

**Oregon Department of Education
Annual Performance Progress Report (APPR)
for Fiscal Year 2006-07**

Original Submission Date: 10/2/07

Data Update Submission Date: 10/29/07

Data Update submission Date: 11/19/07

The Performance Measures contained in this report are the 2007/09 adopted measures.

Agency performance results for 2006/07 are reported using **thirteen of the 2007/09 approved measures**. These measures were included in the 2005/07 measures but the wording was changed to improve the clarity of the measures; the data sources for these measures have not changed.

The decision to use the 2007/09 measures for the 2006/07 report was made 8/15/07 by: Rick Gardner, Performance Management Coordinator, DAS/BAM; Dawn Farr, LFO Performance Measure Coordinator and LFO Analyst; Sue Macglashan, Assistant Superintendent, Office of Finance and Administration, Oregon Department of Education; and EJ Ayers, Performance Measure Coordinator, Office of Assessment and Information Services, Oregon Department of Education. Daron Hill, LFO Fiscal Analyst was consulted.

The supporting detail for this decision is in **Appendix A** and includes:

- The crosswalk comparison of the 2005/07 and 2007/09 measures and highlighted are the 14 measures identified for this report. (The data for three of the measures is not available now and will be reported mid-to October.)
- A list of the deleted 2005/07 performance measures

2007-07 KPM#	2007-09 Key Performance Measures (KPMs)	Page #
1	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services	
2	KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria	
3	STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3 rd and 8 th grade reading and math	
4	Developmental Measure related to longitudinal student growth	
5	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (four separate metrics)	
6	COLLEGE READINESS—Developmental : Participation rate, success rate, and second year persistence rate of Oregon PK-12 students into the Oregon University System, or the Community College System	
7	SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria	
8	LOW-PERFORMING SCHOOLS IMPROVE—Number and percentage of low-performing schools and districts that improve over time based on Adequate Yearly Progress (AYP) guidelines	
9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Number and percentage of schools closing the academic achievement gap	
10	SCHOOLS OFFERING ADVANCED COURSES—Number and percentage of schools offering advanced courses	
11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type	
12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list”	
13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average	
14	HIGHLY QUALIFIED TEACHERS—Percentage of classes taught by highly qualified teachers	
15	MINORITY STAFF—Number and percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS)	
16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Number and percentage of statewide assessment and statewide assessment results provided to districts on time	
17	ON-TIME TECHNICAL PROJECTS—Number and percentage of technology projects met on schedule	
18	TIMELY PUBLIC REPORTS—Number and percentage of key public reports released on time	
19	CUSTOMER SERVICE – Developmental: Number and percentage of customers rating the agency’s customer service as “good” or “excellent”	

20	ELECTRONIC TRANSCRIPT SCHOOLS—Number of high schools having in place the administrative processes to transmit and upload high school transcripts using Electronic Data Interchange (EDI), and the total number of public high schools in the state	
21	ELECTRONIC TRANSCRIPT VENDORS—Number of unique Student Information System vendors participating in electronic transcript transfer	
22	ELECTRONIC TRANSCRIPT STUDENTS—Percent of students covered by participating vendors	
23	SINGLE STUDENT IDENTIFIER—Access is provided for OUS, CCWD, and ODE to a single student identifier (related to Oregon high school transcripts) for linking academic data records across postsecondary sectors	
24	ELECTRONIC TRANSCRIPT NOTIFICATION—Process for the electronic notification of transcript receipt is in place and functioning	
25	ELECTRONIC TRANSCRIPT EFFICIENCY—Time saved by Oregon high schools per high school transcript processed	

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OREGON DEPARTMENT OF EDUCATION

I. EXECUTIVE SUMMARY

Agency Mission: To lead the pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

Contact: <u>Doug Kosty</u> , Assistant Superintendent, Office of Assessment and Information Services or <u>Sue Macglashan</u> , Assistant Superintendent, Office of Finance and Administration	Phone: 947-5825 or 947-5734, respectively
Alternate: EJ Ayers, Performance Measure Coordinator	Phone: 947- 5880

1. SCOPE OF REPORT

The agency work addressed by the performance measures in this report relates to three high-level goals: Student Success, Quality Schools, and Accountable Systems. The priorities and initiatives of the Superintendent of Public Instruction and the policy priorities of the State Board of Education are embedded within these goals, and in part, drive the work of the ODE. The ODE performance measures reflect these priorities and the agency work pertaining to the PK-12 education enterprise and the operation and efficiency of the agency.

2. THE OREGON CONTEXT

Related Oregon Benchmarks (OBM) or High-Level Outcomes (HLO):

OBM #24 Some College Completion, OBM #25 Postsecondary Credentials, OBM #26 College Completion, OBM #59 Working Disabled, OBM #62 Juvenile Arrests, OBM #63 Students Carrying Weapons, OBM #65 Juvenile Recidivism

Societal or High-Level Needs and Outcomes Aligned with ODE’s Key Performance Measures:

OMB #18 Ready to Learn - ODE: KPM #1 % of eligible children enrolled in Head Start/Oregon Pre-K and KPM #3 % of Head Start/Oregon Pre-K children entering school ready to learn

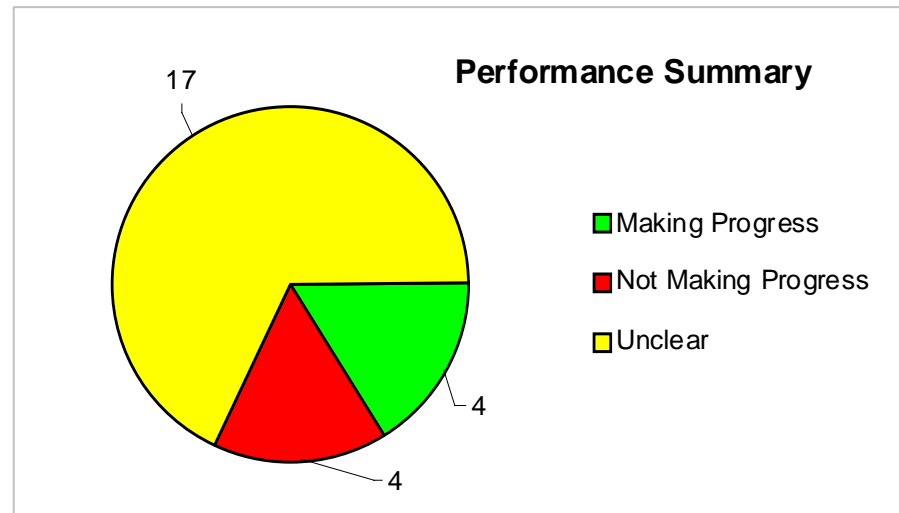
OBM #19 and 20 3rd and 8th Grade Reading & Math – ODE KPM #5 % of students in subgroups achieving state standards for reading & math

OBM #21 and 23 Certificate of Initial Mastery and High School Completion – ODE KPM #6 % of students in subgroups achieving Diploma or GED

OBM #22 High School Dropout - ODE KPM #7 % of students in subgroups who drop out

Agency Partners in Related Work: Oregon Youth Authority, Commission on Children and Families, Human Services, Community College and Workforce Development, Oregon University System

Other Education Partners: Education Service Districts, School Districts, Confederation of School Administrators, Oregon School Boards Association.



Agency Mission: To lead the pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

3. PERFORMANCE SUMMARY

Of the total 25 2007/09 adopted performance measures, 13 are reported in this 2006/07 report. These measures are aligned with the 2006/07 performance measures (Appendix A). Of the 13, two measures will not have data to report until mid-October. At this point in time, of the 11 measures with data: 7 measures indicate “making progress”, 3 indicate “not making progress” and it’s “not clear” for one measure. See performance summary chart above.

The chart is reflecting a total of 11 measures and it will look differently when the data are reported for two more measures mid-October. The chart will continue to look different if all 25 of the 2007/09 measures were included. Because many of these measures are “developmental” label as “unclear or no data”.

4. CHALLENGES

Performance Management Challenges:

- Having the performance measures and the related activities integrated into the agency functions/operations rather than to consider the performance measures as an isolated event from time to time. The agency performance report is an example of an event.
- Getting management including middle management involved with the performance measurement activity.
- Work with data owners and coordinate their business rules and data collections with the performance measure timelines and data needs.
- Shift thinking to understand that performance measurement is a way to do business --- not just a state requirement.

5. RESOURCES USED AND EFFICIENCY

The following is ODE’s estimated budget for 2006-07 by fund type. The assumption is that all fund types are split roughly 49% in the first year, roughly 51% in the second year of this biennium. (In actuality, this may not be the case because of the flow of funds.)

- General Fund \$2.606 billion
- Lottery Funds \$228.1 million; Lottery Funds - Debt Service \$28.8 million
- Other Funds - Limited \$17 million; Other Funds - Nonlimited \$48.3 million
- Federal Funds - Limited \$385.3 million; Federal Funds - Nonlimited \$116.2 million
- Total Funds \$3.44 billion

OREGON DEPARTMENT OF EDUCATION

III. USING PERFORMANCE DATA

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

KPM #1	ACCESS TO PRE-KINDERGARTEN —Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten	Measure since: 2001/02
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	OBM #18 – Ready to Learn; STUDENT SUCCESS: eligible children receive Head Start / Oregon Pre-Kindergarten services	
Data source	The Head Start / OPK Child Count	
Owner	Office of Student Learning and Partnerships (OSLP), Early Childhood Section, Jennifer Olson, Director, 503-947-5662	

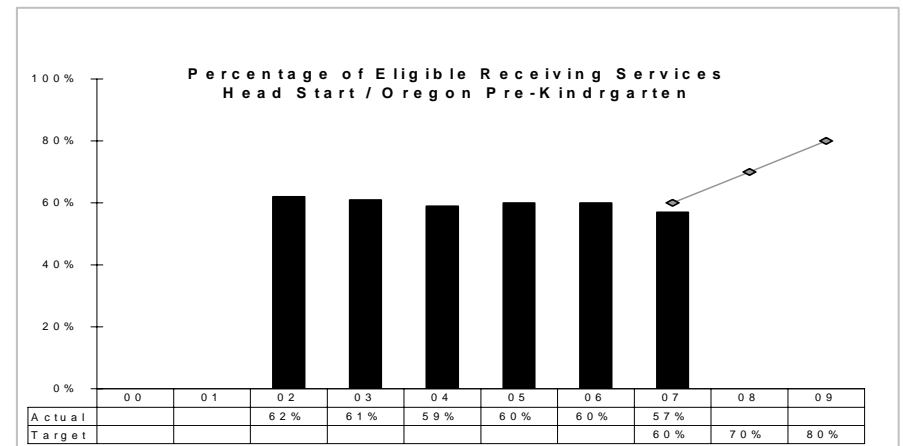
1. OUR STRATEGY

Increasing the number of eligible children who have access to Head Start and Oregon Pre-Kindergarten programs is a priority of the Superintendent of Public Instruction and the Governor of Oregon. The Legislature showed their support this year by increasing the funds allowing more of Oregon’s young children who live in poverty access to the comprehensive services (health, dental, parent support and classes, mental health and nutrition) of Head Start / Oregon Pre-Kindergarten programs.

ODE administers and oversees the Head Start / Oregon Pre-Kindergarten programs. ODE supervises and monitors the programs for quality assurance to ensure that age appropriate, developmental practices and research-based curricula and assessments are used. Other ODE responsibilities include: providing technical assistance and training to program personnel, ensuring that fiscal records are maintained and audited, and assisting the programs with local community collaboration.

Key Partners

- Federal Region 10 Head Start Office
- Administration for Children and Families (ACF) (Region 10)
- Training and Technical Assistance for Head Start (Region 10)
- Early Childhood Special Education (ECSP) programs
- Oregon Commission for Children and Families (OCCF)
- Oregon Child Development Coalition (OCDC)
- Migrant and Tribal Head Start
- Advisory Team on Underrepresented and Minority Student Achievement
- Schools and Kindergarten Teachers
- Leaders Roundtable
- State Advisory Council for Special Education (SACSE)
- Oregon Education Association (OEA)



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III. USING PERFORMANCE DATA

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

Oregon School Boards Association (OSBA)
Confederation of Oregon School Administrators (COSA)
Office of Special Education Programs (OSEP)
Children's Institute
State Interagency Coordinating Council (SICC)

2. ABOUT THE TARGETS – Higher is better

There is an 80% threshold regarding the actual access of services; 80% of the eligible population will actually access services and the remaining 20% although eligible, will not seek services. This is a challenge for staff of ODE and the local programs.

3. HOW WE ARE DOING

For 2007, the percentage of children and families accessing services fell slightly below the target of 60%. The goal is at least reach the threshold of 80% by 2009. The increase in funds for the 2007/09 biennium should fuel an increase participation the next couple of years. The funds in the 2007/08 are used for existing programs and funds in 2008/09 will be used to start new programs extending access across the state. The increase in funding definitely helps to better meet the service needs of high poverty families.

4. HOW WE COMPARE

No comparative data.

5. FACTORS AFFECTING RESULTS

Four major factors can affect the results or the number of children who actually receive services:

- Poverty Rate. The state poverty rate in 2007 is 18.6% yet in 2006 it was 17.4%; the poverty rate swings with the economy. Typically if the economic indicators show a waning in the economy the poverty rate increases.
- Drugs. Oregon has a significant methadone and problem as well as other drugs. The effect of drugs on families is debilitating at the least creating chaotic home environments, dysfunctional relationships, unemployment, and homelessness to name a few negative outcomes.
- Quality Staff. It is difficult for Head Start / OPK programs to hire or maintain trained and experienced staff because they can receive higher salaries in public schools for example. Investing in staff training often leads to staff continuing their education and leaving for better pay.
- Continuous Funding. When funding is cut access to programs is limiting and when funding increasing access improves.

6. WHAT NEEDS TO BE DONE

Ensure continuous and sustainable funding allowing:

- All eligible children and their families to have access to high quality Head Start / Oregon Pre-Kindergarten programs and services and that programs
- The ability to hire and maintain high quality staff and reducing rate of turnover
- More services for children from birth – three and their families

7. ABOUT THE DATA -- OR FY Reporting Cycle

The percentage of eligible children actually receiving services decreased slightly from 2005/06. It is anticipated that the percentage will increase for the 2007/08 data point.

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KPM #2	KINDERGARTEN READINESS—Percentage of kindergarten children demonstrating readiness criteria	Measure since: 1999/00
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten.	
Oregon Context	OBM #18 – Ready to Learn; STUDENT SUCCESS: Young children are successful in kindergarten programs.	
Data source	The Kindergarten Readiness Survey, a teacher observation survey, is <u>administered bi-annually</u> in November, results available in March.	
Owner	Office of Student Learning and Partnerships (OSLP), Early Childhood Section, Catherine Heaton 503-947-5714	

6. OUR STRATEGY

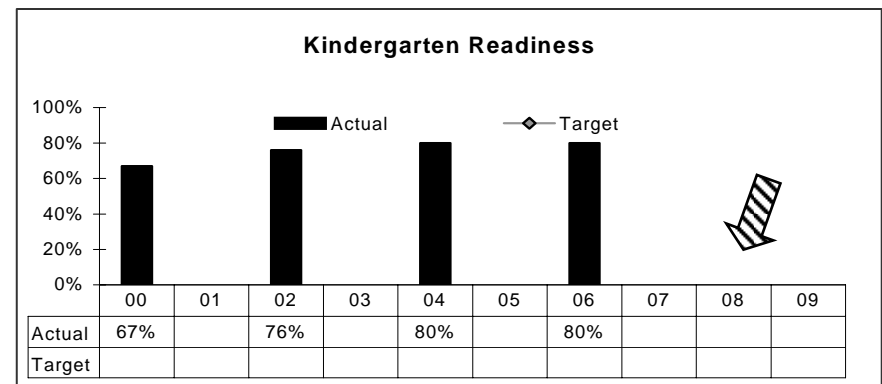
The ODE influences Head Start / Oregon Pre-K programs and services through its leadership and accountability roles.

The Department contributes to the likelihood that young children benefit from high-quality, best practice programs and services by:

- Providing training on child development and care, and family services, and research-based practices,
- Interpreting federal and state legislation and rules, and
- Monitoring program quality and reporting the results.

The ODE also contributes to a body of knowledge about the value of early learning experiences for young children including those living in high poverty and those with developmental delays. The ODE administers the *Kindergarten Readiness Survey*, analyzes the data and prepares the *Kindergarten Results Report – Readiness to Learn*.

www.ode.state.or.us/search/page/?id=1356



Key Partners

- Federal Region 10 Head Start Office
- Administration for Children and Families (ACF) (Region 10)
- Training and Technical Assistance for Head Start (Region 10)
- Early Childhood Special Education (ECSP) programs
- Oregon Commission for Children and Families (OCCF)
- Oregon Child Development Coalition (OCDC)
- Migrant and Tribal Head Start
- Advisory Team on Underrepresented and Minority Student Achievement
- Schools and Kindergarten Teachers
- Leaders Roundtable

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State Advisory Council for Special Education (SACSE)
Oregon Education Association (OEA)
Oregon School Boards Association (OSBA)
Confederation of Oregon School Administrators (COSA)
Office of Special Education Programs (OSEP)
Children's Institute
State Interagency Coordinating Council (SICC)

7. ABOUT THE TARGETS – Higher is better

The former targets were 100%; however, targets for 2009 and subsequent years will be based on 2008 baseline data and a consideration for what is “reasonable” to expect. Based on input from kindergarten teachers and other stakeholders, enhancements to the survey content are expected to be included in the 2008 Kindergarten Readiness Survey. Baseline data will be collected from the enhanced survey and will inform the new performance targets.

8. HOW WE ARE DOING

Based on the Kindergarten Readiness Survey, the percentage of children that attended pre-school programs and met all six of the developmental domains has been consistent for two data points (2004 and 2006). The data represent a snapshot of teacher perceptions about their students at a point in time. This snapshot in time is positive because 80% (N=26,618) kindergarten children met the criteria for six developmental domains (physical well-being, language and literacy, approach to learning, cognitive/general knowledge, motor development, and social/emotional development) based on the perception of kindergarten teachers.

9. HOW WE COMPARE

Because of differences in method, it is difficult to make comparisons from “ready to learn” or “school readiness” measures. An analysis of the methods used for Washington State’s Pre-K survey and Oregon’s *Kindergarten Readiness Survey* demonstrated this. Although there were similarities between the surveys, the method differed in the unit of analysis (perceptions of individual children vs. ratings of the overall classroom or group of children) and the rating scale (5-point scale from “always” to “never” vs. percentage ranges, “0-20%”, 41-60%, etc.). In addition, the comparability between the groups of children is highly questionable making comparative statements risky.

10. FACTORS AFFECTING RESULTS

There are at least three methodological factors that affect the results:

- Kindergarten teachers volunteer to complete the *Kindergarten Readiness Survey* and it’s difficult to know the degree of time or effort that goes into their work on completing the survey.
- The survey is administered every two years and the teachers might be different from time to time.
- The groups of children from survey to survey are different in size and composition and the survey outcomes are not adjusted to account for group differences.

11. WHAT NEEDS TO BE DONE

The work has started. The ODE has been working with a group of kindergarten teachers and other stakeholders to identify enhancements for the survey.

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12. **ABOUT THE DATA** -- OR FY Reporting Cycle

The survey method affects how data should be interpreted. The *Kindergarten Readiness Survey* is a voluntary survey of kindergarten teachers' perceptions about one of their classes of kindergarten students. In 2006, 1,294 teachers gave their impressions of 26,618 children. The data represent a snapshot of these teachers' perceptions and these students at a point in time and survey results have not been adjusted for group size. Caution should be used when comparing results (percentages) from group to group and from year to year.

OREGON DEPARTMENT OF EDUCATION

III. USING PERFORMANCE DATA

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

KPM #3	STUDENT ACHIEVEMENT—Percentage of students meeting or exceeding statewide academic performance standards	Measure since: 1999/00
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards.	
Oregon Context	OBM # 19 and #20 - 3rd and 8 th Grade Reading and Math; STUDENT SUCCESS: Improvement is shown for all students.	
Data source	Annual State Assessments	
Owner	Office of Assessment and Information Services, (OAIS) Assessment Section, Jessica Barr, 503-947-5828	

See #18 Factors Affecting the Results before comparing the 2006/07 results with the previous years

14. STRATEGY

Closing the achievement gap is a priority for the Superintendent of Public Instruction and a great effort is directed toward this end, key examples are:

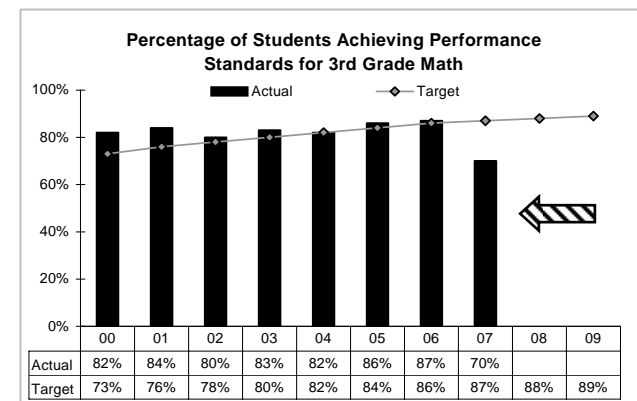
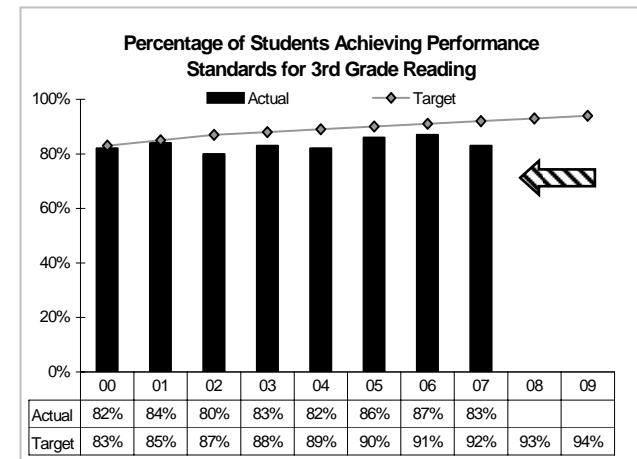
- Recognition for schools making significant headway to close achievement gaps
- School and district leadership training
- School improvement professional development
- Accountability requirements for schools and districts
- Beginning fall 2007, School Improvement Fund & application process

Accountability and leadership are ODE functions that are related to student academic achievement. Through its expectations and support the ODE contributes to the positive outcomes districts and schools are making toward the success of all students.

One accountability and leadership function is the development and administration of the statewide assessment system (Oregon Assessment of Knowledge and Skills – OAKS)

Key Partners

- Regional Education Service Districts (Regional ESD Partners)
- School Districts, Schools and teachers and other staff
- Advisory Team on Underrepresented and Minority Student Achievement
- Assessment Policy Advisory Committee
- Content and Assessment Panels
- Sensitivity Panels
- University Partners
- American Institute of Research (AIR)
- National Assessment Educational Progress (NAEP)
- American Educational Research Association (AERA)



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III. USING PERFORMANCE DATA

American Psychological Association (APA)
National Council on Measurement in Education (NCME)

13. ABOUT THE TARGETS – Higher is better

The data and targets were adjusted for inclusion rules change in 2003 and a standards change in 2006/07. Targets were determined by percentage of students not meeting target reduced by 10%. The No Child Left behind (NCLB) legislation requires that all students reach 100% proficiency by 2014.

14. HOW WE ARE DOING

The assessment results presented in this report are for 3rd grade reading/literature and math, and 8th grade literature and math. The percentages for both grade levels and for both subjects are below the targets. As explained below (#18, factors affecting the results) the expectations for grade levels have been adjusted according to how well students must do to master the content standards.

Future data points are necessary to determine how well Oregon students are doing to meet individual performance targets and toward meeting the goal of 100% by 2014.

Disaggregated data for subgroups of students is contained in the 2006/07 Statewide Report Card at www.ode.state.or.us/results/?id=126 and www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx contains a breakdown of test results by grade level, (3,4,5,6,7,8,10), and grade and ethnic group by performance category (meets or exceeds, nearly meets, low, very low) for districts and statewide performance.

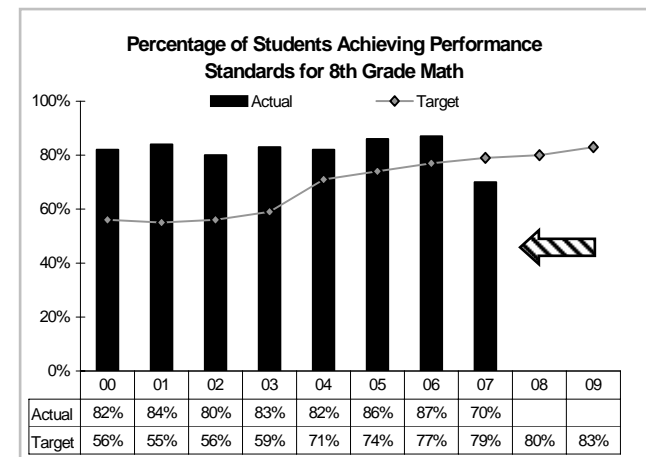
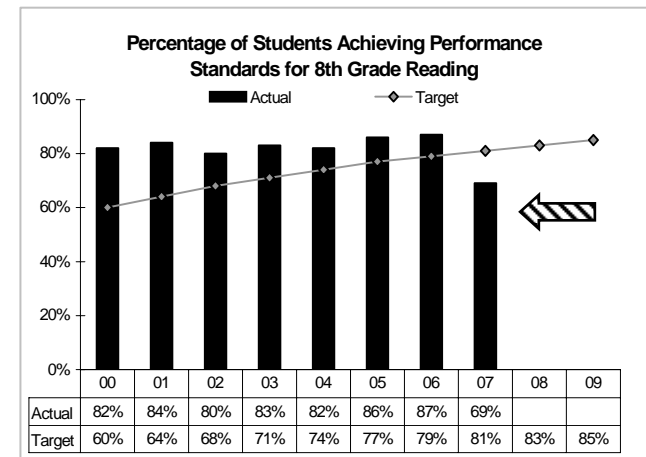
15. HOW WE COMPARE

The National Assessment of Education Progress (NAEP) provides a national perspective on student achievement for reading and mathematics. Oregon 8th grade students for 2006/07 did well compared to other 8th grade students in the nation's public schools.

The achievement level percentages for math were 77% and the Nation's public schools were 73%. The achievement levels percentages for reading were 73% and the Nation's public schools were 70%. (NAPE data are available for 4th graders but not 3rd graders.)

16. FACTORS AFFECTING RESULTS

The percent of students meeting the standard in 2006-07 is not comparable to previous years' results. December 2006 Oregon educators, parents, and members of the public met to determine how well students must do on the *Oregon Assessment of Knowledge and Skills (OAKS)* tests to be identified as having mastered the state content standards. Based on this review some grade levels have higher expectations for students for 2006/07 than in previous years. This might explain the decrease in the percentage of 3rd graders that achieved math standards in 2006/07 (70%) compared to 3rd graders in 2005/06 (87%).



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17. WHAT NEEDS TO BE DONE

Continue the strategies outlined above (#14, strategies). ODE will continue to work towards student success by providing/make available content standards and aligned assessments, researched-based school improvement practices, and by performing sound accountability practices.

Much of the work at the ODE is focused on student success as measured by student academic achievement. The work on the Student Growth Model will allow tracking academic performance data at the student level and provide a longitudinal description of growth and learning. See KPM #4.

18. ABOUT THE DATA -- OR FY Reporting Cycle

The percent of students meeting the standard in 2006-07 is not comparable to previous years' results.

The method used to calculate the percentage of students meeting or exceeding grade level benchmarks has changed slightly between 2002 and 2005 in response to changing federal requirements.

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KPM #4	Developmental Measure related to longitudinal student growth	Measure since:
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards.	
Oregon Context	OBM #19 and #20 - 3rd and 8 th Grade Reading and Math; STUDENT SUCCESS: improvement is shown for all students.	
Data source	Annual Statewide Assessments will provide the data to conduct a growth analysis.	
Owner	Office of Assessment and Information Services, (OAIS) Assessment Section, Jessica Barr, 503-947- 5828	

The work on the Student Growth Model was funded as a Policy Option Package by the 2007 Legislature and is underway now. This work is setting the course for tracking academic performance data at the student level and will provide a longitudinal description of growth and learning from the 3rd grade through high school. The outcome data will highlight the unique patterns of learning over time for individual children and the data will facilitate decisions about teaching and learning for each and every child. Student cohorts can be tracked to examine points of time, such as the transition from grade to grade and from elementary school to middle school, and on to high school. The data serve as potential risk identification for students to inform parents, teachers and specialists that intervention alternatives should be used to help students get back on track. Helping students stay in school, graduate, and move on to their next steps of choice is the ultimate outcome. This work will be used as a key element to improve school and classroom accountability.

OREGON DEPARTMENT OF EDUCATION

III. USING PERFORMANCE DATA

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

KPM #5	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish a PK 12 education (four separate metrics)	Measure since: 1999/00
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
Oregon Context	OBM #23 – High School Completion; STUDENT SUCCESS: All students graduate with a diploma	
Data source	High School Completers Data Collection	
Owner	Office of Assessment and Information Services, (OAIS), Scoring and Reporting Section, Linda Burgin, 503-947-5878.	

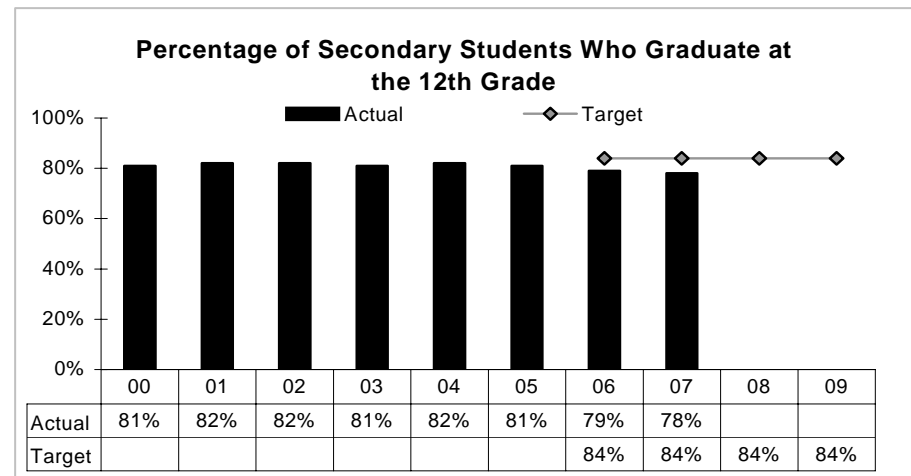
The HS Graduation data are presented in the table to the right and the other three metrics are presented in a chart on the next page. The 8th grade cohort data will be available in 2008/09.

19. OUR STRATEGY

ODE develops and administers the Oregon Assessment System (Oregon Assessment of Knowledge and Skills – OAKS) and reports the results. The State Board of Education recently increased the graduation requirements to prepare students for the demands of college and the work place. Now that the policy is established ODE is engaged in the rollout work required to better prepare schools and districts to implement the new diploma requirements. This work involves a broad representation of ODE staff, education partners, and other stakeholders.

Key Partners

- Schools and Districts
- ESDs
- Advisory Team on Underrepresented and Minority Student Achievement
- Diploma Implementation Advisory Committee
- Oregon University System
- Community College and Workforce Development
- State Advisory Council for Special Education (SACSE)
- Oregon Education Association (OEA)
- Oregon School Boards Association (OSBA)
- Confederation of Oregon School Administrators (COSA)
- State Board of Education



Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

% Graduates	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual	81%	82%	82%	81%	82%	81%	70%	78%		
Targets							84%	84%	84%	84%
# GED	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual			1,455	4,144	4,271	3,971	4,479			
Targets										
% Drop Out	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual	6.3%	5.3%	4.9%	4.4%	4.6%	4.2%	4.1%			
Targets						4%	4%	3%	3%	2%
% 8th Grade	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual										
Target										

20. ABOUT THE TARGETS – Higher and lower is better - Higher is better for grads with a regular diploma, Lower is better for students dropping out of school.

Graduates The increase in the percentage of students graduating with a regular diploma is desired. The new diploma adds more academic rigor to the high school program and with the intent of better preparing students for future education /training, the workforce, and for citizenship. No Child Left Behind (NCLB) requires the 84% target leading to the goal of 100% of all high school students graduate by 2014.

GED An increase in the number of students obtaining a GED could mean a decrease in high school dropouts (a positive result) but could also mean a decrease in high school diploma recipients (a negative or less than positive result). The percent of students obtaining a diploma, not a GED, must continue to increase in order to meet the performance target of 100% by 2014.

Dropout Federal legislation requires a 0% dropout rate by 2014. More students continuing their high school education is the desired outcome.

8th Grade Cohort This metric is the percentage of students graduating with a regular diploma four years after 8th grade. Analyzing the data overtime for cohorts will reveal the student’s journey from 8th grade through high school. At what point do students begin to leave school before they have graduated? Are students leaving school at the time of transition from 8th to 9th grade? These and other questions can help educators identify potentially vulnerable times when students need additional support, for example.

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21. HOW WE ARE DOING

Overall the dropout percentages are decreasing over time. However, when the data are disaggregated into subgroups there are discrepancies in the rate for some subgroups of students who dropout. The disaggregated results are in the *Statewide Report Card*, [www.ode.state.or.us/search /results/?d=126](http://www.ode.state.or.us/search/results/?d=126)

22. HOW WE COMPARE

No comparative data.

23. FACTORS AFFECTING RESULTS

What will be the impact of the policy to increase the diploma requirements? What will be the impact for students, schools, and communities? It will be interesting to watch how the new graduations requirements affect the data over time as the as schools and districts rollout their implementation plans. It is possible that implementation efforts will take some time before a change in the data is seen. This is especially interesting in light of the federal expectations.

24. WHAT NEEDS TO BE DONE

There must be continued diligence of the ODE , districts and schools to reduce the achievement. A significant improvement in the dropout data across all students must be made to meet the federal target of no dropouts by 2014. The data should be disaggregated at the group level (groups of students) and at the school level to better identify elements of student and school success, and those that are troublesome.

25. ABOUT THE DATA -- OR FY Reporting Cycle

Four metrics (above chart) are used for this performance measure: 12th grade students who graduate with a regular diploma, students who earn a GED (General Education Diploma), students who drop out of school, and 8th grade cohort. Four metrics are used to tell more complete story about Oregon's adolescent students.

Graduation data are available one year after the school year it reflects. The 2005/06 graduation data are used for 2006/07 reports. The above table displays the percentages for all students, disaggregated data for subgroups of students is contained in the *Statewide Report Card* at www.ode.state.or.us/results/?id=126. The data for 2005/06 and 2007/08 show a slight decrease in the percentages for all graduates. Dropout data are collected the fall following the school year of report because students who return to school the following year are not considered dropouts for the prior year.

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KPM #6	COLLEGE READINESS—Developmental Measure: Participation rate, success rate, and second year persistence rate of Oregon PK-12 students into the Oregon University System, or the Community College System (Shared Measure with OUS and CCWD)	Measure since: 2007/08
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
Oregon Context	OBM #24 Some College Completion	
Data source	The first data point is expected for the performance report 2007/08, the data point will be the baseline used for setting targets.	
Owner	The current contact for this measure is EJ Ayers, 503-847-5880, Office of Assessment and Information Services (O AIS).	

The “College Readiness” performance measure is the next step measure for the successful transition of students from high school and on to college. This measure could be considered an “education enterprise” measure and an extension of the longitudinal student growth measure (KPM #4) for college bound students.

The measure development work should begin fall of 2007 and be finalized early 2008. The work will be collaborative and involve the Oregon Department of Education (ODE), the Department of Community College (CCWD) and the Oregon University System (OUS) to frame the work. Considerations are:

- Involving other enterprise partners (e.g., Student Assistance Commission) and stakeholders
- Determine the follow up needs of CCWD, OUS and ODE (and perhaps others).
- Identification of an existing measure that could be shared or adapted to meet the follow-up needs.
- Determine if there is an existing measure that can be shared or adapted to meet the follow up needs of CCWD, OUS and ODE (and perhaps others).
- Identification of the data source, data collection schedules and analysis capabilities
- Other as identified

OREGON DEPARTMENT OF EDUCATION

III. USING PERFORMANCE DATA

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

KPM #7	SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria	Measure since: 2002/03
Goal	QUALITY SCHOOLS: Schools and districts are engaged in continuous school improvement.	
Oregon Context	QUALITY SCHOOLS: Schools and districts meet and sustain a high rating of annual progress.	
Data source	Annual state assessments for individual students are taken in April, data are verified and aggregated by ODE, and results are available	
Owner	Office of Assessment and Information Services (OAIS), Assessment Section, Jessica Barr, 503-947 -5828	

26. OUR STRATEGY

Adequate Yearly Progress (AYP) is the annual determinations of whether schools, districts, and states have made progress based on specific criteria toward the goal of all students meeting rigorous standards by 2014.

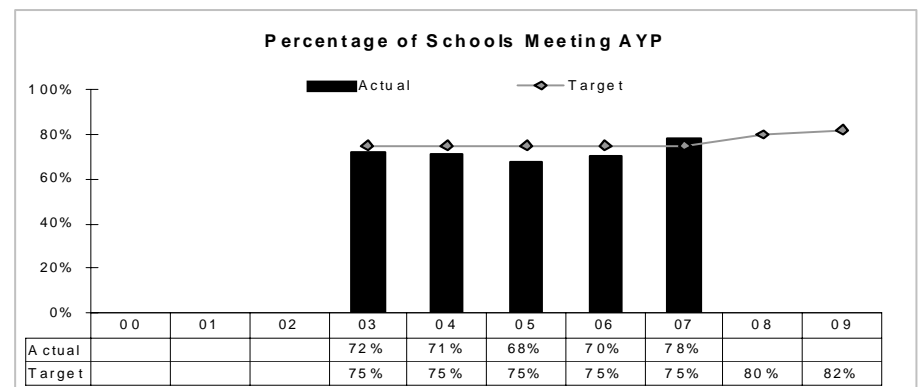
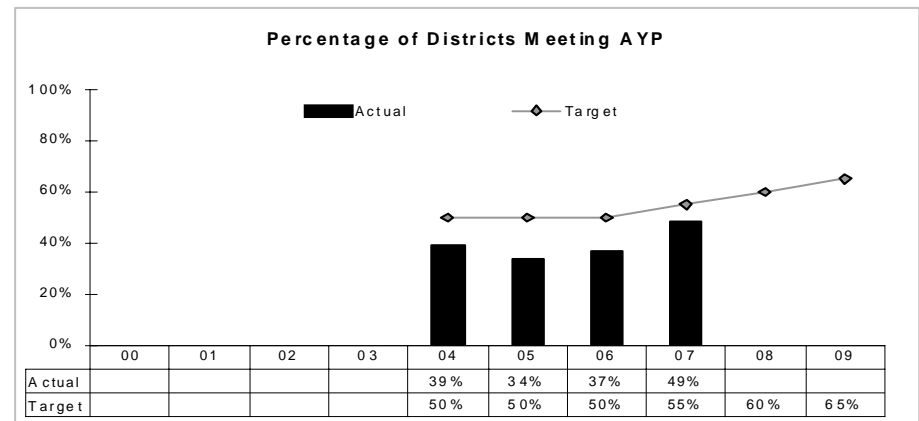
Closing the achievement gap is a priority of the Superintendent of Public Instruction and the determination of the AYP of schools and districts is related to decreasing the academic differences among students.

ODE’s responsibility is to analyze and report the AYP data and make the results public. The results point to the schools that need improvement and whether progress is being made over time.

ODE also recommends effective support strategies and research-based educational practices. Another important ODE role is to recommend and/or provide assistance to schools and districts when necessary.

Key Partners

- State Board of Education
- Schools and Districts
- ESDs
- Universities
- Oregon Association of Colleges of Teacher Education (OACTE)
- Teachers Standards and Practices Commission (TSPC)
- Northwest Regional Education Lab (NREL)
- Advisory Team on Underrepresented and Minority Student Achievement



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Chalkboard
Stand for Children
Oregon Education Association (OEA)--Center for Teaching and Learning
Confederation of Oregon School Administrators (COSA)
Oregon School Boards Association (OSBA)

27. ABOUT THE TARGETS –Higher is better

No Child Left Behind (NCLB) requires that all schools and districts 100% of schools, districts and states meeting AYP.

28. HOW WE ARE DOING

According to the preliminary school AYP results, schools continue to improve according to the AYP criteria..

31. HOW WE COMPARE

No comparative data.

29. FACTORS AFFECTING RESULTS

Meeting AYP standards requires that schools show high levels of performance and improvement in several different areas. Schools must show that each subgroup of students (for instance, racial and ethnic groups or special education groups) is making progress toward a 100% participation and improvement level. Schools must also show a decline in dropout rates for all subgroups and increased attendance rates. There are many ways for a school to fail to meet AYP criteria based on the strict federal guidelines, schools may have high levels of achievement in many areas but still not meet AYP due to a small subgroup.

30. WHAT NEEDS TO BE DONE

Deeper analysis into the schools that do not met AYP criteria for three, four and five years. Schools are measured against the annual student achievement targets. A school not making adequate progress indicates that the students or a subgroup of students are not making academic progress based on grade level benchmarks. The AYP destinations for elementary and middle school should be separate. There are several variables that make these two levels of school substantially different (e.g., age, teaching practices). A deeper analysis at the student level will provide the information necessary to identify learner needs and match the needs to the appropriate and innovative teaching practice.

31. ABOUT THE DATA -- OR FY Reporting Cycle

From a total of 1,262 schools 1,234 schools received an AYP designation in 2006/07. (Twenty eight schools were new in 2006/07 and didn't receive an AYP designation.) Of the total number of schools that received an AYP designation 78% (N=957) met AYP and 22% (277) did not meet AYP. The percentage of schools meeting AYP has increased compared to the 70% in 2005/06 and is the highest percentage since the AYP results were reported for this KPM (72% in 2002/03). The school APY results roll up and to form the district AYP results. The percentage of school districts meeting AYP is 49% (N=95), the highest percentage the last three years.

Refer to the Statewide *Report Card* at www.ode.state.or.us/search/results/?id=126 for the AYP results for Title I schools and non-Title I schools.

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KPM #8	LOW-PERFORMING SCHOOLS IMPROVE—Number and percentage of low-performing schools and districts that improve over time based on Adequate Yearly Progress (AYP) guidelines	Measure since: 2007
Goal	QUALITY SCHOOLS: Schools and districts are engaged in continuous school improvement.	
Oregon Context	QUALITY SCHOOLS: Schools and districts meet and sustain a high rating of annual progress	
Data source	Annual state assessments	
Owner	Office of Assessment and Information Services (OAIS), Assessment Section, Jessica Barr, 503-947- 5828	

Key Performance Measures 8 and 9 should have development work in order to achieve the most information out of the results to inform policy and practice decisions.

These measures relate to closing the academic achievement gap and the determination of the Adequate Yearly Progress of schools and districts is related to decreasing the academic differences among students. Although the ODE has been analyzing data to determine AYP designations, it is important from a mythological point of view to articulate or define the meaning of “low-performing schools and districts improve over time” and before the data are analyzed and the targets are set. One issue to resolve is whether the measures are static (annual point in time analysis of the number/percentage of schools and districts improving) or the measures are more dynamic pinpointing sustainability of improvement and reducing academic achievement gaps over time.

Looking at school and district improvement longitudinally will provide valuable information regarding the variables or most effective practices to achieving and sustaining improvement. This approach will most likely provide information about the degree of investment (human and fiscal resources) necessary to sustained improvement. Outcome data and other school improvement results can help identify the practices that when used over time contributed to sustain change for schools, districts and students.

Educators and researchers have identified important variables that contribute to school improvement and success (e.g., research-based practices, the use of data) however, these measures potentially will add to the body of knowledge about how Oregon schools and districts sustain improvement over time and reduced academic achievement gaps.

If a high priority, the work on measures 8 and 9 can be done quickly. It is anticipated that the Quality Education Commission will sponsor research in this area for 2007/09. The ODE has staff with expertise to determine the purpose of the measures (i.e., point in time vs. sustainability measures), create definitions, identify data processes and calculation methods, and determine preliminary performance targets. A group of ODE partners and stakeholders can review the work and provide feedback. The 2007/08 analysis will provide the initial data for baseline to establish targets.

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KPM #9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Number and percentage of schools closing the academic achievement gap	Measure since: 2007
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students.	
Oregon Context	QUALITY SCHOOLS: Schools close the achievement gap	
Data source	Annual state assessments	
Owner	Office of Assessment and Information Services (OAIS), Assessment Section, Jessica Barr, 503-947- 5828	

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KPM #10	SCHOOLS OFFERING ADVANCED COURSES—Number and percentage of schools offering advanced courses	Measure since: 2006
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students.	
Oregon Context	QUALITY SCHOOLS: Students have access to learning opportunities for high ability learners	
Data source	The Consolidated Class Size data collection	
Owner	Office of Assessment and Information Services (OAIS), Scoring and Reporting Section, Lorene Nakamura, 503-947-5915	

32. OUR STRATEGY

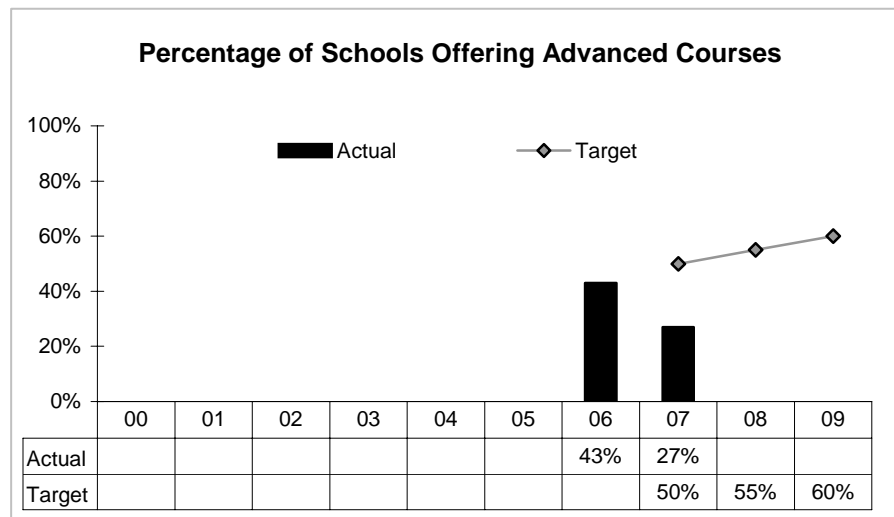
ODE provides guidance and resources to schools and districts about offering advanced curricula and instruction. The Oregon Advanced Placement Incentive Program (APIP) is an example of ODE’s support for schools and districts. The APIP is a 3-year project that provides training and support to students, teachers, counselors, and administrators in schools where 40% or more of the students are qualified for free and reduced lunch. More information about the APIP and other advanced program resources is located on ODE’s website and a good place to start is at www.ode.state.us/search/results/?id=118.

Key Partners

- The College Board
- International Baccalaureate Organization
- The Oregon Virtual School District
- The USDOE for APIP Grant & Test Program grant
- Western Interstate Commission on Higher Education
- Consortium for Advanced Learning Opportunities
- Advisory Team on Underrepresented and Minority Student Achievement
- Oregon University System
- Western Oregon University
- Oregon APIP Sites (21 sites)
- Teaching Research Institute, WOU

33. ABOUT THE TARGETS – Higher is better

The targets were set based on the first data point for all schools. It’s possible that the targets (performance expectations) should be different for elementary school, middle school and high school.



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34. HOW WE ARE DOING

It appears as if we are loosing ground however, the data are suspect for errors. This should be explored before a firm statement about progress is made.

35. HOW WE COMPARE

No comparison data.

36. FACTORS AFFECTING RESULTS

It's possible that the fairly large change in the data from one year to the next (05/06 and 06.07) might be due to the data collection. The course offering data is now part of the Class Size Collection and the data are submitted to ODE by district and school staff. Errors are possible.

37. WHAT NEEDS TO BE DONE

The potential differences in data collection from one year to the next should be explored. The calculation used for 2006/07 includes schools that are not usually associated with AP and IB courses such as elementary schools. In the future, a careful analysis of the type of school should be considered before analyzing the data.

To be more meaningful, the data should be in presented by type of advanced course: advanced placement classes, IB program classes, TAG services, etc. and and the data should be analyzed by education level (elementary, middle school and high school).

Knowing the opportunities for advanced course work is important but it's one-half of the picture. It is equally important to know student participation in advanced courses by school grade level, core academic area, and student subgroup (e.g., by ethnicity).

38. ABOUT THE DATA-- OR FY Reporting Cycle

In 2005/06 there were 499 schools offering advanced courses and in 2006/07 there were 350 schools offering advanced courses; a change from 43% to 27% respectively, in one year.

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KPM #11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents	Measure since: 2005 (truancy only)
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol and violence.	
Oregon Context	OBM # 63 – Students Carrying Weapons; QUALITY SCHOOLS: Students want to be in school, learning	
Data source	The Suspension, Expulsion, and Truancy collection	
Owner	Office of Student Learning and Partnerships (OSLP), Special Education Section, Scott Hall, 503-947-5628	

39. OUR STRATEGY

Data collection, analysis and reporting are the primary state level activities related to this performance measure. ODE ensures that schools develop and implement corrective action plans as necessary.

Key Partners

Schools and Districts
ESDs

Suspen	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual						66,061	68,356	79,519		
Target						Baseline	<5%	<5%	<5%	<5%
Expuls	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual						1,924	2,185	2,241		
Target						Baseline	<5%	<5%	<5%	<5%
Truant	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual						25,042	38,541	45,282		
Target						Baseline	<5%	<5%	<5%	<5%

42. ABOUT THE TARGETS – Less is best

The targets indicate that the number of incidents should not increase more than 5% however, less than a 5% increase is desired. However when comparing the actual data to targets an increase in the numbers might indicate that schools and districts are being more diligent in their effort to curb and eliminate inappropriate behaviors.

43. HOW WE ARE DOING

Measures #11 and #12 must go hand in hand. The expulsion data (weapons, violent behavior or arrest for violent crimes) form the criteria used to designate a school as persistently dangerous. Schools on the “watch list” have two years to demonstrate they are safe environments for students before they are designated as persistently dangerous. The data for measure #12 indicate the number of persistently dangerous schools has not increased in four years.

44. HOW WE COMPARE

Comparison data are not available.

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45. FACTORS AFFECTING RESULTS

Because schools and districts set their own policies for when to discipline students, the suspension, expulsion and truancy data can vary widely between schools.

46. WHAT NEEDS TO BE DONE

Effort to identify and eliminate inappropriate behavior must continue in tandem with more funding for prevention programs for students, schools, and communities.

47. ABOUT THE DATA -- OR FY Reporting Cycle

The suspension, expulsion and truancy data pertain to the number of incidents, not the number of students. Data about student suspensions, expulsions, and truancy incidents are collected from districts at the student level. The suspension data represent in and out of school suspension incidents. For 2006/07 there were 37,515 in school suspension incidents and 42,004 out of school incidents. All expulsions are out of school.

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KPM #12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list”	Measure since: 2004/05
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol and violence.	
Oregon Context	OBM # 63 – Students Carrying Weapons; QUALITY SCHOOLS: Students want to be in school, learning	
Data source	Schools are named “persistently dangerous” based on number of expulsions.	
Owner	Office of Student Learning and Partnerships (OSLP), Special Education Section, Scott Hall, 503-947-5628	

48. OUR STRATEGY

The ODE is required by NCLB to establish a “school choice policy” for students attending “persistently dangerous”. The ODE establishes criteria to identify schools that must offer choice because of weapons and/or violent behavior and schools that are at-risk for being dangerous. Both situations require that districts and schools take immediate action and the ODE is accountable to ensure that districts develop and implement corrective plans.

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual – Schools on “Watch List”				0	0	12	16	13		
Target				<10	<10	<10	<10	<10	<5	<5
Actual – Schools Meeting “Persistently Dangerous” Criteria					1	1	1	1		
Target					0	0	0	0	0	0

Key Partners

Schools and Districts
ESDs

49. ABOUT THE TARGETS

ODE believes that no school should be persistently dangerous. Schools and districts should make every effort to get off the “watch list” and others should work toward never being on the list.

50. HOW WE ARE DOING

Measures #11 and #12 are related. The expulsion data (weapons, violent behavior or arrest for violent crimes) form the criteria used to designate a school as persistently dangerous. Schools on the “watch list” have two years to demonstrate they are safe environments for students before they are designated as persistently dangerous. The data for measure #12 indicate the number of persistently dangerous schools has not increased in four years.

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51. HOW WE COMPARE

No comparison data.

52. FACTORS AFFECTING RESULTS

Schools and districts set their own policies for expulsion incidents, the major factor in the determination of “persistently dangerous” characterization, so increased disciplinary actions may be an effect of heightened awareness of school safety.

53. WHAT NEEDS TO BE DONE

Effort to identify and eliminate inappropriate behavior must continue and funding is important for prevention programs for students, schools, and communities.

54. ABOUT THE DATA -- OR FY Reporting Cycle

Data about student suspensions, expulsions, and truancy incidents are collected from districts at the student level. Schools must have a certain number of expulsions for three years in a row to be considered “persistently dangerous.”

OREGON DEPARTMENT OF EDUCATION

III. USING PERFORMANCE DATA

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KPM #13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average	Measure since: 2002/03
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol and violence.	
Oregon Context	OBM # 63 – Students Carrying Weapons; QUALITY SCHOOLS: Learning environments are safe and welcoming	
Data source	Each bus incident is reported by school districts to ODE immediately and the data are aggregated annually for reporting.	
Owner	Office of Finance and Administration (OAF), Student Transportation Section, Deborah Lincoln, 503-947-5885	

55. OUR STRATEGY

ODE has a significant role in ensuring that the state operates safe bus transportation for public school children.

Statewide	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
# of Accidents				488	467	461	472	477		
Target				0	0	0	0	0	0	0
Driver	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
# / % Driver Fault				300/61%	312/68%	297/64%	302/63%	290/61%		
Target				65% or <	65% or <	65% or <	65% or <	65% or <	65% or <	65% or <

ODE’s responsibilities are:

Certifying that drivers are eligible to drive, monitoring drivers’ credentials (“S” endorsement), ensuring buses are inspected and re-inspected, issuing license approvals, provide interpretation to the field, write administrative rules, and provide training using a train-the-trainers model.

Key Partners

- National Transportation Safety Board (NTSB)
- National Association of State Directors of Pupil Transportation Services (NASDPTS)
- Oregon Pupil Transportation Association (OPTA)
- Oregon Department of Transportation (ODOT)
- Oregon Department of Motor Vehicles (ODMV)
- Operation Lifesaver (National and Local)
- Oregon Legislature
- State Board of Education
- Various school bus contractors within the state
- Oregon Department of Environmental Quality (ODEQ)
- Local Physicians regarding driver qualifications
- Oregon Department of Justice
- Schools and School Districts

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56. ABOUT THE TARGETS

The 65% or < was set for the performance target because historically school bus accidents due to driver fault have been approximately 65% of the total number of school bus accidents. Zero bus accidents or bus drivers operate 100% of the time accident-free is the desired target. Although we haven't reached these targets, Oregon should be proud that there have been no fatalities due to school bus accidents in 30 years.

57. HOW WE ARE DOING

The number of statewide bus accidents is fairly consistent. The number of accidents for 2006-07 is up for the total number of accidents. However the number of accidents that were the fault of bus drives is the lowest it's been for the last five years.

58. HOW WE COMPARE

Comparison data are not currently available. There are not national pupil transportation safety standards and states vary significantly regarding definitions and criteria, and policies and administrative rules.

59. FACTORS AFFECTING RESULTS

Drivers of vehicles other than school buses were at fault 187 times.

60. WHAT NEEDS TO BE DONE

Continue bus driver training, a risk reduction strategy.

61. ABOUT THE DATA -- OR FY Reporting Cycle

The data represent "after the fact reporting" vs. risk prevention outcomes. A performance measure that focuses on risk prevention should be considered in the future. In addition pupil mobility safety is more comprehensive than school bus safety. Perhaps the measure should also focus on "mobility safety" and include other issues related to getting students to and from school safely (e.g., riding bikes, walking).

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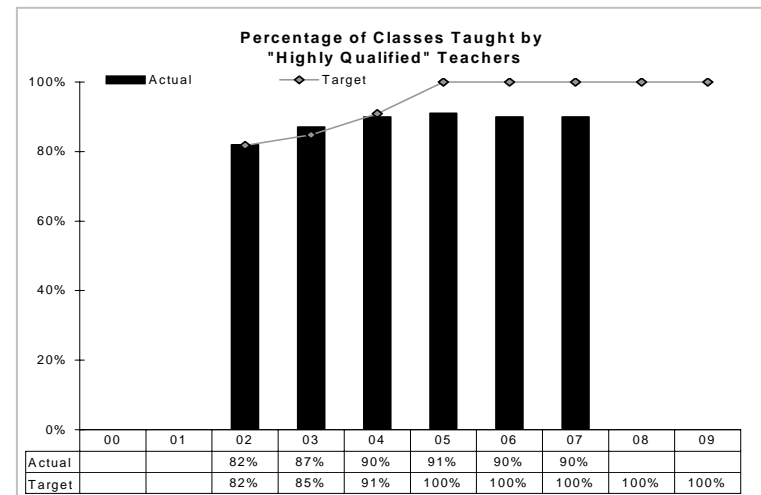
KPM #14	HIGHLY QUALIFIED TEACHERS—Percentage of classes taught by highly qualified teachers	Measure since: 2003
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
Oregon Context	QUALITY SCHOOLS: All students have qualified teachers	
Data source	Staff Data Collection	
Owner	Office of Education and Improvement (OEII), Support to Districts, Bev Pratt, 503-947- 5806	

62. OUR STRATEGY

Collaborative work with teacher education programs to encourage a closer alignment between the federal requirements and the program content and requirements. The ODE does not hire or assign teachers. However, providing leadership and holding districts accountable to increase the number of teachers that are qualified to teach the classes that they are assigned. Communicating the policy and expectations of the Federal legislation as been an ongoing role of the ODE.

Key Partners

- College and University Teacher Preparation Programs
- Teachers Standards and Practices Commission (TSPC)
- Confederation of School Administrators (COSA)
- Oregon School Boards Association (COSA)
- Oregon Education Association (OEA)
- Advisory Team on Underrepresented and Minority Student Achievement



63. ABOUT THE TARGETS – Higher is better

Federal legislation requires that 100% of teachers be highly qualified to teach the subjects to which they are assigned

64. HOW WE ARE DOING

Oregon is close to having all the teachers qualified to teach the classes that they are assigned.

65. HOW WE COMPARE

Comparison data are not currently available.

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66. FACTORS AFFECTING RESULTS

Oregon has “highly qualified teachers”. Qualified teachers teach most core classes in Oregon. ODE holds districts accountable to increase the number of classes taught by highly qualified teachers. ODE requires districts to submit a plan to increase the numbers of high-qualified teachers by re-assigning teachers or continued professional development. Teachers can obtain provisional credentials while they work toward gaining the required qualifications in order to teach certain classes.

67. WHAT NEEDS TO BE DONE

This is an important measure because citizens want to know that qualified teachers are working with students. NCLB requires the agency to have a “state plan” by 2005/06 that “ensures” an annual increase of teachers who are “highly qualified” in each district and each school and an annual increase of teachers who receive “high quality” professional development. The percentage of teachers qualified to teach their assigned classes has been 90% or close for a number of years.

68. ABOUT THE DATA -- OR FY Reporting Cycle

The data in the table represent the total percentage of teachers that are qualified to teach the classes that they are assigned. This total percentage includes teachers working in Title I schools and non-Title I schools, and elementary and secondary classes.

OREGON DEPARTMENT OF EDUCATION

III. USING PERFORMANCE DATA

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education.

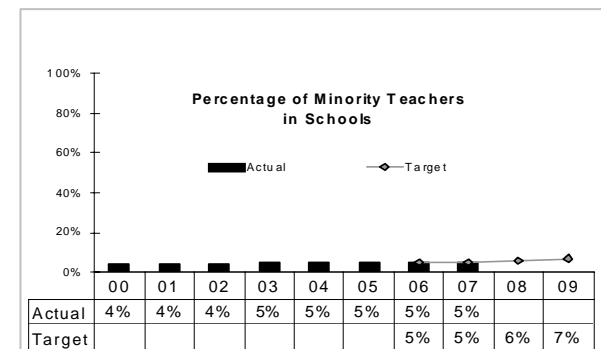
KPM #15	SCHOOLS WITH MINORITY STAFF—Number and percentage of schools increasing or maintaining a high percentage of minority staff	Measure since: 2006/07
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
Oregon Context	QUALITY SCHOOLS: Oregon’s education workforce is diverse	
Data source	Consolidated Staff Data Collection	
Owner	Office of Assessment and Information Systems (OAIS), Scoring and Reporting, Lorene Nakamura, 503-947-5915	

Refer to item numbers 74 and 75 of the analysis about the data collection and the data that are presented.

69. OUR STRATEGY

ODE and its partners lead and participate in a number of state initiatives that focus on cultural competency. These initiatives contribute to the policy and practices of teacher training programs, district administrators including human resource personnel, classroom teachers, and others. Examples are:

- ODE Partners with nine Confederated Tribes to preserve and teach Native American indigenous language and culture in schools.
- The ODE State Action for Educational Leadership (SAELP) funded by the Wallace Foundation has sponsored a number of summits and school demonstration sites that focus on cultural competency and comprehensive literacy. These activities include state policy makers, college and university teacher and administrator preparation programs and K-12 teachers and administrators.
- Oregon Mexico Education Partnership (OMEP) effort to bring Spanish language content materials to Oregon students.
- New standards (2006) for administrative licensure include knowledge and skills related to equity and cultural competence.



.Key Partners

- Schools and School Districts
- ESDs
- Advisory Team on Underrepresented and Minority Student Achievement
- Teachers Standards and Practices Commission
- Oregon Association of Colleges of Teacher Education (OACTE)
- NW Regional Educational Laboratory (NWREL)
- Confederation of Oregon School Administrators (COSA)
- Oregon Education Association (OEA)

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70. HOW WE ARE DOING

As stated in the 2005/06 *Oregon Annual Report Card*, “Oregon has made limited progress in hiring and retaining teachers of minority populations”. In 2005/06 there were 5% minority teachers and there were 26% minority students. Historically, this gap has become wider. The goal is for the proportion of teachers who represent minority populations should be similar to the proportion of minority students.

71. ABOUT THE TARGETS

The targets have been set low

72. HOW WE COMPARE

No comparison data.

73. FACTORS AFFECTING RESULTS

Oregon has not been successful in recruiting and retaining teachers that represent minorities.

74. WHAT NEEDS TO BE DONE

The measure should be adjusted to report the gap between minority teachers and minority students with the intent of narrowing the gap. The data source would be the same (staff data collection) but the wording of the measure would be changed.

75. ABOUT THE DATA -- OR FY Reporting Cycle

KPM #15 is an example of disconnect between measure identification or development, and the data collection and the outcome data. The data reported in the above chart are for teachers, not all school staff. The difficulty at looking at minority status or ethnicity at the school level is that the data are volatile. A small elementary school might have two teachers that represent a minority and if one teacher leaves the school has lost 50% of their minority staff, for example.

Teachers have direct relationships with students and for this reason data at the teacher level is a meaningful unit of analysis. The important issue is that minority teachers should represent the population of minority students in Oregon schools. The percentage of minority teachers has been consistent at 5% the last five years. In contrast, the percentage of minority students has increased. From 2002/03 to 2006/07 the percentage of minority students has increased from 22% to 28%.

There is a dramatic difference between the percentage of minority teachers and groups of minority students. In 2006/07 for example there were less than 1% (0.65) African American teachers compared to 3% African American students and less than 1% (0.45%) American Indian/Alaskan Native teachers compared to 2% American Indian/Alaskan Native students. The largest discrepancy was for the teacher and student Hispanic population with 2% Hispanic teachers and 4.6% Hispanic students.

(In 2006/07 teacher data are collected by FTE and the percentages have been rounded.)

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KPM #16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Number and percentage of statewide assessment and statewide assessment results provided to districts on time	Measure since: 2005/06
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: ODE administers assessments and provides results on time	
Data source	Statewide Assessments	
Owner	Office of Assessment and Information Services, Assessment Section, Jessica Barr, 503-947-5828	

Tests Available	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual							87/100%			
Target							100%			
Scores Available	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual							85/98%			
Target							100%			



For the 2005/06 the number of tests represents the specific test subject, grade, and form that a district could administer to a student (i.e., 4th grade Math, TESA long test, 3rd grade Spanish reading). For 2005/06, 87 different combinations of test subject, grade, and form were available. Due to unforeseen circumstances the same method can not be used to determine the timeliness of assessment administrations and getting the assessment results back to districts on time for 2006/07. The data from one year to the next (05/06 and 06/07) is not comparable. The data will be available for 2007/08.

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KPM #17	ON-TIME TECHNICAL PROJECTS—Number and percentage of technology projects met on schedule	2005/06
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: Technology systems maintain scope, cost, and timeliness	
Data source	Monthly Tracking Report	
Owner	Office of Assessment and Information Systems, Internal Projects Section, Josh Klein, 503-947-5708	

The data for 2006/07 are not available.

On Time	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual							17/55%			
Target							90%	90%	92%	94%

71. OUR STRATEGY

The ODE uses sound project management practices to maintain a high quality of work and deliverables.

72. ABOUT THE TARGETS –Higher is better

The goal is to have all technical projects (i.e., data collections) on time.

73. HOW WE ARE DOING

We have work to do.

74. HOW WE COMPARE

No comparison data.

75. FACTORS AFFECTING RESULTS

Most of that ODE needs for its major collections comes from schools or districts. Timelines are often shifted due to circumstances that schools and districts cannot meet the data collection due dates.

76. WHAT NEEDS TO BE DONE

Data collection reporting for the district data entry staff.

77. ABOUT THE DATA -- OR FY Reporting Cycle

The first data point was in 2005/06 and there were 32 key technical projects/data collections. Slightly over half of the collections were on time. Other reports will be added for the 2006/07 data point.

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KPM #18	TIMELY PUBLIC REPORTS —Number and percentage of technology projects met on schedule	Measure since: 2005/06
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: Public reports are produced on time and are made available to the public	
Data source	Schedule of ODE Key Public Reports	
Owner	Office of the Superintendent, Communications Section, Gene Evans, 503-947-5737	

78. OUR STRATEGY

The ODE Communications Director monitors the schedule of annual key reports and informs the ODE staff. The key reports represent important work of the ODE and include:

- ACE College Placement Test
- AMAO Report (English Language Proficiency)
- Statewide Assessment Results
- Fall Membership Data (October 1 Report)
- Final AYP for title I Schools and Districts in Improvement
- High School Completers Report (graduation rate)
- High Qualified Teacher Report
- Homeless Student Report
- Oregon School Directory
- Oregon Standards Newspaper
- Persistently Dangerous Schools Report
- Preliminary AYP Report for All Schools and Districts
- SAT College Placement Test Scores Release
- School Calendar for Upcoming School Year
- School/District Report Cards
- Special Education Child Count (SECC)
- Statewide Report Card

On Time	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Actual #				11/14	11/15	15/18	14/18	16/18		
Actual %				78%	73%	83%	77%	88%		
Targets				78%	80%	85%	90%	94% or >	94% or >	94% or >

79. ABOUT THE TARGETS – Higher is better

The desire is to have all ODE reports released to the public on time.

80. HOW WE ARE DOING

The data indicate that most of the annual key reports are released on time.

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81. HOW WE COMPARE

No comparative data .

82. FACTORS AFFECTING RESULTS

Releasing reports on time depends to some extent on the pace and accuracy of data collection. Data collection is not just on in-house activity but most of the reports originate from schools and school districts and involve a variety of people. When data are late coming from schools or have errors, for example, the critical path from data collection to report release time can be off the planned schedule. Even in the event of newly hired data entry people in schools can throw off the schedule and delay the release of reports.

83. WHAT NEEDS TO BE DONE

Continue to schedule the work, assist school personnel and others in the field to enter data and submit their reports and streamline ODE's processes.

84. ABOUT THE DATA -- OR FY Reporting Cycle

The data are straightforward about the outcome but they do not reflect the magnitude of the work that goes into collecting and analyzing the data, and writing and preparing a key public report, and then getting it out the door.

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KPM #19	CUSTOMER SERVICE – Number and percentage of customers rating the agency’s customer service as “good” or “excellent”	Measure since: 2007/08
Goal	ACCOUNTABLE SYSTEMS: ODE provides excellent customer service	
Oregon Context	ACCOUNTABLE SYSTEMS: The ODE uses feedback from customers to improve services	
Data source	Key Customers: ESD and District Superintendents, Principals, Office Managers, and Technology Directors.	
Owner	Office of Assessment and Information Services (OAIS), Office of Assessment, EJ Ayers, 503-947-5880	

Customer Service Survey

The Northwest Research Group (NWRG) was hired by ODE to develop a customer service survey. The work is in the final stage of data collection and the preliminary data will be available in early November 2007 and the final report will be available in December 2007.

This data will be reported in the Annual Performance Progress Report (APPR) September 2008.

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Work on the KIDS Project, Phase III is underway. The development of the measures will be done 2007/08.

KPM #20	ELECTRONIC TRANSCRIPT SCHOOLS—Number of high schools having in place the administrative processes to transmit and upload high school transcripts using Electronic Data Interchange (EDI), and the total number of public high schools in the state	Measure since: Developmental
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947 - 5825	

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Number of High Schools Having Capacity to Transmit										
Targets										

KPM #21	ELECTRONIC TRANSCRIPT VENDORS—Number of unique Student Information System vendors participating in electronic transcript transfer	Measure since: Developmental
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data source	Data will be generated and transferred through an integrated system	

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Number of Student Information System Vendors										
Targets							2	6	12	12

Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947-5825
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KPM #22	ELECTRONIC TRANSCRIPT STUDENTS—Percent of students covered by participating vendors	Measure since: Developmental
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947 - 5825	

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Percent of Students Cover by Vendors										
Targets							20%	50%	100%	100%

KPM #23	SINGLE STUDENT IDENTIFIER—Access is provided for OUS, CCWD, and ODE to a single student identifier (related to Oregon high school transcripts) for linking academic data records across postsecondary sectors	Measure since: Developmental
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947 - 5825	

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Access for OUS, CCWD, ODE to Student Identifier										
Targets										

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KPM #24	ELECTRONIC TRANSCRIPT NOTIFICATION—Process for the electronic notification of transcript receipt is in place and functioning	Measure since: Developmental;
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947 - 5825	

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Process for Electronic Notification – Transcript Receipt										
Targets							Yes	Yes	Yes	Yes

KPM #25	ELECTRONIC TRANSCRIPT EFFICIENCY—Time saved by Oregon high schools per high school transcript processed	Measure since: Developmental
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947 - 5825	

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Time Saved by High Schools – Transcripts Processed										
Targets							2,000	5,000	10,000	10,000

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Contact: <u>Doug Kosty</u> , Assistant Superintendent, Office of Assessment and Information Services or <u>Sue Macglashan</u> , Assistant Superintendent, Office of Finance and Administration	Phone: 947-5825 or 947-5734, respectively
Alternate: EJ Ayers, Performance Measure Coordinator	Phone: 947- 5880

The following questions indicate how performance measures and data are used for management and accountability purposes.

<p>1 INCLUSIVITY Describe the involvement of the following groups in the development of the agency’s performance measures.</p>	<ul style="list-style-type: none"> • Staff: Approximately 60 ODE staff contributed to the development of the ODE Strategic Framework and the 2007/09 performance measures. • Elected Officials: The recommendation from the Ways and Means Committee in May/June 2003 was to continue to work on the measures to improve them. Other legislative committees reviewed the measures. • Stakeholders: The State Board of Education and representatives from Oregon School Boards Association, Willamette Education Service District, a former legislator, Exec. Director of the Progress Board, and others informed the development of the agency Strategic Framework and the performance measures. • Citizens: No citizen input in the development of the measures.
<p>2 MANAGING FOR RESULTS How are performance measures used for management of the agency? What changes have been made in the past year?</p>	<p>The importance of the performance measures and their influence on the management of the agency has become more obvious to the Management Team, the Directors and staff. The increase in interest and understanding the last year has been due to the development of “new” performance measures. We have, however, a ways to go to integrate the Strategic Framework and the performance measures into the operation of the agency.</p>
<p>3 STAFF TRAINING What training has staff had in the past year on the practical value and use of performance measures?</p>	<p>There are not plans to work with staff on the value and use of performance measurement.</p>
<p>4 COMMUNICATING RESULTS How does the agency communicate performance results to each of the following audiences and for what purpose?</p>	<ul style="list-style-type: none"> • Staff: Except for a few data owners, the ODE staff has not been involved in performance measure activity. • Elected Officials: Annual Reports, Website • Stakeholders: Website and other reports the agency releases such as the Dropout Report and the State Report Card. • Citizens: Website and other reports the agency releases such as the Dropout Report and the State Report Card.