



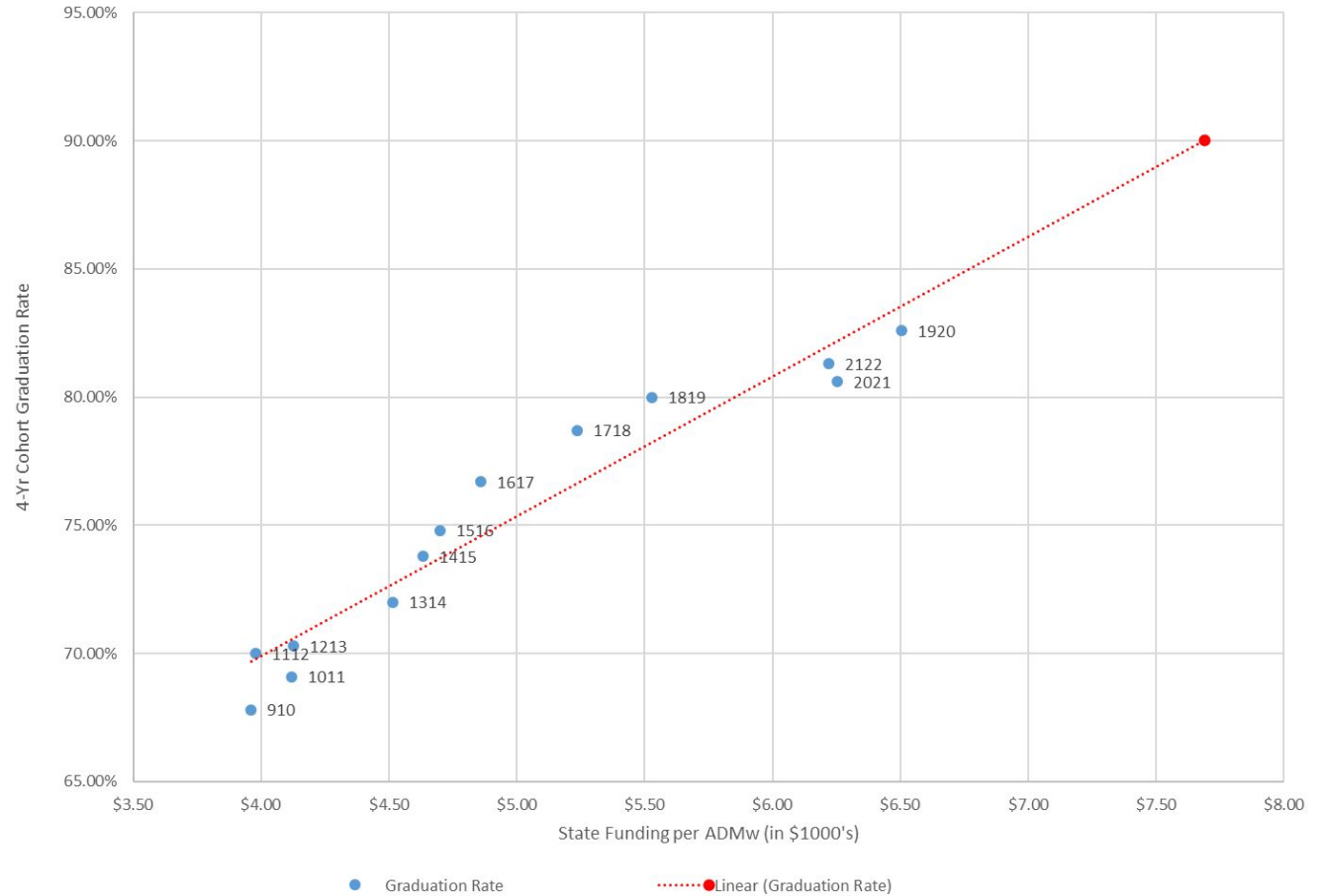
# Addressing QEM Report Questions

Quality Education Commission

January 11, 2023

# Oregon's Graduation and Investments

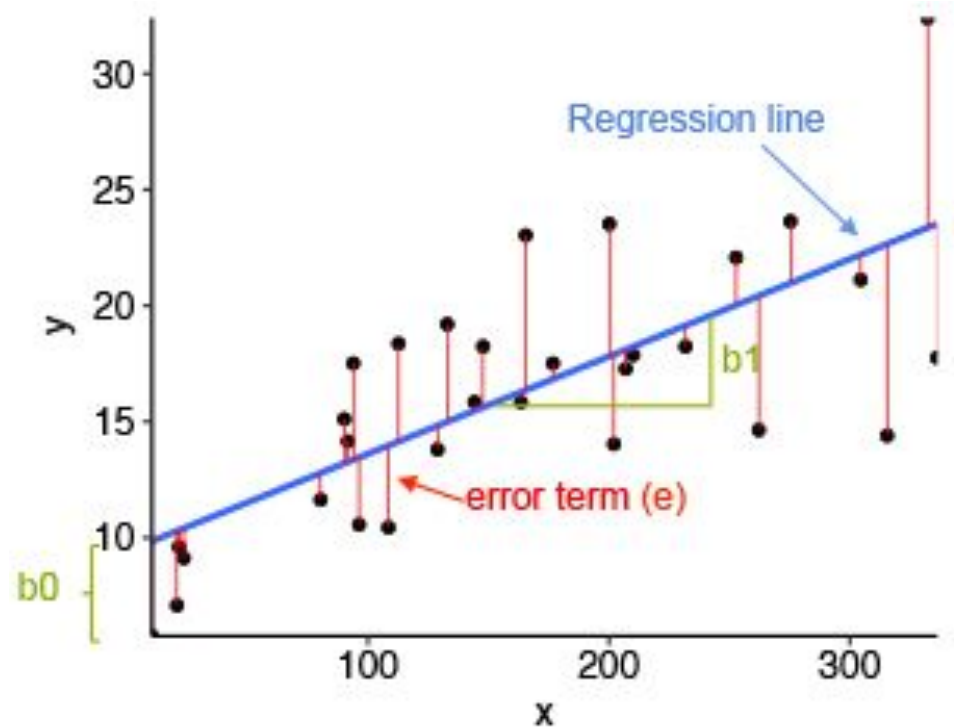
Graduation Rate by SSF Funding per ADMw (in \$1000's) 2009-10 to 2021-22



# Linear Regression Model

A linear regression approximates observed data to a line of best fit by shrinking the residuals (effectively, the distance between the line and all data points)

This allows us to predict values of Y when we only have X based on an established relationship



# JPEA Co-Chairs Meeting on 12-15-2022

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## Addressing the two “Major Problems” contained in the report:

1. Revised report still contains no projections on the impact of increased or current funding (statutorily required).

**ANSWER: If Oregon schools are funded at current service levels, quality education goals are unlikely to be met.**

**Based on historical trends between legislative investments and graduation rates, a statistical validation of the QEC’s professional judgment conveys that the QEM’s biennial projection of \$11.8 billion is needed, with subsequent biennial increases, to initially achieve a 90% 4-year cohort graduation rate by the 2027-28 school year, and be able to sustain this level with continued investment by the 2030-31 school year.**

2. Cost figures included in Appendix I of revised report do not add up and do not match list of interventions listed on page 11. Therefore, total figure presented in Appendix I is not reliable.

**ANSWER: Appendix I includes cost estimates that affect the gap analysis, not changes that were carried forward in both the CSL and QEM projections. It will thus not match page 11, nor will the figures add up.**

# JPEA Co-Chairs Meeting on 12-15-2022, cont.

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## **Addressing the “Four Minor Problems” in the report**

1. Page 7 still maintains that corporate kicker is constitutionally dedicated to State School Fund.
2. Page 4 states that COVID-19 resulted in large data gaps in all data trends relied on by past reports; past several reports have relied on graduation rate, for which there has been no gap.
3. Page 6 states that the Fund for Student Success was used to supplant a portion of the State School Fund’s General Fund revenues.
4. Page 6 states that the Current Service Level calculation restricts that QEM calculation.

# ORS 327.506

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**327.506** Quality education goals; duties; report. (1) The quality goals for the state's system of kindergarten through grade 12 public education include those established under ORS 329.007, 329.015, 329.025, 329.045 and 329.065.

(2) Each biennium the Quality Education Commission shall determine the amount of moneys sufficient to ensure that the state's system of kindergarten through grade 12 public education meets the quality goals.

(3) In determining the amount of moneys sufficient to meet the quality goals, the commission shall identify best practices that lead to high student performance and the costs of implementing those best practices in the state's kindergarten through grade 12 public schools. Those best practices shall be based on research, data, professional judgment and public values.

(4) Prior to August 1 of each even-numbered year, the commission shall issue a report to the Governor and the Legislative Assembly that identifies:

(a) Current practices in the state's system of kindergarten through grade 12 public education, the costs of continuing those practices and the expected student performance under those practices; and

(b) The best practices for meeting the quality goals, the costs of implementing the best practices and the expected student performance under the best practices.

(5) In addition, the commission shall provide in the report issued under subsection (4) of this section at least two alternatives for meeting the quality goals. The alternatives may use different approaches for meeting the quality goals or use a phased implementation of best practices for meeting the quality goals. [2001 c.895 §5; 2003 c.303 §14; 2007 c.858 §31]

# ORS 329.015

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**329.015 Educational goals.** (1) The Legislative Assembly believes that education is a major civilizing influence on the development of a humane, responsible and informed citizenry, able to adjust to and grow in a rapidly changing world. Students must be encouraged to learn of their heritage and their place in the global society. The Legislative Assembly concludes that these goals are not inconsistent with the goals to be implemented under this chapter.

(2) The Legislative Assembly believes that the goals of kindergarten through grade 12 education are:

(a) To equip students with the academic and career skills and information necessary to pursue the future of their choice through a program of rigorous academic preparation and career readiness;

(b) To provide an environment that motivates students to pursue serious scholarship and to have experience in applying knowledge and skills and demonstrating achievement;

(c) To provide students with the skills necessary to pursue learning throughout their lives in an ever-changing world; and

(d) To prepare students for successful transitions to the next phase of their educational development.  
[Formerly 326.710; 1995 c.660 §3; 2007 c.858 §2]

# ORS 329.025

**329.025 Characteristics of school system.** It is the intent of the Legislative Assembly to maintain a system of public elementary and secondary schools that allows students, parents, teachers, administrators, school district boards and the State Board of Education to be accountable for the development and improvement of the public school system. The public school system shall have the following characteristics:

- (1) Provides equal and open access and educational opportunities for all students in the state regardless of their linguistic background, culture, race, gender, capability or geographic location;
- (2) Assumes that all students can learn and establishes high, specific skill and knowledge expectations and recognizes individual differences at all instructional levels;
- (3) Provides each student an education experience that supports academic growth beyond proficiency in established academic content standards and encourages students to attain aspirational goals that are individually challenging;
- (4) Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
- (5) Supports the physical and cognitive growth and development of students;
- (6) Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
- (7) Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
- (8) Provides for rigorous academic content standards and instruction in mathematics, science, language arts, history, geography, economics, civics, physical education, health, the arts and world languages;
- (9) Provides increased learning time;
- (10) Provides students an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
- (11) Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;
- (12) Provides students with the knowledge and skills that lead to an active, healthy lifestyle;
- (13) Provides students with the knowledge and skills to take responsibility for their decisions and choices;
- (14) Provides opportunities for students to learn through a variety of teaching strategies;
- (15) Emphasizes involvement of parents and the community in the total education of students;
- (16) Transports children safely to and from school;
- (17) Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
- (18) Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities; and
- (19) Provides for a safe, educational environment. [Formerly 326.715; 1995 c.660 §4; 1999 c.1029 §2; 2003 c.303 §3; 2007 c.858 §3; 2009 c.101 §2; 2009 c.843 §1; 2012 c.91 §16; 2013 c.15 §2; 2021 c.178 §4]