

Preliminary
Quality Education Commission
Report

To Governor John A. Kitzhaber, M.D.

August 16, 2002

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Quality Education Commission 2002 Report

Preface

The Commission Charge

The Quality Education Commission has prepared an initial August 2002 Executive Summary Report to the Governor and Legislature to meet its statutory obligations and to summarize the recommendations and findings of the Commission. In December 2002 the Commission will publish a full report that includes this Preliminary Report and supporting information that reflect the activities of the Commission over the past year. 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. [See Cost Calculations Table, page 10.]
2. Identify best practices in education that will lead to high student performance and the costs of implementing those best practices needed to implement those practices in K-12 schools. [See Best Practices and Quality Indicators, p. 15]
1. 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.

I. Introduction

Quality Education: A Broken Promise?

Given the growing gap between current funding for schools and the resources needed for our students to succeed, Oregonians must decide if we are going to fulfill our children's educational promise or neglect our most precious resource. Oregon must solve the current funding crisis and create a healthy, stable funding environment for our schools, or risk creating a second-rate public school system. If we fail to act, the result for Oregon will be:

- Failure to give our children a chance to succeed
- Economic stagnation
- Loss of the high quality of life that Oregon enjoys

What is a Quality Education and what does it cost?

This is the essential question put to the Quality Education Commission. Oregon's Quality Education Model is a tool to help state policy-makers determine the level of resources needed to meet the state's Quality Education Goals in statute. The Model can be used to answer a set of critical education finance questions:

- What is a Quality Education?
- How much does it cost?
- What results can Oregonians expect?

Whatever the assumptions about education programs and resource levels, state decision-makers can use the Model to estimate the costs and impacts of policy decisions and to hold schools accountable for the performance of their students.

The Quality Education Model (QEM) also sets a vision of high-performing schools. Based on prototype schools, the QEM identifies the resources that schools need to provide students with a quality education. The Model estimates the costs of operating these high performing prototype schools and then calculates a statewide cost. The QEM also forecasts the student performance results that would be reasonable to expect given a certain level of resources and provides an effective tool for making budget decisions. Within Oregon's schools, educators are beginning to use the QEM as a benchmark for best practices, staffing and activity levels. The Model has anticipated many of the requirements of the new federal "No Child Left Behind Act". Those requirements, let alone Oregon's own educational goals, will not be met with a widening funding gap.

Resources alone will not ensure high-quality schools--quality education requires a combination of adequate resources, effective educational practices, and local decision-making. The Quality Education Model uses educational research, classroom practice, professional judgment, and public values to identify important elements in schools that lead to high student achievement.

Schools and children need a stable environment to thrive. Each year of a student's education is linked to what they learned before and what will come at a later time. Effective educational practices are disrupted when the funding gap becomes too wide or when resources are provided and then pulled back—as has been the case over the past year. For example in 2002-03, the state has eliminated the School Improvement fund and suspended state tests in writing, science, and math problem solving.

Oregon has set high goals for K-12 students.

The Oregon Legislature has set high goals for our K-12 schools. They are embodied in the Oregon Education Act for the 21st Century (ORS Chapter 329, See Appendix). These goals call for a world-class education system with rigorous academic standards for all of our 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. The state assessment system measures student progress over time against the standards so that schools are held accountable for student performance.

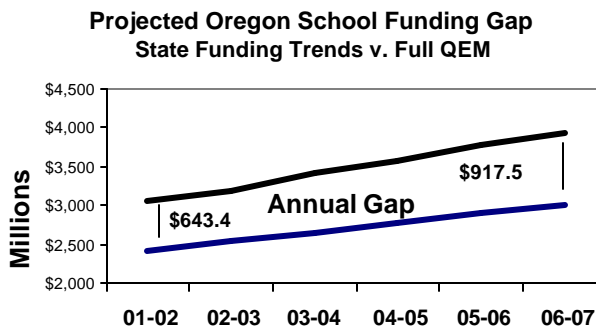
II. Executive Summary

Each student should have the opportunity to achieve at high levels.

In updating the Quality Education Model, the Quality Education Commission adopted the principle that every student in our state should have the opportunity to meet the state's performance goals. This principle requires that the state provide adequate resources to schools. It also requires us to think about equity in a new way. Rather than defining equity in terms of equal dollars, it must be based on student results. It means that we need to focus even more on the impact of the cost factors that affect learning and performance, such as changing student demographics, our small rural schools, and 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. We must examine the programs, considering both school and community resources, that we provide to help our students realize these goals.

The funding gap is growing.

It is very clear to the Commission that the gap is widening between current funding levels and the resources needed to meet the state's Quality Education Goals. Unless the state can improve funding and close the gap, the progress Oregon's schools have made over the decade will stop. The result will be a second-rate school system, a negative impact on the state economy, and the loss of our status as a high quality-of-life state.



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 in some areas and increases in the number of students with special needs. The current economic downturn has magnified the problem, but funding for our schools has been slipping since the passage of Measure 5 in 1990. Measure 5 cut school property taxes by more than 60%, and Oregon's legislature did not fully replace those lost revenues. The result has been a steady decline in funding available for schools. Oregon must establish a stable, adequate funding system for our schools if Oregon's students are to achieve at high levels.

Findings and Recommendations - Quality Education Commission 2002

The Commission found that the Model continues to provide an accurate picture of the costs of a quality education for Oregon's students. Based on a thorough review of the Quality Education Model and advice from three broad-based panels, the Commission offers the following recommendations:

Recommended Changes included in this Report:

- Revise the High School Prototype in the Model to reflect the latest research on best practice, including:
 - Structures to provide meaningful connections between students and adults
 - A personalized educational program for each student that leads to a successful transition to the world beyond high school.
 - Community-based and work-site learning as integral components of its instructional program.
 - Rich curriculum and instructional activities that are relevant to the lives of students
 - Considering time a variable, not as a constant in achieving high student success.
- Add resources to the Model to support the rapid increase in the number of English Language Learners.
- Include the costs of Education Service District services in the prototype schools, including special education, technology, instructional support and professional development.
- Establish a line item in the state budget to pay for the highest cost special education student programs.
- Replace the current target funding amount of \$4,500 per student in ORS 327.013 with the amount per student needed to implement the best practices identified in the Quality Education Model.

Recommended Changes to be included in final December 2002 Report:

- Examine the extent to which federal resources may affect learning in high poverty schools and special education programs and develop recommendations based on those findings for alteration of the model.
- Continue to study program costs in small, remote schools that will allow them to provide an equal opportunity to meet the quality education goals of the state.
- Consider the costs of special education programs and the allocation of state resources in the Model, based on the report from the Special Education Task Force established by the Legislature.
- Describe all sources of funding for the K-12 system in the Quality Education Model.
- Describe the Quality Indicators in greater detail and outline a strategy to collect data necessary to measure Quality Indicators.

For the future:

- Define equity in terms of the funding needed to provide each student with the opportunity to meet state education goals.
- 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.

- Examine each weight category in the State School Funding formula to look for the research-based support for the weight. A biennial review of trends in the mix of students would help produce a methodology that might adjust statewide costs to a changing demographic mix.
- Establish a future Panel to study capital needs in schools districts and how these needs affect a quality education.
- Develop a pilot project for collecting data on Quality Indicators at a set of schools statewide.
- Determine what would be necessary to bring every possible student to the quality levels specified in the Model.
- Consider what quality standards for early childhood education would look like and how such standards would connect with the QEM
- Refine the formula used to forecast future achievement of QEM Prototype Schools.

Stay the Course

The Commission members appreciated the opportunity to work on the continuing refinement of the Quality Education Model. We know these are trying times in our State, but staying the course on meeting this State's original education goals is more important now than ever before. This Model is not just about money--it is about accountability and understanding the relationship between funding, educational practices, and performance expectations. This Model is also a Legislative tool, for defining what funding level is needed and how we can be more effective in reaching those performance goals in statute. The gap is widening and challenging our ability to provide each of our students the opportunity to meet Oregon's performance goals. It is time for all of us to be held accountable to this equity principle and to keep the promise of a Quality Education to each of our students.

III. Quality Education Model 2002 Report

This section of the report contains a comparison of the current education practices and funding levels in Oregon schools with the fully implemented prototype schools, the costs of fully implementing the Model, and the performance expectations associated with the two scenarios. Realizing that schools will require time to build the capacity to use the level of resources efficiently in the full Model, the Commission has identified priorities for implementing the Model over time.

Current Practices, Costs, and Performance Compared with Best Practices

The following three tables are summaries that compare the main components in the prototype schools under two different scenarios: the current baseline versus the fully implemented prototype schools. The baseline schools are examples of prototype elementary, middle and high schools under current practice and funding levels, based on 2000-01 audited data. Funding levels for 2002-03 are currently lower than the 2001-02 baseline due to revenue shortfalls.

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.

Quality Education Model 2002 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	20 to 1 for grades K-3. Remains at 24 to 1 for grades 4-5	Cuts class size by 4 for grades K-3
K-5 classroom teachers	13.5 FTE	16.0 FTE	Adds 2.5 FTE
Specialists for areas such as art, music, PE, reading, math, TAG, library/media, second language, or child development	2.2 FTE	4.5 FTE	Adds 2.3 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	\$71 per student	\$71 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 7 days 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	\$52 per student	\$62 per student	\$10 per student
Classroom materials & equipment	\$52 per student	\$70 per student	\$18 per student
Other supplies	\$65 per student	\$73 per student	\$8 per student
Operations and maintenance	\$558 per student	\$558 per student	
Student transportation	\$305 per student	\$305 per student	
Centralized special education	\$70 per student	\$77 per student	\$7 per student
Technology Services	\$106 per student	\$106 per student	
Other centralized support	\$100 per student	\$100 per student	
District administrative support	\$224 per student	\$224 per student	
School cost per ADMw	\$4,939	\$5,799**	\$860 per ADMw
ESD support per ADMw	\$256	\$236**	-\$20 per ADMw
Total cost per ADMw in 2000-01 School Year	\$5,195	\$6,034**	\$839 per ADMw
Percent of students currently meeting standards			
Reading	3rd grade=84% / 5th grade = 77%	n/a	
Math	3rd grade=75% / 5th grade = 73%	n/a	
Percent of students expected to meet standards by year 2006			
Reading	3rd grade=88% / 5th grade = 80%	90%	
Math	3rd grade=86% / 5th grade = 80%	90%	

* The Baseline Prototype shows the Quality Education Model's prototype school costs estimated using the level of inputs that currently exist in Oregon schools.

**Calculated based on ADMw with kindergarten at full-time.

**Quality Education Model 2002
 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	23	22, with maximum class size of 29 in core academic subjects	Cuts average class size by 1 in core subjects
Staffing in core subjects	16.8 FTE	17.0 FTE	Adds 0.2 FTE
Extra teachers in math, English, and science	0.5 FTE	1.5 FTE	Adds 1.0 FTE
Additional staffing for core courses or electives	4.0 FTE	4.0 FTE	
Special Education licensed staff	3.0 FTE	3.0 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 programs, Saturday school, tutoring, etc.	Additional programs for 20% of students
Professional development time for teachers	3 days	Equivalent of 7 days 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	\$49 per student	\$59 per student	\$10 per student
Classroom materials & equipment	\$58 per student	\$73 per student	\$15 per student
Other supplies	\$67 per student	\$81 per student	\$14 per student
Operations and maintenance	\$592 per student	\$592 per student	
Student transportation	\$301 per student	\$301 per student	
Centralized special education	\$70 per student	\$77 per student	\$7 per student
Technology Services	\$106 per student	\$106 per student	
Other centralized support	\$99 per student	\$99 per student	
District administrative support	\$224 per student	\$224 per student	
School cost per ADMw	\$5,259	\$5,738	\$479
ESD support per ADMw	\$236	\$236	
Total cost per ADMw in 2000-01 School Year	\$5,494	\$5,974	\$479
Percent of students currently meeting standards			
Reading	62%	n/a	
Math	55%	n/a	
Percent of students expected to meet standards by year 2009			
Reading	74%	90%	
Math	66%	90%	

* The Baseline Prototype shows the Quality Education Model's prototype school costs estimated using the level of inputs that currently exist in Oregon schools.

**Quality Education Model 2002
 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	24	21, with maximum class size of 29 in core academic subjects	Cuts average class size by 3 in core subjects
Staffing in core subjects	35.6 FTE	37.6 FTE	Adds 2.0 FTE
Extra teachers in math, English, and science	None	3.0 FTE	Adds 3.0 FTE
Additional staffing for core courses or electives	6.4 FTE	6.4 FTE	
Special Education licensed staff	3.75 FTE	3.75 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	\$66 per student	\$66 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 7 days 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	\$57 per student	\$82 per student	\$25 per student
Classroom materials & equipment	\$71 per student	\$141 per student	\$70 per student
Other supplies	\$73 per student	\$99 per student	\$26 per student
Operations and maintenance	\$645 per student	\$645 per student	
Student transportation	\$317 per student	\$317 per student	
Centralized special education	\$70 per student	\$77 per student	\$7 per student
Technology Services	\$106 per student	\$106 per student	
Other centralized support	\$106 per student	\$106 per student	
District administrative overhead	\$224 per student	\$224 per student	
School cost per ADMw	\$5,389	\$6,058	\$669
ESD support per ADMw	\$236	\$236	
Total cost per ADMw in 2000-01 School Year	\$5,625	\$6,294	\$669
Percent of students currently meeting standards			
Reading	52%	n/a	
Math	42%	n/a	
Percent of students expected to meet standards by year 2011			
Reading	67%	90%	
Math	62%	90%	

* The Baseline Prototype shows the Quality Education Model's prototype school costs estimated using the level of inputs that currently exist in Oregon schools.

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8/9/2002

Costs of Implementing Best Practices for Meeting the Quality Goals

The Quality Education Model calculates the statewide cost of providing a quality education by determining a cost per student at each prototype school and multiplying that cost by the number of students statewide at each of those levels. The table below shows the State School Fund budget allocation for 2001-03 the amount needed to carry forward the program levels funded in 2000-01 (Current Service Level) to the 2003-05 biennium, and the cost to implement the best practices identified in the QEM for the 2003-05 biennium. The funding gap between the Current Service Level and the fully implemented Model is estimated at \$1.39 billion.

Estimated 2003-05 State School fund Requirements

	2001-03 Biennium	2003-05 Biennium	
<i>(in millions of dollars)</i>	Budgeted Allocation*	Current Service Level**	QEM Full Implementation
School District Formula Allocation	\$6,487.3	\$7,840.5	\$9,248.8
Plus: ESD Formula Allocation	\$323.1	\$362.9	\$362.9
Equals: Total Formula Allocation	\$6,810.4	\$8,203.4	\$9,611.7
Less: Local Revenue	\$2,125.2	\$2,607.0	\$2,607.0
Plus: High Cost Special Education			\$74.4
Less: Added Federal Revenue for Special Ed.			\$84.0
Equals: State School Fund Requirement	\$4,685.2	\$5,596.4	\$6,995.1
Year 1 Amount per student (ADMw)	\$ 5,081	\$ 5,786	\$ 6,589
Year 2 Amount per student (ADMw)	\$ 4,924	\$ 6,000	\$ 6,832

*2001-03 Budget as of August 12, 2002

**Current Service Level based on 2001-02 resources

Setting Student Performance Expectations

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. 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 also recommends the development of other broader measures in the future.

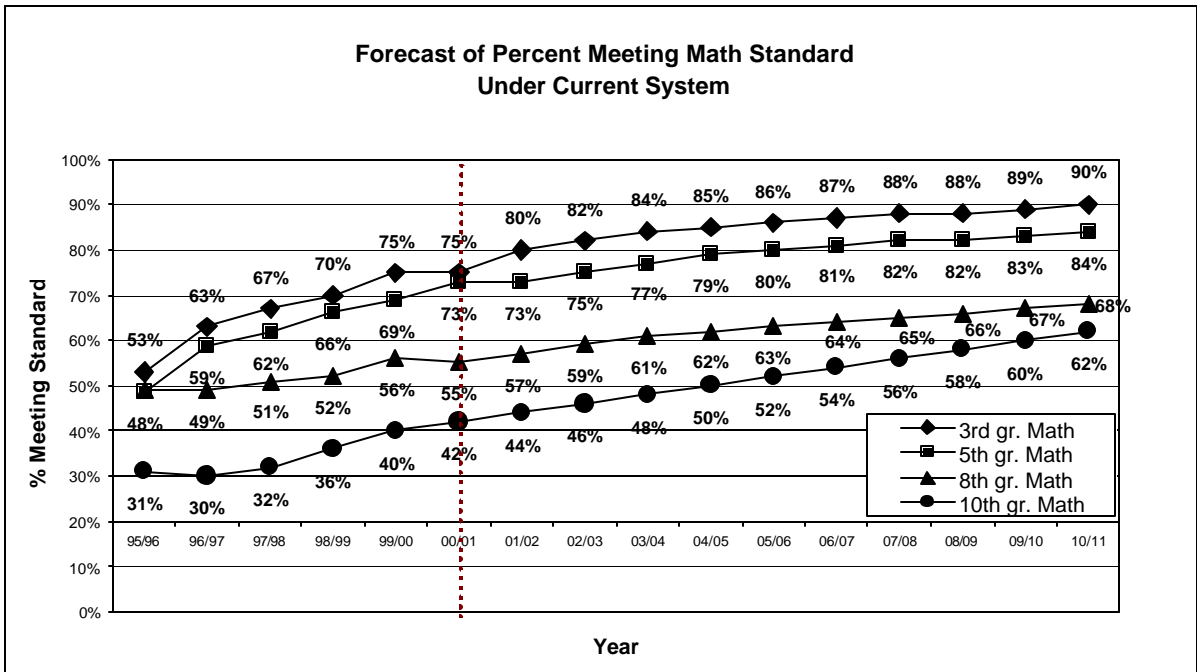
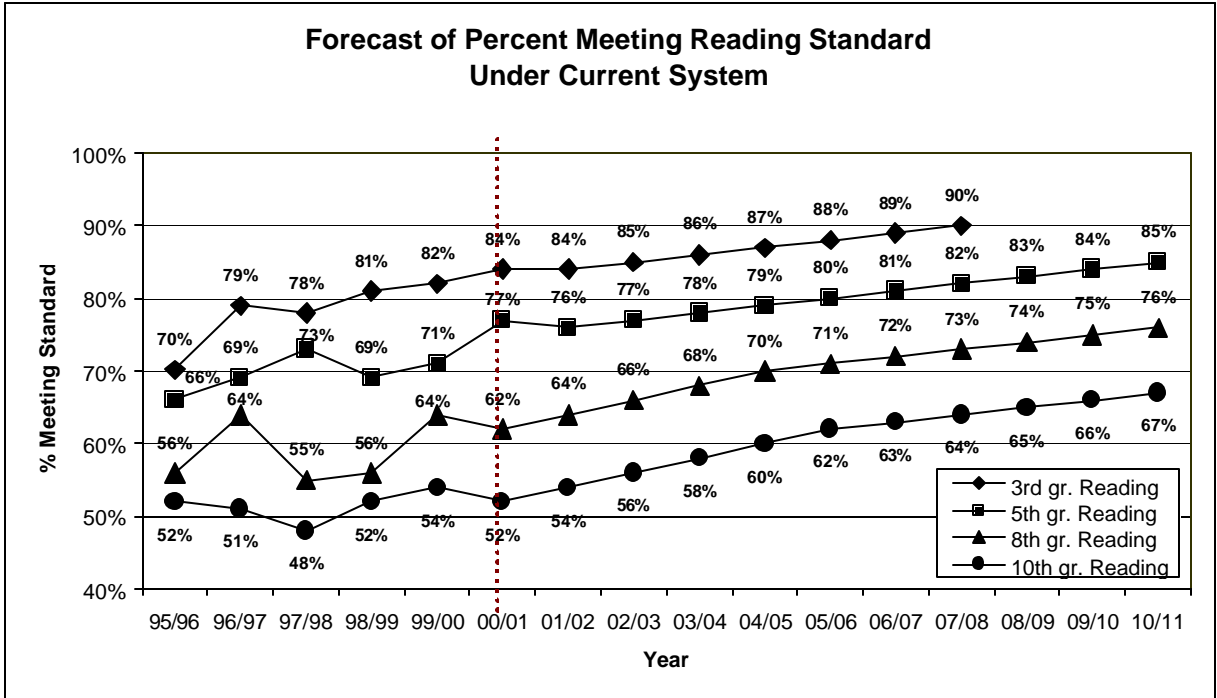
The Commission examined current academic performance as measured by state assessments in reading and math; analyzed performance over time on these assessments at all benchmark levels; and looked closely at the score distributions over time, and at benchmark levels. It sought to determine the “cohort 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:

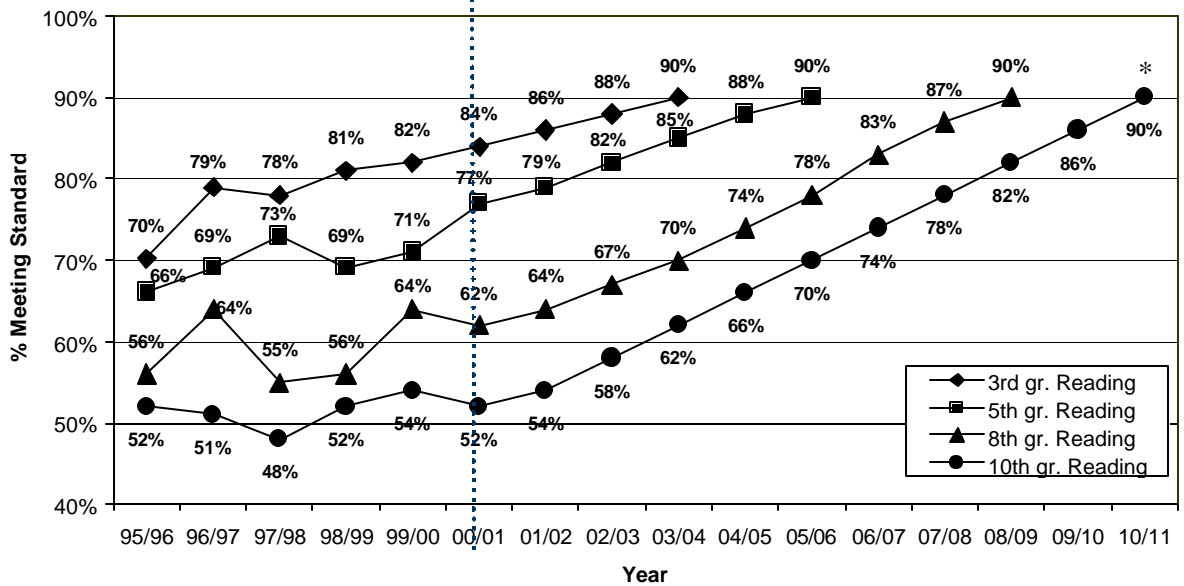
- The proportion of students reaching benchmark levels has generally increased over the past five years, with much greater and more consistent gains at the elementary level and less consistent and considerably smaller gains as students moved through middle and high school levels.
- It is probable the improvement rate at third and fifth grades will slow without additional targeted resources and practices of the sort identified in the QEM, given the demographic shifts in the state.
- 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 occurs 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 benchmark standards is the lowest of all benchmark levels.
- Trend extrapolations that assume full implementation of the Prototype Schools of the QEM–2000 suggest sustained improvement at third and fifth grades until 90 percent or more of students meet benchmark standards.
- 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 the students still not at the standard become increasingly challenging. If the funding gap continues to grow, gains in student growth will begin to stagnate and even decline. Projections for reading and math are represented in the following graphs.

QEM 2002 Performance Projection

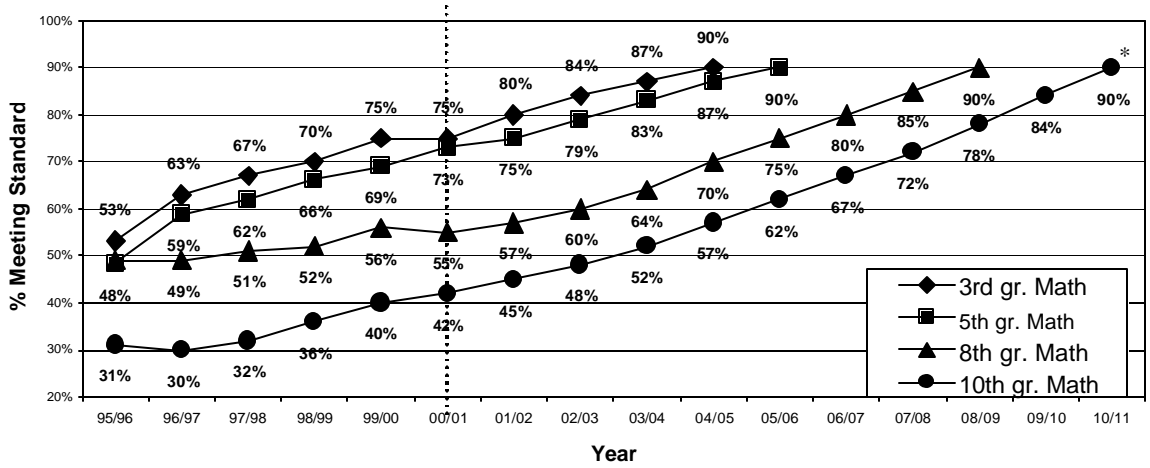
Current System



**Forecast of Percent Meeting Reading Standard with
QEM Full Implementation**



**Forecast of Percent Meeting Math Standard with
QEM Full Implementation**



Alternatives for Meeting the Quality Goals

The Commission recommends full implementation of the best practices described in the Model but is keenly aware of the funding problems caused by the current economic downturn. The Commission believes, however, there are investments short of full prototype implementation that will significantly improve education outcomes. The general priorities for implementation and improvement are:

a) Reading in the Early Grades

Continue the focus on developing reading skills in the early grades. 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.

At the elementary school level the goal was for at least 90% of students to be at or above state reading benchmarks for both 3rd grade and 5th grade within four years. Middle school years would focus on sustaining and improving reading skills.

b) Staff Professional Development.

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.

c) High School Restructuring.

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.

IV. The Prototype Schools

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 assumed level of teacher experience is about average for schools in Oregon.
- Each school classroom has Internet access.
- Teachers are using technology in the design, delivery of instruction, and 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.
- Six percent of the students are identified as speaking English as a second language in the high school, 8% at middle school, and 13% at elementary.
- The principal is knowledgeable about reform requirements and is supportive of the reform goals.
- Full implementation of the model will still create 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.

- Elements that exist so that best practices can occur
- Organizational factors that lead to a quality staff and instruction at a developmentally appropriate level
- An organizational framework which effects learning outcomes, both those that are measurable and those that can not yet be quantified
- Ways to describe and judge the effectiveness and efficiency of Oregon's public schools
- Logically linked to student achievement
- 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 primary grades
- 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 25
- 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 24
- 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

Changes in the Prototype Schools

In reviewing the Quality Education Model 2000, the Commission made minor changes to the Elementary and Middle School Prototypes (mainly to reflect increases in the number of English Language Learners at these levels) and recommended significant changes to the ways that high schools are organized. 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

Middle School Prototype Model

- ✓ Reallocated resources to support technology and media services
- ✓ Additional support to meet the needs of English Language Learners

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. Following is an example showing how a high school might organize to provide students with a quality education and meet the state's high standards.

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 learnings. 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

Oregon Quality Education Model 2002: Elementary School - 340 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
Teacher salary assumption	\$44,510			2000-01 Average Salary=\$44,510 for 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	\$72,488			2000-01 Average Salary=\$72,488 for 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	\$12.40			Average wage rate for classified employees. Does not include benefits.	Hourly wage data from Oregon Education Association.
Principal's secretary wage rate assumption	\$13.00			Average wage rate for secretarial job classifications. Does not include benefits.	Hourly wage data from Oregon Education Association.
Contract Benefits	\$7,438			Assumes \$7,438 for every employee.	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	123,819	K=40: 0.85 FTE @ 20:1 with full-day Kindergarten.	
	Grades 1-3	9.00	557,184	1-3=180 students. Class size=20.	
	Grades 4-5	5.00	309,547	4--5=120 students. Class size=24.	
	Program staff: music, PE, art, media/librarian, second language, reading specialist, math specialist, TAG facilitator, child development specialist	4.50	278,592	Schools choose staff to best meet their specific needs.	
	English as a Second Language (ESL)	1.00	61,909	Assumes 13% of students are English Language Learners = 44 students.	Percentage ESL from DBI data.
	Special education staffing	1.50	92,864	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		21,080	\$62 per student times 340 students.	Per student expenditures from DBI data.
	Licensed substitute teachers for special education		3,060	\$9 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 sch: 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.	

Oregon Quality Education Model 2002: Elementary School - 340 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
Instructional improvement		0.50	30,510	Curriculum Development specialist to help teachers teach to standards, administer assessments, score work samples.	
Instructional support staff	Special education	1.00	29,530	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.
	Classified	4.00	118,121	185 days per year. Positions such as records clerk, parent involvement coordinator, playground supervisor, family resource center coordinator, technology specialist.	
	Secretary	1.00	33,729	210 days per year.	
Administrative accountability	Principal	1.00	94,699	Average salary based Dept. of Education certificated personnel database.	Salary data from ODE certificated personnel file.
	Supplies and materials		1,700	Newsletters, report cards, copying. \$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	Each new machine licensed software from replacement machine plus \$150/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		21,080	\$62 per student times 340 students.	Some schools do not use texts. Funds could be redirected to school-produced materials.
	Classroom materials & equipment		23,800	\$70 per student times 340 students.	Includes video, tvs for classes, globes, maps, science equipment, etc.
	Copying		9,180	1670 copies per student @ \$.016 per copy = \$27 per student times 340 students.	Classroom-related, administrative.
	Media center materials		10,540	Library books, reference materials, subscriptions. \$31 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.	
Extra-curricular activities			0	Elementary school extra-curricular activities are assumed to be self-supporting through fund-raising.	
Professional training & development	7 days of 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.	Schools can use a combination of extended contract, stipends, per diem to compensate teachers.
	Materials, Travel,		5,593	\$238 per teacher.	
	Consultants		1,000		
	Special ed. support staff-7 days	1.00	742	\$106 per day.	
	Leadership training for Principal--4 days	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.	

Oregon Quality Education Model 2002: Elementary School - 340 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
	Student transportation		103,700	\$305 per student times 340 students.	Statewide average for elementary schools
	Technology services		36,040	Computer networks, telephones, voice mail - \$106 per student times 340 students.	Estimated based on DBI data.
	Operation, plant maintenance		189,720	Custodian, maintenance staff, utilities, security system - \$558 per student times 340 students.	Estimated based on DBI data.
	Other support services		14,280	Warehouse, courier service, community facilities (pool, library) - \$42 per student times 340 students.	Estimated based on DBI data.
	Centralized special education		26,180	Self-contained schools, other students who are not served at the building level - \$77 per student times 340 students.	Increase of 10% relative to Baseline.
	Centralized curriculum development, assessment		19,720	Centralized curriculum development, assessment, and other instructional improvement services - \$58 per student times 340 students.	Estimated based on DBI data.
District administrative support	Executive administration: Board of Education, superintendent		32,640	\$96 per student times 340 students.	Estimated based on DBI data.
	Business & Fiscal Services		28,220	\$83 per student times 340 students.	Estimated based on DBI data.
	Personnel Services		12,240	\$36 per student times 340 students. Includes district supplemental retirement incentives.	Estimated based on DBI data.
	Public Information		3,060	\$9 per student times 340 students.	Estimated based on DBI data.
Total School Cost			\$2,389,946		
School Cost Per Pupil			\$7,029		
School cost per ADMw			\$5,799		
Education Service District support	Special Education Services		26,860	\$79 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		39,440	\$116 per student times 340 students.	
	Technoogy Services		9,860	\$29 per student times 340 students.	
	Central Services		4,080	\$12 per student times 340 students.	
	ESD Administration		17,000	\$50 per student times 340 students.	
Total Cost			\$2,487,186		
Total Cost per Pupil			\$7,315		
Total Cost per ADMw			\$6,034		

Oregon Quality Education Model 2002: Middle School - 500 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
Teacher salary assumption	\$44,213			2000-01 Average Salary=\$44,213 for middle 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	\$77,710			2000-01 Average Salary=\$77,710 for middle 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	\$66,773			2000-01 Average Salary=\$66,773 for 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.
Classified employee wage rate assumption	\$12.40			Average wage rate for classified employees. Does not include benefits.	Hourly wage data from Oregon Education Association.
Principal's secretary wage rate assumption	\$13.00			Average wage rate for secretarial job classifications. Does not include benefits.	Hourly wage data from Oregon Education Association.
Contract Benefits	\$7,438			Assumes \$7,438 for every employee.	Estimated based on DBI data for 2000-01
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	1,292,463	Each student takes English, math, science, social science, second lang (at least 1 yr), arts (at least 1 yr). Average class size=25.	Students take 7 of 8 classes. Teachers teach 6 of 8 classes.
	Additional teacher in math, English, science	1.50	92,319	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	46,159	Assumes 8% of students are English Language Learners = 40 students.	Percentage ESL from DBI data.
	Media/Librarian	1.00	61,546		
	Special education and alternative education staffing	3.00	184,638	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

Oregon Quality Education Model 2002: Middle School - 500 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
	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	123,092	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 sch: 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 students at \$423 per student	
Instructional improvement		1.00	60,662	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	39,989	260 days per yr	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	30,331	Licensed staff rate	
	Special education	1.50	44,295	185 days per year	
	Attendance	1.00	29,530	185 days per year	
	Additional support	1.00	29,530	185 days per year	
	Community outreach	1.00	33,710	220 days per year	
	Family resource center coordinator	0.00	0	185 days per year	
	Volunteer coordinator	1.00	33,710	220 days per year	
	Media center assistant	1.00	33,710	220 days per year	
	Receptionist	1.00	29,530	185 days per year	
	Campus monitor	1.00	29,530	185 days per year	
Administrative accountability	Principal	1.00	100,985	Salary plus benefits. Salary is average for middle school principals.	Salary data from ODE certificated personnel file.
	Assistant principal	1.00	87,819	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 for 2000-01

Oregon Quality Education Model 2002: Middle School - 500 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
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		29,500	\$59 per student times 500 students	Some schools do not use texts. Funds could be redirected to school-produced materials.
	Classroom materials, all equipment, supplies		36,500	Includes video, tvs for classes, globes, maps, science equipment, etc. \$73 per student times 500 students	Includes video, tvs for classes, globes, maps, science equipment, etc.
	Copying		11,000	1400 copies per student @ .016 per copy = \$22 per student times 500 students.	Classroom-related, administrative.
	Media center materials		19,500	Library books, reference materials, subscriptions. \$39 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	
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	7 days of 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-7 days	1.50	1,113	\$106 per day	
	Leadership training for principal and assistance principal--4 days	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		150,500	\$301 per student	Statewide average for middle schools
	Technology services		53,000	Computer networks, telephones, voice mail. \$106 per student	Estimated based on DBI data.

Oregon Quality Education Model 2002: Middle School - 500 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
	Operation, maintenance of plant		296,000	Custodian, maintenance staff, utilities, security system, roof repair, general upkeep. \$592 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		38,500	Self-contained schools, other students who are not served at the building level. \$77 per student times 500 students	Increase of 10% relative to Baseline.
	Centralized curriculum development, assessment		29,000	Centralized curriculum development, assessment, and other instructional improvement services - \$58 per student times 500 students	Estimated based on DBI data.
District administrative support	Executive administration (Board of Education, superintendent)		48,000	\$96 per student times 500 students	Estimated based on DBI data.
	Business & Fiscal Services		41,500	\$83 per student times 500 students	Estimated based on DBI data.
	Personnel Services		18,000	\$36 per student times 500 students. Includes district supplemental retirement incentives	Estimated based on DBI data.
	Public Information		4,500	\$9 per student times 500 students	Estimated based on DBI data.
Total School Cost			\$3,477,985		
School Cost Per Pupil			\$6,956		
School cost per ADMw			\$5,738		
Education Service District support	Special Education Services		39,500	\$79 per student times 500 students	Based on DBI data for 2000-01. Does not include cash payments to districts, which are reflected in school-level and centralized district spending.
	Instructional Support		58,000	\$116 per student times 500 students	
	Technoogy Services		14,500	\$29 per student times 500 students	
	Central Services		6,000	\$12 per student times 500 students	
	ESD Administration		25,000	\$50 per student times 500 students	
Total Cost			\$3,620,985		
Total Cost per Pupil			\$7,242		
Total Cost per ADMw			\$5,974		

2000-01 Oct. 1 Enrollment 545,223 Excludes Pre-Kindergarden enrollment of 691
 2000-01 ADMw Extended 660,944.5 Counts Kindergarten at full time
 Overall Ratio 1.212246

Benefit Rate for early retirement .02 Not included for classified or administrative staff compensation calculations

Oregon Quality Education Model 2002: High School - 1,000 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
Teacher salary assumption	\$45,274			2000-01 Average Salary=\$45,274 for high 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	\$80,968			2000-01 Average Salary=\$80,968 for 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	\$69,632			2000-01 Average Salary=\$66,773 for 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	\$12.40			Average wage rate for classified employees. Does not include benefits.	Hourly wage data from Oregon Education Association.
Principal's secretary wage rate assumption	\$13.00			Average wage rate for secretarial job classifications. Does not include benefits.	Hourly wage data from Oregon Education Association.
Contract Benefits	\$7,438			Assumes \$7,438 for every employee.	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	2,765,150	Each student will take courses in English, math, science, social studies, second language, and the arts to meet state requirements and CAM. Average class size=24.	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	188,533	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	31,422	Assumes 6% of students are English Language Learners = 60 students.	Percentage ESL from DBI data.
	Media/Librarian	1.00	62,844		
	Special education staffing	3.75	235,666	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	157,111	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	251,377	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	62,844	Licensed staff salary level.	Not a full-time position in the Baseline.

Oregon Quality Education Model 2002: High School - 1,000 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
Additional Instructional Time for Students to Achieve Standards	Licensed	13.00	57,720	200 students - 4wks summer sch: 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 at \$21 per student.	
	Other activities		84,600	Saturday school, tutoring, after school programs. Assumes 200 students at \$423 per student.	
Instructional Improvement		1.00	61,939	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	39,989	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	61,939	Licensed staff rate	
	Special education	2.00	59,060	185 days per year	
	Support staff for alternative education and teen parent	1.50	50,565	220 days per year	
	Counseling office	1.00	33,710	220 days per year	
	School-to-work coordinator	1.00	33,710	220 days per year	
	Registrar	1.00	38,486	260 days per year	
	Attendance	1.00	29,530	185 days per year	
	Community outreach	1.00	29,530	185 days per year	
	Family resource center coordinator	0.00	0	185 days per year	
	Departmental support	2.00	59,060	185 days per year	
	Bookkeeper	1.00	38,486	260 days per year	
	Volunteer coordinator	1.00	33,710	220 days per year	
	Health clerk	0.50	14,765	185 days per year	
	Media center assistant	1.00	33,710	220 days per year	
	Receptionist	1.00	29,530	185 days per year	
Campus monitor	3.00	88,590	185 days per year		
Administrative Accountability	Principal	1.00	104,907	Salary plus benefits. Salary is average for high school principals.	Salary data from ODE certificated personnel file.
	Assistant principals	2.00	182,522	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.

Oregon Quality Education Model 2002: High School - 1,000 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
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		82,000	\$82 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		141,000	Includes video, tvs for classes, globes, maps, science equipment, etc. \$141 per student times 1,000 students	Includes video, tvs for classes, globes, maps, science equipment, etc.
	Copying		23,000	1467 copies per student @ .016 per copy = \$23 per student	Classroom-related, administrative.
	Media center materials		56,000	Library books, reference materials, subscriptions. \$56 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	
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.
	Other extracurricular sponsors	12.00	84,728	Licensed staff to direct activities promoting student connectedness. 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.
	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	7 days of 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 days	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	Assumes self-supporting food services program.	Some, but not all, districts can run on a self-supporting basis
	Student transportation		317,000	High school transportation is state-mandated unless district receives a waiver. \$317 per student times 1,000 students.	Statewide average for high schools.

Oregon Quality Education Model 2002: High School - 1,000 Students

Program Element:	Component	FTE	Component cost (2000-01)	Explanation/Assumptions	Comments
	Technology services		106,000	Computer networks, telephones, voice mail, student records, administrative computing services. \$106 per student times 1,000 students.	Estimated based on DBI data.
	Operation, maintenance of plant		645,000	Custodian, maintenance staff, utilities, security system, roof repair, general upkeep. \$645 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		77,000	Self-contained schools, other students who are not served at the building level. \$77 per student times 1,000 students.	Increase of 10% relative to Baseline.
	Centralized curriculum development, assessment		58,000	Centralized curriculum development, assessment, and other instructional improvement services - \$58 per student times 1,000 students.	Estimated based on DBI data.
District administrative support	Executive administration (Board of Education, superintendent)		96,000	\$96 per student times 1,000 students.	Estimated based on DBI data.
	Business & Fiscal Services		83,000	\$83 per student times 1,000 students.	Estimated based on DBI data.
	Personnel Services		36,000	\$36 per student times 1,000 students.	Estimated based on DBI data.
	Public Information		9,000	\$9 per student times 1,000 students.	Estimated based on DBI data.
Total School Cost			\$7,344,200		
School Cost Per Pupil			\$7,344		
School cost per ADMw			\$6,058		
Education Service District support	Special Education Services		79,000	\$79 per student times 1,000 students	Based on DBI data for 2000-01. Does not include cash payments to districts, which are reflected in school-level and centralized district spending.
	Instructional Support		116,000	\$116 per student times 1,000 students	
	Technoogy Services		29,000	\$29 per student times 1,000 students	
	Central Services		12,000	\$12 per student times 1,000 students	
	ESD Administration		50,000	\$50 per student times 1,000 students	
Total Cost			\$7,630,200		
Total Cost per Pupil			\$7,630		
Total Cost per ADMw			\$6,294		

2000-01 Oct. 1 Enrollment 545,223 Excludes Pre-Kindergarden enrollment of 691
 2000-01 ADMw Extended 660,944.5
 Overall Ratio 1.212246 Counts Kindergarten at full time

Benefit Rate for early retirement .02 Not included for classified or administrative staff compensation calculations

**APENDIX A – QUALITY EDUCATION GOALS
(ORS 329.025)**

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 systems. 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 special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
- (4) Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
- (5) Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
- (6) Provides for rigorous academic content standards and instruction in mathematics, science, history, geography, economics, civics and English;
- (7) 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;
- (8) Provides students with instruction in, but not limited to, health, physical education, second languages and the arts;
- (9) 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;
- (10) Provides students with the knowledge and skills to take responsibility for their decisions and choices;
- (11) Provides opportunities for students to learn through a variety of teaching strategies;
- (12) Emphasizes involvement of parents and the community in the total education of students;
- (13) Transports children safely to and from school;
- (14) Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
- (15) Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities; and
- (16) Provides for a safe, educational environment

(ORS 329.015)

- (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 demand academic excellence through a rigorous academic program that equips students with the information and skills necessary to pursue the future of their choice;
 - (b) To provide an environment that motivates students to pursue serious scholarship and to have experience in applying knowledge and skills and demonstrating achievement; and
 - (c) To provide students with lifelong academic skills that will prepare them for the ever-changing world.