
Title

Quality Education Commission Charter

**Alignment &
Authority**

The Quality Education Commission (QEC) aligns with the statutory requirements in place in [ORS 327](#) (327.497, 327.500, 327.502, & 327.506) and derives its authority from those statutes. The QEC is the author of the Quality Education Model Report, due to the Oregon Legislature in even-numbered years on the first of August.

The QEC was established by the Legislature to help respond to the requirements listed within Article VIII, Section 8 of the [Oregon Constitution](#), “Adequate and Equitable Funding.”

The QEC Shall:

**Purpose &
Scope**

- ORS 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.
 - Identify best practices that lead to high student performance and the costs of implementing those best practices in K-12 public schools.
 - Issue a report to the Governor and Legislative Assembly by August 1 of each even-numbered year that identifies:
 - Current practices in the state’s K-12 public schools
 - Costs of continuing those practices
 - Expected student performance under those practices
 - The best practices for meeting the quality goals
 - Cost for implementing those best practices
 - The expected student performance under those practices
 - Two alternatives for meeting the quality goals (i.e.: different approach, phased implementation)
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QEC Core Beliefs

Equity in Education

- **Universal Access:** All students have the right to a quality education that prepares them for their futures.
- **Language as an Asset:** Bilingualism and biliteracy are celebrated, supported, and integrated as a valuable part of school.
- **Inclusive Education:** Special education services are integrated into mainstream classrooms.
- **At-Risk Students:** Students from marginalized groups have opportunities for improvement based on their needs.
- **Out-of-School Youth:** Intentional practices are needed to re-engage students.
- **Safe Learning Environments:** Schools must be safe and welcoming for all students.
- **Early Childhood Education:** High-quality early childhood programs are essential to prepare children to enter school ready to learn and thrive.
- **Resource Allocation:** Resource allocation should reflect priorities, values, and needs.
- **Community Partnerships:** Collaboration with communities is crucial for success.
- **Career Pathways:** Students should have access to information about diverse career opportunities.
- **Higher Education Accessibility:** Students should have diverse pathways to accessing higher education.
- **Cultural Diversity:** Students' cultural backgrounds should be celebrated and bilingualism integrated into learning opportunities.
- **Educator Support:** Educators need tools and support to be effective for all students.
- **Systemic Equity:** Policies and practices must be continually examined for potential biases and confirmed disparities.
- **Demographic Changes:** Oregon's diversifying demographics are an asset to the state.
- **Social Change:** Equity requires addressing historical contexts and changing social structures.

Core Beliefs and Principles

Principles

Members of the QEC center student needs in their determinations regarding what levels of funding are required to meet Oregon's quality education goals and identifying the best practices that will yield desired outcomes.

In addition to general levels of academic performance, The QEC also considers academic disparities experienced by the student focal groups defined by the [Student Investment Account](#):

- 1) Economically disadvantaged students;
- 2) Students from racial or ethnic groups that have historically experienced academic disparities;
- 3) Students with disabilities;
- 4) Students who are English language learners;
- 5) Students who are foster children;
- 6) Students who are homeless; and
- 7) Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

and tracks the five indicators identified in District [Integrated Guidance](#) Plans:

- 1) K-2 regular attendance,
- 2) regular attendance,
- 3) 3rd Grade English Language Arts (including reading),
- 4) 8th Grade Mathematics proficiency
- 5) 9th Grade On Track,
- 6) 4-year cohort graduation rates, and,
- 7) 5-year completion rates.

QEC Members adhere to Oregon's most current [Board Member's Handbook](#) with regard to their role, committee activities, and relevant ethics and legal requirements.

Per [ORS 327.500](#), the QEC shall be composed of 11 members appointed by the Governor. The Governor may not appoint more than five members of the commission who are employed by a school district at the time of appointment.

Membership

The term of office of each member is four years, but a member serves at the discretion of the Governor. Before the expiration of the term of a member, the Governor shall appoint a successor whose term begins on August 1 next following. A member is eligible for reappointment. If there is a vacancy for any cause, the Governor shall make an appointment to become immediately effective for the remainder of the unexpired term. Members are limited to two terms according to the [Governor's Board and Commission policies](#) in the Expectations of Service section.

The appointment of members of the commission is subject to confirmation by the Senate in the manner prescribed in [ORS 171.562 and 171.565](#) and as authorized under Oregon Constitution Article III, Section 4.

The Governor shall select one of the members of the Quality Education Commission as Chairperson and another as Vice Chairperson, for such terms and with duties and powers necessary for the performance of the functions of those offices as the Governor determines.

A member of the commission is entitled to compensation and expenses as provided in ORS 292.495.

ODE staff will coordinate with the Governor's Office and current QEC membership to onboard new QEC members, once appointed. The QEC and department will collaborate with the Governor's Office, as appropriate, in replacing new members. Commissioners are dedicated to having a diverse commission that has representation from:

- Regional representation across Oregon's five regions, as defined by the [Department of Transportation](#) (Portland Metro, Willamette Valley and North Coast, Southwestern Oregon, Central Oregon, and Eastern Oregon)
- Gender representation (e.g., male, female, non-binary, other)
- Representation across K-12 contexts (e.g., grade bands K-5, 6-8, & 9-12) as well as connections to preK/early childhood and community colleges/higher ed.
- Representation across multiple employers (e.g., public education, workforce, community-based organizations, education/economic researchers)
- Student focal group expertise/experience (including race/ethnicity/language)

The Oregon Department of Education shall provide staff to the commission. [2001 c.895 §2; 2005 c.209 §8]

Administration

The Office of Research, Assessment, Data, Accountability, and Reporting (RADAR) will provide administrative support and technical staff support to the QEC. These staff positions are non-voting and shall be responsible for:

- Gathering agenda items and handouts. Creating and circulating a formal agenda and related handouts prior to each meeting;
- Preparing handouts and distributing them at each meeting;

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- Recording video of webinars and meeting minutes at each meeting; Editing, circulating, and publishing video records and minutes after each meeting;
 - Updating, circulating, and editing the tracking report after each meeting;
 - Storing all committee documents in a central network location.
 - Creating and distributing online option(s) for members to vote;
 - Maintaining the data request tracking system;
 - Conducting research and literature syntheses in educational best practices;
 - Designing and conducting the Quality Education Modeling process to generate a Current Service Level and Full Implementation projection; and,
 - Providing writing coordination and data visualization support for the QEM Report.
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The Commission shall meet at times and places specified by the call of the Chairperson, Vice Chairperson in the Chairperson's absence, or of a majority of the members of the Commission, with an internal agenda published in advance of the meeting and a decision tracking log and supporting minutes published shortly after the meeting. The meetings shall be coordinated via Microsoft Outlook/Teams calendar invitations.

**Meeting Format
and Frequency**

A majority of seated members of the commission constitutes a quorum for the transaction of business, including votes to adopt the final iteration of the biannual QEM report. In the event of a failed quorum or very limited agenda and at the discretion of the Chairperson, Vice Chairperson in the Chairperson's absence, or of a majority of the members of the Commission, online voting may be used in lieu of a meeting. Such voting will be initiated within 48 hours of the regularly-scheduled meeting time.

Subcommittees that do not constitute a quorum may be created to advance the work of the Commission in relation to specific tasks (e.g., conducting surveys, writing the QEM report, etc.).

Decisions

The QEC strives to work through consensus. When formal decisions are needed, the QEC will generally adhere to [Robert's Rules of Order](#). Formal decisions shall be made when a majority of seated members is present, according to the following table:

Quick Reference					
	Must Be Seconded	Open for Discussion	Can be Amended	Vote Count Required to Pass	May Be Reconsidered or Rescinded
Main Motion	√	√	√	Majority	√
Amend Motion	√	√		Majority	√
Kill a Motion	√			Majority	√
Limit Debate	√		√	2/3 ^{rds}	√
Close Discussion	√			2/3 ^{rds}	√
Recess	√		√	Majority	
Adjourn (End meeting)	√			Majority	
Refer to Committee	√	√	√	Majority	√
Postpone to a later time	√	√	√	Majority	√
Table	√			Majority	
Postpone Indefinitely	√	√	√	Majority	√

(Source: [Cornell University Quick Guide](#))

If not enough voting members are present, formal decisions will be tabled until the next meeting or will be finalized using an online voting process, at the discretion of the Chairperson, Vice Chairperson in the Chairperson's absence, or of a majority of the members of the Commission. Non-voting members include staff support and invited guests. All decisions will be tracked and reported (see the Reporting section below for specifics).

Record Keeping & Documentation

QEC meetings are subject to Oregon's Public Meeting requirements found at [ORS 192.610 to 192.705](#). Meetings are recorded, with video and meeting minutes posted online at the [QEC webpage](#) sponsored by ODE.

A tracking report log will be used to capture decisions and changes made by the committee, including changes to this Charter, within the meeting minutes.

Committee Success Measures

- Production of biennial QEM Report
- Adherence to charter and proper management of charter changes
- Accurate tracking of decisions and changes
- Accurate recording and timely distribution of meeting minutes
- Feedback from and engagement with education and community partners regarding the content and quality of the biennial QEM report

**QEC Chair
Approval**

Signature: Tricia Mooney

Date: 10/8/2025

Charter Change Log

<i>Change #</i>	<i>Date</i>	<i>Person</i>	<i>Change Description</i>
1	9/11/2024	John Rexford	Initial Draft
2	10/9/24	John Rexford	First, Formal Draft
3	11/13/24	John Rexford	Final Draft
4	10/8/25	Tricia Mooney	First Update

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