Math	65%	93%	
* The Baseline Prototype shows the Quality Education Model's prototype school costs estimated at the level of inputs that currently exist in Oregon schools.			
** The Full Prototype shows the prototype school costs estimated at the level of inputs recommended for the fully implemented Quality Education Model.			

Prototype High School – 1,000 Students: Baseline Compared to Full Prototype

	Baseline Prototype*	Full Prototype**	Difference
Class size in core subjects of math, English, science, social studies, second language	25	22, with maximum class size of 29 in core academic subjects	Cuts average class size by 3 in core subjects
Staffing in core subjects	41.0 FTE	44.0 FTE	Adds 3.0 FTE
Extra teachers in math, English, and science	None	3.0 FTE	Adds 3.0 FTE
Special Education licensed staff	3.5 FTE	3.75 FTE	Adds 0.25 FTE
English as a second language licensed staff	0.5 FTE	0.5 FTE	
Media/Librarian	1.0 FTE	1.0 FTE	
Counselors	One for every 333 students	One for every 250 students	Adds 1.0 FTE
Licensed substitute teachers	$78 per student	$78 per student	
On-site instructional improvement staff	None	1.0 FTE	Adds 1.0 FTE
Instructional support staff	20.0 FTE	20.0 FTE	
Additional instruction time for students not meeting standards: 20% of students	Limited	Summer school, after-school programs, Saturday school, tutoring, etc.	Additional programs for 20% of students
Professional development time for teachers	3 days	Equivalent of 7days to be used for extended contracts, substitute time, etc.	Equivalent of 4 additional days
Leadership training for administrators	Limited	Based on 4 days of training	4 additional days
Students per computer	6	6	
Textbooks	$55 per student	$96 per student	$41 per student
Classroom materials & equipment	$80 per student	$130 per student	$50 per student
Other supplies	$57 per student	$125 per student	$68 per student
Operations and maintenance	$642 per student	$705 per student	$63 per student
Student transportation	$332 per student	$332 per student	
Centralized special education	$59 per student	$87 per student	$28 per student
Technology Services	$103 per student	$103 per student	
Other centralized support	$102 per student	$102 per student	
District administrative overhead	$224 per student	$224 per student	
School cost per Student	$6,684	$7,800	$1,116
ESD support per Student	$258	$258	
Total cost per Student in 2002-03 School Year	$6,942	$8,058	$1,116
Percent of students currently meeting standards (2003-04)			
Reading	51%	n/a	
Math	44%	n/a	
Percent of students expected to meet standards by year 2014			
Reading	52%	90%	
Math	49%	90%	
* The Baseline Prototype shows the Quality Education Model's prototype school costs estimated at the level of inputs that currently exist in Oregon schools.			
** The Full Prototype shows the prototype school costs estimated at the level of inputs recommended for the fully implemented Quality Education Model.			

IMPLEMENTING THE FULL QEM AND ALTERNATIVES FOR MEETING THE QUALITY GOALS

The Commission recommends full implementation of the best practices described in the Model but is aware of the funding problems the legislature will face for the 2005-07 biennium. The Commission believes, however, there are investments short of full prototype implementation that will significantly improve educational outcomes. The recommendations of this QEC are divided into two categories: policy recommendations to the Governor and Legislature, and areas of needed research by the QEC and other educational groups. The policy recommendations are divided into top priorities and secondary priorities. The areas of needed research section address issues that should be prioritized when more funding becomes available and could be addressed by the next Commission. Changes to the QEM will be addressed in the course of the next Commission's regular work.

One item to consider in providing for the work of the Quality Education Commission is the provision of adequate resources and time to complete their work. Due to budget cuts in the 2003-05 biennium, funding of the QEC was reduced by just over 40%, and final approval of the funding was delayed until early 2004. The ability of the Commission to perform its work in a timely and effective way is influenced by the resources it receives and when. In some cases, it has delayed completion of some of this biennium's work. We believe the Commission's role is an important part of setting state guidelines for meeting funding and performance expectations, and we highly recommend staying the course in prioritizing and paying for the continued work of the Quality Education Commission.

POLICY RECOMMENDATIONS

Top Priorities

- Provide State resources to complete an overview of the existing cost and effectiveness of the State's data management system for PK-20 grades. Develop a plan within six months that looks at best practices and requirements to implement a statewide data management system that provides for accountability at all levels and provides for sound education policy. Create a timeline, capital plan, and governance structure to support the implementation of the data management system in the 2007-09 biennium that includes Pre-K to grade 20 and post-education analysis capabilities. Consider primarily web-based solutions in the process.

- Create a Governance and Accountability taskforce to develop recommendations about how the educational system needs to be structured to provide maximum learning outcomes to students.

- Provide additional resources targeted at the elementary grades, with emphasis on early reading programs. In the QEM 2000, the Commission agreed that developing reading skills provides an essential foundation for student success. Based on the

recommendations of the Commission, the 2001-03 education budget included $220 million to support the focus on reading. This funding was eliminated in the second year of the biennium due to revenue shortfalls. This funding should be restored.

Secondary Priorities

- Provide resources to support restructuring of educational services at the high school level consistent with the new graduation requirements and the need for more personalized, contextual learning. Expand the work of the two pilot programs in high school restructuring done by the Department of Education and Employers for Education Excellence (E3). Focus on reducing dropout rates.

- Provide the training and skill development that teachers and principals need to deliver on all of the academic goals, but particularly to support the reading priority. Professional development opportunities for teachers should not decrease student instructional time. The Commission's expert panels noted the importance of linking training and skill development to success in meeting academic goals at all levels and to attracting and retaining quality teachers.

- Improve the alignment between the K-12 school curriculum and Oregon's post-secondary education and employment needs. Integrate educational structures to streamline and improve curriculum, connectivity with Oregon's employment needs, higher education, governance, and student performance. In addition, develop a sound funding solution that includes federal, state, private and nonprofit sources that supports the education of our students. Providing quality education requires an integrated approach among state leaders.

- Continue the line item in the state budget to pay for the highest cost special education students, and look for efficiencies to provide services to these students at lower cost.

In setting policy priorities, the costs of implementing various proposals are essential for policymakers to evaluate tradeoffs. The Quality Education Model is a powerful tool in providing such estimates. Exhibit U below provides examples of the estimated costs of implementing various policy proposals.

EXHIBIT U

Cost Impacts of Policy Proposals for 2005-07 *

Provide full-day Kindergarten in all elementary schools	$ 93 million
Reduce class sizes in elementary schools by 2 students	$125 million
Reduce the PERS employer rate by 2 percentage points	$ -87 million
Reduce growth in health ins. costs by 2 percentage points	$ -30 million
Reduce district-level administrative costs by 10 percent	$ -27 million
Provide added instructional time for struggling students	$142 million **
Add one professional development day for teachers	$ 13 million
Add one day of instruction	$ 30 million

* All cost impacts are on a biennial basis

** Includes tutoring, after-school programs, and summer school

✎ Continue to study program costs and needed resources to meet state goals for small rural schools, high poverty schools, and special education programs.

✎ Consider what quality standards for early childhood education and development would look like and how such standards would connect with the QEM.

✎ Develop a Statewide strategy for early childhood development.

✎ Develop other student outcome measures in addition to state assessment scores and dropout rates to evaluate progress toward meeting state Quality Education Goals.

✎ Perform case studies to identify Oregon schools that are achieving at high levels despite difficult challenges.

✎ Study middle school programs to determine whether changes are needed to the QEM middle school prototype to increase student achievement.

✎ Describe the Quality Indicators in greater detail and outline a strategy to collect the data to measure them.

✎ Look into the benefits for student learning of alternative structures such as:
   - extended school year or full-year school
   - increased instructional hours
   - 4-day week with extended day

✎ Understand and communicate the role of the ESDs in Oregon's education system.

✎ Create work groups to look at efficiencies in the following areas:
   - federal and state mandates and their funding or lack thereof
   - transportation costs (is there adequate competition, how should funding be allocated, and is the reimbursement of 70% of costs reasonable)
   - healthcare (can we afford 10-15% increases year after year)
   - the cost of special education and ESL programs and the effectiveness of their delivery
   - the structure and number of Oregon school districts and ESD's in delivering services while maintaining local control
   - the impact of disappearing after-school programs on latchkey and at-risk students
   - training for teachers to understand the specific needs of students, including how to bridge the cultural divide

CONCLUSION

The Oregon Legislature has set high goals for our K-12 schools, calling for a world-class education system with rigorous academic standards for all students and expectations that all children should be challenged to meet their full potential. To help achieve these goals, the 2004 Quality Education Commission not only took on the traditional tasks of the Quality Education Commission, they also broadened the scope of the Commission to include changing policies affecting Oregon's educational future.

This year's Commission made the annual updates to the Quality Education Model and analyzed current and projected fiscal scenarios, and also created three panels to discuss important topics in-depth: a Cost Panel, an Accountability Panel, and a Best Practices Panel. The three Panels, as well as the Commission as a whole, also discussed the changes brought about by the No Child Left Behind legislation and made recommendations to integrate federal mandates into state goals.

The Governor is approaching the next biennium with a change in focus on how the state's budget is set. Instead of the old current services model, his team is looking at priorities for funding that have the greatest impact on Oregon's current and future costs and outcomes. This is consistent with how the Quality Education Commission has approached its work. The Commission recommends that the silos of education be eliminated, allowing the system to take an integrated approach to education which involves post-secondary education, Pre-Kindergarten, other social service agencies, the business community, and the general public.

We recommend that educational policy leaders take a long-range perspective in thinking about educational funding. We recommend that an effective data system be researched and implemented to help students and schools reach their educational potential. We recommend that the governance of education change to meet the needs of a changing society. This is the time for action, not because of the federal mandates of NCLB, but because it is the right thing to do for Oregon.

The Quality Education Model estimates the statewide cost of providing a quality education to all students by determining a cost per student for a set of prototype schools, then multiplying that cost by the number of students statewide at each of the prototype levels—elementary, middle, and high.

Prototype Assumptions

The model uses three prototype schools, constructed to be examples of schools in Oregon that have been structured to provide resources consistent with best, research-based practices. The Commission has made assumptions about the demographics of the prototype schools so that it is possible to understand the effects of various resource levels and to estimate specific costs. Those basic assumptions include:

- The size of each school is within a range that research literature recognizes is reasonable.
- The level of teacher experience is roughly equal to the level that actually exists in Oregon schools.
- Each school classroom has Internet access.
- Teachers are using technology in the design and delivery of instruction, and in the assessment of learning.
- The schools are located in close proximity to an urbanized area.
- The schools are slightly below the state median in socioeconomic status (40th percentile).
- The schools have approximately 13 percent of their students identified for special education.
- 6% of the students are identified as speaking English as a second language in the high school, 8% in the middle school, and 13% in the elementary school.
- The principal is knowledgeable about reform requirements and is supportive of the reform goals.
- Full implementation of the model will still account for a percentage of students that are unable to achieve benchmark standards and will need supplemental instruction.

Best Practices

Best Practices are those strategies and programs that have been demonstrated in research and experience to be successful in effecting high student achievement. They are the specific programs that accompany the components of a Quality Education Model. The prototype school is one example of how a school could be organized to implement Best Practices programs. Best Practices occur when:

- Each student has a personalized education program.
- Instructional programs and opportunities are focused on individual student achievement of high-quality standards.
- Curriculum and instructional activities are relevant to the lives of students.
- Each student has access to a rich and varied elective co-curricular and extra-curricular program.
- The school makes data-informed decisions about the capability of programs to foster individual student achievement.
- The school provides and encourages connections with significant adults, including parents, mentors and other advisors to ensure that each student develops a connection to the greater community, along with a strong sense of self.
- The school creates small learning environments that foster student connection.
- The school uses community-based and worksite learning as integral components of its

instructional program.
- The school has a comprehensive induction program that guides recruitment and employment and provides ongoing professional development programs.
- Time is considered a variable, not a constant, in achieving high student success.
- Cost-effective management of resources allows school districts to better meet the needs of the greatest number of students.

Quality Indicators

Quality Indicators are factors necessary to understanding the relationship between educational inputs and student achievement. They provide a framework for judging effectiveness and efficiency of the state's schools as organizations. The Indicators also are a necessary complement to resources to determine the level of learning that would occur in prototype schools.

The following are defining attributes of Quality Indicators:
- They are elements that exist so that best practices can occur.
- They include organizational factors that lead to a quality staff and instruction at a developmentally appropriate level.
- They reflect an organizational framework which effects learning outcomes, both those that are measurable and those that can not yet be quantified.
- They are ways to describe and judge the effectiveness and efficiency of Oregon's public schools.
- They are logically linked to student achievement.
- They are necessary components within the state assessment program.

Examples of Quality Indicators include:
- Teacher and teaching quality
- Demonstrably effective instructional programs and methods
- Leadership that facilitates student learning
- Parent/community involvement
- Students entering kindergarten and each subsequent benchmark level ready to learn academic curriculum appropriate to that level
- Teacher efficacy
- Professional development programs focused on improving student learning
- Safe and orderly learning environment
- School-based data collection and analysis as the basis for instructional programs
- Student connectedness to school and engagement in academic and extracurricular programs
- Organizational adaptability
- School district policies that support high expectations, accountability, curriculum alignment, and maximum allocation of resources to teaching/learning

The existence of high levels of these Quality Indicators is essential if the added resources proposed by the QEM are to have their full impact on student learning. Added resources are not enough: they must be used effectively.

The Model's Components

The model assumes the three prototype schools incorporate what research and practice declare are most important in helping students improve achievement and provide a level of resources that sustains that goal. The prototypes are not richly staffed but they do staff at levels research and practice suggest will bring improvement to student learning and will provide a comprehensive, balanced general education.

In Each Prototype School
- Adequate staffing
- Added instructional time and activities for students having trouble meeting standards
- Curriculum development and technology support
- On-site instructional improvement
- Professional development for teachers and administrators
- Assistance with CIM record keeping
- Adequate classroom supplies
- Adequate funds for building maintenance

       Elementary School – 340 Students
        - All-day kindergarten
        - Class size average of 20 in grades K-3
        - Class size of 24 in grades 4-5
        - 4.5 FTE for specialists in areas such as art, music, P.E., reading, math, TAG, library, ESL, Child Development/Counselor

       Middle School – 500 Students
        - Class size average of 22 in core academic subjects, with a maximum class size of 29
        - 1.5 additional teachers for math, English, 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

       High School – 1000 Students
        - Class size average of 21 in core academic subjects, with a maximum class size of 29
        - 3.0 additional teachers for math, English, science
        - Alternative programs for special needs and at-risk students
        - Volunteer coordinator & community outreach worker
        - One counselor for every 250 students
        - Adequate campus security
        - School-to-work coordinator

Essential Components of a High Performing High School
- Personalized educational plan
- Small learning communities that connect students with significant adults and personalize learning
- High academic expectations and achievement
- A wide range of elective and co-curricular programs
- Core learning academic support
- Community/school-based career learning
- Professional growth expectations for all staff

Small Learning Community Assumptions
- Daily schedule is 4 classes per day with 20 minutes daily advising time.
  - 14 teachers work with 250 students for a two-period block of time.
  - Overall class size average of 25.
  - Teachers are in class 3 of 4 periods plus a 20-minute advising time.
  - All licensed staff meets with their mentor group daily.
  - Students take four classes per day, whether in or out of the classroom
  - Each student has an advisor -- ratio 1:17.
- 10 % of juniors and seniors are involved in career-related learning, mentorships, or independent study during each period of the day.
- 5 % of juniors and seniors are taking college courses during each period of the day.
- .5 FTE classified staff work with each group of 250 students to arrange volunteer placements and community outreach opportunities.
- Classes include multi-aged and multi-grade groupings.
- 50% of the small learning community classes are integrated and thematic.
- Instruction combines large group, team, and individual instruction.
- Core instructional support services are targeted to get students to standards and reduce the dropout rate.
- 75% of students are engaged in at least one co-curricular activity.
- Each student has a positive relationship with an adult who knows them well and cares about their well-being and academic success.

School Organizational Structure
- All students take a minimum of four classes daily each of four years.
- The media center, learning lab, and new-comers center are staffed before school and in the evening for academic assistance and student projects.
- Co-curricular programs and student activities are organized during the school day and do not conflict with core academic programs. Extra-curricular programs are scheduled to have the least possible effect on the regular school day.
- Social services are on site or in an adjacent facility to support student attendance and reduce the dropout rate.

Staffing Organization
- All staff is divided across disciplines into four learning communities. Each learning community will be responsible for a portion of the school population. The counseling staff will serve as team leaders, coordinating each learning community.
- Licensed staff is assigned a student mentor team of 15-18 students. Responsibilities will include:
  - Helping the student develop a personalized educational plan
  - Mentoring the student on academic progress
  - Advocating for career-related learning opportunities
  - Organizing and leading the evaluation of the career-related learning project
- Mentor teams meet regularly and formally review and modify the personalized learning plans bi-annually.
- Academic departments meet across disciplines to coordinate joint student projects and learning. Courses emphasize thematic learning through integrated curriculum.
- All staff receives professional growth opportunities in:
  - Reading instruction
  - Personal educational planning for students
  - Interdisciplinary planning and course work development

See the following pages for the detailed Prototype School Tables. The Baseline Prototypes show characteristics of schools under current funding levels, based on actual spending patterns in Oregon schools. The Full-Implemented Prototypes show the Quality Education Commission's recommended level of funding to meet the state's quality education goals.

Quality Education Model Baseline: Elementary School - 340 Students

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
Teacher salary assumption	$47,479			Based on actual salaries of elementary school teachers. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Principal salary assumption	$79,165			Based on actual salaries of elementary school principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Classified employee wage rate assumption	$12.84			Average wage rate for classified employees. Does not include benefits.	Hourly wage data from Oregon Education Association.
Principal's secretary wage rate assumption	$13.48			Average wage rate for secretarial job clssifications. Does not include benefits.	Hourly wage data from Oregon Education Association.
Contract Benefits	$9,000			Benefits that are typically a fixed dollar amount rather than a percentage of salary. Primarily health insurance.	Estimated based on DBI data.
Other Benefits	22.38%			Employer payroll taxes, employer PERS contribution, and early retirement incentive payments.	Based on federal tax rates, PERS employer contribution rate, and DBI data for early retirement incentive payments.
Core instructional staff	Kindergarten	0.83	55,921	K=40 students. Class size=24 with half-day Kindergarten in baseline.	Full Model has full-day Kindergarten with class size of 20.
	Grades 1-3	7.20	483,155	1-3=180 students. Class size=25 in baseline.	Full Model recommends class size of 24.
	Grades 4-5	4.80	322,103	4-5=120 students. Class size=25 in baseline.	Full Model recommends class size of 24.
	Program staff: music, PE, art, media/librarian, second language, reading specialist, math specialist, TAG facilitator, child development specialist	2.00	134,210	Schools choose staff to best meet their specific needs.	
	English as a Second Language (ESL)	0.50	33,552	Assumes 13% of students are English Language Learners = 44 students.	Percentage ESL from DBI data.
	Special education staffing	1.00	67,105	40 spec. ed. students. Teachers teach 5 of 8 classes to allow time for paperwork, IEP meetings. Assumes high-cost students are funded directly by the state.	Itinerant services for areas like speech pathologist, school psychologist. Includes Medicare offset. Excludes services provided with Federal and ESD funds (included elsewhere in the model).
	Licensed substitute teachers for general instruction		24,140	$71 per student times 340 students.	Per student expenditures from DBI data.
	Licensed substitute teachers for special education		3,400	$10 per student times 340 students.	Per student expenditures from DBI data.
Additional instructional time for students to achieve standards	Licensed	3.00	0	60 students - 4wks summer schl:1/2 days-3 licensed staff, 1 wk full-time preparation and 4wks 1/2 teaching = 15 staff days @ $296/day.	Summer school and extra time focused on students with most need and motivation. Not available to all students. Annual salary converted to daily basis (assuming 185 days) plus PERS and federal payroll taxes.
	Classified	1.00	0	1 classified staff, 1 wk preparation and 4wks 1/2 time school =15 days @ $120/day.	8 hours per day times wage rate of $12.40 plus benefits at rate of 20% (excludes early retirement portion).
	Supplies		0	60 students @ $21 per student in full model.	
	Other activities		0	Saturday school, tutoring, after school programs. Assumes 60 students (20% of 1-5) at $211 per student.	
Instructional improvement		0.00	0	Curriculum Development specialist to help teachers teach to standards, administer assessments, score work samples.	
Instructional support staff	Special education	1.00	31,876	185 days per year.	Classified wage rate estimates based on OSEA survey. School is free to distribute these support positions in whatever configuration is most consistent with achieving higher standards at that school.

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
	Classified	3.00	95,628	185 days per year. Positions such as records clerk, parent involvement coordinator, playground supervisor, family resource center coordinator, technology specialist.	
	Secretary	1.00	36,266	210 days per year.	
Administrative accountability	Principal	1.00	104,299	Salary plus benefits. Salary is average for elementary principals.	Salary data from ODE certificated personnel file.
	Supplies and materials		1,700	Newletters, report cards, student records. $5 per student times 340 students.	Estimated based on DBI data.
	Software		2,550	Software for new computers plus upgrades for one third of existing computers each year at $150 per machine.	In QEM 2000, only new computers received software upgrades.
	Network upkeep/upgrades		0	Upgrade and maintenance of network hardware and software.	Not included in QEM 2000.
Supplies, books, materials	Texts, consumables, classroom sets		12,240	$36 per student times 340 students.	Some schools do not use texts. Funds could be redirected to school-produced materials.
	Classroom materials & equipment		14,620	$43 per student times 340 students.	Includes video, tvs for classes, globes, maps, science equipment, etc.
	Copying		9,520	1670 copies per student @ $.017 per copy = $28 per student times 340 students.	Classroom-related, administrative.
	Media center materials		3,400	Library books, reference materials, subscriptions. $10 per student times 340 students.	Library books, reference materials, subscriptions.
	Teacher reimbursement of materials purchases		3,400	Out-of-pocket teacher expenses for materials/supplies @ $10 per student times 340 students.	
	Other supplies and materials		0	Other supplies and materials. $0 per student times 340 students in the Baseline.	
Extra-curricular activities			0	Elementary school extra-curricular activities are assumed to be self-supporting through fund-raising.	
Professional training & development	Teacher professional development related to standards and assessments	16.33	10,339	$211 per diem- District/school discretion on how this is used: teacher training, teacher collaboration and team planning, or other professional development activities.	Currently teachers receive an average of 3 days of professional development. Full Model recommends 7 days.
	Materials, Travel,		3,887	$238 per teacher.	
	Consultants		0		
	Special ed. support staff-3 days	1.00	318	$106 per day.	
	Leadership training for Principal	1.00	0	$317 per day.	Baseline has zero days.
Building support costs: Costs distributed to each building	Food services		0	Assumes self-supporting food services program.	
	Student transportation		108,460	$319 per student times 340 students	Statewide average for elementary schools.
	Technology services		34,340	Computer networks, telephones, voice mail - $101 per student times 340 students.	Estimated based on DBI data.
	Operation, plant maintenance		190,400	Custodian, maintenance staff, utilities, security system - $560 per student times 340 students.	Estimated based on DBI data.
	Other support services		13,940	Warehouse, courier service, community facilities (pool, library) - $41 per student times 340 students.	Estimated based on DBI data.
	Centralized special education		20,060	Self-contained schools, other students who are not served at the building level - $59 per student times 340 students.	Estimated based on DBI data.
	Centralized curriculum development, assessment		13,940	Centralized curriculum development, assessment, and other instuctional improvement services - $41 per student times 340 students.	Estimated based on DBI data.

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
District administrative support	Executive administration: Board of Education, superintendent		30,600	$90 per student times 340 students.	Estimated based on DBI data.
	Business & Fiscal Services		30,260	$89 per student times 340 students.	Estimated based on DBI data.
	Personnel Services		12,580	$37 per student times 340 students. Includes district supplemental retirement incentives.	Estimated based on DBI data.
	Public Information		2,720	$8 per student times 340 students.	Estimated based on DBI data.
Total School Cost			$1,927,928		
School Cost Per Pupil			$5,670		
Education Service District support	Special Education Services		40,120	$118 per student times 340 students.	Based on DBI data. Does not include cash payments to districts, which are included as expenditures in other categories above.
	Instructional Support		20,060	$59 per student times 340 students.	
	Technoogy Services		9,860	$29 per student times 340 students.	
	Central Services		3,740	$11 per student times 340 students.	
	ESD Administration		13,940	$50 per student times 340 students.	
Total Cost			$2,015,648		
Total Cost per Pupil			$5,928		

Quality Education Model Baseline: Middle School - 500 Students

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
Teacher salary assumption	$46,918			Based on actual salaries of teachers. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Principal salary assumption	$81,385			Based on actual salaries of middle school assistant principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Assistant Principal salary assumption	$73,145			Based on actual salaries of middle school principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Classified employee wage rate assumption	$12.84			Average wage rate for classified employees. Does not include benefits.	Hourly wage data from Oregon Education Association.
Principal's secretary wage rate assumption	$13.48			Average wage rate for secretarial job clssifications. Does not include benefits.	Hourly wage data from Oregon Education Association.
Contract Benefits	$9,000			Benefits that are typically a fixed dollar amount rather than a percentage of salary. Primarily health insurance.	Estimated based on DBI data.
Other Benefits	22.38%			Employer payroll taxes, employer PERS contribution, and early retirement incentive payments.	Based on federal tax rates, PERS employer contribution rate, and DBI data for early retirement incentive payments.
Core instructional staff	English, math, science, social sciences, second languages, the arts	20.80	1,381,500	Each student takes English, math, science, social science, second lang (at least 1 yr), arts (at least 1 yr).	Students take 7 of 8 classes. Teachers teach 6 of 8 classes.
	Additional teacher in math, English, science	0.00	0	To provide smaller classes in these areas to develop key literacy, numeracy, scientific reasoning skills.	Each school can decide how best to deploy extra resources.
	English as a Second Language (ESL)	0.50	33,209	Assumes 8% of students are English Language Learners = 40 students.	Percentage ESL from DBI data.
	Media/Librarian	1.00	66,418	Assumes licensed librarian paid at same rate as teachers.	
	Special education and alternative education staffing	2.75	182,650	60 spec. ed. students. Teachers teach 5 of 8 classes to allow time for paperwork, IEP meetings. Assumes high-cost students are funded directly by the state.	Itinerant services for areas like speech pathologist, school psychologist. Includes Medicare offset. Excludes services provided with Federal and ESD funds (included elsewhere in the model).
	Licensed substitute teachers for general instruction		34,000	$68 per student times 500 students.	Estimated based on DBI data.
	Licensed substitute teachers for special education		4,500	$9 per student times 500 students.	Estimated based on DBI data.
	Counseling/Child Development Specialist	1.50	99,627	1:250 as per accreditation guidelines.	Run student support groups, family liaison, crisis intervention, peer mediation, drug & alcohol, some academic advising.
Additional instructional time for students to achieve standards	Licensed	6.50	0	100 students - 4wks summer schl:1/2 days- 6.5 licensed staff, 1 wk full-time preparation and 4wks 1/2 days teaching = 15 staff days @ $296/day @ 15:1.	Summer school and extra time focused on students with most need and motivation. Not available to all students. Annual salary converted to daily basis (assuming 185 days) plus PERS and federal payroll taxes.
	Classified	1.00	0	1 classified staff, 1 wk full-time preparation and 4wks 1/2 days=15 staff days @ $120/day.	8 hours per day times wage rate of $12.40 plus benefits at rate of 20% (excludes early retirement portion).
	Supplies		0	Assumes 100 students at $21 per student.	
	Other activities		0	Saturday school, tutoring, after school programs. Assumes 100 (20%) students at $423 per student	
Instructional improvement		0.00	0	Curriculum Development specialist to help teachers teach to standards, administer assessments, score work samples plus release periods for 5 other teachers to help departments.	

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
Instructional support staff	Principal's secretary	1.00	42,758	260 days per year.	Classified wage rate estimate based on OEA survey. School is free to distribute these support positions in whatever configuration is most consistent with achieving higher standards at that school.
	School nurse	0.50	32,740	Licensed staff rate.	
	Special education	1.50	47,814	185 days per year.	
	Attendance	1.00	31,876	185 days per year.	
	Additional support	1.00	31,876	185 days per year.	
	Community outreach	1.00	36,204	220 days per year.	
	Family resource center coordinator	0.00	0	185 days per year.	
	Volunteer coordinator	1.00	36,204	220 days per year.	
	Media center assistant	1.00	36,204	220 days per year.	
	Receptionist	1.00	31,876	185 days per year.	
	Campus monitor	2.00	63,752	185 days per year.	
Administrative accountability	Principal	1.00	106,971	Salary plus benefits. Salary is average for middle school principals.	Salary data from ODE certificated personnel file.
	Assistant principal	1.00	97,052	Salary plus benefits. Salary is average for middle school assistant principals.	Salary data from ODE certificated personnel file.
	Teacher leadership		19,000	Department chairs, lead teachers. $38 per student times 500 students.	
	Supplies and materials		5,000	Newsletters, report cards, copying. $10 per student times 500 students.	Estimated based on DBI data.
Computer hardware/ software	Hardware including student and administrative		21,000	Purchases 20% new computers per year (16 student, 5 staff = 21) @ $1,000 per computer.	6 students per computer, 1 computer for each instructional & administrative staff. Total of 105 computers.
	Software		3,150	Software for new computers plus upgrades for one third of existing computers each year at $150 per machine.	In QEM 2000, only new computers received software upgrades.
	Network upkeep/ upgrades		0	Upgrade and maintenance of network hardware and software.	Not included in QEM 2000.
Supplies, books, materials	Texts, consumables, classroom sets		21,000	$42 per student times 500 students	Some schools do not use texts. Funds could be redirected to school-produced materials.
	Classroom materials, all equipment, supplies		29,000	Includes video, tvs for classes, globes, maps, science equipment, etc. $58 per student times 500 students	Includes video, tvs for classes, globes, maps, science equipment, etc.
	Copying		12,000	1400 copies per student @ .017 per copy = $24 per student times 500 students.	Classroom-related, administrative.
	Media center materials		5,000	Library books, reference materials, subscriptions. $10 per student times 500 students	Library books, reference materials, subscriptions.
	Teacher reimbursement of materials purchases		5,000	Out-of-pocket teacher expenses for materials/supplies. $10 per student times 500 students	
	Other Supplies and Materials		0		
Extra-curricular activities	Extracurricular expenditures		65,000	Clubs, drama, debate, newspaper, FFA, athletics, outdoor school. $130 per student times 500 students.	Estimated based on DBI data.
Professional training & development	Teacher professional development related to standards and assessments	26.55	16,806	$211 per diem- District/school discretion on how this is used: teacher training, teacher collaboration and team planning, or other professional development activities.	Schools can use a combination of extended contract, stipends, or per diem to compensate teachers.
	Materials, Travel		6,319	$238 per licensed staff.	
	Consultants		1,000		
	Special ed. support staff	1.50	477	$106 per day.	

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
	Leadership training for principal and assistance principal	2.00	0	$317 per day.	Baseline assumes zero days.
Building support costs: Costs distributed to each building	Food services		0	Assumes self-supporting food services program.	
	Student transportation		157,000	$314 per student.	Statewide average for middle schools.
	Technology services		49,500	Computer networks, telephones, voice mail. $99 per student times 500 students.	Estimated based on DBI data.
	Operation, maintenance of plant		293,500	Custodian, maintenance staff, utilities, security system, roof repair, general upkeep. $587 per student times 500 students.	Estimated based on DBI data.
	Other support services		20,500	Warehouse, courier service, community facilities (pool, library). $41 per student times 500 students.	Estimated based on DBI data.
	Centralized special education		29,500	Self-contained schools, other students who are not served at the building level. $59 per student times 500 students.	Estimated based on DBI data.
	Centralized curriculum development, assessment		20,500	Centralized curriculum development, assessment, and other instuctional improvement services - $41 per student times 500 students.	Estimated based on DBI data.
District administrative support	Executive administration (Board of Education, superintendent)		45,000	$90 per student times 500 students.	Estimated based on DBI data.
	Business & Fiscal Services		44,500	$89 per student times 500 students.	Estimated based on DBI data.
	Personnel Services		18,500	$37 per student times 500 students. Includes district supplemental retirement incentives.	Estimated based on DBI data.
	Public Information		4,000	$8 per student times 500 students.	Estimated based on DBI data.
School Cost			$3,289,484		
School Cost Per Pupil			$6,579		
Education Service District support	Special Education Services		59,000	$118 per student times 500 students.	Based on DBI data. Does not include cash payments to districts, which are reflected in school-level and centralized district spending.
	Instructional Support		29,500	$59 per student times 500 students.	
	Technoogy Services		14,500	$29 per student times 500 students.	
	Central Services		5,500	$11 per student times 500 students.	
	ESD Administration		20,500	$41 per student times 500 students.	
Total Cost			$3,418,484		
Total Cost per Pupil			$6,837		

Quality Education Model Baseline: High School - 1,000 Students

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
Teacher salary assumption	$47,872			Based on actual salaries of teachers. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Principal salary assumption	$84,036			Based on actual salaries of high school principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Assistant Principal salary assumption	$75,489			Based on actual salaries of high school assistant principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Classified employee wage rate assumption	$12.84			Average wage rate for classified employees. Does not include benefits.	Hourly wage data from Oregon Education Association.
Principal's secretary wage rate assumption	$13.48			Average wage rate for secretarial job clssifications. Does not include benefits.	Hourly wage data from Oregon Education Association.
Contract Benefits	$9,000			Benefits that are typically a fixed dollar amount rather than a percentage of salary. Primarily health insurance.	Estimated based on DBI data.
Other Benefits	22.38%			Employer payroll taxes, employer PERS contribution, and early retirement incentive payments.	Based on federal tax rates, PERS employer contribution rate, and DBI data for early retirement incentive payments.
Core instructional staff	English, math, science, social sciences, second languages, the arts	41.00	2,771,016	Each student takes 4 English, 4 math, 4 science, 4 social science, 3 second lang., 2 arts.	Assumes teachers teach 3/4 of classes in a day (3 of 4 or 6 of 8). Assumes students are taking 7 of 8 classes. Students take courses necessary to meet graduation requirements with a minimum of 8 electives.
	Additional teacher in math, English, science	0.00	0	To provide smaller classes in these areas to develop key literacy, numeracy, scientific reasoning skills.	Each school to decide how best to deploy extra resources.
	English as a Second Language (ESL)	0.50	33,793	Assumes 6% of students are English Language Learners = 60 students.	Percentage ESL from DBI data.
	Media/Librarian	1.00	67,586		
	Special education staffing	3.50	236,550	120 spec. ed. students. Teachers teach 5 of 8 classes to allow time for paperwork, IEP meetings. Assumes high-cost students are funded directly by the state.	Itinerant services for areas like speech pathologist, school psychologist @ .75. Includes Medicare offset. Excludes services provided with Federal and ESD funds.
	Additional special student programs	2.50	168,964	Alternative ed., teen parent, adjudicated students, home tutors.	
	Licensed substitute teachers for general instruction		70,000	$70 per student times 1,000 students.	Estimated based on DBI data.
	Licensed substitute teachers for special education		8,000	$8 per student times 1,000 students.	Estimated based on DBI data.
	Counseling	3.00	202,757	1:250 as per accreditation guidelines.	Run student support groups, family liaison, crisis intervention, peer mediation, drug & alcohol, some academic advising.
	Co-curricular/activities director	0.00	0	Stipend of $5,144 in baseline. Salaried in the full model.	
Additional Instructional Time for Students to Achieve Standards	Licensed	13.00	0	200 students - 4wks summer schl:1/2 days- 13 licensed staff, 1 wk full-time preparation and 4wks 1/2 days teaching = 15 days of staff time @ $296/day @ 15:1.	Summer school and extra time focused on students with most need and motivation. Not available to all students. Annual salary converted to daily basis (assuming 185 days) plus PERS and federal payroll taxes.
	Classified	2.00	0	2 classified staff, 1 wk full-time preparation and 4wks 1/2 days=15 staff days @ $120/day.	8 hours per day times wage rate of $12.40 plus benefits at rate of 20% (excludes early retirement portion).
	Supplies		0	Assumes 200 students at $21 per student.	
	Other activities		0	Saturday school, tutoring, after school programs. Assumes 200 students at $423 per student.	
Instructional Improvement		0.00	0	Curriculum Development specialist to help teachers teach to standards, administer assessments, score work samples plus release periods for 5 other teachers to help departments.	

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
Instructional Support Staff	Principal's secretary	1.00	42,758	260 days per year.	Classified wage rate based on OEA survey. School is free to distribute these support positions in whatever configuration is most consistent with achieving higher standards at that school.
	School Nurse	1.00	66,628	Licensed staff rate.	
	Special education	2.00	63,752	185 days per year.	
	Support staff for alternative education and teen parents	1.50	54,306	220 days per year.	
	Counseling office	1.00	36,204	220 days per year.	
	School-to-work coordinator	1.00	36,204	220 days per year.	
	Registrar	1.00	41,150	260 days per year.	
	Attendance	1.00	31,876	185 days per year.	
	Community outreach	1.00	31,876	185 days per year.	
	Family resource center coordinator	0.00	0	185 days per year.	
	Departmental support	2.00	63,752	185 days per year.	
	Bookkeeper	1.00	41,150	260 days per year.	
	Volunteer coordinator	1.00	36,204	220 days per year.	
	Health clerk	0.50	15,938	185 days per year.	
	Media center assistant	1.00	36,204	220 days per year.	
	Receptionist	1.00	31,876	185 days per year.	
	Campus monitor	3.00	95,628	185 days per year.	
Administrative Accountability	Principal	1.00	110,163	Salary plus benefits. Salary is average for high school principals.	Salary data from ODE certificated personnel file.
	Assistant principals	2.00	199,747	Salary plus benefits. Salary is average for high school assistant principals.	Salary data from ODE certificated personnel file.
	Teacher leadership		55,000	Department chairs, lead teachers. $55 per student times 1,000 students.	
	Supplies and materials		10,000	Newsletters, report cards, copying. $10 per student times 1,000 students.	Estimated based on DBI data.
Computer Hardware/ Software	Hardware including student and administrative		45,000	Purchase 20% new computers per year (32 student, 10 staff, 3 office = 45) @ $1,000 per computer.	6 students per computer, 1 computer for each instructional & administrative staff. Total of 225 computers.
	Software		6,750	Software for new computers plus upgrades for one third of existing computers each year at $150 per machine.	In QEM 2000, only new computers received software upgrades.
	Network upkeep/ upgrades		0	Upgrade and maintenance of network hardware and software.	Not included in QEM 2000.
Supplies, Books, Materials	Texts, consumables, classroom sets		55,000	$55 per student times 1,000 students.	Some schools do not use texts. Funds could be redirected to school-produced materials.
	Classroom materials, all equipment, supplies		80,000	Includes video, tvs for classes, globes, maps, science equipment, etc. $80 per student times 1,000 students.	Includes video, tvs for classes, globes, maps, science equipment, etc.
	Copying		25,000	1467 copies per student @ .017 per copy = $25 per student times 1,000 students.	Classroom-related, administrative.
	Media center materials		12,000	Library books, reference materials, subscriptions. $12 per student times 1,000 students.	Library books, reference materials, subscriptions.
	Teacher reimbursement of materials purchases		10,000	Out-of-pocket teacher expenses for materials/supplies. $10 per student times 1,000 students.	
	Other Supplies and Materials		0		
Extra-Curricular Activities	Coaching	37.00	190,328	Average coaching stipend of $5,144 including benefits.	Amount of stipend is from OSBA survey of teacher salaries and benefits.
	Cther extracurricular sponsors	9.00	69,296	Clubs, drama, debate, newspaper, FFA, DECA, FBLA @ $5,144 per stipend plus $23 per student in supplies, materials, transportation etc.	Estimated based on DBI data.

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
	Athletic event-related expenses		21,000	Referees, uniforms, event supervision, league fees. $21 per student times 1,000 students.	Athletic participation & gate receipts fee cover other costs.
	Other extracurricular materials and supplies		0	Assumed to be self-supporting through user fees.	
Professional Training & Development	Teacher professional development related to standards and assessments	51.50	32,600	$211 per diem- District/school discretion on how this is used: teacher training, teacher collaboration and team planning, or other professional development activities.	Schools can use a combination of extended contract, stipends, or per diem to compensate teachers.
	Materials, Travel,		12,257	$238 per staff member.	
	Consultants		3,000		
	Special ed. and Alternative ed. support staff	3.50	1,113	$106 per day in full model.	Training focused on special ed. and alternative ed. support staff.
	Leadership training for principal and assistance principals	3.00	0	$317 per day in full model.	Baseline assumes zero days.
Building Support Costs: Costs Distributed to Each Building	Food services		13,000	$13 per student times 1,000 students in baseline. $0 in full model.	Some, but not all, districts can run on a self-supporting basis.
	Student transportation		332,000	High school transportation is state-mandated unless district receives a waiver. $332 per student times 1,000 students.	Statewide average for high schools.
	Technology services		103,000	Computer networks, telephones, voice mail, student records, administrative computing services. $103 per student times 1,000 students.	Estimated based on DBI data.
	Operation, maintenance of plant		642,000	Custodian, maintenance staff, utilities, security system, roof repair, general upkeep. $642 per student times 1,000 students in baseline.	Estimated based on DBI data.
	Other support services		48,000	Warehouse, courier service, community facilities (pool, library) $48 per student times 1,000 students.	Estimated based on DBI data.
	Centralized special education		59,000	Self-contained schools, other students who are not served at the building level. $59 per student times 1,000 students.	Estimated based on DBI data.
	Centralized curriculum development, assessment		41,000	Centralized curriculum development, assessment, and other instuctional improvement services - $41 per student times 1,000 students.	Estimated based on DBI data.
District administrative support	Executive administration (Board of Education, superintendent)		90,000	$90 per student times 1,000 students.	Estimated based on DBI data.
	Business & Fiscal Services		89,000	$89 per student times 1,000 students.	Estimated based on DBI data.
	Personnel Services		37,000	$37 per student times 1,000 students.	Estimated based on DBI data.
	Public Information		8,000	$8 per student times 1,000 students.	Estimated based on DBI data.
School Cost			$6,684,426		
School Cost Per Pupil			$6,684		
Education Service District support	Special Education Services		118,000	$118 per student times 1,000 students.	Based on DBI data. Does not include cash payments to districts, which are reflected in school-level and centralized district spending.
	Instructional Support		59,000	$59 per student times 1,000 students.	
	Technoogy Services		29,000	$29 per student times 1,000 students.	
	Central Services		11,000	$11 per student times 1,000 students.	
	ESD Administration		41,000	$41 per student times 1,000 students.	
Total Cost			$6,942,426		
Total Cost per Pupil			$6,942		

Fully-Implemented Quality Education Model: Elementary School - 340 Students

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
Teacher salary assumption	$47,479			Based on actual salaries of elementary school teachers. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Principal salary assumption	$79,165			Based on actual salaries of elementary school principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Classified employee wage rate assumption	$12.84			Average wage rate for classified employees. Does not include benefits.	Hourly wage data from Oregon Education Association.
Principal's secretary wage rate assumption	$13.48			Average wage rate for secretarial job clssifications. Does not include benefits.	Hourly wage data from Oregon Education Association.
Contract Benefits	$9,000			Benefits that are typically a fixed dollar amount rather than a percentage of salary. Primarily health insurance.	Estimated based on DBI data.
Other Benefits	22.38%			Employer payroll taxes, employer PERS contribution, and early retirement incentive payments.	Based on federal tax rates, PERS employer contribution rate, and DBI data for early retirement incentive payments.
Core instructional staff	Kindergarten	2.00	134,210	K=40 students. Class size=24 with half-day Kindergarten in baseline.	Full Model has full-day Kindergarten with class size of 20.
	Grades 1-3	9.00	603,943	1-3=180 students. Class size=25 in baseline.	Full Model recommends class size of 24.
	Grades 4-5	5.00	335,524	4--5=120 students. Class size=25 in baseline.	Full Model recommends class size of 24.
	Program staff: music, PE, art, media/librarian, second language, reading specialist, math specialist, TAG facilitator, child development specialist	4.50	301,972	Schools choose staff to best meet their specific needs.	
	English as a Second Language (ESL)	1.00	67,105	Assumes 13% of students are English Language Learners = 44 students.	Percentage ESL from DBI data.
	Special education staffing	1.50	100,657	40 spec. ed. students. Teachers teach 5 of 8 classes to allow time for paperwork, IEP meetings. Assumes high-cost students are funded directly by the state.	Itinerant services for areas like speech pathologist, school psychologist. Includes Medicare offset. Excludes services provided with Federal and ESD funds (included elsewhere in the model).
	Licensed substitute teachers for general instruction		24,140	$71 per student times 340 students.	Per student expenditures from DBI data.
	Licensed substitute teachers for special education		3,400	$10 per student times 340 students.	Per student expenditures from DBI data.
Additional instructional time for students to achieve standards	Licensed	3.00	13,320	60 students - 4wks summer schl:1/2 days-3 licensed staff, 1 wk full-time preparation and 4wks 1/2 teaching = 15 staff days @ $296/day.	Summer school and extra time focused on students with most need and motivation. Not available to all students. Annual salary converted to daily basis (assuming 185 days) plus PERS and federal payroll taxes.
	Classified	1.00	1,800	1 classified staff, 1 wk preparation and 4wks 1/2 time school =15 days @ $120/day.	8 hours per day times wage rate of $12.40 plus benefits at rate of 20% (excludes early retirement portion).
	Supplies		1,260	60 students @ $21 per student.	
	Other activities		12,660	Saturday school, tutoring, after school programs. Assumes 60 students (20% of 1-5) at $211 per student.	
Instructional improvement		0.50	33,078	Curriculum Development specialist to help teachers teach to standards, administer assessments, score work samples.	
Instructional support staff	Special education	1.00	31,876	185 days per year.	Classified wage rate estimates based on OSEA survey. School is free to distribute these support positions in whatever configuration is most consistent with achieving higher standards at that school.

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
	Classified	4.00	127,504	185 days per year. Positions such as records clerk, parent involvement coordinator, playground supervisor, family resource center coordinator, technology specialist.	
	Secretary	1.00	36,266	210 days per year.	
Administrative accountability	Principal	1.00	104,299	Salary plus benefits. Salary is average for elementary principals.	Salary data from ODE certificated personnel file.
	Supplies and materials		1,700	Newletters, report cards, student records. $5 per student times 340 students.	Estimated based on DBI data.
Computer hardware/ software	Hardware including student and administrative		17,000	Purchases 20% new computers per year. 20% of 85 = 17 computers @ $1,000 per computer.	6 students per computer, 1 computer for each instructional & administrative staff. Total of 85 computers.
	Software		5,950	Software for new computers plus upgrades for one third of existing computers each year at $150 per machine.	In QEM 2000, only new computers received software upgrades.
	Network upkeep/ upgrades		4,500	Upgrade and maintenance of network hardware and software.	Not included in QEM 2000.
Supplies, books, materials	Texts, consumables, classroom sets		24,480	$36 per student times 340 students.	Some schools do not use texts. Funds could be redirected to school-produced materials.
	Classroom materials & equipment		25,160	$43 per student times 340 students.	Includes video, tvs for classes, globes, maps, science equipment, etc.
	Copying		9,520	1670 copies per student @ $.017 per copy = $28 per student times 340 students.	Classroom-related, administrative.
	Media center materials		5,100	Library books, reference materials, subscriptions. $10 per student times 340 students.	Library books, reference materials, subscriptions.
	Teacher reimbursement of materials purchases		3,400	Out-of-pocket teacher expenses for materials/supplies @ $10 per student times 340 students.	
	Other supplies and materials		6,120	Other supplies and materials. $0 per student times 340 students in the Baseline.	
Extra-curricular activities			0	Elementary school extra-curricular activities are assumed to be self-supporting through fund-raising.	
Professional training & development	Teacher professional development related to standards and assessments	23.50	34,710	$211 per diem- District/school discretion on how this is used: teacher training, teacher collaboration and team planning, or other professional development activities.	Currently teachers receive an average of 3 days of professional development. Full Model recommends 7 days.
	Materials, Travel,		5,593	$238 per teacher.	
	Consultants		1,000		
	Special ed. support staff	1.00	742	$106 per day.	
	Leadership training for Principal	1.00	1,268	$317 per day.	Baseline has zero days.
Building support costs: Costs distributed to each building	Food services		0	Assumes self-supporting food services program.	
	Student transportation		108,460	$319 per student times 340 students.	Statewide average for elementary schools.
	Technology services		34,340	Computer networks, telephones, voice mail - $101 per student times 340 students.	Estimated based on DBI data.
	Operation, plant maintenance		209,100	Custodian, maintenance staff, utilities, security system - $560 per student times 340 students.	Estimated based on DBI data.
	Other support services		13,940	Warehouse, courier service, community facilities (pool, library) - $41 per student times 340 students.	Estimated based on DBI data.
	Centralized special education		29,580	Self-contained schools, other students who are not served at the building level - $59 per student times 340 students.	Estimated based on DBI data.

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
	Centralized curriculum development, assessment		13,940	Centralized curriculum development, assessment, and other instuctional improvement services - $41 per student times 340 students.	Estimated based on DBI data.
District administrative support	Executive administration: Board of Education, superintendent		30,600	$90 per student times 340 students.	Estimated based on DBI data.
	Business & Fiscal Services		30,260	$89 per student times 340 students.	Estimated based on DBI data.
	Personnel Services		12,580	$37 per student times 340 students. Includes district supplemental retirement incentives.	Estimated based on DBI data.
	Public Information		2,720	$8 per student times 340 students.	Estimated based on DBI data.
School Cost			$2,564,775		
School Cost Per Pupil			$7,543		
Education Service District support	Special Education Services		40,120	$118 per student times 340 students.	Based on DBI data. Does not include cash payments to districts, which are included as expenditures in other categories above.
	Instructional Support		20,060	$59 per student times 340 students.	
	Technoogy Services		9,860	$29 per student times 340 students.	
	Central Services		3,740	$11 per student times 340 students.	
	ESD Administration		13,940	$50 per student times 340 students.	
Total Cost			$2,652,495		
Total Cost per Pupil			$7,801		

Fully-Implemented Quality Education Model: Middle School - 500 Students

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
Teacher salary assumption	$46,918			Based on actual salaries of teachers. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Principal salary assumption	$81,385			Based on actual salaries of middle school assistant principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Assistant Principal salary assumption	$73,145			Based on actual salaries of middle school principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Classified employee wage rate assumption	$12.84			Average wage rate for classified employees. Does not include benefits.	Hourly wage data from Oregon Education Association.
Principal's secretary wage rate assumption	$13.48			Average wage rate for secretarial job clssifications. Does not include benefits.	Hourly wage data from Oregon Education Association.
Contract Benefits	$9,000			Benefits that are typically a fixed dollar amount rather than a percentage of salary. Primarily health insurance.	Estimated based on DBI data.
Other Benefits	22.38%			Employer payroll taxes, employer PERS contribution, and early retirement incentive payments.	Based on federal tax rates, PERS employer contribution rate, and DBI data for early retirement incentive payments.
Core instructional staff	English, math, science, social sciences, second languages, the arts	21.00	1,394,783	Each student takes English, math, science, social science, second lang (at least 1 yr), arts (at least 1 yr).	Students take 7 of 8 classes. Teachers teach 6 of 8 classes.
	Additional teacher in math, English, science	1.50	99,627	To provide smaller classes in these areas to develop key literacy, numeracy, scientific reasoning skills.	Each school to decide how best to deploy extra resources.
	English as a Second Language (ESL)	0.75	49,814	Assumes 8% of students are English Language Learners = 40 students.	Percentage ESL from DBI data.
	Media/Librarian	1.00	66,418	Assumes licensed librarian paid at same rate as teachers.	
	Special education and alternative education staffing	3.00	199,255	60 spec. ed. students. Teachers teach 5 of 8 classes to allow time for paperwork, IEP meetings. Assumes high-cost students are funded directly by the state.	Itinerant services for areas like speech pathologist, school psychologist. Includes Medicare offset. Excludes services provided with Federal and ESD funds (included elswehere in the model).
	Licensed substitute teachers for general instruction		34,000	$68 per student times 500 students.	Estimated based on DBI data.
	Licensed substitute teachers for special education		4,500	$9 per student times 500 students.	Estimated based on DBI data.
	Counseling/Child Development Specialist	2.00	132,836	1:250 as per accreditation guidelines.	Run student support groups, family liaison, crisis intervention, peer mediation, drug & alcohol, some academic advising.
Additional instructional time for students to achieve standards	Licensed	6.50	28,860	100 students - 4wks summer schl:1/2 days- 6.5 licensed staff, 1 wk full-time preparation and 4wks 1/2 days teaching = 15 staff days @ $296/day @ 15:1.	Summer school and extra time focused on students with most need and motivation. Not available to all students. Annual salary converted to daily basis (assuming 185 days) plus PERS and federal payroll taxes.
	Classified	1.00	1,800	1 classified staff, 1 wk full-time preparation and 4wks 1/2 days=15 staff days @ $120/day.	8 hours per day times wage rate of $12.40 plus benefits at rate of 20% (excludes early retirement portion).
	Supplies		2,100	Assumes 100 students at $21 per student.	
	Other activities		42,300	Saturday school, tutoring, after school programs. Assumes 100 (20%) students at $423 per student	
Instructional improvement		1.00	65,480	Curriculum Development specialist to help teachers teach to standards, administer assessments, score work samples plus release periods for 5 other teachers to help departments.	
Instructional support staff	Principal's secretary	1.00	42,758	260 days per year.	Classified wage rate estimate based on OEA survey. School is free to distribute these support positions in whatever configuration is most consistent with achieving higher standards at that school.

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
	School nurse	0.50	32,740	Licensed staff rate.	
	Special education	1.50	47,814	185 days per year.	
	Attendance	1.00	31,876	185 days per year.	
	Additional support	0.00	31,876	185 days per year.	
	Community outreach	1.00	36,204	220 days per year.	
	Family resource center coordinator	0.00	0	185 days per year.	
	Volunteer coordinator	1.00	36,204	220 days per year.	
	Media center assistant	1.00	36,204	220 days per year.	
	Receptionist	1.00	31,876	185 days per year.	
	Campus monitor	2.00	63,752	185 days per year.	
Administrative accountability	Principal	1.00	106,971	Salary plus benefits. Salary is average for middle school principals.	Salary data from ODE certificated personnel file.
	Assistant principal	1.00	97,052	Salary plus benefits. Salary is average for middle school assistant principals.	Salary data from ODE certificated personnel file.
	Teacher leadership		19,000	Department chairs, lead teachers. $38 per student times 500 students.	
	Supplies and materials		5,000	Newsletters, report cards, copying. $10 per student times 500 students.	Estimated based on DBI data.
Computer hardware/ software	Hardware including student and administrative		21,000	Purchases 20% new computers per year (16 student, 5 staff = 21) @ $1,000 per computer.	6 students per computer, 1 computer for each instructional & administrative staff. Total of 105 computers.
	Software		7,350	Software for new computers plus upgrades for one third of existing computers each year at $150 per machine.	In QEM 2000, only new computers received software upgrades.
	Network upkeep/ upgrades		6,000	Upgrade and maintenance of network hardware and software.	Not included in QEM 2000.
Supplies, books, materials	Texts, consumables, classroom sets		34,500	$42 per student times 500 students.	Some schools do not use texts. Funds could be redirected to school-produced materials.
	Classroom materials, all equipment, supplies		41,500	Includes video, tvs for classes, globes, maps, science equipment, etc. $58 per student times 500 students.	Includes video, tvs for classes, globes, maps, science equipment, etc.
	Copying		12,000	1400 copies per student @ .017 per copy = $24 per student times 500 students.	Classroom-related, administrative.
	Media center materials		10,000	Library books, reference materials, subscriptions. $10 per student times 500 students.	Library books, reference materials, subscriptions.
	Teacher reimbursement of materials purchases		5,000	Out-of-pocket teacher expenses for materials/supplies. $10 per student times 500 students.	
	Other Supplies and Materials		9,000		
Extra-curricular activities	Extracurricular expenditures		65,000	Clubs, drama, debate, newspaper, FFA, athletics, outdoor school. $130 per student times 500 students.	Estimated based on DBI data.
Professional training & development	Teacher professional development related to standards and assessments	30.25	44,679	$211 per diem- District/school discretion on how this is used: teacher training, teacher collaboration and team planning, or other professional development activities.	Schools can use a combination of extended contract, stipends, or per diem to compensate teachers.
	Materials, Travel,		7,200	$238 per licensed staff.	
	Consultants		1,000		
	Special ed. support staff	1.50	1,113	$106 per day.	
	Leadership training for principal and assistance principal	2.00	2,536	$317 per day.	Baseline assumes zero days.
Building support costs: Costs distributed to each building	Food services		0	Assumes self-supporting food services program.	
	Student transportation		157,000	$314 per student.	Statewide average for middle schools.

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
	Technology services		49,500	Computer networks, telephones, voice mail. $99 per student.	Estimated based on DBI data.
	Operation, maintenance of plant		322,500	Custodian, maintenance staff, utilities, security system, roof repair, general upkeep. $587 per student times 500 students.	Estimated based on DBI data.
	Other support services		20,500	Warehouse, courier service, community facilities (pool, library). $41 per student times 500 students.	Estimated based on DBI data.
	Centralized special education		43,500	Self-contained schools, other students who are not served at the building level. $59 per student times 500 students.	Estimated based on DBI data.
	Centralized curriculum development, assessment		20,500	Centralized curriculum development, assessment, and other instuctional improvement services - $41 per student times 500 students.	Estimated based on DBI data.
District administrative support	Executive administration (Board of Education, superintendent)		45,000	$90 per student times 500 students.	Estimated based on DBI data.
	Business & Fiscal Services		44,500	$89 per student times 500 students.	Estimated based on DBI data.
	Personnel Services		18,500	$37 per student times 500 students. Includes district supplemental retirement incentives.	Estimated based on DBI data.
	Public Information		4,000	$8 per student times 500 students.	Estimated based on DBI data.
School Cost			$3,702,602		
School Cost Per Pupil			$7,405		
Education Service District support	Special Education Services		59,000	$118 per student times 500 students.	Based on DBI data. Does not include cash payments to districts, which are reflected in school-level and centralized district spending.
	Instructional Support		29,500	$59 per student times 500 students.	
	Technoogy Services		14,500	$29 per student times 500 students.	
	Central Services		5,500	$11 per student times 500 students.	
	ESD Administration		20,500	$41 per student times 500 students.	
Total Cost			$3,831,602		
Total Cost per Pupil			$7,663		

Fully-Implemented Quality Education Model: High School - 1,000 Students

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
Teacher salary assumption	$47,872			Based on actual salaries of teachers. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Principal salary assumption	$84,036			Based on actual salaries of high school principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Assistant Principal salary assumption	$75,489			Based on actual salaries of high school assistant principals. Does not include benefits.	Calculation of average salary includes employee contribution to PERS for districts that pay it for their employees.
Classified employee wage rate assumption	$12.84			Average wage rate for classified employees. Does not include benefits.	Hourly wage data from Oregon Education Association.
Principal's secretary wage rate assumption	$13.48			Average wage rate for secretarial job clssifications. Does not include benefits.	Hourly wage data from Oregon Education Association.
Contract Benefits	$9,000			Benefits that are typically a fixed dollar amount rather than a percentage of salary. Primarily health insurance.	Estimated based on DBI data.
Other Benefits	22.38%			Employer payroll taxes, employer PERS contribution, and early retirement incentive payments.	Based on federal tax rates, PERS employer contribution rate, and DBI data for early retirement incentive payments.
Core instructional staff	English, math, science, social sciences, second languages, the arts	44.00	2,973,773	Each student takes 4 English, 4 math, 4 science, 4 social science, 3 second lang., 2 arts.	Assumes teachers teach 3/4 of classes in a day (3 of 4 or 6 of 8). Assumes students are taking 7 of 8 classes. Students take courses necessary to meet graduation requirements with a minimum of 8 electives.
	Additional teacher in math, English, science	3.00	202,757	To provide smaller classes in these areas to develop key literacy, numeracy, scientific reasoning skills.	Each school to decide how best to deploy extra resources.
	English as a Second Language (ESL)	0.50	33,793	Assumes 6% of students are English Language Learners = 60 students.	Percentage ESL from DBI data.
	Media/Librarian	1.00	67,586		
	Special education staffing	3.75	253,447	120 spec. ed. students. Teachers teach 5 of 8 classes to allow time for paperwork, IEP meetings. Assumes high-cost students are funded directly by the state.	Itinerant services for areas like speech pathologist, school psychologist @ .75. Includes Medicare offset. Excludes services provided with Federal and ESD funds.
	Additional special student programs	2.50	168,964	Alternative ed., teen parent, adjudicated students, home tutors.	
	Licensed substitute teachers for general instruction		70,000	$70 per student times 1,000 students.	Estimated based on DBI data.
	Licensed substitute teachers for special education		8,000	$8 per student times 1,000 students.	Estimated based on DBI data.
	Counseling	4.00	270,343	1:250 as per accreditation guidelines.	Run student support groups, family liaison, crisis intervention, peer mediation, drug & alcohol, some academic advising.
	Co-curricular/activities director	1.00	67,586	Stipend of $5,144 in baseline. Salaried in the full model.	
Additional Instructional Time for Students to Achieve Standards	Licensed	13.00	57,720	200 students - 4wks summer schl:1/2 days- 13 licensed staff, 1 wk full-time preparation and 4wks 1/2 days teaching = 15 days of staff time @ $296/day @ 15:1.	Summer school and extra time focused on students with most need and motivation. Not available to all students. Annual salary converted to daily basis (assuming 185 days) plus PERS and federal payroll taxes.
	Classified	2.00	3,600	2 classified staff, 1 wk full-time preparation and 4wks 1/2 days=15 staff days @ $120/day.	8 hours per day times wage rate of $12.40 plus benefits at rate of 20% (excludes early retirement portion).
	Supplies		4,200	Assumes 200 students @ $21 per student	
	Other activities		84,600	Saturday school, tutoring, after school programs. Assumes 200 students at $423 per student.	
Instructional Improvement		1.00	66,628	Curriculum Development specialist to help teachers teach to standards, administer assessments, score work samples plus release periods for 5 other teachers to help departments.	

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
Instructional Support Staff	Principal's secretary	1.00	42,758	260 days per year.	Classified wage rate based on OEA survey. School is free to distribute these support positions in whatever configuration is most consistent with achieving higher standards at that school.
	School Nurse	1.00	66,628	Licensed staff rate.	
	Special education	2.00	63,752	185 days per year.	
	Support staff for alternative education and teen parents	1.50	54,306	220 days per year.	
	Counseling office	1.00	36,204	220 days per year.	
	School-to-work coordinator	1.00	36,204	220 days per year.	
	Registrar	1.00	41,150	260 days per year.	
	Attendance	1.00	31,876	185 days per year.	
	Community outreach	1.00	31,876	185 days per year.	
	Family resource center coordinator	0.00	0	185 days per year.	
	Departmental support	2.00	63,752	185 days per year.	
	Bookkeeper	1.00	41,150	260 days per year.	
	Volunteer coordinator	1.00	36,204	220 days per year.	
	Health clerk	0.50	15,938	185 days per year.	
	Media center assistant	1.00	36,204	220 days per year.	
	Receptionist	1.00	31,876	185 days per year.	
	Campus monitor	3.00	95,628	185 days per year.	
Administrative Accountability	Principal	1.00	110,163	Salary plus benefits. Salary is average for high school principals.	Salary data from ODE certificated personnel file.
	Assistant principals	2.00	199,747	Salary plus benefits. Salary is average for high school assistant principals.	Salary data from ODE certificated personnel file.
	Teacher leadership		55,000	Department chairs, lead teachers. $55 per student times 1,000 students.	
	Supplies and materials		10,000	Newsletters, report cards, copying. $10 per student times 1,000 students.	Estimated based on DBI data.
Computer Hardware/ Software	Hardware including student and administrative		45,000	Purchase 20% new computers per year (32 student, 10 staff, 3 office = 45) @ $1,000 per computer.	6 students per computer, 1 computer for each instructional & administrative staff. Total of 225 computers.
	Software		15,750	Software for new computers plus upgrades for one third of existing computers each year at $150 per machine.	In QEM 2000, only new computers received software upgrades.
	Network upkeep/ upgrades		15,000	Upgrade and maintenance of network hardware and software.	Not included in QEM 2000.
Supplies, Books, Materials	Texts, consumables, classroom sets		96,000	$55 per student times 1,000 students.	Some schools do not use texts. Funds could be redirected to school-produced materials.
	Classroom materials, all equipment, supplies		130,000	Includes video, tvs for classes, globes, maps, science equipment, etc. $80 per student times 1,000 students.	Includes video, tvs for classes, globes, maps, science equipment, etc.
	Copying		25,000	1467 copies per student @ .017 per copy = $25 per student times 1,000 students.	Classroom-related, administrative.
	Media center materials		25,000	Library books, reference materials, subscriptions. $12 per student times 1,000 students.	Library books, reference materials, subscriptions.
	Teacher reimbursement of materials purchases		10,000	Out-of-pocket teacher expenses for materials/supplies. $10 per student times 1,000 students.	
	Other Supplies and Materials		55,000		
Extra-Curricular Activities	Coaching	37.00	190,328	Average coaching stipend of $5,144 including benefits.	Amount of stipend is from OSBA survey of teacher salaries and benefits.
	Cther extracurricular sponsors	12.00	84,728	Clubs, drama, debate, newspaper, FFA, DECA, FBLA @ $5,144 per stipend plus $23 per student in supplies, materials, transportation etc.	Estimated based on DBI data.

Program Element:	Component	FTE	Component cost (2002-03)	Explanation/Assumptions	Comments
	Athletic event-related expenses		21,000	Referees, uniforms, event supervision, league fees. $21 per student times 1,000 students.	Athletic participation & gate receipts fee cover other costs.
	Other extracurricular materials and supplies		0	Assumed to be self-supporting through user fees.	
Professional Training & Development	Teacher professional development related to standards and assessments	60.75	89,728	$211 per diem- District/school discretion on how this is used: teacher training, teacher collaboration and team planning, or other professional development activities.	Schools can use a combination of extended contract, stipends, or per diem to compensate teachers.
	Materials, Travel,		14,459	$238 per staff member.	
	Consultants		3,000		
	Special ed. and Alternative ed. support staff	3.50	2,597	$106 per day.	Training focused on special ed. and alternative ed. support staff.
	Leadership training for principal and assistance principals	3.00	3,804	$317 per day.	Baseline assumes zero days.
Building Support Costs: Costs Distributed to Each Building	Food services		0	$13 per student times 1,000 students in baseline. $0 in full model.	Not all high schools have self-sustaining programs.
	Student transportation		332,000	High school transportation is state-mandated unless district receives a waiver. $332 per student times 1,000 students.	Statewide average for high schools.
	Technology services		103,000	Computer networks, telephones, voice mail, student records, administrative computing services. $103 per student times 1,000 students.	Estimated based on DBI data.
	Operation, maintenance of plant		705,000	Custodian, maintenance staff, utilities, security system, roof repair, general upkeep. $642 per student times 1,000 students.	Estimated based on DBI data.
	Other support services		48,000	Warehouse, courier service, community facilities (pool, library) $48 per student times 1,000 students.	Estimated based on DBI data.
	Centralized special education		87,000	Self-contained schools, other students who are not served at the building level. $59 per student times 1,000 students.	Estimated based on DBI data.
	Centralized curriculum development, assessment		41,000	Centralized curriculum development, assessment, and other instuctional improvement services - $41 per student times 1,000 students.	Estimated based on DBI data.
District administrative support	Executive administration (Board of Education, superintendent)		90,000	$90 per student times 1,000 students.	Estimated based on DBI data.
	Business & Fiscal Services		89,000	$89 per student times 1,000 students.	Estimated based on DBI data.
	Personnel Services		37,000	$37 per student times 1,000 students.	Estimated based on DBI data.
	Public Information		8,000	$8 per student times 1,000 students.	Estimated based on DBI data.
School Cost			$7,799,807		
School Cost Per Pupil			$7,800		
Education Service District support	Special Education Services		118,000	$118 per student times 1,000 students.	Based on DBI data. Does not include cash payments to districts, which are reflected in school-level and centralized district spending.
	Instructional Support		59,000	$59 per student times 1,000 students.	
	Technoogy Services		29,000	$29 per student times 1,000 students.	
	Central Services		11,000	$11 per student times 1,000 students.	
	ESD Administration		41,000	$41 per student times 1,000 students.	
Total Cost			$8,057,807		
Total Cost per Pupil			$8,058		