

# *ANNUAL PERFORMANCE PROGRESS REPORT - EXECUTIVE SUMMARY*

*TIME PERIOD: FISCAL YEAR 2004 – 2005*

## **INTRODUCTION**

This is the second Performance Progress Report submitted by the Oregon Department of Education. The performance measures in this report were approved in 2003 with the understanding that the measures would be improved. This effort has begun and a “new” set of agency performance measures have been drafted and agency staff and stakeholders have had input into the measures. Approval of the new measures is expected spring 2006 to be used for the 2007/09 biennium. In the mean time the agency will report on the 2003 measures but no work will be done to improve these measures. Although many of the existing measures have not been fully developed, this report contains performance measure results for some measures.

## **Performance Target Achievement**

**NOTE:** Targets for most performance measures are not established.

<b>Total Number of Key Performance Measures (KPMs)</b>	30
# of KPMs at target for most current reporting period	NA
# of KPMs not at target for most current reporting period	NA

## **Influence on Benchmarks and High-Level Outcomes**

The extent of agency influence depends on the benchmark. For example, the agency’s role related to student success is primarily an accountability role. The agency has less direct influence on student learning in the classroom and more direct influence on assessment policy, test development and administration, and data analysis and reporting.

## **Successes and Barriers to Achieving Performance Measure Targets**

- Success: Performance measurement is becoming part of the agency operations.
- Barrier: Many of the agency current performance measures do not adequately reflect agency functions.
- Barrier: Agency staff and stakeholders have minimal involvement with the current performance measures.
- Barrier: Data management. Data collection, validation and analysis should be coordinated and scheduled to meet all reporting requirements of the agency, including performance measurement reporting

## **Future Challenges**

- Complete the development of the “new” performance measures and have the approved to use for the 2007/09 biennium, if not before.
- Shift Thinking and Actions. Performance measurement is a way to do business – not only a state requirement.
- Work with data owners and coordinate their business rules and data collections with the performance measure time lines and data needs.
- Align the agency performance measures with the State Board of Education priorities, agency office performance measures and federal program performance measures.
- Continue to involved agency staff and stakeholders in the performance measurement work.
- Increase deliberate communication to staff about the purpose of performance measurement and how to use performance measures.
- Agency leadership and staff must have training in the use of performance measurement and management.

**ANNUAL PERFORMANCE PROGRESS REPORT - PART I, MANAGING FOR RESULTS**  
 TIME PERIOD: FISCAL YEAR 2004 – 2005

Agency: Education, Oregon Department of	Date Submitted: 9/30/05	Version No.: 1
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Agency Name: Education, Oregon Department of	Agency No.: 58100
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**The following questions shed light on how well performance measures and performance data are leveraged within your agency for process improvement and results-based management.**

1 How were staff and stakeholders involved in the development of the agency's performance measures?	A small group of staff and stakeholders were involved in the development of the performance measures presented in this report. However, staff and agency partners have been and will continue to be involved in the development and implementation of the agency strategic framework and "new" performance measures.
2 How are performance measures used for management of the agency?	To date, the performance measures have had little influence on agency management however, this is changing. Performance management is gaining prominence in agency management and it is influencing the selection of priorities and work.
3 What training has staff had in the use performance measurement?	No systematic training in the use of performance measures has taken place. Training and communication about performance measurement will be frequent in the future.
4 How does the agency communicate performance results and for what purpose?	The agency communicates results in several reports (e.g., State Report Card, Dropout Report, District and School Report Cards, grant reports). The Performance Measures and the Annual Performance Report is posted on the Oregon Department of Education website.
5 What important performance management changes have occurred in the past year?	Performance measurement is becoming more prominent in the operation of the agency. See note below.

**NOTE:** WORK ON A SET OF "NEW" PERFORMANCE MEASURES ALIGNED WITH AGENCY GOALS AND KEY FUNCTIONS (ACCOUNTABILITY, LEADERSHIP AND SCHOOL/DISTRICT IMPROVEMENT) BEGAN DECEMBER 2004 AND CONTINUES THROUGH 2006. A SIGNIFICANT NUMBER OF STAFF AND AGENCY PARTNERS ARE INVOLVED WITH THIS WORK. PERFORMANCE MEASUREMENT IS BECOMING INTEGRATED IN MANAGEMENT DECISIONS AND AGENCY OPERATIONS. . SEVERAL IMPORTANT CHANGES WILL TAKE PLACE THIS YEAR: LINKING THE AGENCY GOALS WITH THE GOALS AND WORK THROUGHOUT THE AGENCY, ALIGNING THE BUDGET WITH THE AGENCY PRIORITIES AND GOALS, AND MEASURES, EXPANDING COMMUNICATION AND TRAINING ABOUT PERFORMANCE MANAGEMENT WITHIN WITH AGENCY, AND ROUTINELY USING PERFORMANCE MEASURE RESULTS TO INFORM AGENCY EXEC AND MIDDLE MANAGEMENT AND STAFF ARE EXAMPLES.

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004– 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#1 - % of eligible children enrolled in Head Start/Oregon Pre-K	Target			100.	100.	100.	100.	100	100	100
	Data			53	62	63	59			

**Data Source:** Oregon Department of Education, Office of Student Learning and Partnerships, Early Childhood Education unit. Enrollment data are included in the federal report and in the Oregon Report Card.

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science

**Objective 1.1** Every child ready for school.

**OBM #18**

**What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)?**

**What is the impact of your agency?**

The percentage of high-need, low-income three and four year olds, enrolled in Head Start/Oregon Pre-K decreased in 2004-05. The number of eligible children served is linked to the dollars made available to provide services. The decrease in enrollment of eligible children is possibly due to a decrease in funding to serve this population. ODE will continue to advocate for full service and maintaining full funding.

**How does the performance measure demonstrate agency progress toward the goal?**

ODE's advocacy for early children programs and services is based on well grounded research that supports the benefits of early childhood education for family members as well as the young children. This performance measure compares the actual number/percentage of young children enrolled in Head Start/Oregon Pre-K with the expected performance target --- 100% enrollment. The results for the last four years highlight that Oregon fails to provide needed services to its high-need, low-income young children.

**Compare actual performance to target and explain any variance.**

The variance is due primarily to inadequate funding to provide Head Start/Oregon Pre-K services to high-need, low-income children and their families.

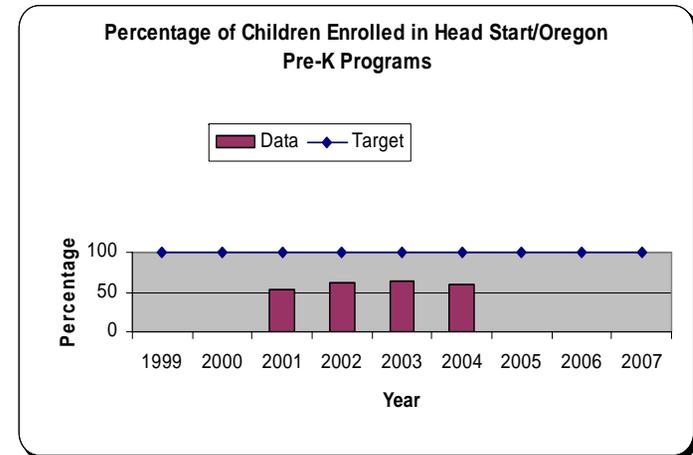
**Summarize how actual performance compares to any relevant public or private industry standards.**

**What is an example of a department activity related to the measure?**

Serving high-need, low-income young children are a priority of the State Board of Education and the ODE. An example of the ODE's accountability role is to collect, analyze and report the demographics of the children and families served in Head Start/Oregon Pre-K and to highlight any discrepancies between eligible children actually served and the cost to serve the children. An example of ODE's leadership role is to interpret policy and regulations for field-based service and program staff.

**What needs to be done as a result of this analysis?**

Education Childhood Education is a priority initiative of the Superintendent of Public Instruction. The ODE will continue to advocate for full funded Head Start/Oregon P-K programs.



**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004– 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#2 - % of enrolled Head Start/Oregon Pre-K children completing the program	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

**Objective 1.1** Every child ready for school.

OBM #18

**NOTE:** Data are not available to report. It is difficult to determine Head Start program completion rates because the amounts of time children are enrolled in Head Start varies (e.g., three years, two months, in and out of the program). Performance measures #1 and #3 are appropriate early childhood benchmarks/measures.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#3 - % of Head Start/Oregon Pre-K children entering school ready to learn	Target	100	100	---	100	---	100			
	Data	---	52	---	68	---	80			

**Data Source:** Oregon Department of Education, Kindergarten Readiness Survey, administered every two years.

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

**Objective 1.1** Every child ready for school.

**OBM #18**

**What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?**

The percentage of children who attended Head Start/Oregon Pre-K programs and met the six developmental readiness dimensions is increasing over time. This suggests that early childhood experience helps prepare young children for kindergarten. The ODE influences Head Start/Oregon Pre-K programs and services through its leadership and accountability roles. Interpreting policy and providing training to implement policy and best practice to program staff are leadership activities the agency early childhood staff do on a regular basis. Monitoring program quality and reporting the results increases the likelihood that children are benefiting from high-quality, best practice experiences.

**How does the performance measure demonstrate agency progress toward the goal?**

The performance results suggest that the diligence of the agency in providing leadership and assuring that program and service expectations are met is having a positive outcome

**Compare actual performance to target and explain any variance.**

The data suggest that more and more young children are equipped to enter kindergarten as measured by the Kindergarten Readiness Survey. The gap between the performance target and the actual performance is decreasing and the gap will be gone in a few years if the data trend continues.

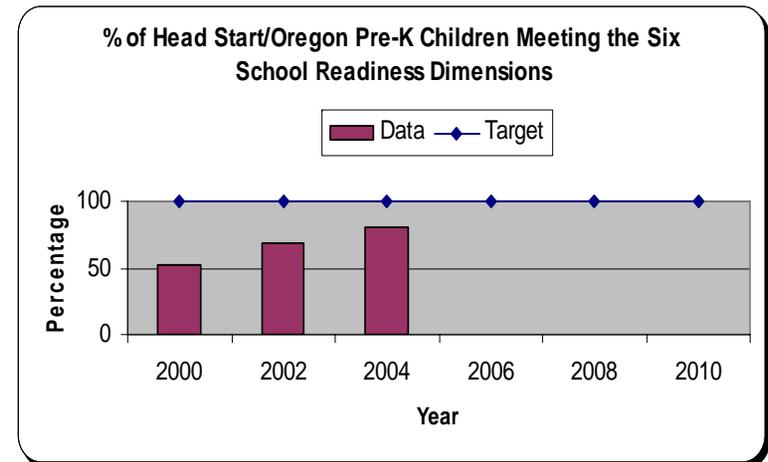
**Summarize how actual performance compares to any relevant public or private industry standards.**

**What is an example of a department activity related to the measure?**

The ODE administers the Kindergarten Readiness Survey, analyzes the data and summarizes the results in the Kindergarten Results Survey.

**What needs to be done as a result of this analysis?**

- Measure #3 is a companion measure to performance measure #1 (enrollment) The agency can emphasize the data that supports Head Start/Oregon P-K programs for young high need children as it continues to advocate for these programs and services.



**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#4 - Developmental: % of students with disabilities that have a completed transition plan for next steps after high school	Target			100%	100%	100%	100%			
	Data			100%	100%	100%	100%			

Data Source:

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

**Objective 1.3** Barriers removed/opportunities created for diverse learners/students with increasing rates/completion at all levels.

**OBM #59**

**NOTE:** This measure will not be developed. The Individuals with Disabilities Education Act – IDEA 2004 requires that all students receiving special education services have a transition plan for next steps after high school. Transition plans are developed and tracked at the local level. This “developmental” measure does not adequately reflect agency performance over time.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
<b>Key Performance Measure (KPM)</b>		1999	2000	2001	2002	2003	2004	2005	2006	2007
#5 - % of students in key subgroups achieving state standards for reading and math as a percent of the state average	Target									
	Data			See Data Charts						

**Data Source:** Oregon Department of Education, student assessment data.

**Analysis Notes:**

- The data and targets are on the charts below
- The NCLB performance target is 100% for all students by 2014
- The method used to calculate the percentage of students meeting or exceeding grade level benchmarks changed between 2002/03 and 2003/04, and between 2003/04 and 2004/05. The changes were due to federal requirements. The percentages in this report represent the 2004/05 calculation criteria for meeting or exceeding standards. Portraying data before 2003/04 using the same method is not possible.

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

**Objective 1.2** Students in school and making progress.

**OBM #19, 20, 21, 22, 23**

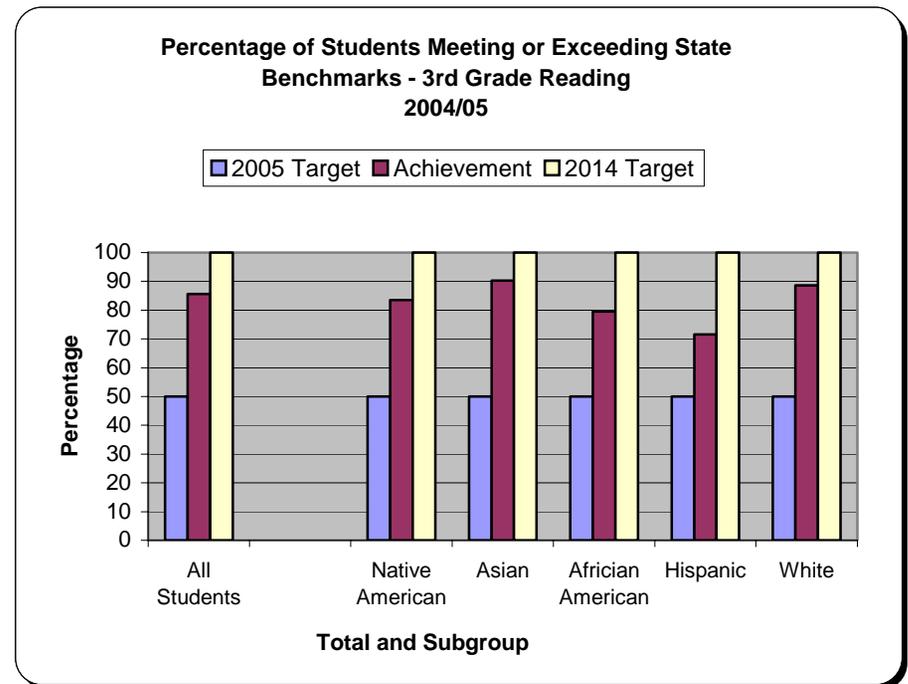
**What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?**

Third and 8<sup>th</sup> Oregon students are meeting and exceeding 2004/05 reading and math performance targets. A closer look shows there must be dedicated work with some of the state's students. The 8<sup>th</sup> grade reading and math results for African American and Hispanic students do not meet the performance target.

Accountability and leadership are ODE roles 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.

**How does the performance measure demonstrate agency progress toward the goal?**

Closing the achievement gap is a priority initiative of the Superintendent of Public Instruction. Significant agency resources are dedicated to initiatives and actions with the intended outcome to improve teaching practices and in turn student performance outcomes.



**Compare actual performance to target and explain any variance.**

Although there is still work to do for all students to meet or exceed grade level benchmarks, the 2004/05 assessment results suggest that most students are on target to meeting or exceeding performance expectations.

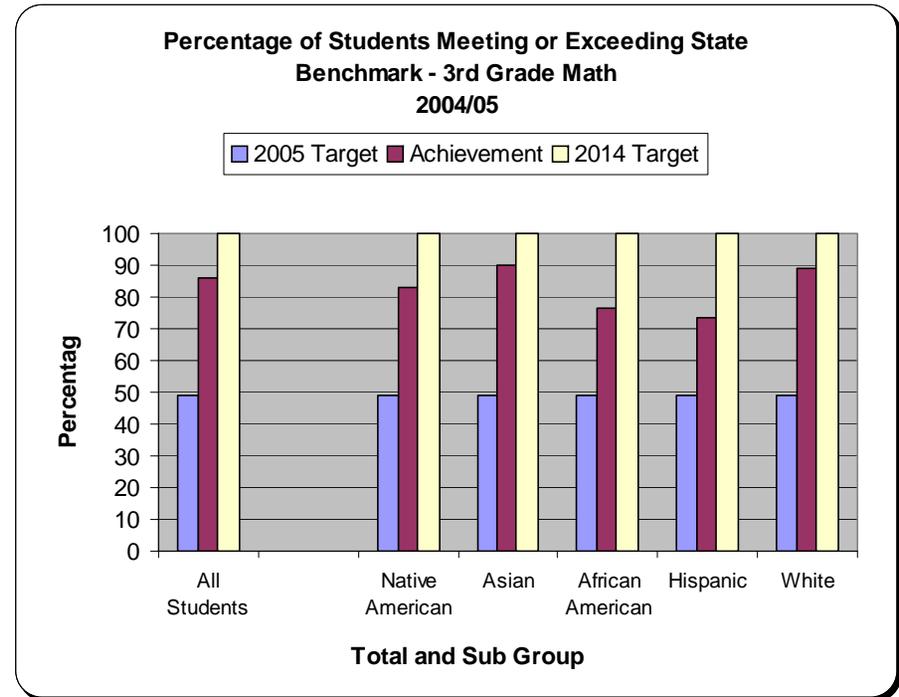
**Summarize how actual performance compares to any relevant public or private industry standards.**

**What is an example of a department activity related to the measure?**

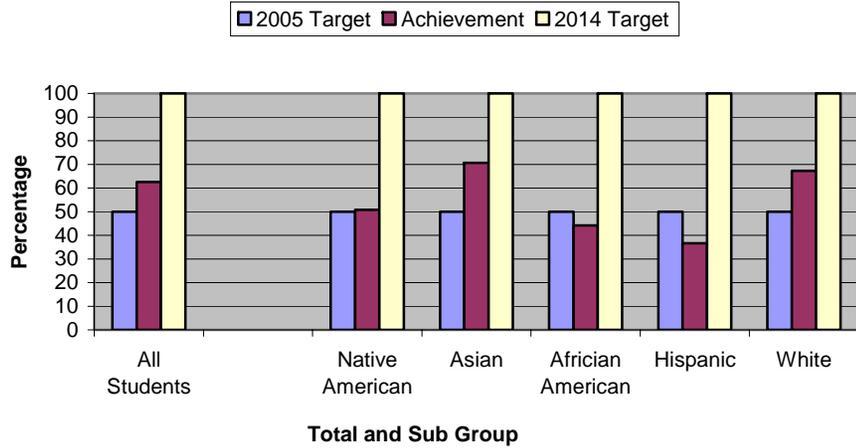
- Analyze and report results
- Funding programs/schools
- Assessment development and administration
- Setting expectations for performance
- Annual conference focused on closing the achievement gap

**What needs to be done as a result of this analysis?**

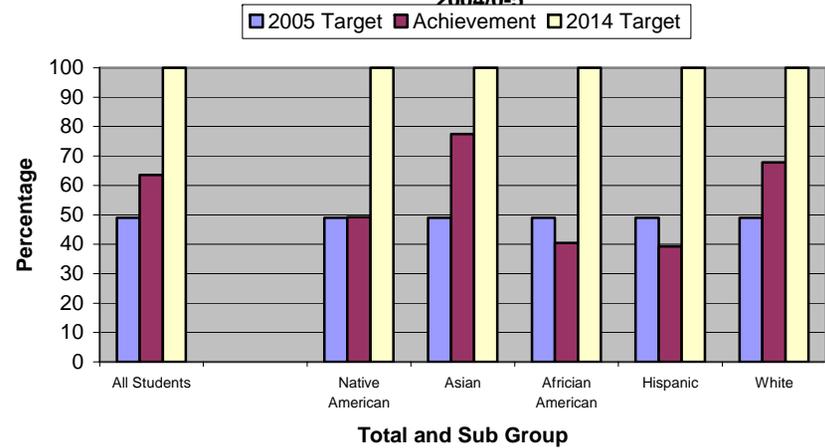
- Additional subgroups should be included in the analysis: students with disabilities, students in youth correctional facilities and students w attend the schools for the deaf and blind.



**Percentage of Students Meeting or Exceeding State Benchmarks - 8th Grade Reading  
2004/05**



**Percentage of Students Meeting or Exceeding State Benchmarks - 8th Grade Math  
2004/0-5**



**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**  
 TIME PERIOD: FISCAL YEAR 2004– 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#6 - % of students in key subgroups achieving high school diploma or GED before age 21 as a percent of the state average	Target									
	Data									

**Data Source:** Oregon Department of Education, the fall membership data collection is used to calculate the graduation percentages. The 2004/05 data analysis is not available for this report. The GED data come from the Community College and Workforce Development (CCWD) department. This performance measure is a shared measure between the ODE and the CCWD department.

See Charts Below

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

**Objective 1.3** Barriers removed/opportunities created for diverse learners/students with increasing rates/completion at all levels.

**OBM #23**

**What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?**

The percentage of students graduating from high school is increasing over time. Earning a GED is an alternative credential for many students. ODE makes an impact on education practice through its advocacy, policy, resources, professional development and accountability expectations.

**How does the performance measure demonstrate agency progress toward the goal?**

The ODE has been able to provide the data necessary to track the progress of students and there is an increase over time in the percent of students who receive a diploma including students who represent subgroups.

**Compare actual performance to target and explain any variance.**

The percent of students obtaining a diploma must continue to increase in order to meet the performance target of 100% by 2014.

**Summarize how actual performance compares to any relevant public or private industry standards.**

**What is an example of a department activity related to the measure?**

- Setting academic standards.
- Data collection and analysis

**What needs to be done as a result of this analysis?**

- Data must be available over time.
- ODE should connect with the national testing service database to obtain data about individuals who obtain a GED and the number and percent of students who obtain a GED over time.

	2000-2001				2001-2002				2002-2003				2003-2004		
	12th Grade Student Count	Graduate Count	% Graduate		12th Grade Student Count	Graduate Count	% Graduate		12th Grade Student Count	Graduate Count	% Graduate		12th Grade Student Count	Graduate Count	% Graduate
All Students	40,000	30,083	0.75		40,498	31,305	0.77		40,312	32,508	0.81		39,618	32,958	0.83
Native American	684	447	0.62		690	488	0.71		689	505	0.73		811	574	0.71
Asian	1,528	1,275	0.83		1,535	1,290	0.84		1,689	1,464	0.87		1,887	1,565	0.83
African American	843	601	0.71		833	595	0.71		885	672	0.76		935	692	0.74
Hispanic	3,209	1,641	0.51		3,630	1,992	0.55		3,653	2,368	0.65		3,523	2,583	0.73
White	33,456	25,911	0.77		33,349	26,608	0.80		32,908	27,174	0.83		31,901	26,981	0.85
Unknown	280	208	0.74		461	332	0.72		488	325	0.67		561	447	0.80

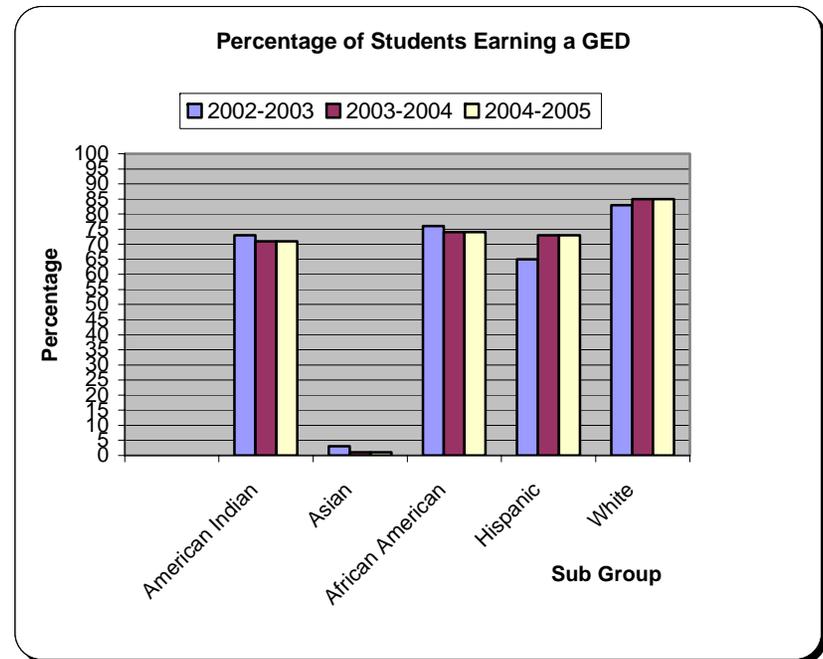
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	2002-2003		2003-2004		2004-2005	
	GED Student Count	% of GED Recipients	GED Student Count	% of GED Recipients	GED Student Count	% of GED Recipients
American Indian	1,245	85	38	3.3	161	3.3
Asian	47	3	60	1	64	1
African American	93	6	174	3.7	165	3.3
Hispanic	35	3	348	7	339	7
White	35	2	3,524	75	3,542	72

	2002-2003	2003-2004	2004-2005
American Indian	73	71	71
Asian	3	1	1
African American	76	74	74
Hispanic	65	73	73
White	83	85	85

The GED charts contain data for the same sub groups that are presented for the high school graduate data collected by the ODE. The GED data are collected by the Community College and Workforce Development Department.

The GED students are 16 – 21 years old and some of the students are in high school working on the GED requirements and other students are not attending high school.



**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**  
 TIME PERIOD: FISCAL YEAR 2004 – 2005

Agency Name: Education, Oregon Department of		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#7 - % of students in key subgroups who drop out as a percent of the state average	All Students Target				4.5	3.7	0.0	0.0	0.0	0.0
	All Students Data	6.30	5.30	4.90	4.4	4.6				
	American Indian Target				4.5	3.7	0.0	0.0	0.0	0.0
	American Indian Data	9.90	8.90	6.90	6.3	5.8				
	Asian/Pacific Islander Target				3.6	3.7	0.0	0.0	0.0	0.0
	Asian/Pacific Islander Data	5.30	4.40	3.60	3.8	3.4				
	African American Target				4.5	3.7	0.0	0.0	0.0	0.0
	African American Data	11.40	11.00	9.50	9.0	8.3				
	Hispanic Target				4.5	3.7	0.0	0.0	0.0	0.0
	Hispanic Data	13.30	11.30	10.40	9.1	9.8				
	White Target				4.5	3.7	0.0	0.0	0.0	0.0
	White Data	5.50	4.50	4.00	3.6	3.8				

**Data Source:** Oregon Department of Education, data for the calculations are from the spring 2004 “early leaver” data (2004/05 school year) and the fall 2004 membership data (2004/05 school year). Dropout data are not available for the 2004/05 school year).

Targets required by NCLB from this point on – targets were not established before 2002/03

**Key Performance Measure Analysis (Continue Measure #9)**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

**Objective 1.3** Barriers removed/opportunities created for diverse learners/students with increasing rates/completion at all levels.

**OBM #22**

**What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?**

The dropout percentages are decreasing over time. For most subgroups of students the percent of dropouts is decreasing over time. Dropouts for Hispanic students increased slightly from 2002/03 and 2003/04.

Accountability is a major function or role of the ODE. The agency provides data to schools and districts to monitor the progress schools and students are making as well as point out areas that need improvement. The decrease in dropouts for subgroups of students suggests education policy and school improvement activities as well as accountability measures contribute to a positive impact on students.

A significant improvement in the dropout data across all students must be made to meet the federal target of no dropouts as of this school year, 2004/05.

**How does the performance measure demonstrate agency progress toward the goal?**

ODE policy, research/data analysis, accountability requirements and school improvement activities contribute to the success that schools and districts have keeping youth in school.

**Compare actual performance to target and explain any variance.**

The variance between the 2002/03 and 2003/04 targets and performance is obvious for three subgroups of students: American Indian/Alaskan Native, African American and Hispanic.

The variance can be caused by school and student related reasons. For example, truancy indicates a lack of engagement in school; students do not see the point. Their school experiences are not relevant to their needs or interests. Instructional practice should be tailored to better meet learning needs and keep students in school.

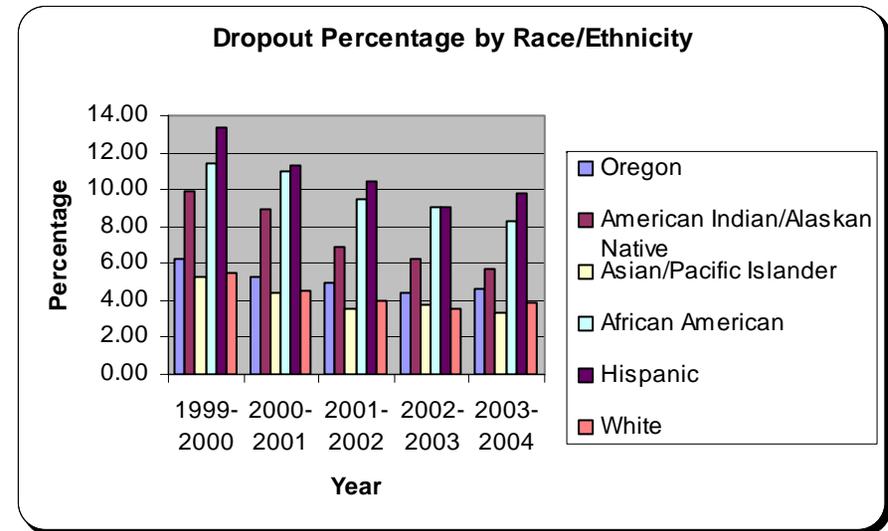
**Summarize how actual performance compares to any relevant public or private industry standards.**

**What is an example of a department activity related to the measure?**

- ODE has an accountability role related to student success and achievement. A major function of the agency is to develop and administer the Oregon Assessment System and report the results.

**What needs to be done as a result of this analysis?**

- There must be continued diligence of the ODE, districts and schools to reduce the achievement gap. A significant improvement in the dropout data across all students must be made to meet the federal target of no dropouts by 2004/05 school year. This dropout analysis should be available this fall (2005)
- Deeper analysis into academic achievement and other data (truancy, suspensions, attendance patterns, grades, social-behavioral information, parent and teacher concerns) to better understand at what point are students becoming disengaged in school and/or failing in school.



**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#8 - Developmental: % of eighth graders with a completed education plan and profile	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

**Objective 1.2** Students in school and making progress

**OBM #20, 21, 23**

**NOTE:** This measure will not be developed. The education plan and education profile is not fully implemented in middle and high schools. The Oregon Department of Education does not and will not collect data about the use of the education plan and profile. Because the education plan is required, school districts will report compliance through the assurance process. Another measure that marks student progress and is relevant to the agency's performance should be considered.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004– 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
# 9 - % of first-time freshmen in Oregon University System and community colleges enrolling fulltime from Oregon high schools the fall following graduation	Target									
	Data									

Data Source:

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

**Objective 1.5** Every high school graduate is prepared for a successful transition to his or her next steps.

**OBM #23**

**NOTE:** The ODE does not collect data on students who enter community colleges or universities the year after high school. However this collection is possible in the near future because ODE now collects data by student instead of by institution. This will enable cohort analyses (i.e., following groups of students).

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#10 - % of increase of 10 <sup>th</sup> graders with a Certificate of Initial Mastery	Target									
	Data									

**Data Source:** Oregon Department of Education, CIM data are not a separate collection; they are submitted with the graduation data.

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

**Objective 1.2** Students in school and making progress

**OBM #21**

**NOTE:** The Oregon Department of Education no longer collects data for students who earn a Certificate of Initial Mastery (CIM) at 10<sup>th</sup> grade. Currently, the numbers of students who earn a CIM are reported with the annual graduation data.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

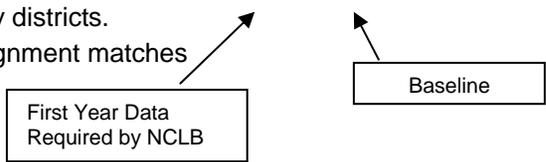
**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

Agency Name: Education, Oregon Department of		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#11 - % of Oregon teachers who are highly qualified	All Schools - Target				81.8	84.8	90.9	100	100	100
	All Schools - Data				82	87.1				
	High Poverty Schools = Target				71.5	76.2	85.7	100	100	100
	High Poverty Schools - Data				71	84.5				

**Data Source:** "Highly qualified teacher" data are reported to ODE by districts.

The designation of "highly qualified" is given when a teacher's assignment matches the area of preparation, credentials, and licensure.



**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 2** School leaders demonstrate competence and facilitate high achievement with diverse learners.

**Objective 2.1** School staff members engage in professional development to improve the practice of teaching and learning.

**OBM Mission**

**What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?**

Oregon has "highly qualified teachers". Most core classes in Oregon are taught by highly qualified teachers. The ODE accountability role is to hold 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.

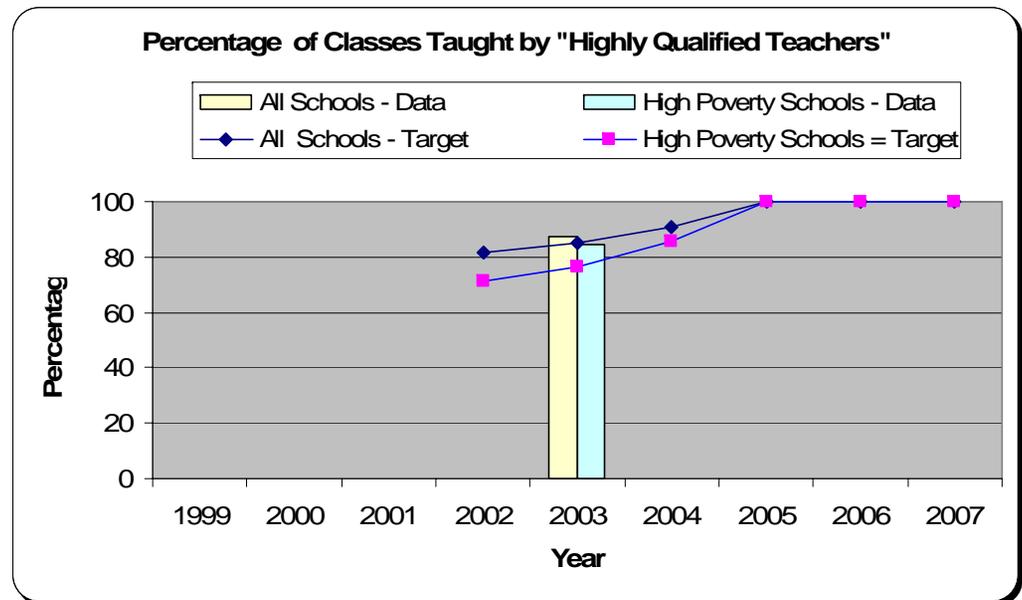
**How does the performance measure demonstrate agency progress toward the goal?**

The ODE does not hire or assign teachers. However, providing leadership and holding districts accountable to increase the number of high quality teachers assigned to core classes influences progress toward the goal.

**Compare actual performance to target and explain any variance.**

For all schools the percentage of teachers exceeds the projected target and for the high poverty schools only the percentage of teachers exceeds the target. This positive variance suggests that districts are working hard to meet the federal requirements of high quality teachers teaching core classes.

Note that in classes where students have the same teacher all day (self-contained classes) the percentage of highly qualified teachers for 2003/04 is higher for all schools and high



poverty schools, 96.5% and 95% respectively.

**Summarize how actual performance compares to any relevant public or private industry standards.**

**What is an example of a department activity related to the measure?**

- Collaborative work with teacher education programs to encourage a closer alignment between the federal requirements and the program content and requirements.

**What needs to be done as a result of this analysis?**

- 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 measure language should be precise “the percentage of core classes taught by highly qualified teachers”.

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#12 - Developmental: % classes in Oregon Schools taught by mis-assigned teachers	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 2** School leaders demonstrate competence and facilitate high achievement with diverse learners.

**Objective 2.1** School staff engage in professional development to improve the practice of teaching and learning.

**OBM Mission**

**NOTE:** This measure will not be developed. The agency is required by NCLB to “ensure” an annual increase of Highly Qualified Teachers who teach core classes and have access to “high quality” professional development. The ODE does not collect data about teachers teaching core academic classes without proper endorsements. Similarly, the TSPC does not track teachers teaching core academic classes without proper endorsement. The Teachers Standards and Practices Commission (TSPC) records the number of applications requested for conditional three year permits for teachers to teach core academic classes without proper endorsements. The TSPC does not track any activity beyond the requests.

The school districts are responsible to monitor that teachers have the appropriate endorsements to teach core academic classes.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#13 - Developmental: % of teachers, principals and/or staff who participate in trainings and rate as good or excellent	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 2** School leaders demonstrate competence and facilitate high achievement with diverse learners.

**Objective 2.2** School administrators engage in professional development to enhance instructional leadership.

**OBM Mission**

**NOTE:** Customer satisfaction training data are not systematically collected across agency offices. ODE will use the state Customer Service Survey and report the pilot data September 2006.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

*ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS*  
 TIME PERIOD: FISCAL YEAR 2004 – 2005

Agency Name: Education, Oregon Department of		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#14 - % of students with documented truancy	Target									
	Data									

**Data Source:** Oregon Department of Education, suspension, expulsion and truancy data collection

The ultimate performance target is to not have truant students.

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 3** Schools are safe, orderly and respectful

**Objective 3.1** Schools are free from controlled substances and harmful behavior.

**OBM 62, 63, 65**

**Note:** The truancy data submitted by the districts and schools in 2003/04 and 2004/05 are suspected to be invalid. Districts and schools use different definitions and rules for data collection. Requiring a standard state definition of truancy might be necessary in order to have confidence in the outcome. Improving the truancy data collection is necessary before the next collection.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

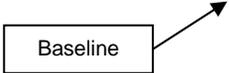
What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#15 - # of Persistently Dangerous Schools	Target					0	0	0	0	0
	Data					1	0			

Data Source:



**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 3** Schools are safe, orderly and respectful.

**Objective 3.1** Schools are free from controlled substances and harmful behavior.

**OBM 62, 63, 65**

**What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?**

Oregon has a low number of “persistently dangerous” schools. At baseline (2003/04) one school was identified as exceeding the threshold for expulsions because for weapons and/or violent behavior for three consecutive years. Seven schools were on “watch status” and need school safety improvement plans and required to submit corrective action plans to the ODE.

The ODE has an accountability role to require that districts be accountable t

Insert current data.

**How does the performance measure demonstrate agency progress toward the goal?**

The ODE is required by NCLB to establish a “school choice policy” for students attending “persistently dangerous”. In tandem, 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 accountability to ensure that districts develop and implement corrective plans,

**Compare actual performance to target and explain any variance.**

One school was identified for the

**Summarize how actual performance compares to any relevant public or private industry standards.**

**What is an example of a department activity related to the measure?**

**What needs to be done as a result of this analysis?**

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

Agency Name: Education, Oregon Department of		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#16 - # of bus accidents annually and who was at fault	Target					0	0	0	0	0
	Data					462	456			
	Driver at Fault					303	293			
	Other at Fault					159	163			

Data Source:

**Key Performance Measure Analysis** To what goal(s) is this performance measure linked?

**Goal 3** Schools are safe, orderly and respectful.

**Objective 3.2** Educational facilities and off campus including buses are adequate and safe.

**OBM Mission**

**What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?**

The number of bus accidents is fairly consistent for the two year intervals. Most accidents are the fault of the bus driver.

**How does the performance measure demonstrate agency progress toward the goal?**

The desired target is no bus accidents or at least a minimal number or that buses drivers operate 100% of the time accident free.

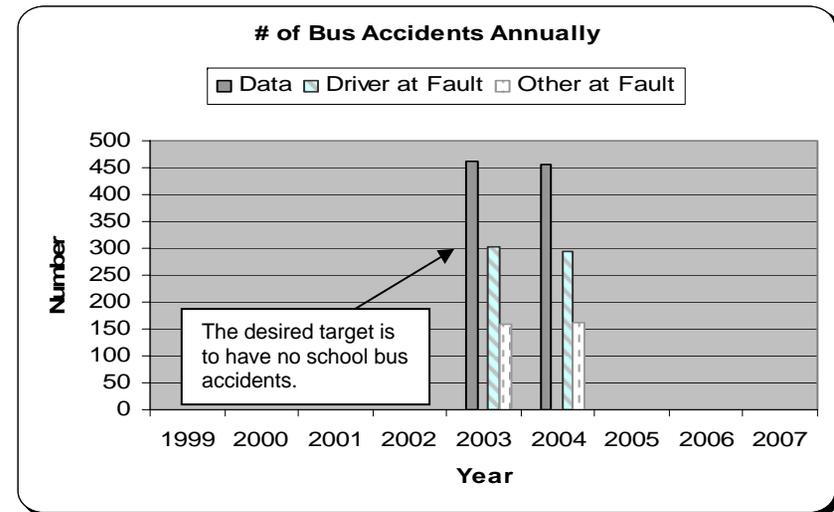
**Compare actual performance to target and explain any variance.**

Without a standard related to an expected or what might be considered a low number of accidents it is difficult to know if the number of bus accidents is low, moderate or high. The severity of the accident should have a bearing on

**Summarize how actual performance compares to any relevant public or private industry standards.**

The likely comparison is other accident records from similar states as indicated by, for example, similar rural and urban areas or the number of students in the state.

**What is an example of a department activity related to the measure?**



ODE does have a significant role in ensuring that the state operates safe bus transportation for public school children. Monitoring drivers credentials ( "S" endorsement) and safety checks are examples of ODE's role.

**What needs to be done as a result of this analysis?**

The analysis should include more information about the data, for example:

- The type or severity of accident
- Number and type of injuries
- Comparison with another state
- An indication of what would be a reasonable or typical number of accidents or reasonable targets

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#17 % of low-performing schools that improve and meet department goals for curriculum and instruction within 2 years	Target									
	Data					See Charts Below				

**Data Source:** Oregon Department of Education, Adequate Yearly Progress data. Forty four schools were not included in the analysis (2004/05) because of insufficient data.

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 4** All schools are engaged in continuous improvement toward the goal of student success.

**Objective 4.1** School in need of improvement receive targeted assistance.

**OBM Mission**

**What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)?**

**What is the impact of your agency?**

Most schools not making Adequate Yearly Progress (AYP) improve within two years (see chart on the next page). The agency has responsibility to ensure that schools not meeting AYP improve. The agency provides guidance and assistance as needed by these schools.

**How does the performance measure demonstrate agency progress toward the goal?**

An obvious ODE role is analyzing and reporting the Adequate Yearly Progress data. The results point to the schools that need improvement and progress being made over time. Another important ODE role is to recommend and/or provide assistance when necessary

**Compare actual performance to target and explain any variance.**

For the most part, the variance is due to student performance. Some groups of students are not yet meeting acceptable levels of progress towards grade level benchmarks.

**Summarize how actual performance compares to any relevant public or private industry standards.**

**What is an example of a department activity related to the measure?**

- To recommend effective support strategies and research-based educational practices

**Number of Schools Meeting and Not Meeting AYP As of November 2004**

	Title I Schools	Non Title I Schools	Total Schools	Title I Schools	Non Title I Schools	Total Schools
	AYP Met	AYP Met	AYP Met	AYP Not Met	AYP Not Met	AYP Not Met
Elementary Schools	456	231	687	27	8	35
Middle Schools	17	61	78	32	93	125
High Schools	7	54	61	11	161	172
Combined Schools	16	5	21	8	3	11
<b>Total Number of Schools</b>	496	351	847	78	265	343
<b>Total Percentage of Schools</b>			71%			29%

**See Table Below for Consecutive Years Schools Not Meeting AYP**

**What needs to be done as a result of this analysis?**

- Deeper analysis into the schools that do not met AYP criteria 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 sub group of students are not making academic progress based on grade level benchmarks. 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.

<p><b>Number of Schools Not Meeting AYP For Consecutive Years As of November 2004</b></p>
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	<b>Schools Not Meeting AYP</b>	<b>1 Year # of Years AYP Not Met</b>	<b>2 Years # of Years AYP Not Met</b>	<b>3 Years # of Years AYP Not Met</b>	<b>4 Years # of Years AYP Not Met</b>	<b>5 Years # of Years AYP Not Met</b>
<b>Title I Schools</b>						
Elementary	27	15	12			
Middle	32	19	10	2	1	
High School	11	1	7		1	2
Combined Schools	8	8				
<b>Non Title I Schools</b>						
Elementary	8	6	2			
Middle	93	34	59			
High School	161	40	121			
Combined Schools	3	1	2			
<b>TOTAL</b>	<b>343</b>	<b>124</b>	<b>213</b>	<b>2</b>	<b>2</b>	<b>2</b>

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#18 - % of teachers that rate the department's assistance, curriculum goals and instructions as excellent	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 6** The enterprise of public education is supported by operations that are effective and efficient.

**Objective 6.1** ODE meets the administrative and informational needs and provides excellent customer service.

**OBM** Mission

**NOTE:** This measure will be replaced with the state required Customer Service Survey and baseline data will be reported September 2006.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#19 - % of school districts with alternative education programs that meet department standards	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 4** All schools are engaged in continuous improvement toward the goal of student success.

**Objective 4.3** Alternative education programs provide quality educational options for student success.

**OBM Mission**

**NOTE:** The performance of alternative education programs are self-reported by district superintendents through the Division 22 Assurance. The ODE does not summarize or analyze the program data and there are no data to report. This measure will be deleted.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#20 - % of schools integrating technology into instruction	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 4** All schools are engaged in continuous improvement toward the goal of student success.

**Objective 4.4** Technology is leveraged to further the educational opportunities of Oregon students.

**OBM Mission**

**NOTE:** There are no data to report. This measure will be deleted.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#21 - # of articles and new stories about the department	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 5** Schools are funded and supported by parents, community leaders, business and policymakers.

**Objective 5.1** Oregonians are aware of the successes and challenges in public education.

**OBM Mission**

**NOTE:** The connection between the goal, objective and the existing performance measure is weak. There are no data to report. This measure will be deleted.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#22 - #/% of Superintendent of Public Instruction (SPI) – appointed stakeholder recommendations	Target									
	Data									

Data Source:

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 5** Schools are funded and supported by parents, community leaders, business and policymakers.

**Objective 5.2** Stakeholders are engaged in policy debate and decision-making

**.OBM Mission**

**NOTE:** The agency does not systematically collect information related to stakeholder recommendations. There are no data to report. This measure will be deleted.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#23 - % of stakeholders who rate the department's services as good or excellent	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 6** The enterprise of public education is supported by operations that are effective and efficient.

**Objective 6.1** ODE meets the administrative and informational needs and provides excellent customer service.

**OBM** Mission

**NOTE:** This measure will be replaced with the state required Customer Service Survey and baseline data will be reported September 2006.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#24 - % of student assessment reports meeting the department’s standards for timeliness	Target									
	Data									

Data Source:

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 6** The enterprise of public education is supported by operations that are effective and efficient.

**Objective 6.2** Accurate and timely student scores are available to clients.

**OBM Mission**

**NOTE:** There are no data to report. This measure will be replaced with an efficiency measure.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004– 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#25 - Developmental: Measure relating to accuracy of test scoring	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 6** The enterprise of public education is supported by operations that are effective and efficient.

**Objective 6.3** Payments to schools, contractors and vendors are accurate and timely.

**OBM Mission**

**NOTE:** This measure was not developed and it will be deleted.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#26 - % of payments to schools, vendors and contractors that meet department standards of timeliness and accuracy	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 6** The enterprise of public education is supported by operations that are effective and efficient.

**Objective 6.3** Payments to schools, contractors and vendors are accurate and timely.

**OBM Mission**

**NOTE:** There are no data to report. This measure will be replaced with an efficiency measure.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#27 - Developmental: Measure relating to systems coordination	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 6** The enterprise of public education is supported by operations that are effective and efficient.

**Objective 6.4** Coordination and efficiencies across offices and programs are increased.

**OBM Mission**

**NOTE:** This measure was not developed and it will be deleted.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#28 - Developmental: Measure relating to consolidation of data services	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

**Goal 6** The enterprise of public education is supported by operations that are effective and efficient.

**Objective 6.4** Coordination and efficiencies across offices and programs are increased

**OBM Mission**

**NOTE:** This measure was not developed and it will be deleted.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
# 29 - % of department goals for curriculum and instruction met by the Oregon Schools for the Deaf and Blind	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

This performance measure relates to an additional goal that was added to the previous goals: Schools for the deaf/blind are operated in compliance with all applicable rules and regulations.

**NOTE:** This measure was not developed and it will be deleted.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?

**ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS**

TIME PERIOD: FISCAL YEAR 2004 – 2005

<b>Agency Name:</b> Education, Oregon Department of		<b>Agency No.:</b> 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#30 - Developmental: Measure relating to results expected of and produced by ODE administered grants and contracts	Target									
	Data									

**Data Source:**

**Key Performance Measure Analysis**

To what goal(s) is this performance measure linked?

This performance measure relates to an additional goal that was added (spring 2003) to the previous goals: *All grants and contracts are managed for results.*

**NOTE:** This measure was not developed. The Administration of grant funds is an important agency role and accountability function. There are performance indicators or expectations associated with the federal grants managed by the agency. Aligning these expectations to the key performance measure associated with “managing grants for results” is a possible future measure.

What do benchmark (or other high-level outcome) data say about Oregon relative to the goal(s)? What is the impact of your agency?

How does the performance measure demonstrate agency progress toward the goal?

Compare actual performance to target and explain any variance.

Summarize how actual performance compares to any relevant public or private industry standards.

What is an example of a department activity related to the measure?

What needs to be done as a result of this analysis?