EDUCATION, OREGON DEPARTMENT of

Annual Performance Progress Report (APPR) for Fiscal Year (2008-2009)

Proposed KPM's for Biennium (2009-2011)

Original Submission Date: 2009

Finalize Date: 10/15/2009

2008-2009 KPM #	2008-2009 Approved Key Performance Measures (KPMs)
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 3rd and 8th grade reading and math.
4	STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.
5	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (four separate metrics).
6	COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.
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 - Percentage of low-performing schools 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.

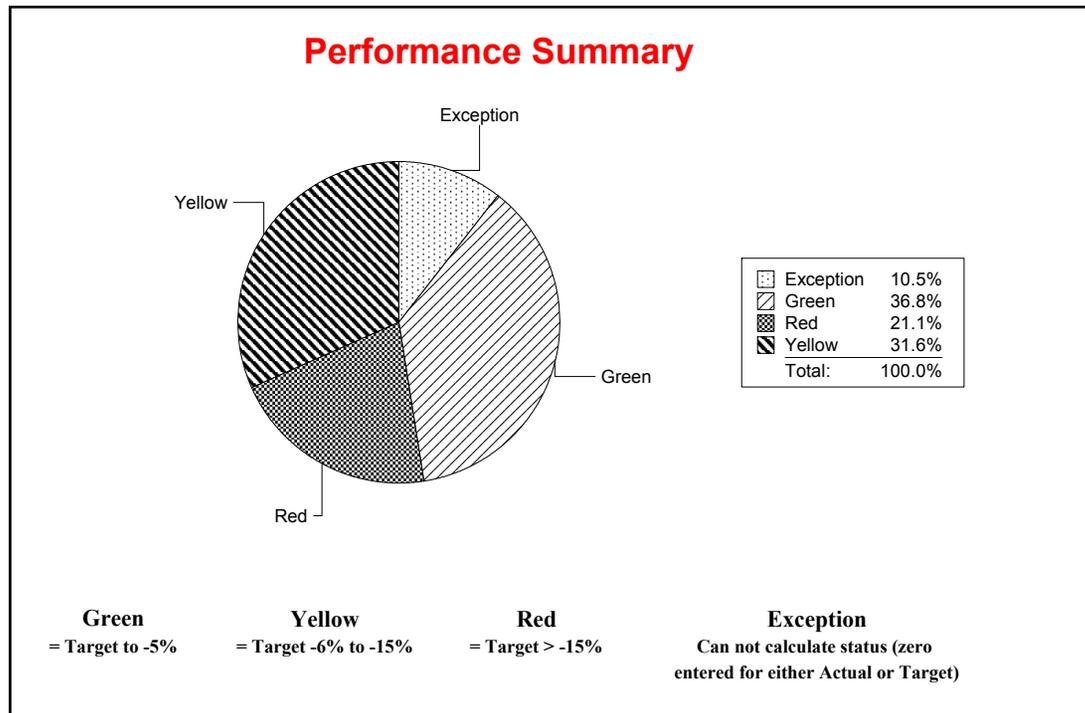| 2008-2009 KPM #	2008-2009 Approved Key Performance Measures (KPMs)
14	HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.
15	MINORITY STAFF—Number and percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure 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 (data available 2007)
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 – Number and percentage of customers rating the agency's customer service as "good" or "excellent" (data available 2007).

Agency Mission:	Increase Achievement for All Students	
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Performance Summary

Exception	10.5%	
Green	36.8%	
Red	21.1%	
Yellow	31.6%	
Total:	100.0%	

Green	**Yellow**	**Red**	**Exception**
= Target to -5%	= Target -6% to -15%	= Target > -15%	Can not calculate status (zero entered for either Actual or Target)

1. SCOPE OF REPORT

The priorities and initiatives of the Superintendent of Public Instruction and the State Board of Education for student success are embedded within the Oregon Department of Educations high-level goals of Quality Schools and Accountable Systems. ODEs Key Performance Measures (KPMs) reflect these goals by monitoring ODEs work pertaining to the Oregon PK-12 education enterprise, as well as ODEs internal operational efficiency.

ODEs KPMs 115 focus on the Oregon PK-12 education enterprise. ODE has identified these measures as critical outcomes that provide Oregonians with

opportunities to succeed in making meaningful contributions to society. ODEs role in these KPMs is to provide leadership by developing policies and programs in collaboration with ODEs key partners. In addition, ODE plays a regulatory role, monitoring and providing guidance to help districts better meet the needs of Oregonians. ODEs performance targets describe ODEs goals for the PK-12 education enterprise based on trends in past performance and ODEs continued commitment to providing equal opportunities to all Oregon students to achieve success. Demonstrating progress for these KPMs requires ownership and commitment on the part of several education players. Increasing graduation rates requires aligned efforts among the Legislature, ODE, the Education Service Districts, school districts, and the classroom. Aligning these efforts requires holding all of the many players in the education system, including ODE, accountable for these key outcomes.

ODEs KPMs 1619 focus on ODEs internal operational efficiency. These measures focus on ODEs success in serving its stakeholders, providing services in a timely and accurate fashion. ODEs performance targets describe ODEs goals for improving its internal processes to increase efficiency and accuracy.

2. THE OREGON CONTEXT

ODEs Key Performance Measures relate to the following Oregon Benchmarks:
OBM 18 Ready to Learn relates to ODEs KPM 1 Access to Pre-Kindergarten and KPM 2 Kindergarten Readiness
OBM 19 and 20 3rd and 8th Grade Reading & Math relate to ODEs KPM 3 Student Achievement and KPM 4 Student Growth
OBM 22 and 23 High School Dropout, and High School Completion relate to ODEs KPM 5 High School Graduation
OBM 24 Some College Completion relates to ODEs KPM 6 College Readiness
OBM 64 Teens Carrying Weapons relates to ODEs KPM 11 Suspension, Expulsion, and Truancy and KPM 12 Safe Schools

Agency Partners in Related Work: In achieving its goals for Oregons PK-12 education enterprise, ODE collaborates with the Oregon Youth Authority, the Commission on Children and Families, the Department of Human Services, Community College and Workforce Development, and the Oregon University System.

Other Education Partners: ODE also collaborates with Oregons Education Service Districts, School Districts, the Confederation of School Administrators, and the Oregon School Boards Association.

3. PERFORMANCE SUMMARY

The performance summary chart above reflects performance on ODE's 19 KPMs (Note: due to a limitation in the reporting mechanism, 5 KPMs have been mis-categorized). For 2008-09, 10 (53%) of ODE's measures are "green," indicating that those measures are within 5% of the target; 6 (32%) of ODE's measures are "yellow," indicating that those measures are between 6% and 15% of the target; 2 (10%) of ODE's measures are "red," indicating

that those measures are more than 15% off from the target; and 1 (5%) of ODE's measures is an "exception," indicating that a target has not been set for 2009.

Due to a limitation in the reporting mechanism, the status for the following KPMs appears incorrectly in the performance summary chart above:
The status for KPM 4 - Student Growth incorrectly appears as "Red." This KPM should be categorized as "Yellow" since performance for this KPM is 5.1% below target.
The status for KPM 10 - Schools Offering Advanced Courses incorrectly appears as "Red." This KPM should be categorized as "Yellow" since performance for this KPM is 10.3% below target.
The status for KPM 12 - Safe Schools incorrectly appears as an "Exception." This KPM should be categorized as "Green" since performance for this KPM met target.
The status for KPM 14 - Highly Qualified Teachers incorrectly appears as "Yellow." This KPM should be categorized as "Green" since performance for this KPM is 5% below target.
The status for KPM 17 - On-time Technical Projects incorrectly appears as "Yellow." This KPM should be categorized as "Green" since performance for this KPM is 5% below target.

4. CHALLENGES

1. Integrating the KPMs and their related activities into ODEs functions/operations. ODE has responded by working to align its KPMs with the agency strategic plan. This is an ongoing effort.
2. Increasing awareness among ODE management and staff of the importance of performance measurement as part of ODEs budget planning and policy development process.
3. Involving ODEs key partners and stakeholders in ODEs efforts to make progress on ODEs KPMs and the underlying goals of student success, quality schools, and accountable systems.

5. RESOURCES AND EFFICIENCY

The following are ODEs actual expenditures for 2008-09 by fund type:

General Fund $2.689 billion
Lottery Funds State School Fund $541.3 million; Lottery Funds - Debt Service $28.8 million
Other Funds - $92.4 million
Federal Funds - $599.6 million
Total Funds $3.951 billion

The following is ODEs estimated budget for 2009-10 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.):
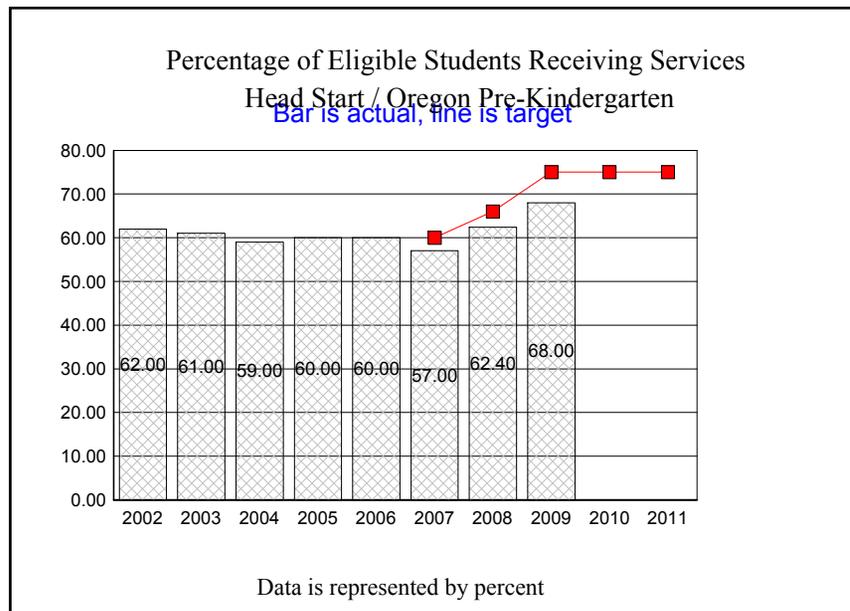
General Fund $2.669 billion
Lottery Funds State School Fund $215.5 million; Lottery Funds - Debt Service $27.1 million
Other Funds - $78.9 million
Federal Funds - $738.8 million
Total Funds $3.729 billion

KPM #1	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.	2002
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	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, Nancy Johnson-Dorn, Director, 503-947-5703	

Percentage of Eligible Students Receiving Services
Head Start / Oregon Pre-Kindergarten
Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Increasing the number of eligible children who have access to Head Start and Oregon Pre-Kindergarten (HSOPK) programs is a priority of the

Superintendent of Public Instruction and the Governor of Oregon. The Legislature showed their support in 2007 by increasing funds, allowing more of Oregon's young children who live in poverty access to the comprehensive services of HSOPK programs. These services include health, dental, parent support and classes, mental health, and nutrition.

ODE administers the HSOPK programs, supervising 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 X Head Start Office, Administration for Children and Families (ACF) (Region X), Training and Technical Assistance for Head Start (Region X), 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, 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), Childrens Institute, State Interagency Coordinating Council (SICC)

2. ABOUT THE TARGETS

There is an 80% threshold regarding actual access to services; that is, 80% of the eligible population will actually access services and the remaining 20% although eligible, will not seek services. For 2008 and 2009, ODE revised its targeted percentage of children enrolled in HSOPK programs in response to recommendations from the Legislative Fiscal Office. While the goal is to provide HSOPK services to 80% of the eligible population, the Legislative Fiscal Office suggested setting more realistic targets for 2008 and 2009 based on available funding. For 2009, the targeted percentage of eligible children receiving HSOPK services is 75%.

3. HOW WE ARE DOING

For 2009, the percentage of eligible children and families accessing services was 68.2%, compared to ODE's target of 75%. The increase in funds for 2007 allowed ODE to provide HSOPK services to an additional 1,732 children, with an additional 1,336 children added in 2008. While this increase in funding has helped Oregon and ODE to reach the goal of providing HSOPK services to more eligible children, at the same time the current economic downturn has had the effect of increasing the total number of children living in poverty, broadening the pool of eligible children.

4. HOW WE COMPARE

The number of children receiving HSOPK services has increased by 3,068 children since 2007. While ODE increased the number of children receiving services in 2007, there was a reduction of 200 children receiving services by federal Head Start programs and other funding sources in the same time period.

5. FACTORS AFFECTING RESULTS

Four major factors can affect the percentage of eligible children who actually receive HSOPK services:

Poverty Rate. The state poverty rate for 3-4 year olds used in 2009 was 18.8%. In the spring of 2009, ODE asked the Population Research Center at Portland State University to document the methodology used to produce the state-wide estimates of HSOPK eligible children and apply the methodology to years 2003-2008. While estimates of HSOPK eligible children for years 2003-2008 are already available, it was necessary to reproduce another set of estimates utilizing consistent methodology so that the historical and current numbers are comparable over time. This recalculated poverty rate will be used in 2009. Typically, if the economic indicators show a waning in the economy, the poverty rate increases. This results in a larger number of children eligible for HSOPK services.

Drugs. Oregon has a significant problem with methadone use, as well as other drugs. The effect of drugs on families is debilitating, creating chaotic home environments, dysfunctional relationships, unemployment, and homelessness to name a few negative outcomes.

Quality Staff. It is difficult for HSOPK programs to hire or maintain trained and experienced staff because they can receive higher salaries in other places of employment, such as public schools. Investing in staff training often leads to staff continuing their education and leaving for jobs with better pay.

Continuous Funding. Continuous and improved funding of HSOPK programs is required for Oregon to meet its target of providing 75% children in poverty with access to HSOPK services in 2010. As the poverty rate increases, expanding the number of children eligible for HSOPK services, the number of children that receive services will need to increase in order for ODE to meet its target.

6. WHAT NEEDS TO BE DONE

Ensure continuous and sustainable funding allowing:

1) All eligible children and their families to have access to high quality Head Start / Oregon Pre-Kindergarten programs;
2) The ability to hire and maintain high quality staff and reduce the rate of staff turnover; and
3) More services for children from birth to age three and their families.

7. ABOUT THE DATA

The number of children receiving HSOPK is reported annually and includes children funded through Federal Head Start (Region X Office of Head Start, Region XI American Indian Head Start, and Region XII Migrant and Seasonal Head Start); state pre-kindergarten; and other local funding (Grande Ronde Tribe, Title 1, City of Portland, and Clatsop ESD).

General population data used to estimate the number of age three and four year olds in the state were obtained from the Population Research Center at Portland State University. Poverty rate data were obtained from the U.S. Census Bureau. The rate used is the average of the poverty rates for the birth to age four-year olds across three biennia, starting in 2000.

KPM #2	KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.	2000
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten.	
Oregon Context	STUDENT SUCCESS: Young children are successful in kindergarten programs.	
Data Source	Oregon Kindergarten Readiness Survey, a teacher perception survey, is administered in December with results available in April.	
Owner	Office of Student Learning and Partnerships (OSLP) Catherine Heaton 503-947-5714	

Oregon Kindergarten Readiness Survey Data and Targets

Bar is actual, line is target

Data is represented by percent
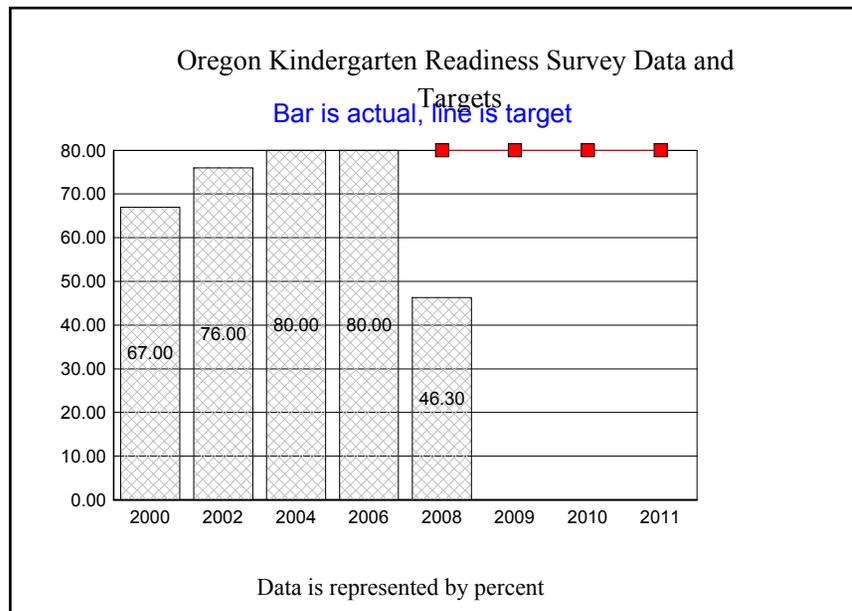
1. OUR STRATEGY

ODE influences Oregon Head Start Pre-Kindergarten programs and services through its leadership and accountability roles. ODE contributes to the

programs and services by interpreting federal and state legislation and rules; by monitoring current outcomes and reporting the results; and by training service providers on child development, care, family services, and research-based practices.

ODE contributes to a body of knowledge about the value of early learning experiences for young children. Since 2000, ODE has administered the Oregon Kindergarten Readiness Survey on a biennial basis, analyzed the data, and prepared the Oregon Kindergarten Readiness Survey Report - Readiness to Learn (available at www.ode.state.or.us/search/page/?id=1356). Beginning in 2008, the Oregon Kindergarten Readiness Survey will be conducted annually in districts across Oregon.

Key Partners
Federal Region X Head Start Office, Administration for Children and Families (ACF) (Region X), Training and Technical Assistance for Head Start (Region X), Oregon Commission on 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), State Interagency Coordinating Council (SICC), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Confederation of Oregon School Administrators (COSA), Office of Special Education Programs (OSEP), Childrens Institute

2. ABOUT THE TARGETS

The 80% targets for 2009-2011 are based on Oregon Kindergarten Readiness Survey data through 2006. With input from kindergarten teachers and other stakeholders, ODE updated the survey content and rating codes to provide more accurate survey results. Baseline data were collected using the updated survey in December 2008. Targets for future years will be based on 2008 baseline data and subsequent 2009 and 2010 data.

3. HOW WE ARE DOING

Results of the 2008 Oregon Kindergarten Readiness Survey show that the children who attended early childhood education programs exceeded all-student averages in all five developmental domains. The 2008 data show that 46.3% (23,382) of kindergarten children met the criteria for all five developmental domains: Approaches to Learning; Social and Personal Development; Physical Health, Well-Being, and Motor Development; General Knowledge and Cognitive Development; and Communication, Literacy, and Language Development. The data represent a snapshot of kindergarten teachers' perceptions about their students at a point in time.

The 2008 data show a significant decrease in the percentage of children rated as ready by their kindergarten teachers. However, for many reasons, the

reader must be advised that data comparisons between the years are risky at best, but in the time frame between 2006 and 2008, comparisons cannot be made. In 2008, Oregon completely revised the content and rating codes of the Oregon Kindergarten Readiness Survey, as described below in Section 7. About the Data. ODEs goal in updating the survey was to provide more efficiency in the data collection process and greater clarity in the indicators and rating codes.

4. HOW WE COMPARE

Although there may be similarities between the "ready to learn" or "school readiness" surveys of different states, methods and content vary fundamentally, making comparisons risky. The fundamental differences may be, for example, in the unit of analysis (perceptions about individual children vs. ratings of the overall classroom or groups of children); or in the rating scale (4-point scale vs. percentage ranges); or in comparability between the groups of children included in the survey. Further compromising true comparison is the fact that some states require kindergarten observational assessments rather than perception surveys. Because of variations in method, survey content, and rating codes, data are not comparable across states.

5. FACTORS AFFECTING RESULTS

There are at least two notable methodological factors that will continue to affect the comparability of results of the Oregon Kindergarten Readiness Survey from year-to-year and, especially, in the critical time-frame of 2006 - 2008.
1) The number of children included in the data set varies from year-to-year because the survey is voluntary. For example, in 2008, teachers gave their impressions of 23,382 children, compared to the 26,618 children rated in the 2006 survey. Even though the groups of children are different in size and composition from survey to survey, the survey outcomes are not adjusted to account for these group differences.

2) ODE does not control for inter-rater reliability and, therefore, comparisons are risky between groups and between years. The teachers who complete the survey will continue to differ from survey to survey. In districts that do not require the kindergarten teachers to participate every year, teachers voluntarily rate the children. This causes a difference in the size of the data set, and adjustments are not made for differences of group size and composition. The survey method affects how data should be interpreted. The Kindergarten Readiness Survey is a voluntary, student-level survey of kindergarten teachers' perceptions about the children's readiness. Until 2008, the teachers rated the children in one of each teacher's classes of kindergarten students and all of the students who participated in Early Childhood Special Education during the year prior to entering kindergarten. Beginning in 2008, teachers rated all children in all of the teachers' kindergarten classes.
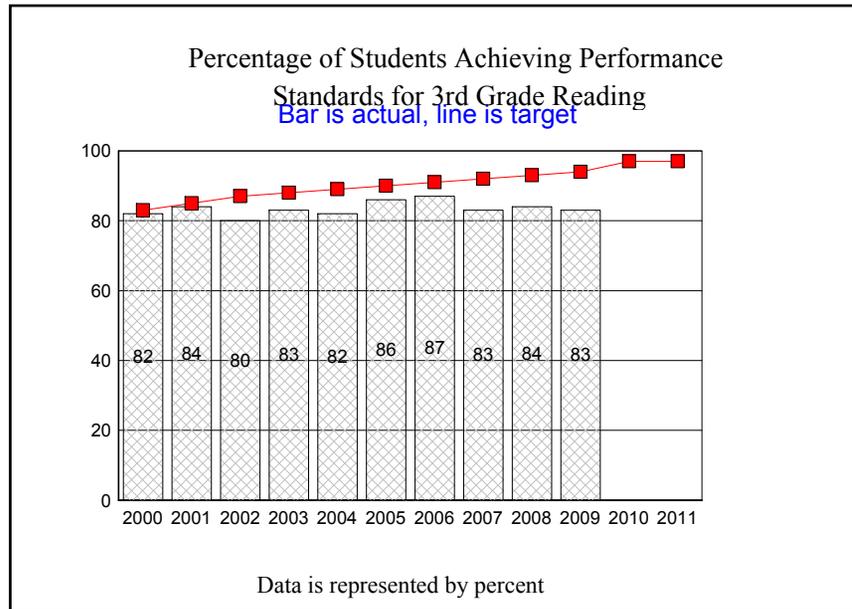
6. WHAT NEEDS TO BE DONE

The following steps should be taken to improve kindergarten readiness:

1) Re-examine the need for the survey and explore the possibility of requiring all districts to respond. The need for the Kindergarten Readiness Survey data has changed over time. Now that the Oregon Progress Board no longer exists, the data are reported only as part of the ODE KPMs. Perhaps, it is time for a validation that this data collection should continue into the future and if so, how.

2) If, after the re-examination, the survey is continued, re-examine the content and rating codes. After two years of data collection using the new instrument, a group of kindergarten teachers and stakeholders should be convened to re-examine the new survey and validate its effectiveness. Baseline data should be analyzed with this group.

3) New targets must be set. Beginning in 2008, there is a complete break in data comparability due to the implementation of the updated Oregon Kindergarten Readiness Survey. The targets for 2008-2011 were set based on data obtained under the old survey design and methodology. With the changes in design and methodology beginning with the 2008 survey, ODE expected that data collected using the new survey would not match the targets that were based on the old survey. ODE plans to adjust the targets for 2012 and beyond, based on data obtained under the new survey design.

4) Re-engage with previous Key Partners and contributors listed in Section 1. Our Strategy to ensure maintenance of the vision.

7. ABOUT THE DATA

Until 2008, Oregon used five one-word descriptors for its rating scale, and children were rated on twelve indicators of readiness. In the newly-revised 2008 Oregon Kindergarten Survey, teachers rated children on sixteen indicators using a four-point scale with levels of observed behavior quantified by percentages of time. Until 2008, teachers were provided with paper worksheets and an outdated electronic survey application to be used for this data collection. In 2008, ODE used the consolidated student file format to collect the demographic, program, and student-level readiness data. See the newly revised Oregon Kindergarten Readiness Survey (located at http://www.ode.state.or.us/search/page/?id=1356) for more information.

KPM #3	STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.	2000
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards	
Oregon Context	STUDENT SUCCESS: Improvement is shown for all students	
Data Source	Annual Statewide Assessments	
Owner	Office of Assessment and Information Services (OAIS) Scoring and Reporting Section, Jonathan Wiens, 503-947-5764; Office of Educational Improvement and Innovation (EII), Julie Anderson, 503-947-5613	

Percentage of Students Achieving Performance
Standards for 3rd Grade Reading
Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Closing the achievement gap is a priority for the Superintendent of Public Instruction, and ODE exerts great effort toward this end. Key examples of ODEs strategies 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
School Improvement Fund & application process

Accountability and leadership are ODE functions that are related to student academic achievement. Through its expectations and support of schools and districts, 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, namely the Oregon Assessment of Knowledge and Skills (OAKS).

Key Partners
Regional Education Service Districts (Regional ESD Partners), School Districts, Schools, teachers, and other staff, Advisory Team on Underrepresented and Minority Student Achievement, Assessment Policy Advisory Committee, Content and Assessment Panels, Sensitivity Panels, Literacy Leadership State Steering Committee (LLSSC), University Partners, American Institute of Research (AIR), National Assessment Educational Progress (NAEP), American Educational Research Association (AERA), American Psychological Association (APA), National Council on Measurement in Education (NCME)

2. ABOUT THE TARGETS

In December 2006, a representative group of Oregon educators, parents, and other members of the public gathered together to determine how well students need to do on the OAKS tests to be identified as having mastered the state content standards. ODE adjusted the targets for 2008 and 2009 to reflect the changes in statewide standards that occurred in 2006-07. For 2010, ODE has aligned its targets for KPM 3 - Student Achievement to the corresponding targets for OBMs # 19a, 19b, 20a, and 20b. Because the No Child Left Behind (NCLB) legislation requires that all students reach 100% proficiency by 2014, ODE plans to increase its targets each year between 2008 and 2014 to gradually work toward a target of 100% proficiency.

3. HOW WE ARE DOING

The assessment results presented in this report are for 3rd grade reading and math, and 8th grade reading and math. 2008-09 data for 3rd grade reading

appear in the graph above. 2008-09 data for 3rd grade math, 8th grade reading, and 8th grade math appear in supplemental graphs at the end of the analysis for KPM 3 - Student Achievement. The actual percentages for both grade levels and for both subjects are below target. For 3rd grade reading, actual performance was at 83% compared to the target of 94%. For 3rd grade math, actual performance was at 77% compared to the target of 89%. For 8th grade reading, actual performance was at 70% compared to the target of 85%. For 8th grade math, actual performance was at 71% compared to the target of 83%. While student achievement is below target for all four metrics, it is worthwhile to note that the percentage of students achieving performance standards increased for both 8th grade math and reading compared to 2007-08, and student performance remained constant for 3rd grade math.

In terms of student achievement in Reading, 8th grade scores are up, while 3rd grade scores are down slightly. This is good news for Oregon on the one hand, because improving reading achievement in middle school is challenging. On the other hand, grade 3 reading achievement is a foundational anchor and important indicator for the K-12 system because students who are not reading at grade-level at grade 3 generally experience difficulty developing grade-level reading skills after grade 3. In order to close the achievement gap, Oregon needs to increase the number of students who are grade-level readers by the end of grade 3. Stronger reading outcomes in middle and high school are based on stronger reading outcomes in K-3. One likely reason that today's 8th grade students are doing better in reading is because many of them attended Oregon Reading First Grant schools and received evidence-based K-3 reading instruction beginning in 2003-04. However, the Oregon Reading First grant ended in 2008. Oregon initiatives in middle school are also paying off.

Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at www.ode.state.or.us/search/page/?=1821). Additionally, www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx contains a breakdown of test results for districts and statewide performance by grade level, (3,4,5,6,7,8, and 10), and grade level and ethnic group by performance category (meets or exceeds, nearly meets, low, and very low). Currently, the Statewide Report Card and Test Result links above contain data from 2003-04 to 2008-09.

4. HOW WE COMPARE

The National Assessment of Education Progress (NAEP) provides a national perspective on student achievement for reading and mathematics. The most recent data is from the 2006-07 school year. Oregon 8th grade students for 2006-07 did well compared to other 8th grade students in the nations public schools. (NAEP data are only available for 4th and 8th graders.) Oregons 8th grade achievement level percentage for math was 77%, compared to the Nations public schools percentage of 73%. Oregons 8th grade achievement level percentage for reading was 73%, compared to the Nations public schools percentage of 70%.

5. FACTORS AFFECTING RESULTS

Oregon middle schools include students that started their K-3 schooling in Oregon Reading First schools. Over the past three years, many Oregon teachers have been trained in data-based decision making professional development through the education service districts and are meeting regularly in data teams and professional learning communities to score, discuss, and determine rigor of student work. A number of Oregon middle schools report they are using this training to strengthen teaching and to ramp up interventions for students to prepare them for the Oregon Diploma. Response to Intervention (RTI)an initiative to improve reading and/or mathfirst used in Reading First schools and other elementary schools, has in the past two years been embraced by some of these middle schools that are now experiencing improved student achievement in reading and math.

While it is likely that the 2007-09 School Improvement Fund (SIF) dollars positively impacted student achievement statewide, because districts could spend SIF dollars over ten allowable areas, five of which are overlapping (Increases in instructional time, Remediation, Services to at-risk youth, Closing the achievement gap, and Literacy), tracking the impact of the SIF was difficult. In addition, because two of the areas, "Class-size reduction" and "Other," are not directly related to student achievement, the impact of SIF dollars on KPM 3 - Student Achievement is difficult to determine.

6. WHAT NEEDS TO BE DONE

ODE will continue to work towards student success by aligning the Oregon Statewide Assessments with Oregons content standards, providing research-based school improvement practices, and performing sound accountability practices. It is recommended that future SIF distributions be focused on improving reading and math achievement statewide by targeting SIF dollars on the two SIF areas of Early Childhood (including all-day kindergarten) and Closing the Achievement Gap rather than spreading SIF dollars across the eleven areas described in ORS 327.297 (Early childhood; Class size reduction; Increases in instructional time; Mentoring, teacher retention, and professional development; Remediation, alternative learning, and student retention; Services to at-risk youth; Programs to improve a student achievement gap; Vocational education programs; Literacy programs; School library programs; and Other).

The Oregon K-12 Literacy Framework, developed by the Literacy Leadership State Steering Committee (LLSSC) in partnership with ODE, will be available to districts and schools in late October 2009. The framework provides direction to the state, districts, and schools on how to improve reading outcomes for students in K-12 in order to ensure that all Oregon children are readers by the end of grade 3, and that they progress at grade-level or above in content area reading throughout their school career.

Much of ODEs work is focused on student success as measured by student academic achievement. ODEs work on the Student Growth Model will allow ODE to track academic performance data at the student level and provide a longitudinal description of growth and learning. See KPM 4 Student Growth for more information.
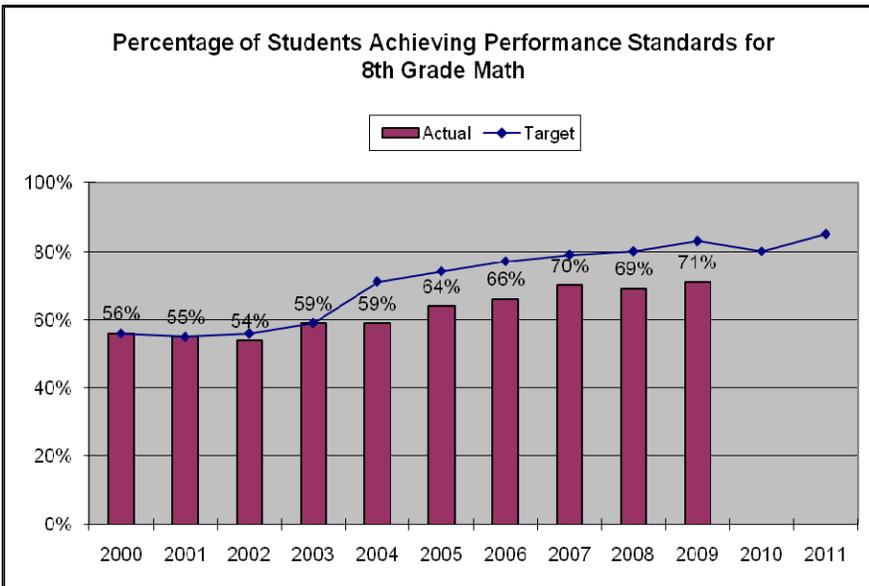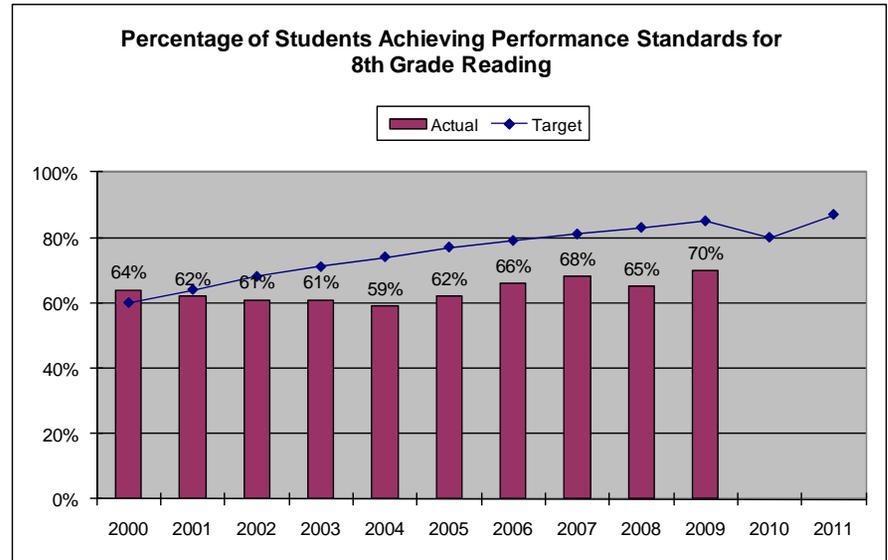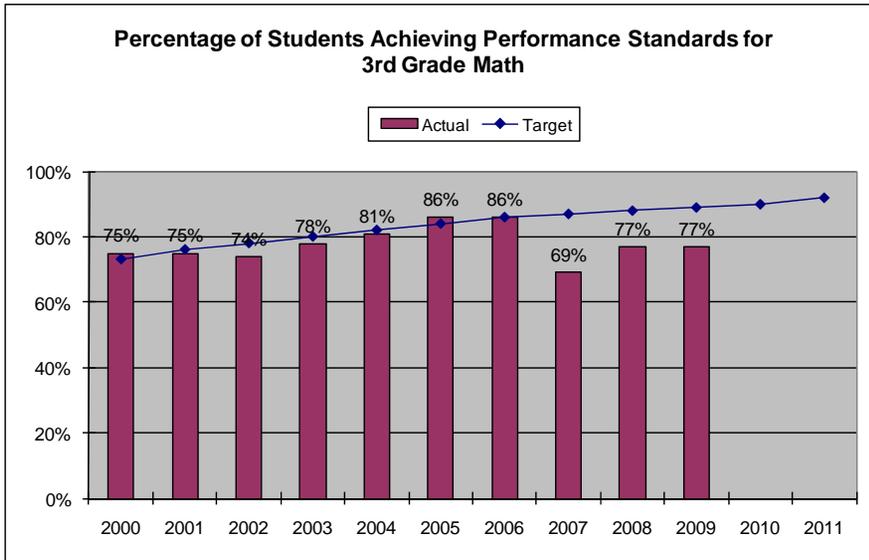
7. ABOUT THE DATA

The percent of students meeting the standard prior to 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. The 2007-08 data reflect a 10% increase in the academic performance targets used to make AYP determinations for both reading and mathematics.
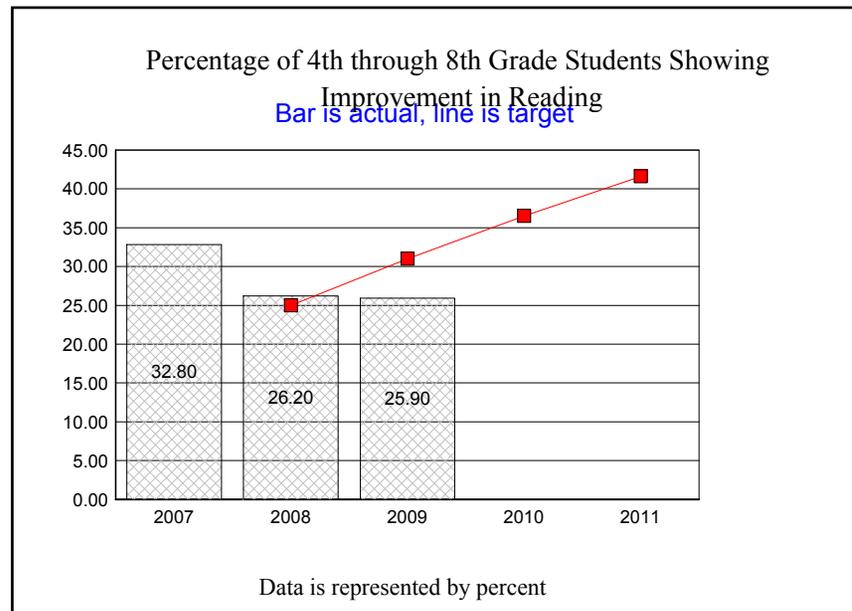
Agency Mission: Increase Achievement for All Students.

Percentage of Students Achieving Performance Standards for 3rd Grade Math

Legend: Actual (bar), Target (line)

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Actual	75%	75%	74%	78%	81%	86%	86%	69%	77%	77%		

Percentage of Students Achieving Performance Standards for 8th Grade Reading

Legend: Actual (bar), Target (line)

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Actual	64%	62%	61%	61%	59%	62%	66%	68%	65%	70%		

Percentage of Students Achieving Performance Standards for 8th Grade Math

Legend: Actual (bar), Target (line)

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Actual	56%	55%	54%	59%	59%	64%	66%	70%	69%	71%		

KPM #4	STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.	2007
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards	
Oregon Context	STUDENT SUCCESS: improvement is shown for all students	
Data Source	Annual Statewide Assessments	
Owner	Office of Assessment and Information Services, (OAIS) Assessment Section, Jonathan Wiens, 503-947- 5764; Office of Educational Improvement and Innovation (EII), Cheryl Kleckner, 503-947-5794	

Percentage of 4th through 8th Grade Students Showing Improvement in Reading
Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Closing the achievement gap is a priority for the Superintendent of Public Instruction, and ODE exerts great effort toward improving student

achievement. Key examples of ODEs strategies are:

Recognition of schools making significant headway to close achievement gaps

School and district leadership training

School improvement professional development

Accountability requirements for schools and districts

The School Improvement Fund (SIF) and its application process

Key Partners

Regional Education Service Districts (Regional ESD Partners), School Districts, Schools, teachers, and other staff, Advisory Team on Underrepresented and Minority Student Achievement, Accountability Advisory Committee, Content and Assessment Panels, Sensitivity Panels, State Board of Education, Oregon Education Association (OEA), Oregon Association of Educational Service Districts (OAESD), Confederation of Oregon School Administrators (COSA), Oregon School Board Association (OSBA)

2. ABOUT THE TARGETS

The No Child Left Behind Act (NCLB) requires that all schools and districts achieve 100% proficiency by 2014. The goal of this performance measure is to track the rate at which Oregon students transition from not meeting to meeting performance standards on the Oregon Statewide Assessments for reading and math. By increasing this percentage of individual student growth, schools will also have demonstrated progress in closing the achievement gap.

The targets set for 20082011 are based on benchmark data from 2006-07 and preliminary data from 2007-08. Growth targets are increased over time to support KPM 3 Student Achievement.

3. HOW WE ARE DOING

The data presented in this report indicate the percentage of students in grades 48 showing improvement in reading and math. 2008-09 data for reading appear in the graph above. 2008-09 data for math appear in a supplemental graph at the end of the analysis for KPM 4 Student Growth. For 2008-09, 25.9% of students who had previously not met reading performance standards transitioned to meeting standards, and 29.8% of students who had previously not met math performance standards transitioned to meeting standards. The 2008-09 data for reading do not show a significant change compared to 2007-08, but math did show a decline. This is the case even though overall performance on statewide assessments was higher in 2008-09 than in 2007-08 for both reading and math.

Since these data are based on the students who did not meet performance standards, a population that should decline over time, the percentages shown for this indicator may show more year-to-year variability than those for indicators that rely on larger student populations.

4. HOW WE COMPARE

This measure is not a required component of federal school accountability, hence we do not have comparative data from similar states.

5. FACTORS AFFECTING RESULTS

Low performing students may need targeted intervention strategies to assist them in meeting academic benchmarks. Districts and schools should be using data-driven decision making to identify students in need of targeted assistance and using research-based intervention strategies to assist these students. Districts and schools should have policies in place to provide targeted assistance to students in meeting benchmarks and to provide professional development to educators to assist them in using research-based intervention strategies. In addition, as districts become more successful at helping their lower performing students meet benchmarks, they may face increasing challenges in moving the remaining students, those who require the most intervention, up to benchmark. This may lead to a situation where performance for this measure declines even as performance for KPM 3 Student Achievement (the percentage of students meeting benchmark) increases.
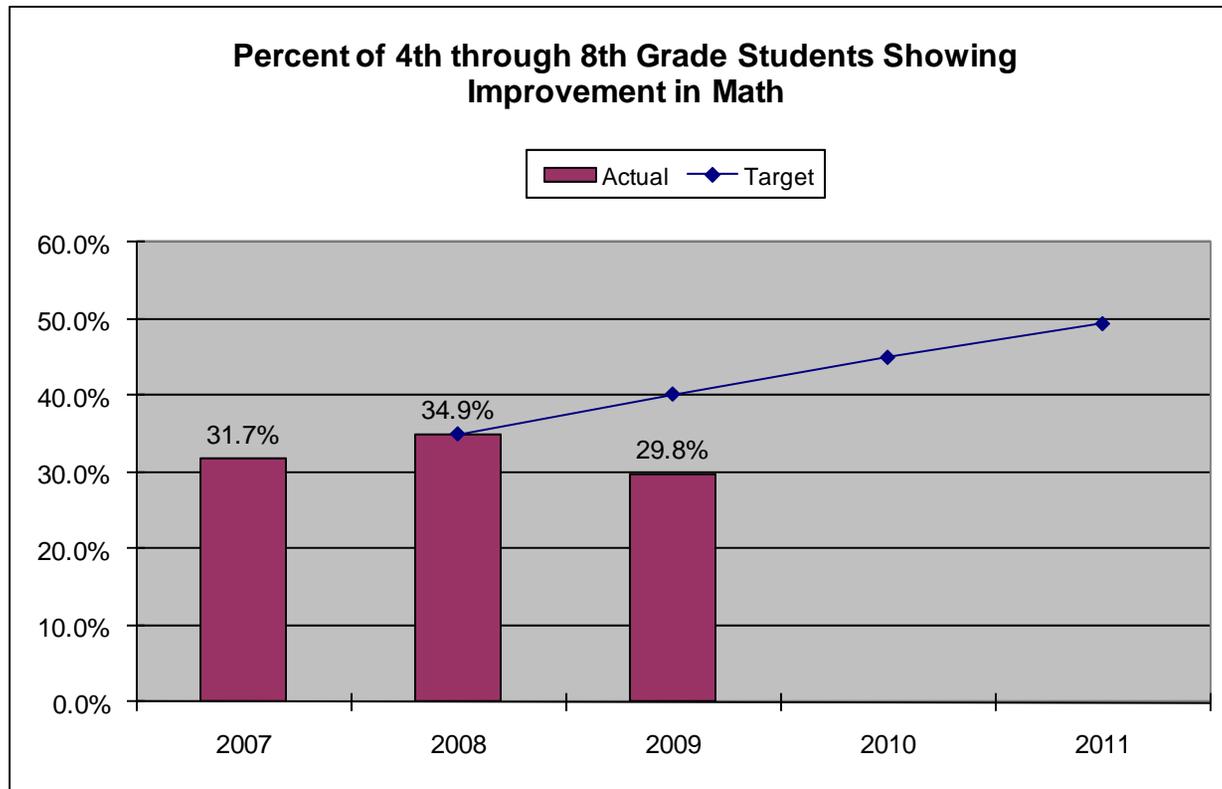
6. WHAT NEEDS TO BE DONE

Schools and districts should implement targeted intervention strategies whose goal is to help low performing students reach benchmarks. Many districts are already using various intervention strategies for their students, and ODE is partnering with the Oregon Association of Educational Service Districts (OAESD) to deliver intervention strategies that can work and professional development that will help districts identify students in need. ODE is partnering with the statewide Education Enterprise Steering Committee on The Oregon DATA Project, which is a statewide initiative designed to improve student achievement by collecting, analyzing, and using longitudinal data to inform individual instruction. More than 100 school district and ESD educators from all over the state have completed a three-day certification training on using data in the classroom, school, and district to improve instruction through the Oregon DATA Project. ODE will provide targeted assistance to districts and schools to create Title IIA professional development plans to assist educators in delivering research-based targeted intervention strategies for low performing students. Oregon's Response to Intervention Initiative (Or-RTI) is a partnership intended to provide skills and knowledge districts need to build systemic, accurate, and sustainable academic support for all students; and to provide guidance to districts to support implementation of IDEA policy for RTI.
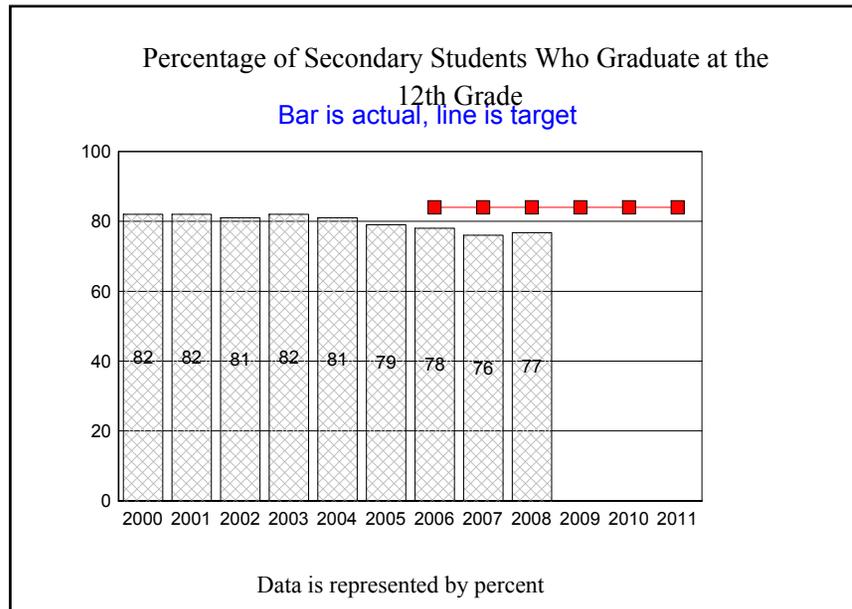
ODE has also developed a student growth model that is being applied on school and district report cards. This model rewards schools not just for students who meet benchmarks, but for students that show significant growth toward meeting benchmarks. This model rewards schools that demonstrate high rates of learning in addition to high rates of achievement. In particular, schools that are successful with the targeted intervention strategies shown above can be rewarded with higher school ratings.

7. ABOUT THE DATA

In determining the percentage of students transitioning from not meeting to meeting performance standards on the Oregon Statewide Assessments, ODE set the denominator as the number of current 4th through 8th grade students who tested in each of the last two years and did not meet standard in the previous year. The numerator is those who did not meet the first year, but met in the second year. All student test scores are compared to the performance standards in effect for 2006-07 and beyond. Data for each year is not available until September, following the release of final AYP data.

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Percent of 4th through 8th Grade Students Showing Improvement in Math

Actual ◆ Target

	2007	2008	2009	2010	2011
Actual	31.7%	34.9%	29.8%		

KPM #5	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (four separate metrics).	2000
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps	
Oregon Context	STUDENT SUCCESS: All students graduate with a diploma	
Data Source	High School Completers Data Collection, Early Leaver Collection, October 1 Fall Membership Collection, Community Colleges and Workforce Development (CCWD) Data System	
Owner	Office of Assessment and Information Services (OAIS), Scoring and Reporting Section, Cynthia Yee, 503-947-5780; Office of Educational Innovation and Improvement (EII), Theresa Levy, 503-947-5736	

Percentage of Secondary Students Who Graduate at the 12th Grade

Bar is actual, line is target

2000	2001	2002	2003	2004	2005	2006	2007	2008
82	82	81	82	81	79	78	76	77

Data is represented by percent

1. OUR STRATEGY

The State Board of Education recently increased the graduation requirements to prepare students for the demands of college and the work place. The new graduation requirements will go into effect starting with the graduating class of 2012, and ODE is currently 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, Education Service Districts (ESDs), Advisory Team on Underrepresented and Minority Student Achievement, Diploma Implementation Advisory Committee, Oregon University System (OUS), Community College and Workforce Development (CCWD), 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

2. ABOUT THE TARGETS

Graduates The Oregon Department of Education and State Board of Education has set an aspiration goal that every Oregon student should graduate from high school with a regular diploma. New diploma requirements approved by the Board set more rigorous academic standards to better prepare students to compete in the global economy and fully participate in our society. ODE recognizes achieving that aspirational goal under the new diploma requirements will require a substantial increase in student academic achievement and expanded support for reducing dropout rates and boosting graduation rates. In moving Oregon towards that goal, ODE set its targeted percentage of high school graduates at 84% for 2008-11.

General Equivalency Degree (GED) Increasing the number of students obtaining a GED is a positive alternative to those students dropping out or failing to achieve a degree, but is inferior to those students obtaining a regular high school diploma. Hence, ODE set its targeted number of GEDs for 2008-11 by averaging the number of GEDs awarded for 2002-03 through 2005-06 for a target of 4,216 for 2008-11.

Dropout The state seeks to reduce the number of students that drop out of school as those individuals will typically earn far less during their lifetime and are more likely to require public services and assistance. ODE revised its targeted percentage of drop-outs to 4% for 2010 and 2011 to align KPM 5 High School Graduation with OBM # 22 High School Dropout Rate.

9th Grade Cohort Pursuant to new federal guidelines, Oregon now calculates graduation rate based on the percentage of students that graduate with a regular diploma within four years of their entrance into 9th grade. This new cohort model will allow the state to track students progression over time. By using this dynamic tracking, educators will be able to identify periods in a high school education where students are at higher risk of dropping out and direct additional support to help keep students in school. Beginning with the 9th grade class that was expected to graduate in the 2008-09 school

year, ODE has tracked the cohorts and will release a report on that class in its 2010 APPR.

3. HOW WE ARE DOING

2007-08 High School Graduation data are presented in the graph above. 2008-09 data for GEDs and 2007-08 data for dropouts appear in supplemental graphs at the end of the analysis for KPM 5 High School Graduation. The percentage of high school students who graduated at the 12th grade increased from the prior year, from 76% in 2006-07 to 76.7% in 2007-08. Overall, the dropout percentages have remained fairly steady over the previous three years, but decreased from 4.2% in 2006-07 to 3.7% in 2007-08---the lowest dropout rate for the last nine years. This is still above ODEs 2007-08 targeted dropout rate of 3%. However, when the data are disaggregated into subgroups there are significant differences in the dropout rates between some subgroups. The disaggregated results are in the Statewide Report Card (located at http://www.ode.state.or.us/search/page/?=1821). ODE collects graduation and dropout data in the fall of the following school year. This means that ODE will report graduation and dropout data for 2008-09 in its 2010 APPR. The 9th grade cohort data for the graduating class of 2008-09 will also be reported in the 2010 APPR.

4. HOW WE COMPARE

Beginning in spring 2010, ODE will release a new cohort model of calculating graduation rates based on tracking 9th grade cohorts, consistent with the National Governors Association (NGA) Compact Graduation Rate. The new graduation rate and dropout rates will provide a more accurate reflection of student success to assist schools, districts, and the state in developing education policies, and, ultimately help greater numbers of students succeed in school and earn a diploma. This new method will allow ODE to begin calculating cross-state comparability starting in 2009-10.

National reports, though based on methodological differences, provide some indication of national trends toward graduation rates. The National Education Association reported graduation rates from various reports (2001-2006) ranging from 68% to 75%. Graduation rates by racial/ethnic groups for students of color were lower than the national average: 50-60% for Black and Hispanic students and 62% for American Indian/Alaskan native students. Several longitudinal studies reported graduation rates for all students averaging near 80%.

5. FACTORS AFFECTING RESULTS

Both the graduation rate and dropout rates remain below Oregons target rates, and disaggregated data show lower graduation rates and higher drop out rates for Hispanic, African American, and Native American students. Forty-one percent of all students in Oregon public schools are reported as eligible for free and reduced lunch. Academic achievement based on state test results of middle and high school students showed no improvement in reading

and math scores. Minority students, students in poverty, student with disabilities, and students with limited English scored below their counterparts.

There are a wide range of factors that impact the dropout and graduation rates, such as socioeconomic status, academic difficulties, behavioral and disciplinary problems, and disengagement from school. National surveys report that students leave school early because they dont like school and are not engaged, they are not learning enough, or are failing. In Oregon, the reason cited most frequently for students dropping out was being too far behind in credits to catch up.

While social and demographic factors matter, the students educational experience plays a significant role in shaping graduation and dropout rates. Key education-related risk factors fall under academic performance and educational engagement. Students who struggle academically (particularly in math and language arts) and fall behind in credits, and students who are disengaged from school, exhibit disciplinary problems, and have poor relationships with teachers and peers are likely to fall off track and are less likely to graduate.

Dropping out is a cumulative process that occurs over time and often is the end result of unsuccessful transitions throughout the educational experience. Key academic transition points begin in early childhood as students enter kindergarten, transition from elementary to middle school, and enter 9th grade. At these critical junctures institutional and social factors can have a positive or negative influence on students educational careers.

6. WHAT NEEDS TO BE DONE

To increase Oregons graduation rate, it is important to recognize that graduation from high school is a PK-12 phenomenon, not just a high school occurrence. Policies and practices designed to increase graduation need to be implemented throughout the system and should focus on key transition points, beginning with the transition into kindergarten. (For early childhood policies and practices see KPM 1 Access to Pre-Kindergarten and KPM 2 Kindergarten Readiness). Policies and practices identified to improve middle and high school transitions include diagnostic interventions, targeted interventions, and school-wide intervention strategies.

Diagnostic Interventions
ODE should collaborate with key partners to build an early warning system. Use longitudinal, student-level data on attendance, behavior, and academic performance to identify students who are at risk of dropping out beginning in 6th grade.
Districts should collect more accurate data on why students dropped out.
Beginning in 2011-2012, districts must report students progress on meeting Essential Skills proficiency in reading, writing, and mathematics.
ODE should collaborate with key partners to implement PK-20 longitudinal data systems for tracking post-high school student outcomes and providing feedback to the state and to school districts.

Targeted Interventions

Districts should continue to provide academic support and enrichment to improve the academic performance of individual students (e.g. additional academic classes, extended learning time, tutoring).

ODE should provide districts guidance on how to offer double doses of catch-up coursescourses that are designed to help students meet the demands of more rigorous high school work.

Districts should use a tiered prevention and intervention system such as Response to Intervention (RTI) and Positive Behavior Support. RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions. PBS is intended to design systemic behavior support systems which will allow students to focus on instruction and be successful in school.

School-wide Interventions

Schools should personalize the learning environment and instructional process, support implementation of the education plan and profile, and offer comprehensive guidance and counseling programs.

Schools should provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate.

Schools should communicate to families what ninth graders are expected to know and be able to do to succeed in high school.

Schools should identify readiness indicators for high-school-level coursework.

Districts should provide guidelines on how middle and high schools can work together to prepare students for high school.

ODE should collaborate with key partners to promote the features of schools that research has shown increase high school graduation rates and student success.

There must also be continued diligence on the part of ODE, districts, and schools to reduce the number of dropouts.
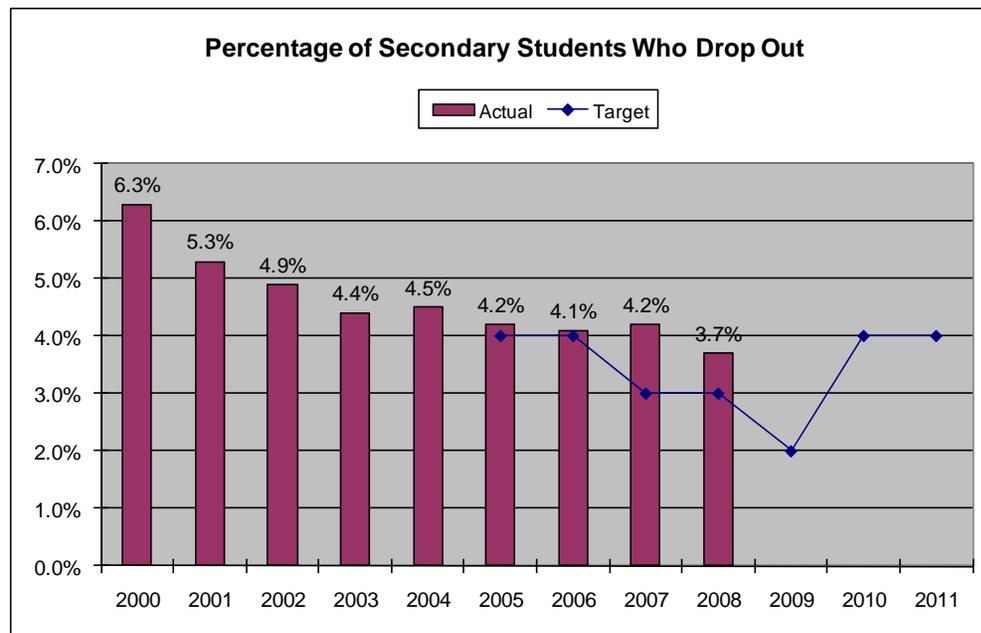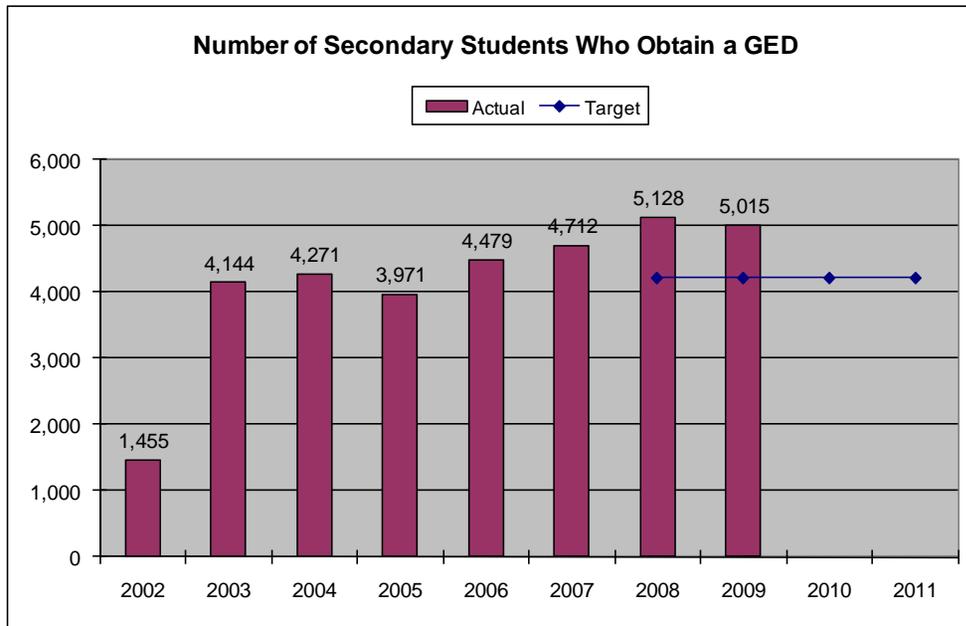

7. ABOUT THE DATA

ODE used three metrics for this performance measure this year: 12th grade students who graduate with a regular diploma, students who earn a GED (General Education Diploma), and students who drop out of school. The percentage of secondary students who graduate at the 12th grade is calculated by the count of students who graduate during each academic year divided by the count of students enrolled on October 1 as 12th graders in the public schools. GED recipients, as defined by Oregon law, are neither public high school graduates nor dropouts. The percentage of secondary students who dropout is calculated by the count of students enrolled in grades 9 to 12 who dropout during each academic year divided by the count of students enrolled in grades 9 to 12 on October 1 in the public schools. ODE uses these three metrics to tell a more complete story about Oregons adolescent students. Next year, ODE will add the 9th grade cohort as an additional metric.

The graphs included in this analysis display 2007-08 data for graduation and drop-out rates. The graph for GEDs displays 2008-09 data. Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at http://www.ode.state.or.us/search/page/?=1821). The data for 2007-08 shows a slight increase in the percentages for all graduates from the prior year. As explained in Section 3. How We Are Doing, ODE collects graduation and dropout data in the fall of the following school year, so there will be a one-year reporting lag for those metrics.
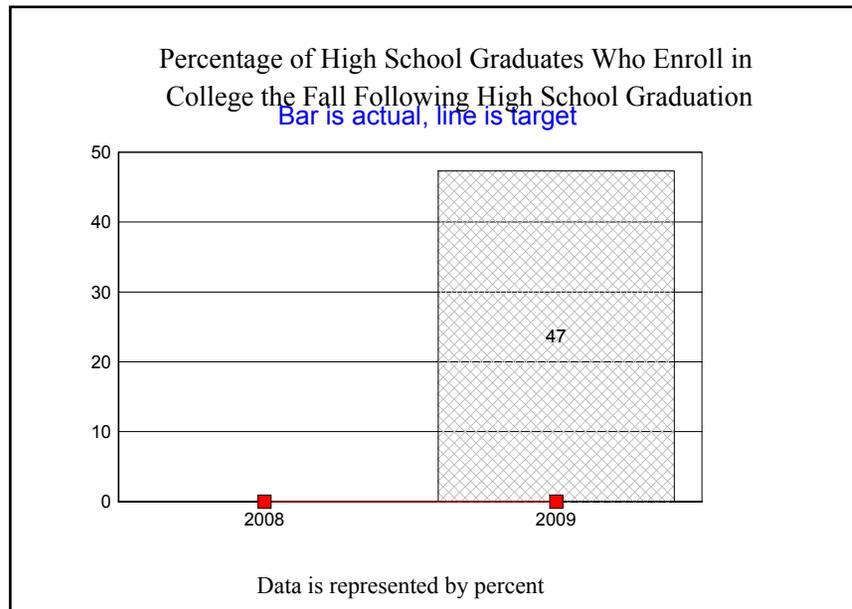
Agency Mission: Increase Achievement for All Students.

Number of Secondary Students Who Obtain a GED

Percentage of Secondary Students Who Drop Out

KPM #6	COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.	2007
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
Oregon Context		
Data Source	ODE is working with the Oregon University System (OUS) and the Department of Community Colleges and Workforce Development (CCWD) to match data records for Oregon high school graduates with their success in OUS and CCWD institutions. ODE has also matched data records for Oregon high school graduates with college-going data from other states maintained by the National Student Clearinghouse.	
Owner	Office of the Superintendent, Brian Reeder, 503-947-5670	

Percentage of High School Graduates Who Enroll in
College the Fall Following High School Graduation
Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

The College Readiness performance measure is the next-step measure for the successful transition of students from high school to post-secondary education. This measure tracks continued student growth for Oregons college-bound students once they leave the K-12 system. The measure provides information on how well Oregon high school graduates are prepared for post-secondary education, allowing ODE to learn how to better assist school districts prepare K-12 students for their next steps.

Key Partners
The Department of Community Colleges and Workforce Development (CCWD) and the Oregon University System (OUS)

2. ABOUT THE TARGETS

ODE obtained baseline data by matching information for 2005-06 high school seniors to databases maintained by CCWD and OUS. ODE also matched student records to data maintained by the National Student Clearinghouse to obtain data for students enrolled in private colleges in Oregon as well as public and private colleges in other states. Based on these data matches and additional data compiled by the National Center for Higher Education Management Systems , ODE has calculated the following baseline measures for Oregon high school graduates:

o The Baseline Participation Rate is 47.3%. This is the percentage of high school graduates who enroll in a 2-year or 4-year college the fall following high school graduation.
o The Baseline Extended Participation Rate is 56.6%. The Extended Participation Rate is the percentage of high school graduates who enroll in a 2-year or 4-year college within 16 months of high school graduation.
o The Baseline Second Year Persistence Rate is 76.7%. The Second Year Persistence Rate is the percentage of first-time college freshmen in 4-year institutions returning their second year.
o The Baseline Graduation RateBachelors degree is 56.6%. The graduation rate for a Bachelors degree is the percentage of students receiving their Bachelors degree within 6 years.
o The Baseline Graduation RateAssociates degree is 28.4%. The graduation rate for an Associates degree is the percentage of students receiving their Associates degree within 3 years.

Based on this baseline data, in the spring of 2010 ODE will establish 2011-13 targets for these measures.

3. HOW WE ARE DOING

Baseline data for the percentage of high school graduates who enroll in a 2-year or 4-year college the fall following high school graduation are presented in the graph above. Currently the rates for the above measures are not high enough to get Oregon to its goal of 40% of high school students earning a bachelors degree or higher, 40% earning an associates degree or other postsecondary credential, and 20% earning a high school diploma (the so-called 40-40-20 goal). The target rates for these measures will be set at a level that will support ODE in its efforts to make significant progress toward the 40-40-20 goal.

4. HOW WE COMPARE

Following are Oregons baseline rates for the five measures compared to national averages:

Participation Rate: 47.3% (Oregon);   61.6% (National)
Extended Participation Rate: 56.6% (Oregon);   NA (National)
Second Year Persistence Rate: 76.7% (Oregon);   75.5% (National)
Graduation Rate Bachelors degree: 56.6% (Oregon);   56.1% (National)
Graduation Rate Associates degree: 28.4% (Oregon);   27.8% (National)

Oregon falls well below the national average for the participation rate, suggesting that better high school preparation and efforts to improve the affordability of college in Oregon deserve policy focus. Oregon compares favorably to the national average on the Second Year Persistence Rate and the Graduation Rate for both Bachelors and Associates degrees, but there is till considerable room for improvement. There is not comparable national data for the Extended Participation Rate.

5. FACTORS AFFECTING RESULTS

A number of factors affect the college participation and success of Oregon high school graduates. Principal among them is the quality of preparation that students receive in high school. A number of other factors, however, also affect the rate at which students enter college and the success they have there, including the impact students financial and family circumstances has on their ability to attend college and to remain there once they start.
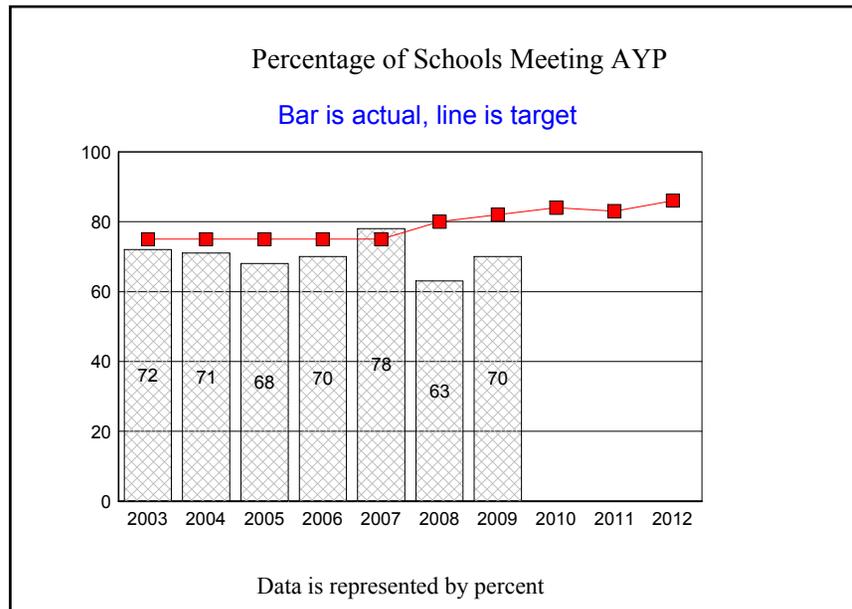
6. WHAT NEEDS TO BE DONE

Improving performance on these measures will require that students leave Oregons high schools better prepared for the challenges of college. The increased rigor of Oregons new high school graduation requirements, along with the support ODE provides districts in helping students meet those requirements, will be the primary focus of ODE in its efforts to improve the states performance on these measures. ODE will estimate the resources required to improve the performance on these measures when we set the 2011-13 targets in the spring of 2010.

7. ABOUT THE DATA

In early 2008 ODE entered into agreements with CCWD and OUS to match data for Oregon high school students with enrollment data maintained by CCWD and OUS. Once those matches were complete, ODE entered into an agreement with the National Student Clearinghouse (NSC) to match data to the databases maintained by NSC. Because NSC maintains data for most private and public colleges and universities in the country, ODE was able to determine which Oregon high school students enrolled in private colleges in Oregon and public and private colleges in other states (the CCWD and OUS matches do not capture students in Oregon private colleges or students attending colleges in other states).This allowed ODE to get a nearly comprehensive accounting of the college-going activity of a cohort of Oregon high school students (we are not able to get information on students who enroll in colleges in other countries).

Using these data, supplemented with data compiled by the National Center for Higher Education Management Systems, ODE calculated the measures presented above. The data compiled by National Center for Higher Education Management Systems is based on a survey done for the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics. Since the IPEDS data are available for all states, it allows us to make comparisons of Oregon to other states and to the national average for four of the five measures presented above. The fifth measure, the Extended Participation Rate, was developed by ODE and, therefore, is not available for other states. The Extended Participation Rate captures the participation of students who delay their enrollment in college for a year after they graduate from high school.

KPM #7	SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria.	2003
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 Statewide Assessments for individual students are administered October - May, data are verified and aggregated by ODE, and results are available	
Owner	Office of Assessment and Information Services (OAIS), Scoring and Reporting Section, Cynthia Yee, 503-947 -5780; Office of Educational Improvement and Innovation (EII), Jan McCoy 503-947-5704	

Percentage of Schools Meeting AYP

Bar is actual, line is target

Year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Actual	72	71	68	70	78	63	70			

Data is represented by percent

1. OUR STRATEGY

Adequate Yearly Progress (AYP) is the annual determination of whether schools and districts 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. ODEs 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 (NWREL), Advisory Team on Underrepresented and Minority Student Achievement, Chalkboard, Stand for Children, Oregon Education Association (OEA), Center for Teaching and Learning, Confederation of Oregon School Administrators (COSA), Oregon School Boards Association (OSBA)

2. ABOUT THE TARGETS

To meet the requirements of No Child Left Behind (NCLB), Oregon set the statewide baseline for determining AYP as the percentage of students at the 20th percentile who were meeting or exceeding state standards. Data from the 2000-01 and 2001-02 Oregon Statewide Assessments were combined across grade levels and used to determine the baseline. The academic performance targets used to determine whether schools and student subgroups meet AYP increased by 10% in each subject between 2006-07 and 2007-08. For 2008-09, ODE used the following performance targets to determine whether schools and student subgroups met AYP:

1) The single English/Language Arts target for all schools in the state and also all student subgroups is 60% (up from 50% in 2006-07) of test scores meeting or exceeding standards.
2) The single Mathematics target for all schools in the state and also all student subgroups is 59% (up from 49% in 2006-07) of test scores meeting or exceeding standards.

With the federally established goal that 100% of students nationwide will meet or exceed academic standards by 2014 as measured by statewide assessments, each state was required by federal law to set annual targets for the percentage of students meeting or exceeding state academic performance standards, gradually building up to a target of 100% by 2014.

3. HOW WE ARE DOING

2008-09 data for the percentage of schools meeting AYP appear in the graph above. 2008-09 data for the percentage of districts meeting AYP appear in a supplemental graph at the end of the analysis for KPM 7 Schools and Districts Meeting AYP. The percentage of schools meeting AYP in 2008-09 was 70% compared to the target of 82%. The percentage of districts meeting AYP in 2008-09 was 47% compared to the target of 65%. While performance was below target for both of these measures, this still demonstrates significant improvement compared to 2007-08, when 63% of schools met AYP, and 41% of districts met AYP.

4. HOW WE COMPARE

Although all states are striving toward the goal of 100% of students meeting or exceeding standards by 2014, the method or rules chosen by each state may differ. Specifically, other states may have different academic performance targets during a given year and may have different additional indicators, making cross-state comparability difficult. It is possible to compare states using published reports of Title I Schools in Improvement. These are schools that have, for at least two consecutive years, not met performance measures required by federal No Child Left Behind legislation. While the requirement to establish standards is found in federal legislation, standards of performance are developed at the state level. Basing these comparisons on state-developed standards creates a somewhat tenuous relationship, however. A second consideration of these data is that only schools receiving federal funds through Title I of the No Child Left Behind Act of 2002 are identified for Title I School Improvement status. The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The largest portion of Title I provides allocated formula grants through state educational agencies to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards.

LEAs target the Title I funds they receive to public schools with the highest percentages of children from low-income families. These schools must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. If, however, at least 40 percent of students in the school are from poor families, the school may use Title I funds for a schoolwide program—that is, a program that serves all students in the school (http://answers.ed.gov/cgi-bin/education.cfg/php/enduser/std_adp.php?p_faqid=91&p_created=1104260389&p_sid=yzAY1BIj&p_accessibility=0&p_r edirect=&p_lva=4&p_sp=cF9zcmNoPTEmcF9zb3J0X2J5PSZwX2dyaWRzb3J0PSZwX3Jvd19jbnQ9MjMsMjMmcF9wcm9kcz0mcF9jYXRzPTAmc F9wdj0mcF9jdj0mcF9wYWdlPTEmcF9zZWFyY2hfdGV4dD1UaXRsZSBJQQ**&p_li=&p_topview=1). While the number of schools in Title I Improvement Status provides a point of comparison between states, it is important to recognize the limitations of such a comparison. Many schools may fail to meet the standards but may not be identified as in Title I Improvement Status because they are not funded by Title I funds.

Oregon has identified 75 Title I schools in improvement status for the current school year from among the 1,288 schools in Oregon. All 75 schools in improvement status are among the 377 schools not meeting AYP. It is important to note that these are buildings funded with federal Title I funds and

not generalized across all buildings in the state. In comparison, for the 2009-10 school year, California has identified 2,236 schools (out of approximately 10,000 total schools in the state) in Title I Improvement Status (http://www.cde.ca.gov/ta/ac/ay/tidatafiles.asp), while Washington has identified 618 (out of approximately 2,326 total schools in the state) (http://www.k12.wa.us/ESEA/AdequateYearlyProgress.aspx).

5. 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 (e.g., racial and ethnic groups or special education groups) has at least 95% participation and is making progress toward the determined performance targets. 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 of students who do not meet AYP criteria.
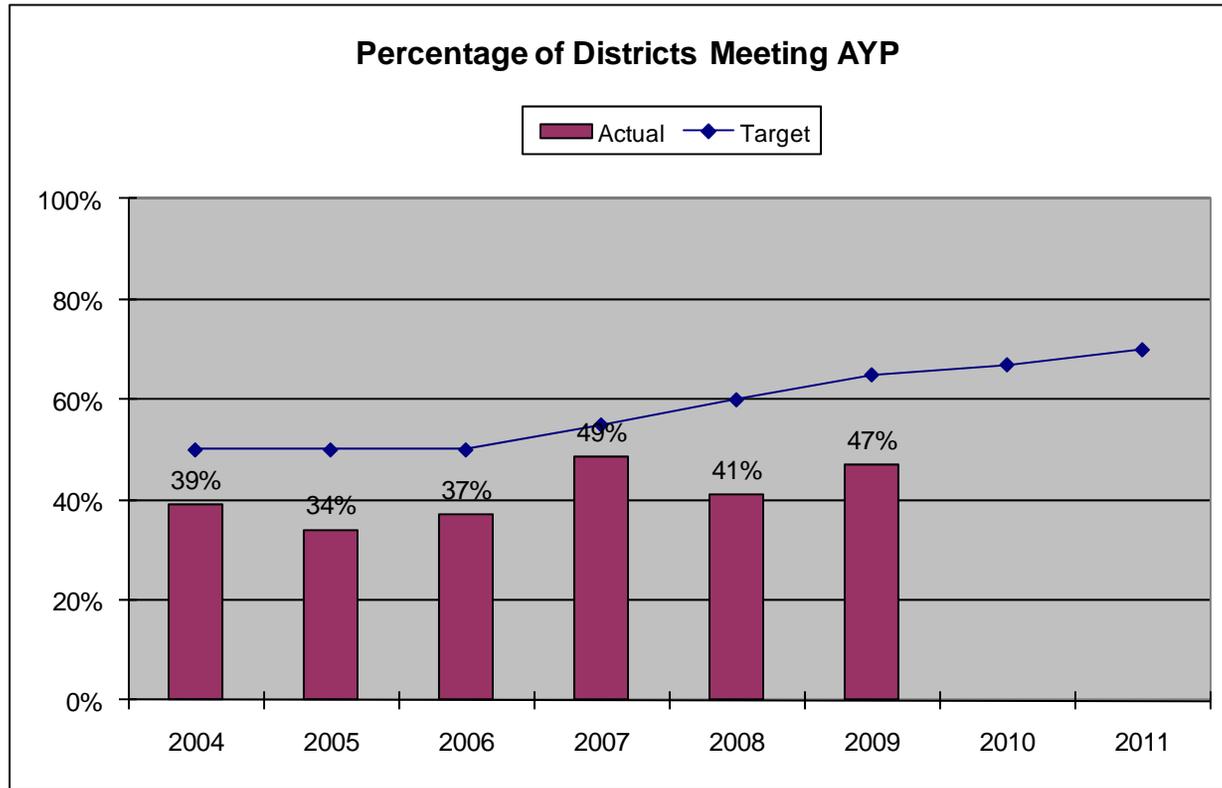
6. WHAT NEEDS TO BE DONE

ODE needs to conduct deeper analysis into the schools that do not met AYP criteria for three, four, and five consecutive 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. A thorough and complex 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.

With the beginning of the current school year, ODE has initiated an effort involving staff from ODE, staff from the Northwest Regional Comprehensive Assistance Center, and district personnel from throughout the state to identify elements of and craft a plan for a Statewide System of Support for schools and districts in improvement status. This effort is showing promise in expanding our current system which relies primarily on support from Educational Service Districts (ESDs) and from a contracted group of experienced and highly qualified educators participating in the Oregon School Improvement Facilitators (OSIF) program. The OSIF participants provide direct support in collaboration with school leaders to facilitate improvement efforts and systemic changes to support future growth.
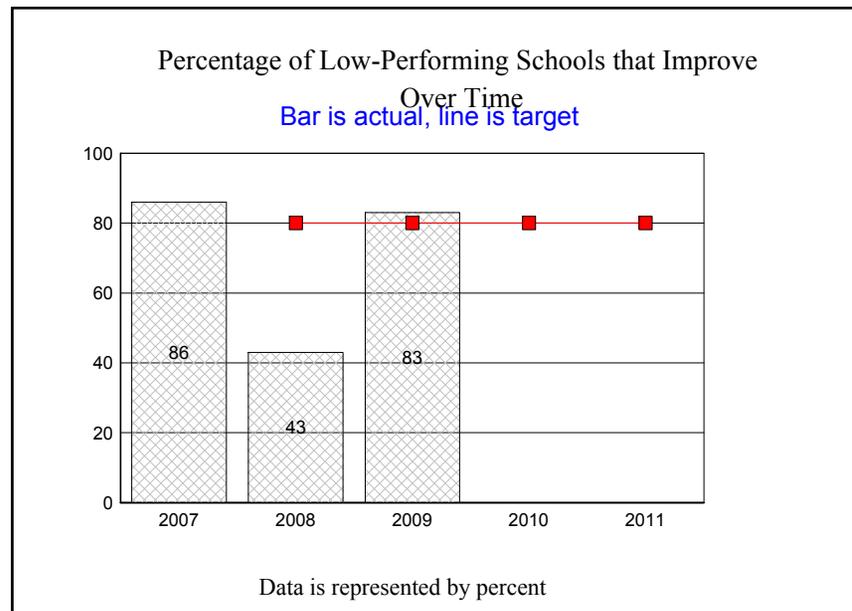
These services are supported through federal Title I dollars and are targeted to schools and districts receiving Title I funds. Services to schools and districts not receiving Title I funds are somewhat more limited, but supports that are in place include professional development and consultation both with the ESDs and with ODE staff.

7. ABOUT THE DATA

From a total of 1,288 schools 1,259 schools received an AYP designation in 2008-09. (Twenty-nine schools were new or reconfigured in 2008-09 and did not receive an AYP designation.) Of the total number of schools that received an AYP designation, 70% (882) met AYP and 30% (377) did not meet AYP. The percentage of schools meeting AYP has increased compared to the 63% in 2007-08. The school AYP results roll up to form the district AYP results. The percentage of school districts meeting AYP is 47% (93), up from 41% in 2007-08. Refer to the Statewide Report Card (located at http://www.ode.state.or.us/search/page/?id=1821) for the AYP results for Title I schools and non-Title I schools.

Agency Mission: Increase Achievement for All Students.

Percentage of Districts Meeting AYP

Legend: Actual (bar) | Target (line)

Year	Actual	Target
2004	39%	~50%
2005	34%	~50%
2006	37%	~50%
2007	49%	~56%
2008	41%	~60%
2009	47%	~65%
2010		~67%
2011		~70%

KPM #8	LOW-PERFORMING SCHOOLS IMPROVE - Percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines.	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 Statewide Assessments	
Owner	Educational Improvement and Innovation (EII), Jan McCoy 503-947-5704	

Percentage of Low-Performing Schools that Improve Over Time
Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Schools must meet AYP goals for each and every student subgroup at each grade level in reading, mathematics, and one other category (either

attendance or graduation). As the target for meeting AYP increases towards the federally established target of 100% in 2014, some schools are struggling to attain or maintain the targets for all students. Over the years it has been observed that, while schools in improvement status make gains in student achievement, they still may not reach the target for all students in all areas. Students that have been disadvantaged due to poverty, mobility, language barriers, learning disabilities, and other situational factors typically lag behind their advantaged peers. With the application of targeted interventions and supplemental learning opportunities these students catch up, but not always at the same pace. By monitoring the progress schools are making with the various identified student subgroups, ODE is able to target its resources and efforts on specific strategies to help those students in greatest need.

Key Partners
Schools and Districts, Education Service Districts, Northwest Regional Education Laboratory, Education Professional groups, local businesses, and the community at large

2. ABOUT THE TARGETS

For 20082011, ODE has set its target as 80% of schools identified as in improvement status increasing the number of student subgroups meeting AYP each year. These targets will be used to forecast probable performance.

Student performance on the Oregon Assessment of Knowledge and Skills (OAKS) is tracked not only at the individual student level but also at the teacher, school, and district levels, as well as among a number of identified subgroups including ethnicity, gender, and special populations. The Oregon Department of Education tracks performance of these subgroups of students to evaluate school and district performance. Any one subgroup not meeting standards causes the school to be designated as not meeting standards.

Most schools not meeting standards fall short with a number of subgroups rather than in a single subgroup. The basis for measuring improvement on this performance measure is a comparison of the number of subgroups in each school meeting standards year-to-year.

3. HOW WE ARE DOING

For 2008-09, Oregon once again saw significant progress with Oregons elementary schools. Middle schools and high schools are more challenged with helping students learn rigorous content and achieve at the expected levels. At the beginning of the 2008-09 school year, 35 schools were identified as in NCLB improvement status. Out of these 35 schools, 26 (83%) show improvement across the two school years (2007-08 and 2008-09). Seven schools moved out of improvement status by supporting students in all subgroups in meeting AYP requirements for 2 consecutive years, and 19 schools

remained in improvement status but with fewer subgroups having not met AYP requirements. Only six of these 35 schools saw an increase in the number of subgroups failing to meet AYP.

4. HOW WE COMPARE

Oregon students typically score above or at the national average for reading and mathematics on the National Assessment of Education Progress (NAEP) results. In 2006-07, the most current year for which we have data, approximately 78% of Oregon Public Schools met AYP.

5. FACTORS AFFECTING RESULTS

Factors that may negatively affect results include:
1) Inadequate funding over the past several years has negatively impacted the level of services available to low achieving students.
2) There has been an increase in the English Language Learner (ELL) population.

Factors that may positively affect results include:
1) There has been an increase in the educational research available to help guide improvement efforts.
2) There has been a greater focus on the traditionally underserved populations.

6. WHAT NEEDS TO BE DONE

ODE needs to continue to expand its efforts to build capacity within districts and schools to implement and sustain improvements in instructional programs and practices to ensure greater student learning. With assistance from ODE, districts should take the following actions:

1) Schools need to become more focused on ensuring students are learning.
2) Instructional strategies need to be improved based on research of effective practices.
3) Districts need to be more intentional in working with their schools to ensure the implementation and evaluation of improvement efforts.
4) Research-based resources need to be readily and equitably available to all schools and district in the state.
5) High Quality professional development needs to be provided for teachers and administrators.
6) Teacher and administrator preparation programs need to be better aligned with the needs of the districts and schools.

7. ABOUT THE DATA

ODE examined AYP reports for schools in Improvement Status to determine the number of student subgroups meeting AYP, either by meeting academic status or through safe harbor improvement. ODE will use a count of the subgroups from year to year to determine the percentage of schools in improvement status achieving the target.

KPM #9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Number and percentage of schools closing the academic achievement gap.	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 Statewide Assessments	
Owner	Educational Improvement and Innovation (EII), Jan McCoy 503-947-5704	

Percentage of Schools Closing the Achievement Gap

Bar is actual, line is target

Data is represented by percent
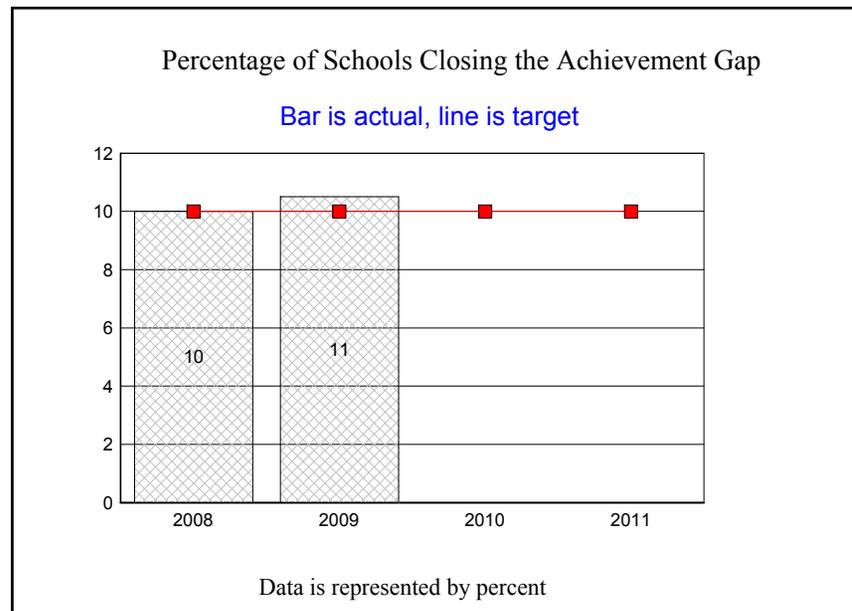
1. OUR STRATEGY

Students that have been disadvantaged due to poverty, mobility, language barriers, learning disabilities, and other situational factors typically lag behind

their advantaged peers. Even though they may make improvement each year, the achievement gap persists unless they make greater gains than their advantaged peers. With the application of targeted interventions and supplemental learning opportunities, these students can accelerate their progress. By monitoring the progress schools are making with the various identified student subgroups, ODE is able to target its resources and efforts on specific strategies to help students in greatest need.

Key Partners
Schools and Districts, Education Service Districts, Northwest Regional Education Laboratory, Education Professional groups, local businesses, and the community at large

2. ABOUT THE TARGETS

For 2008-09, ODE has set its target at 10% of schools making progress in closing the achievement gap between white and Hispanic student subgroups at the 6th grade level in English Language Arts. ODE's targets will be used to forecast probable performance.

3. HOW WE ARE DOING

For the 2008-09 school year, the data show that 10.5% of schools attended by Hispanic students in the 6th grade made a ten percent or more improvement in closing the achievement gap between white and Hispanic students in English Language Arts. This is an improvement over 2007-08, when 10% of schools containing Hispanic students in the sixth grade made a ten percent or more improvement in closing the achievement gap between white and Hispanic students in English Language Arts.

4. HOW WE COMPARE

The achievement gap referenced in this performance measure is based on student performance on the Oregon Knowledge and Skills (OAKS) Assessments. This is a statewide assessment used to comply with the AYP requirements of NCLB. Since each state has its own content standards and aligned assessments it is difficult to compare the results from one state to another. Further, we have used a fairly narrow, easily measured definition of the achievement gap. Other states use alternative definitions which make direct comparisons impossible.

5. FACTORS AFFECTING RESULTS

Factors that may negatively affect results include:

1) Inadequate funding over the past several years has negatively impacted the level of services available to low achieving students.

2) There has been an increase in the English Language Learner (ELL) population.

3) A significant staff development effort has been made statewide in teaching teachers to better address the needs of ELL students.

Factors that may positively affect results would include:

1) There has been an increase in the educational research available to help guide improvement efforts.

2) There has been a greater focus on the traditionally underserved populations.

3) Implementing the statewide student growth model will provide needed information to determine student growth.
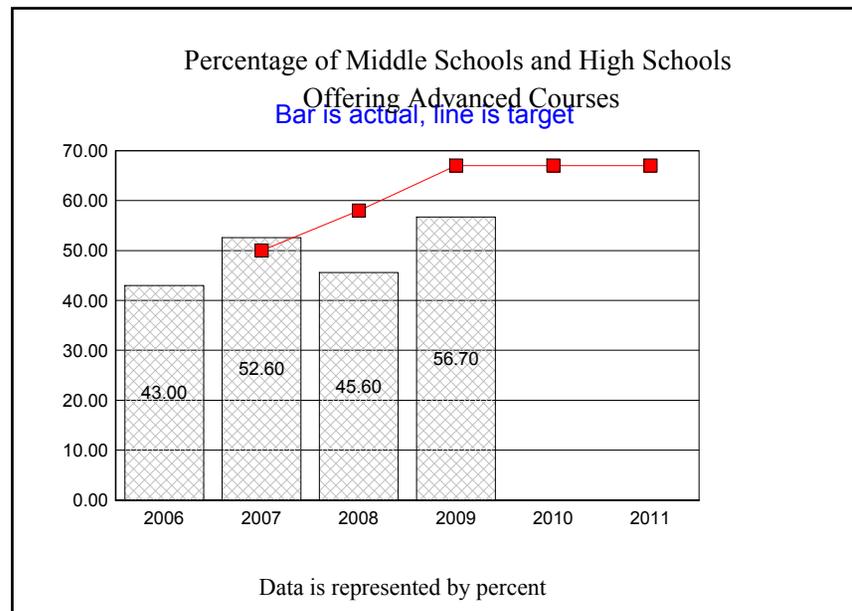
6. WHAT NEEDS TO BE DONE

ODE needs to continue to expand its efforts to build capacity within districts and schools to implement and sustain improvements in instructional programs and practices to ensure greater student learning. With assistance from ODE, districts should take the following actions:

1) Schools need to become more focused on ensuring students are learning.

2) Instructional strategies need to be improved based on research of effective practices.

3) Districts need to be more intentional in working with their schools to ensure the implementation and evaluation of improvement efforts.

4) Research-based resources need to be readily and equitably available to all schools and districts in the state.

5) High quality professional development needs to be provided for teachers and administrators.

6) Teacher and administrator preparation programs need to be better aligned with the needs of the districts and schools.

7. ABOUT THE DATA

The Oregon Statewide Assessments performance standards were reset in 2006. Because of this adjustment the percentage of students meeting the standard in 2006-07 and 2007-08 is not comparable to previous years results.

KPM #10	SCHOOLS OFFERING ADVANCED COURSES—Number and percentage of schools offering advanced courses.	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	Staff Assignment Collection	
Owner	Office of Educational Improvement and Innovation (EII); Andrea Morgan, Education Specialist, 503-947-5772	

Percentage of Middle Schools and High Schools
Offering Advanced Courses
Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

ODE provides guidance and resources to schools and districts offering advanced curricula and instruction. The Oregon Advanced Placement Incentive

Program (APIP) is an example of ODEs support for schools and districts. Oregon has twice applied for and received 3-year grants (2003-2006 and 2006-2009) from the USDOE that provided Advanced Placement and International Baccalaureate 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. ODE also secures Test Fee Program funding from the USDOE to pay the examination fees for income-qualified AP and IB test-takers.

More information about the Oregon APIP, the Test Fee Program, and other advanced program resources are located at http://www.ode.state.or.us/search/results/?id=118.

Key Partners
The College Board, The International Baccalaureate Organization (IBO), 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 (25 sites), Teaching Research Institute (WOU)

2. ABOUT THE TARGETS

ODEs targets serve to forecast probable performance. While the performance measure references all schools, ODE has set its targets for this measure based on the number of schools offering courses to students enrolled in middle school or high school (at least grades 7-12) to give a more accurate picture of Oregons progress under this measure.

3. HOW WE ARE DOING

In 2008-09, out of 337 schools that offer courses to students enrolled in middle or high school, 119 (56.7%) offered advanced courses (AP or IB). While this is below ODEs target of 67% of schools, the percentage of schools offering advanced courses has increased from 45.6% in 2007-08. In comparing ODEs performance in 2008-09 to performance in previous years, however, it is important to note that the data collection and methodology used to calculate performance in 2008-09 has changed from that used in 2007-08. The new data collection and methodology are described in Section 7. About the Data.

KPM 10 Schools Offering Advanced Courses looks at the specific measure of the percentage of schools offering AP and IB courses. To gain a fuller perspective of how Oregon is doing in offering advanced courses to its students, it may be useful to consider additional measures as well. For instance, concurrent enrollment/dual credit opportunities also provide students with rigorous college-level curriculum and instruction. Unlike students in other

states, nearly 14,000 Oregon students earned college academic credit through programs that partner community colleges, colleges, or state universities with local schools to provide college courses at high schools. In 2007-2008, for instance, 13,645 Oregon students earned concurrent enrollment/dual credit. These students might also have been AP or IB test-takers. (Additional information about concurrent enrollment/dual credit opportunities available to Oregon students is located at
http://www.ode.state.or.us/teachlearn/subjects/postsecondary/techprep/pdfs/dualcrdtechprep22unduphc0708.pdf.)

It is also worth noting that in the 5th Annual AP Report to the Nation (page 6) released February 4, 2009, Oregon was one of the top five states with the greatest expansion of AP Scores 3+ since 2003. This means that Oregon has shown growth in the number of students that score at the level at which higher education institutions grant credit. This is a significant accomplishment since Oregon has also increased the number of students taking AP examinations, particularly the number of students from under-represented groups. Typically, when states increase the pool of test-takers, the number of students scoring 3+ on the exams decreases. (The 5th Annual AP Report is located at
http://www.collegeboard.com/html/aprtn/pdf/ap_report_to_the_nation.pdf.)

Oregon has also seen growth in the number of high schools that offer the International Baccalaureate Diploma Programme. In 2007-2008, 14 Oregon high schools offered IB courses. In 2008-2009, 18 schools were approved by the International Baccalaureate Organization to offer courses. (Washington currently has 16 IB high schools. Idaho currently has 4 IB high schools.)

4. HOW WE COMPARE

While other states publish data on advanced courses, the form and scope of the states data does not readily lend itself to a meaningful comparison with ODEs data. The College Board publishes data comparing Oregon with other states with regards to AP test-takers
(http://www.collegeboard.com/html/aprtn/pdf/state_reports/09_0467_St_Report_OREGON_X1a_081223.pdf). The IBO also publishes data comparing Oregon students performance on IB examinations with that of students from other states and nations
(http://www.ibo.org/ibna/media/documents/2008datasum.pdf). However, neither of these data reports takes into consideration Oregons robust concurrent enrollment/dual credit participation.

5. FACTORS AFFECTING RESULTS

There are several factors that affect schools abilities to offer advanced courses. Some factors are directly related to funding while others are related to long-held attitudes by district administrators, teachers, and students.

There are no state funds, and there have been limited federal funds available (only to Oregon APIP participants, schools with 40% or more of the students qualified for Free and Reduced Lunch, or GEAR UP where schools also must meet high-poverty criteria) for teacher/administrator/counselor professional development for advanced courses. Oregons middle income districts have had the least opportunity to develop advanced courses since they are too rich for programs for poverty schools, but too poor to have their own funding for such a project. Current increases in advanced course offerings are reflected in the data reports the high poverty schools involved in Oregon APIP and GEAR UP submit to ODE.

While the College Board does not require that teachers have specific AP training before teaching AP courses, the training is highly recommended in order to give teachers the tools needed to ensure student success. The International Baccalaureate Organization requires that any teacher in an IB program be certified by the IBO. Professional development for administrators and counselors is also necessary in many cases to eliminate the practices within schools that work against access and equity in AP classes. Funding for professional development for late elementary/middle school teachers in pre-AP techniques is also needed to make certain that appropriate rigor is established in curriculum preparing students to take advanced courses. In many cases, students may have the intellectual ability to take advanced courses, but they have not had rigorous prerequisite courses that allow students to accumulate knowledge and skills necessary for success in the advanced courses.

Local district budget issues also lead to limiting or eliminating advanced courses. Districts report that AP, IB, and concurrent enrollment courses tend to have fewer students enrolled than regular course-of-study classes. Districts may eliminate these small sections and require students to take regular course-of-study classes instead of trying to increase enrollment in the advanced courses. Staff reductions can also influence whether a school has staff available for advanced courses.

Small districts may not have enough students to create a separate advanced course, or they might not have staff qualified or interested in teaching advanced courses. School and district budget also can be a factor. While online advanced courses are readily available, they typically cost between $200 and $1,500 per student per course.

Schools can also be challenged by long-held beliefs about which students should take advanced courses. For years, the Advanced Placement and International Baccalaureate programs were seen as appropriate for only the most accomplished students. Today, while both programs believe that with appropriate supports all students should have access to these highly rigorous courses, some schools are still following the earlier practice.

6. WHAT NEEDS TO BE DONE

ODE should provide guidance to districts that seek to use ARRA funds for advanced course development and teacher/administrator/counselor professional development. The 2009 ARRA funding provides opportunities for districts and schools to provide teacher/administrator/counselor professional development to support advanced courses.

ODE, partnering with the College Board, should encourage districts to take full advantage of tools and resources available to determine which students show potential for advanced courses. The Oregon Legislature supports Oregon students taking the PSAT as 10th graders, and districts should use the free AP Potential program that goes with the PSAT to identify students that would, with instruction, earn 3+ on AP exams.

ODE, partnering with Advancement Via Individual Determination (AVID), and other programs, should provide information to districts about how to support student success in advanced courses, particularly students from underrepresented populations.

ODE, partnering with districts that have successfully increased advanced course offerings and student success in these courses, should provide models for other districts to follow as they work to increase their own offerings.

7. ABOUT THE DATA

Although 2007-08 and preceding years used the Class Size collection for its data, in 2008-2009 ODE used the data from the Staff Assignment collection which contains all the information needed without some of the reliability issues found with the Class Size collection. The 2008-09 calculation included all schools that had a high grade of 10, 11, or 12. There were 337 schools in the Staff Assignment collection that included grades 10, 11, or 12; 191 of these offered at least one AP or IB course.

For this analysis, middle schools and high schools are both included in the denominator because, while most AP and IB courses are offered at the high school level, there are now four Oregon middle schools that provide the IBOs Middle Years Programme. A more accurate depiction may be extracted by using only high school data, with the exception of the middle schools that offer the IBO Middle Years Programme. In the future, ODE may also want to redefine this KPM to include the data about high school students concurrent enrollment/dual credit participation in post-secondary academic programs.

KPM #11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.	2005
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol, and violence.	
Oregon Context	QUALITY SCHOOLS: Students want to be in school, learning	
Data Source	Discipline Incidents collection	
Owner	Office of Student Learning and Partnerships (OSLP), Special Education Section, Scott Hall, 503-947-5628	

Number of Suspension Incidents

Bar is actual, line is target

Data is represented by number
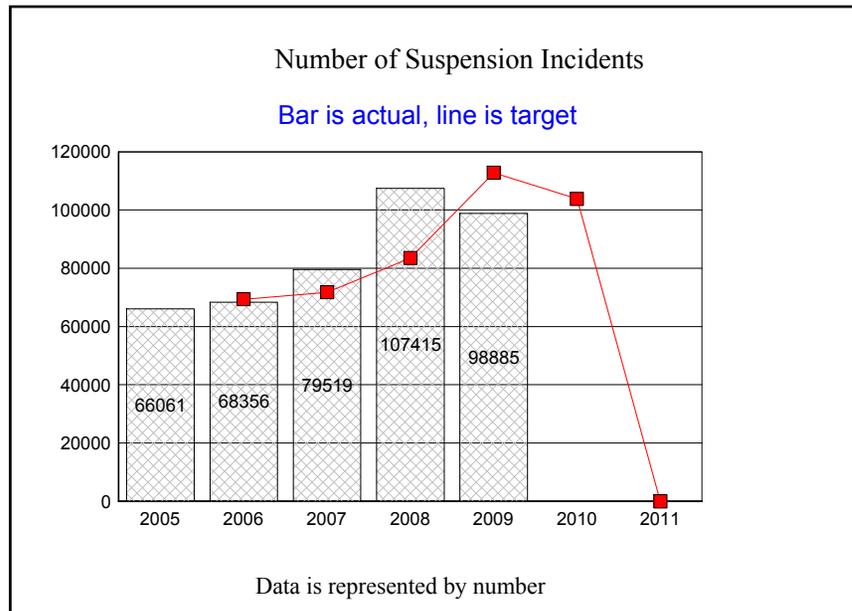
1. OUR STRATEGY

Data collection, analysis, and reporting are ODEs primary activities related to this performance measure. ODE ensures that schools develop and implement corrective action plans as necessary to ensure safe school environments.

Key Partners
Schools, Districts, and Educational Service Districts (ESDs)

2. ABOUT THE TARGETS

ODEs target for this measure is used to forecast probable future performance; it indicates that the number of suspension, expulsion, and truancy incidents in a given school year should not increase more that 5% above the number of incidents in the preceding school year. However, less than a 5% increase is desired. In the graph above and in the supplemental graphs located at the end of KPM 11 Suspension, Expulsion, and Truancy, ODE has presented the targeted number of incidents for 2006 through 2010 by calculating a 5% increase above the number of incidents in the preceding school year. For 2011, the target will remain at no more than a 5% increase above the number of incidents in 2010. However, until ODE obtains data for the number of incidents in 2010, ODE cannot determine what the targeted number of incidents for 2011 should be. KPM 11 - Suspension, Expulsion, and Truancy has experienced some data collection changes in its 2007-08 data (see Section 7. About the Data). The data collection continued to under go minor adjustments in 2008-09. Given these methodological changes, ODE plans to begin collecting new baseline data through 2010 in order to explore establishing updated targets for 2011-13.

3. HOW WE ARE DOING

The numbers in all three areas of suspension, expulsion, and truancy incidents decreased from 2007-08 to 2008-09. The number of suspension incidents in 2008-09 decreased approximately 8% from 107,415 incidents in 2007-08 to 98,885 incidents in 2008-09. (Note: as discussed in Section 7. About the Data, this includes both in and out of school suspension incidents.) Of the total number of suspension incidents, 50,053 were in-school suspension incidents and 48,832 were out-of-school incidents. The number of expulsion incidents decreased approximately 17% from 2,030 incidents in 2007-08 to 1,682 incidents in 2008-09, and the number of truancy incidents decreased approximately 10% from 44,842 incidents in 2007-08 to 40,306 incidents in 2008-09. 2008-09 data for the number of suspension incidents appear in the graph above. 2008-09 data for the number of expulsion and truancy incidents appear in supplemental graphs at the end of the analysis for KPM 11 Suspension, Expulsion, and Truancy. To truly assess how Oregon is doing in providing its students with a safe school environment, KPM 11 Suspension, Expulsion, and Truancy must be considered hand in hand with KPM 12 Safe Schools. The expulsion data (weapons, violent behavior, or arrest for violent crimes) from KPM 11 Suspension, Expulsion, and Truancy form the criteria used to designate a school as persistently dangerous in KPM 12 Safe Schools. Schools on the watch list have two years to demonstrate they are safe environments for students before they are designated as persistently dangerous. Schools are reporting a decrease in suspension, expulsion,

and truancy incidents in 2008-09, and the data for <u>KPM 12 Safe Schools</u> also indicate a decrease in number of persistently dangerous schools.

4. HOW WE COMPARE

It is difficult to make comparisons with other states because the criteria used by schools in other states for when to use expulsions or suspensions can vary greatly. Also, the kinds of student behaviors resulting in expulsions, suspensions, and truancy can vary from state to state, as well as the definitions of those behaviors.
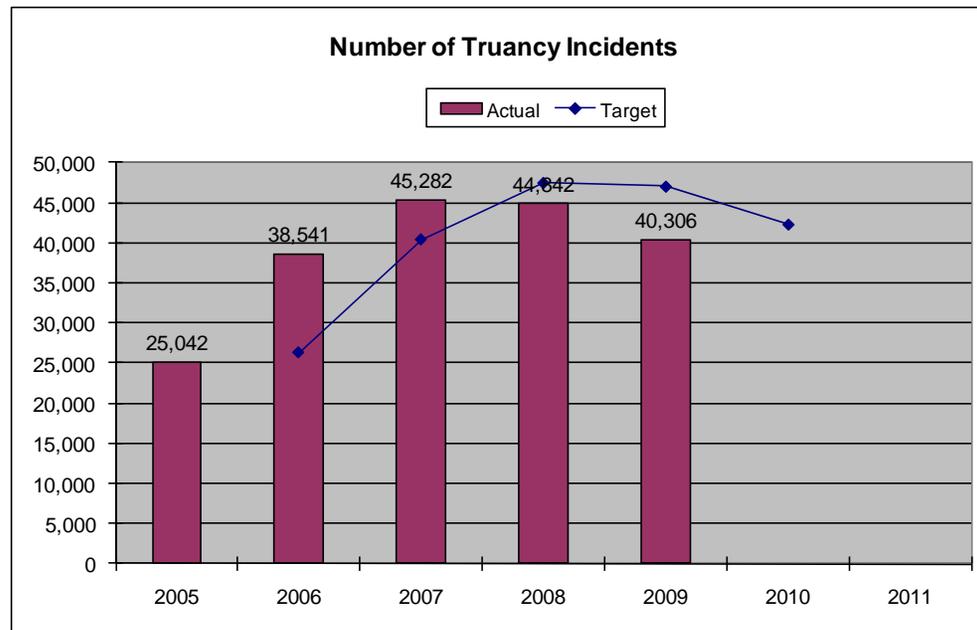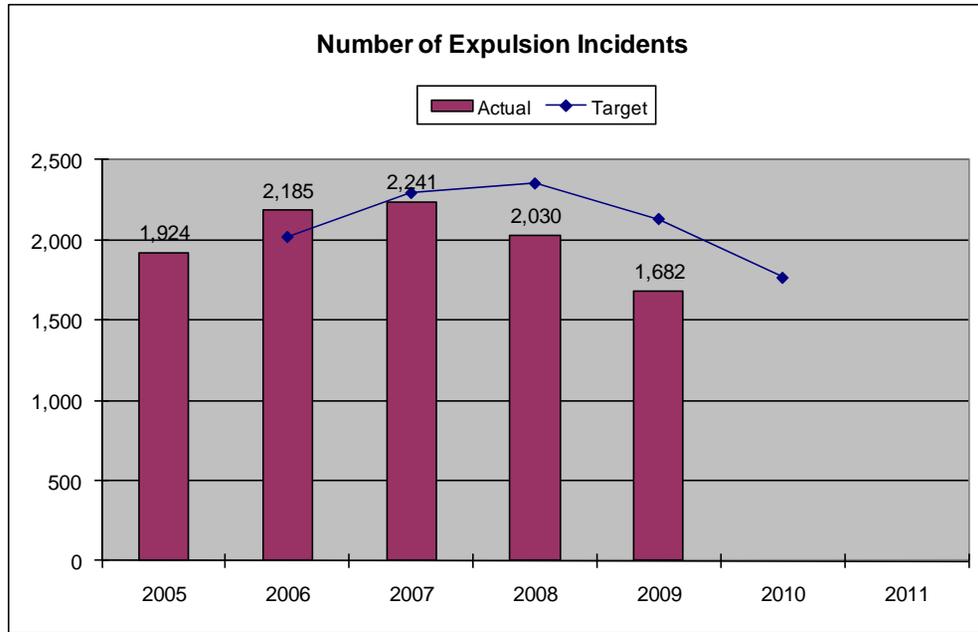
5. FACTORS AFFECTING RESULTS

Because schools and districts set their own policies for when to discipline students, the suspension, expulsion, and truancy data can vary widely between schools. Also, the number of reported incidents in a given year may indicate that schools and districts are being more diligent in their effort to curb and eliminate inappropriate student behaviors by applying consequences such as suspension or expulsion rather than indicating an increase in the inappropriate student behaviors themselves. Schools and districts have done a great job of implementing research-based prevention programs and have developed more proactive ways of disciplining students. Also, schools and districts have a better understanding of the discipline data collection, so the data they submit is more accurate.

6. WHAT NEEDS TO BE DONE

Efforts to identify and eliminate inappropriate student behavior must continue in tandem with more funding for prevention programs for students, schools, and communities. SDFS (Title-IV) funds are continuing to decrease, and districts are experiencing a difficult time keeping evidence-based prevention programs going in their schools. In fact, the 2009-10 school year may be the last year of Title IV funds. The federal government is recommending ending this program and is suggesting that states need to provide funds for prevention programs. In order to continue the trend of reducing suspensions, expulsions, and truancy events it will be extremely important that funds be provided to all school districts to continue their implementation of research-based prevention programs.

7. ABOUT THE DATA

The suspension, expulsion, and truancy data pertain to the total number of incidents, not to the number of students whose behavior results in such incidents. Data about student suspensions, expulsions, and truancy incidents are collected from districts at the student level. Starting with 2005-06, the suspension data represent in and out of school suspension incidents. All expulsions are out of school. Starting with 2007-08, the data collection used by ODE has changed from the Suspension, Expulsion, and Truancy collection to the Discipline Incidents collection. Getting schools and districts to understand the data collection and be accurate in their data submission to this collection has been quite a process, with both schools and districts showing great improvement in their data submission.

Agency Mission: Increase Achievement for All Students.

Number of Expulsion Incidents

Legend: Actual | Target

- 2005: 1,924
- 2006: 2,185
- 2007: 2,241
- 2008: 2,030
- 2009: 1,682

Number of Truancy Incidents

Legend: Actual | Target

- 2005: 25,042
- 2006: 38,541
- 2007: 45,282
- 2008: 44,642
- 2009: 40,306

KPM #12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the "watch list."	2005
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol, and violence	
Oregon Context	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	

Number of Persistently Dangerous Schools

Bar is actual, line is target

Data is represented by number
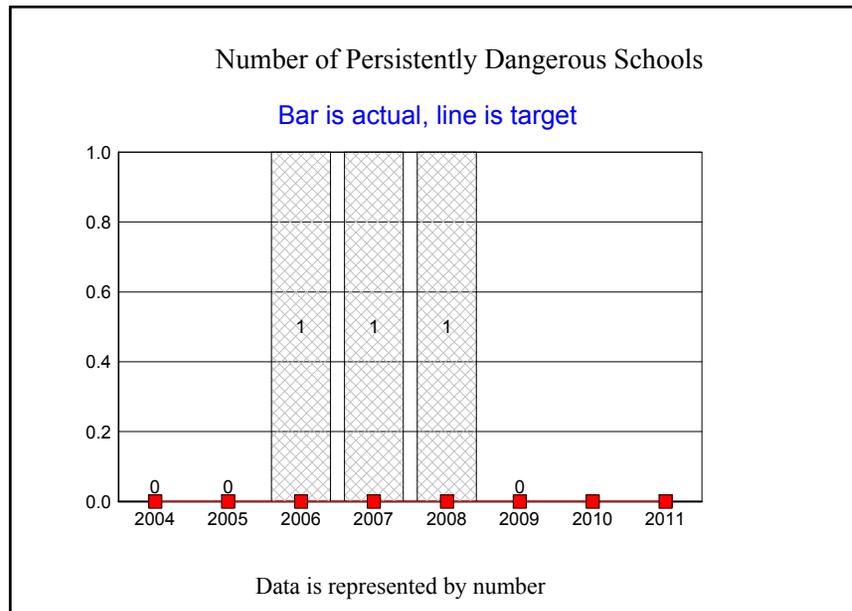
1. OUR STRATEGY

ODE is required by NCLB to establish a school choice policy for students attending persistently dangerous schools. ODE has established criteria to

identify schools that must offer students a choice because of weapons and/or violent behavior. In addition, ODE has established criteria to identify schools that are at-risk for being dangerous. Both situations require that districts and schools take immediate action, and ODE is accountable to ensure that districts develop and implement corrective plans. This year at the request of legislators, schools, and other partners, ODE went through the process of redefining Oregons definition of Unsafe schools. The new definition will go into effect for the 2009-10 school year.

Key Partners
Schools and Districts, ESDs

2. ABOUT THE TARGETS

ODE believes that no school should be persistently dangerous. ODEs target of 0 Oregon schools identified as persistently dangerous reflects this policy. To help identify those schools at risk for future identification as persistently dangerous, ODE has set a target of 10 or fewer schools on the at-risk watch list.

3. HOW WE ARE DOING

2008-09 data for the number of persistently dangerous schools appear in the graph above. 2008-09 data for the number of schools on the watch list appear in a supplemental graph at the end of the analysis for KPM 12 Safe Schools. In 2008-09, Oregon met the target of 0 persistently dangerous schools. This is an improvement over the preceding three years, when the number of persistently dangerous schools had held steady at 1 persistently dangerous school. Also, the number of schools on the watch list has dropped from 10 in 2007-08 to 5 in 2008-09. This means that Oregon has met its target of 10 or fewer schools on the watch list.

4. HOW WE COMPARE

Each state is required to develop its own definition of persistently dangerous schools based on federal guidelines. The definitions vary greatly between states, which makes comparison difficult.
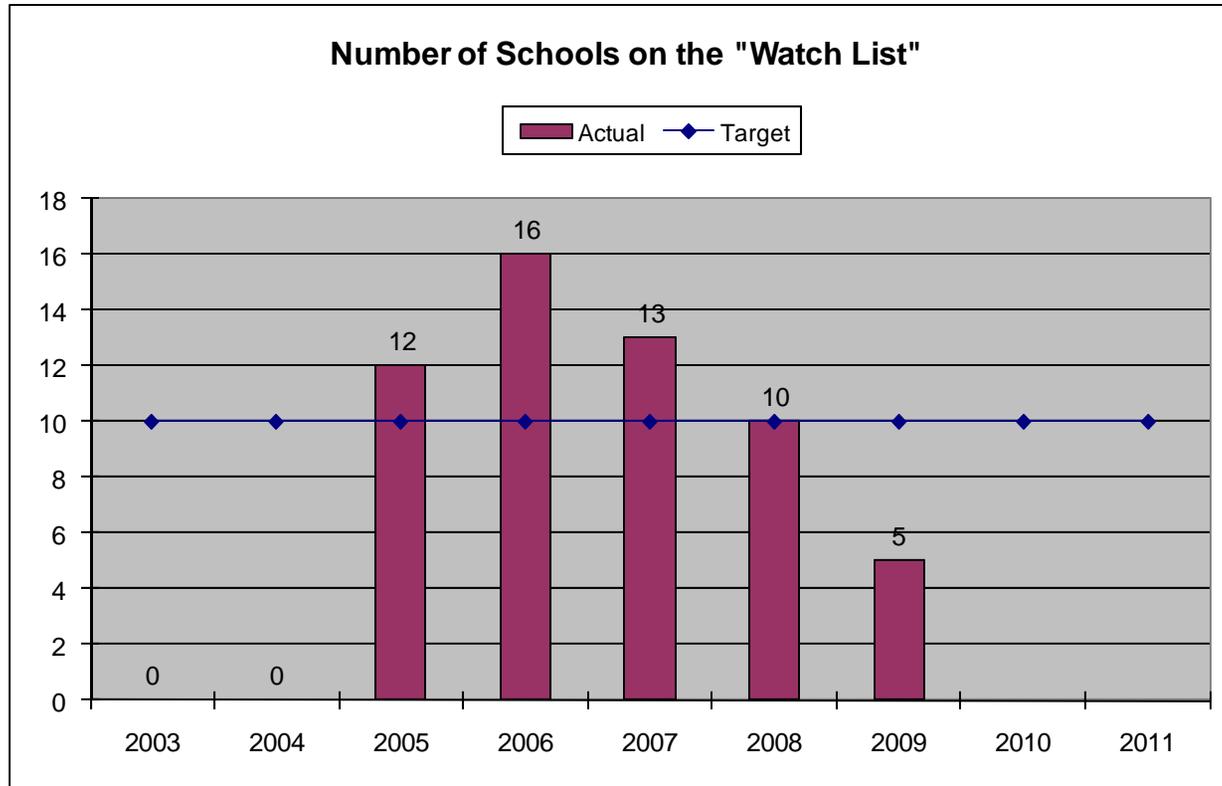
5. FACTORS AFFECTING RESULTS

Schools and districts set their own policies for determining expulsion-worthy incidents, the major factor in the characterization of a school as persistently dangerous. Also, as noted in KPM 11 Suspension, Expulsion, and Truancy, the number of expulsions in a given year may indicate a heightened awareness of school safety rather than an increase in dangerous student behaviors. Schools and districts have done a great job of implementing research-based prevention programs and have developed more proactive ways of disciplining students. Also schools and districts have a better understanding of the discipline data collection, and the data they submit is more accurate.
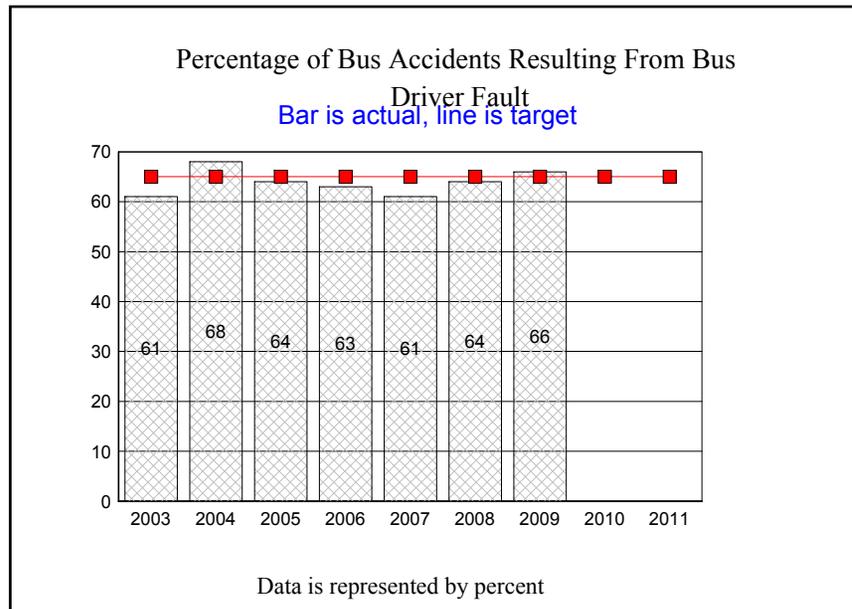
6. WHAT NEEDS TO BE DONE

Schools identified as persistently dangerous or on the watch list should work with their district to make every effort to get off the watch list, and other schools should work toward staying off the watch list. Efforts to identify and eliminate inappropriate student behavior must continue, and funding is important for prevention programs for students, schools, and communities. SDFS (Title-IV) funds are continuing to decrease, and districts are experiencing a difficult time keeping evidence-based prevention programs going in their schools. In fact, the 2009-10 school year may be the last year of Title IV funds. The federal government is recommending ending this program and is suggesting that states need to provide funds for prevention programs. In order to continue the trend of reducing schools being on the watch list or identified as being persistently dangerous it will be extremely important that funds be provided to all school districts to continue their implementation of research-based prevention programs.

7. ABOUT THE DATA

The expulsion data (weapons, violent behavior, or arrest for violent crimes) used in KPM 11 Suspension, Expulsion, and Truancy form the criteria used to designate a school as persistently dangerous. Data about student expulsion 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. Schools on the watch list have two years to demonstrate they are safe environments for students before they are designated as persistently dangerous. It should be noted that after a thorough review of the history of this data some errors have been noted and corrected in the reporting of this data. There have only been three years in which an Oregon school has been identified as meeting the criteria for persistently dangerous. As noted in Section 1. Our Strategy, Oregons definition of unsafe schools will change starting in 2009-10; however, the criteria for identifying a school as persistently dangerous will remain at two consecutive years on the watch list, with the school identified as persistently dangerous in the third year.

Agency Mission: Increase Achievement for All Students.

Number of Schools on the "Watch List"

Actual ▬ Target ◆

Year	Actual	Target
2003	0	10
2004	0	10
2005	12	10
2006	16	10
2007	13	10
2008	10	10
2009	5	10
2010		10
2011		10

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.	2003
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging, and respectful environment free of drugs, alcohol, and violence	
Oregon Context	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, Steven Huillet, 503-947-5873	

Percentage of Bus Accidents Resulting From Bus Driver Fault

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

ODE has a significant role in ensuring that the state operates safe bus transportation for public school children. ODEs responsibilities include certifying that drivers are eligible to drive, monitoring drivers credentials (S & P endorsements), ensuring buses are inspected and re-inspected, issuing license approvals, providing interpretation to the field, writing administrative rules, and providing training using a trainthetrainers model. Through administrative rules, ODE spells out exactly what qualifications drivers must meet and continue to meet in order to maintain their certifications. ODE identifies qualification criteria for driving records, criminal records, and the physical condition of the driver. During the 2008-09 school year, ODE certified 1,362 new drivers and renewed 4,878 school bus certificates. Each original certification and renewal requires ODE to check the applicants criminal and driving record.

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

2. ABOUT THE TARGETS

ODE aims to have Oregon bus drivers operate accident-free 100% of the time. In instances where accidents occur, ODE set its target of 65% or fewer accidents in which the driver was at fault based on historical data.

3. HOW WE ARE DOING

2008-09 data for the percentage of bus accidents for which the bus driver was at fault appear in the graph above. 2008-09 data for the number of bus accidents appear in a supplemental graph at the end of the analysis for KPM 13 Bus Safety. The total number of statewide bus accidents has remained fairly consistent since 2003, although the number of accidents for 2008-09 decreased slightly compared to earlier years, from 493 in 2007-08 to 473 in 2008-09. Of the 473 total number of statewide bus accidents in 2008-09, only 312 (66%) resulted from driver fault. While this is slightly higher than ODEs target of 65% or fewer accidents in which the driver was at fault, the number of accidents for which the driver was at fault has not increased since 2007-08. In addition, Oregon should be proud that there have been no fatalities due to school bus accidents in the last 33 years.

4. HOW WE COMPARE

Because there are no national pupil transportation safety standards and states vary significantly regarding definitions, criteria, policies, and administrative rules, direct comparison data are not currently available. However, it should be noted that national data from 2002 indicate that, of the 25 million children who rode school buses to and from school, only about 5 students died in school bus crashes. Conversely, of the 25 million children who walk, bike, ride, or drive to and from school in other vehicles, 817 children were killed while going to and from school. These national data indicate that school buses continue to be the safest form of pupil transportation. ** Source: National Research Council, National Academy of Sciences.

5. FACTORS AFFECTING RESULTS

Oregon School Buses travelled over 67 million miles in 2008-09, transporting students to and from school and to school-related activities. Of the 473 bus accidents which occurred statewide over the course of these 64 million miles, 161 were caused by drivers of other vehicles.
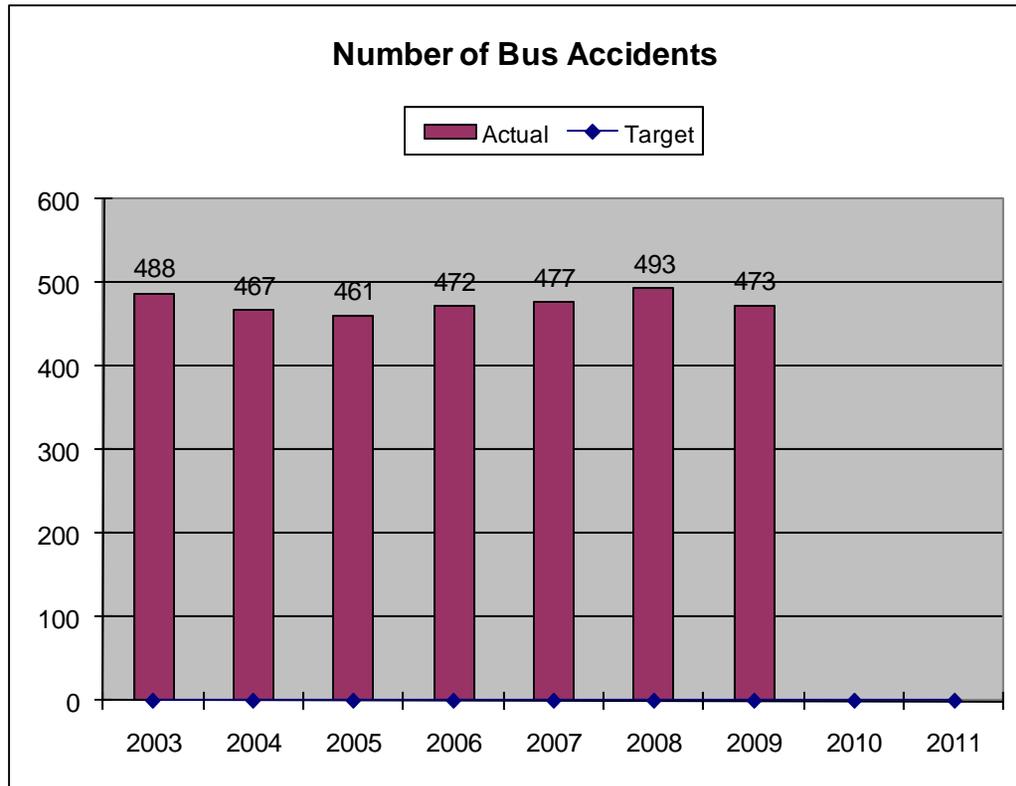
Another factor affecting results is the criteria ODE uses to define bus accidents. ODE has chosen to set the accident criteria low so that we may look for patterns that are leading to more serious accidents. ODE considers any damage to property or another vehicle or at least $750 damage to the pupil-transporting vehicle as an accident. The Department of Motor Vehicles, on the other hand, does not require an accident report until an accident hits the threshold of $1500.

6. WHAT NEEDS TO BE DONE

ODE will follow a risk reduction strategy by continuing bus driver training.

7. ABOUT THE DATA

The data represent after the fact reporting as opposed to risk prevention outcomes. A performance measure that focuses on risk prevention should be considered in the future. In addition, this measure only considers school bus safety without considering other types of pupil transportation (e.g., riding bikes, walking).

Agency Mission: Increase Achievement for All Students.

Number of Bus Accidents

Legend: Actual (bar), Target (line with diamond markers)

Year	Actual
2003	488
2004	467
2005	461
2006	472
2007	477
2008	493
2009	473
2010	
2011	

KPM #14	HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.	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 Assignment Data Collection	
Owner	Office of Education and Improvement (OEII), School Improvement and Accountability, Bev Pratt, 503-947-5806	

Percentage of Classes Taught by

Bar is actual, line is target

Data is represented by percent
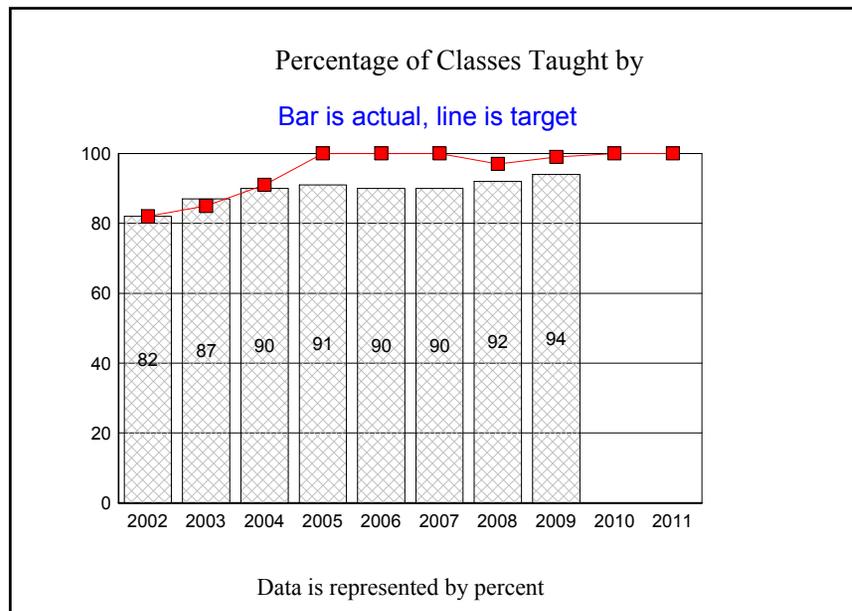
1. OUR STRATEGY

ODE engages in collaborative work with teacher education programs to encourage a closer alignment between the federal requirements and the program

content and requirements. ODE does not hire or assign teachers. However, ODE does provide leadership and hold districts accountable to increase the number of teachers that are qualified to teach the classes to which they are assigned. Communicating the policy and expectations surrounding implementation of No Child Left Behind (NCLB) has also been an ongoing role of ODE.

Key Partners

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

2. ABOUT THE TARGETS

NCLB requires that 100% of teachers be highly qualified to teach the core subjects to which they are assigned. The targets for 20082011 reflect ODEs goal of working toward 100% of core classes taught by highly qualified teachers (HQT).

3. HOW WE ARE DOING

With 94% of classes taught by highly qualified teachers in 2008-09, Oregon is close to having all teachers qualified to teach the classes to which they are assigned, particularly at the elementary level. At the elementary level, Oregon had a higher percentage of classes taught by HQT in high poverty schools as compared to low poverty schools. At the secondary level, the percentage of classes taught by HQT differed between high and low poverty schools by less than 1%.

4. HOW WE COMPARE

In 2007-08, the percentage of classes taught nationwide by highly qualified teachers (HQTs) for all schools ranged from 59% (District of Columbia) to 100% (North Dakota). Thirty-one states reported rates of 95% or greater. Forty-three states, including Oregon, reported that 90% or more of core academic classes were taught by HQTs. (Note: The 50 states, the District of Columbia, Puerto Rico and the Bureau of Indian Affairs submitted data and are included in these analyses.)

The gap between high-poverty and low-poverty schools was greatest in Maryland (64% in high-poverty elementary schools compared to 94% in low-poverty elementary schools; 69% in high-poverty secondary schools compared to 90% in low-poverty secondary schools). In Oregon elementary schools, the percentage of HQT in low-poverty schools was 93.2% compared to 97.4% in high-poverty schools. In Oregon secondary schools, the

percentage of HQT in low-poverty schools was 94.9% as compared to 94.3% in high-poverty schools. (Nationwide HQT data for the 2008-09 school year is not currently available.)

5. FACTORS AFFECTING RESULTS

Although the ODE is not directly involved in the hiring or assigning of teachers, ODE does 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 highly qualified teachers by re-assigning teachers or encouraging continued professional development. Teachers can obtain provisional credentials while they work toward gaining the required qualifications in order to teach certain classes.
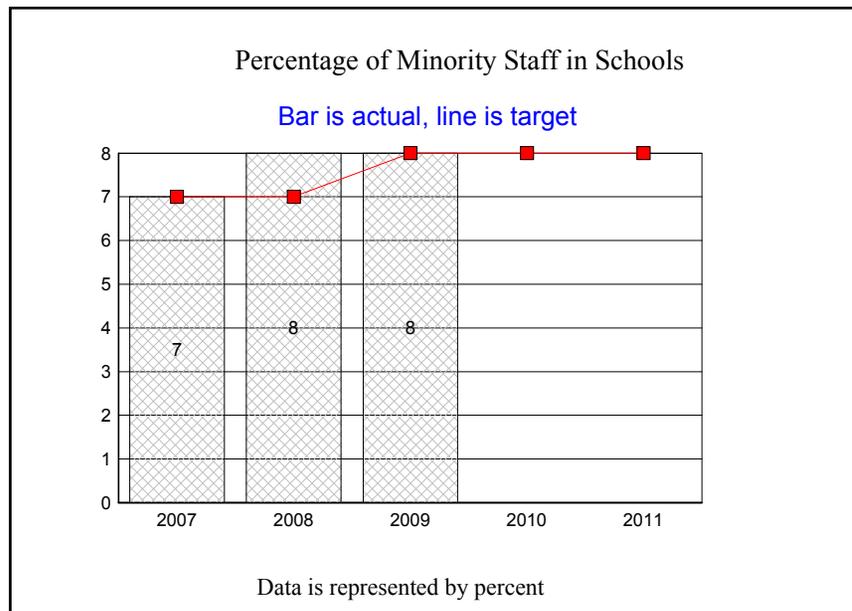
6. WHAT NEEDS TO BE DONE

This is an important measure because citizens want to know that qualified teachers are working with students. NCLB required ODE 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 revised state HQT and Equity plans, which were updated in January 2008, are available at http://www.ode.state.or.us/search/results/?id=102.

7. ABOUT THE DATA

The data in the table above 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.

KPM #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).	2007
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
Oregon Context	QUALITY SCHOOLS: Oregons education workforce is diverse	
Data Source	Staff Position Data Collection	
Owner	Office of Assessment and Information Systems (OAIS), Scoring and Reporting, Lorene Nakamura, 503-947-5831	

Percentage of Minority Staff in Schools

Bar is actual, line is target

Data is represented by percent

1. 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 and involve district administrators, human resource personnel, classroom teachers, and others. Examples

are: 1) ODE partners with nine Confederated Tribes to preserve and teach Native American indigenous language and culture in schools. 2) 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. 3) The Oregon Mexico Education Partnership (OMEP) effort to bring Spanish language content materials to Oregon students. 4) New standards as of 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 Monitory Student Achievement, Teachers Standards and Practices Commission (TSPC), Oregon Association of Colleges of Teacher Education (OACTE), NW Regional Educational Laboratory (NWREL), Confederation of Oregon School Administrators (COSA), Oregon Education Association (OEA)

2. ABOUT THE TARGETS

The targets for 20082011 have been set to more accurately represent the information requested in this KPM. Prior to 2006-07, staff data was only available for certificated staff; however, as of 2006-07, ODE began collecting data on classified staff as well. ODEs targets for 20082011 are forecasts based on 2006-07 data as compared to 2007-08. These targets will be used to forecast probable performance.

3. HOW WE ARE DOING

Minority staff increased by .2%, from 7.6% in 2007-08 to 7.8% in 2008-09. However, the percentage of minority staff is not quite keeping pace with the increase in minority students, which increased nearly a full percentage point in 2008-09. 598 institutions (39%) of the 1,530 institutions represented in the 2008-09 Staff Position Collection that have comparative data from 2007-08 employed a higher percentage of minority staff in 2008-09 as compared to 2007-08. 418 institutions (27%) reported no change in ethnic diversity of their staff between 2007-08 and 2008-09, and 514 institutions (34%) reported a decrease in minority staff between 2007-08 and 2008-09. (Note: These percentages are based on institutions that reported in the Staff Position Collection for both 2007-08 and 2008-09.) In the 2008-09 Staff Position Collection, 7.82% of the total staff and 5.56% of the teachers employed are minorities. This is an increase from 7.60% and 5.35%, respectively in 2007-08.

4. HOW WE COMPARE

Washington State had 9.9% minority education staff in 2007-08 (More recent data was not available via their website at http://www.k12.wa.us/DataAdmin/pubdocs/personnel/StaffEthnicREPORT07-08%20.pdf). However, according to the US Census report for 2007, Washington State had a minority population of 19%, whereas, in the same report Oregon has a minority population of only 14%. The population diversity of Washington State will influence the diversity of its workforce. (See http://factfinder.census.gov/servlet/ADPTable? _bm=y&-qr_name=ACS_2007_1YR_G00_DP5&-geo_id=04000US53&-ds_name=ACS_2007_1YR_G00_&-_lang=en&-redoLog=false and http://factfinder.census.gov/servlet/ADPTable?

_bm=y&-context=adp&-qr_name=ACS_2007_1YR_G00_DP5&-ds_name=ACS_2007_1YR_G00_&-tree_id=307&-redoLog=true&-_caller=geosel ect&-geo_id=04000US41&-format=&-_lang=en for more information.)

5. FACTORS AFFECTING RESULTS

The following factors affect results: 1) Not all staff identified an ethnicity. 2) Staff data includes Pre-K-12 staff, including special education, early intervention, and early childhood staff. 3) The ratio of minority staff to non-minority staff can be volatile in smaller institutions. For example, 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. 4) Due to the personal nature of ethnicity and how it is perceived, the data regarding ethnicity may be inconsistent from year to year on an individual basis. Staff and Students may change the ethnicity they identify with at will.
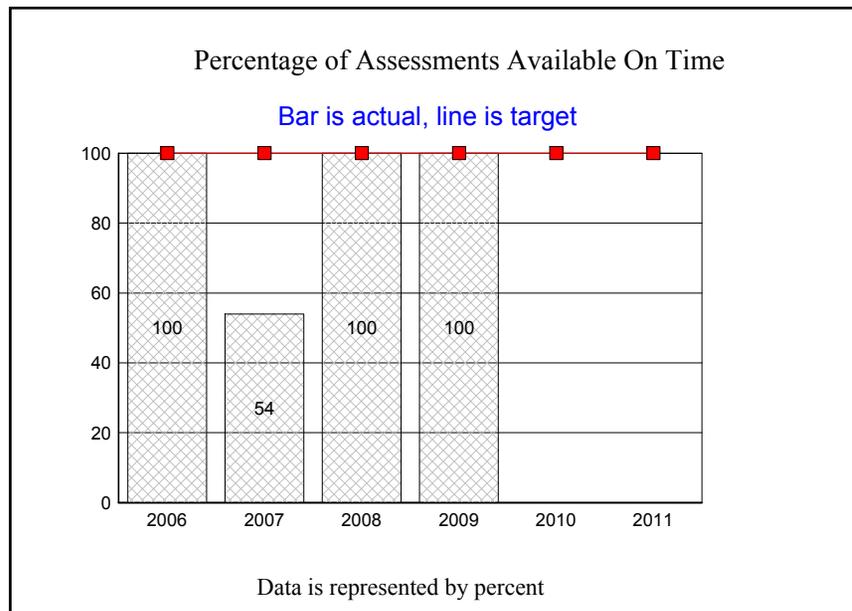
6. WHAT NEEDS TO BE DONE

Oregons minority population is not evenly dispersed throughout the state. Instead of focusing on the percentage of minority teacher statewide, special notice should be paid to those institutions with disproportionately large minority student populations, and efforts should be targeted at reducing the gap between the proportion of teachers who represent minority populations and the proportion of minority students in those institutions. Also, we should not lose sight of our ultimate goal which is providing high quality teachers regardless of race or ethnicity.

7. ABOUT THE DATA

Teacher data are collected from the 2007-08 and 2008-09 Staff Position Collections by FTE, and the percentages have been rounded. No adjustments to FTE have been made for short contract lengths. Prior to 2006-07, data was available for licensed staff only. Student data for comparison was extracted from the 2008-09 Fall Membership Collection as of August 26, 2009. Staff Position data was extracted as of August 25, 2009. As of August 26, 2009, the 2008-09 Staff Position Collection is still in validation and may be subject to change. Teachers, for the purpose of this report, include Head Teachers, Non-Special Education Teachers, Special Education Teachers, and Special Education PE teachers.

Many institutions that submitted student data in the Fall Membership Collection did not submit staff data in the Staff Position Collection. This is sometimes the result of contracted staff data which are not collected in Staff Position. Alternatively, many institutions in the Staff Position Collection do not serve students directly but rather perform an administrative role only.

KPM #16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Number and percentage of statewide assessment and statewide assessment results provided to districts on time (data available 2007)	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: ODE administers assessments and provides results on time	
Data Source	Annual Statewide Assessments	
Owner	Office of Assessment and Information Services, Scoring and Reporting Section, Jonathan Wiens, 503-947-5764	

Percentage of Assessments Available On Time

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

ODE is dedicated to providing the Oregon Statewide Assessments and assessment results to districts on time. As part of ODEs work to improve the

Oregon Assessment of Knowledge and Skills (OAKS)the name for the larger Oregon Statewide Assessment SystemOregon partnered with American Institutes for Research in 2007 to create a new online testing system that assesses students' mastery of Oregon content standards. Starting in 2007-08, Oregon students have used this OAKS Online system to access the Oregon Statewide Assessments in mathematics, reading/literature, science, and social sciences. It has many features that will improve the assessment experience for students, teachers, administrators, and the state as a whole.

Key Partners
Oregon Correctional Enterprises Printing Services, Regional Education Service Districts (Regional ESD Partners), School Districts, Schools and teachers and other staff, Assessment Policy Advisory Committee, University Partners, American Institute of Research (AIR), EDS (Educational Data Systems)

2. ABOUT THE TARGETS

ODE set its targets based on the expectation that all students will have access to all Oregon Statewide Assessments administered in their grade level, and assessment results will be available to districts on time.

3. HOW WE ARE DOING

ODE is doing exceptionally well in this area and making progress in administering the Oregon Statewide Assessments on time, as should be the case for future years. 2008-09 data for the percentage of assessments available on time appear in the graph above. 2008-09 data for the percentage of assessment results available on time appear in a supplemental graph at the end of the analysis for KPM 16 Timely Assessments and Assessment Results. The percentage of assessments available on time in 2008-09 was 100% (14 out of 14) compared to the target of 100%. The percentage of assessment results available on time in 2008-09 was 100% (14 out of 14) compared to the target of 100%.

4. HOW WE COMPARE

ODE is not aware of similar data from other states that would allow for comparability.
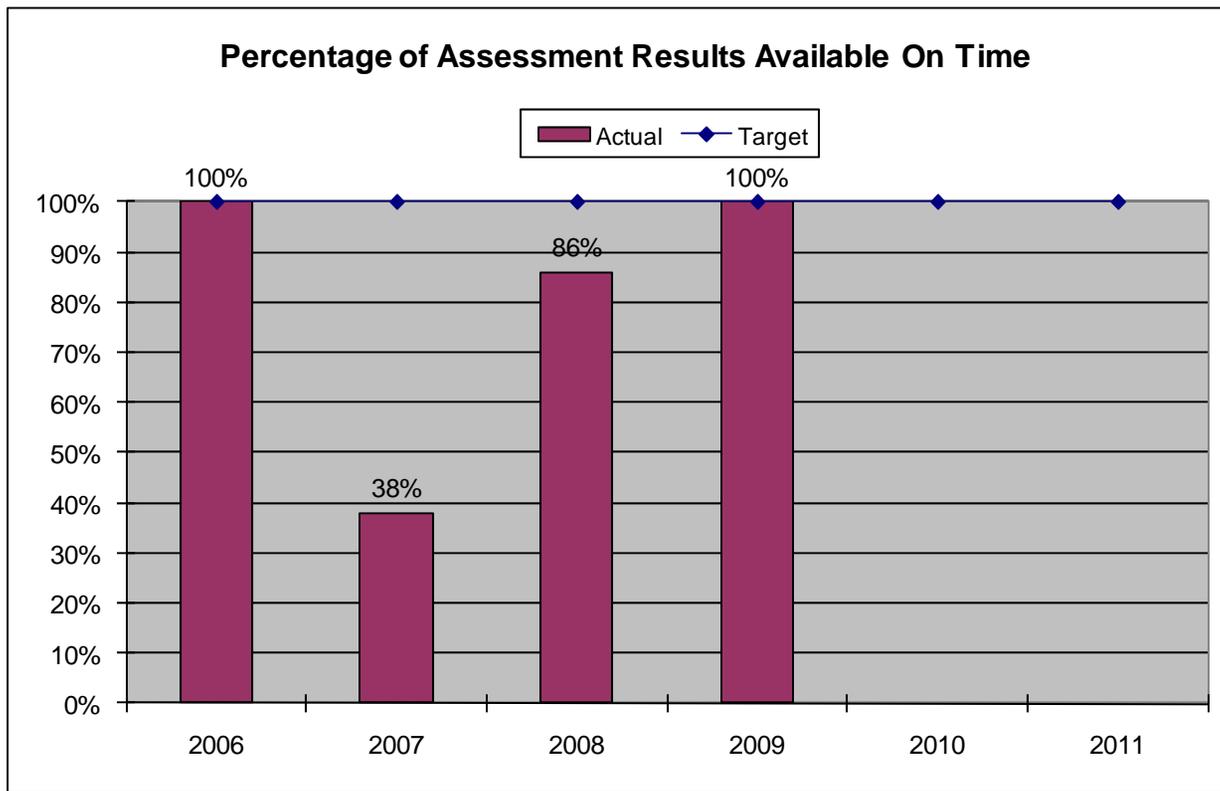
5. FACTORS AFFECTING RESULTS

Due to unusual and unforeseen circumstances, the administration of Oregon Statewide Assessments and assessment results were not available to all districts on time in 2006-07. However, for 2007-08, all 14 assessments were administered on time. Limited resources were a factor impacting ODEs ability to make assessment results available on time. In 2008-09 all assessments were administered on time and all results were available on time.

6. WHAT NEEDS TO BE DONE

ODE must exercise continued diligence in administering assessments and reporting assessment results to districts on time.

7. ABOUT THE DATA

The number of available tests represents the Oregon Statewide Assessments by subject that a district can administer to a student. This includes a total of 14 available tests: OAKS Online Reading, OAKS Online Math, OAKS Online Science, OAKS Online Social Sciences, OAKS Paper/Pencil Reading, OAKS Paper/Pencil Math, OAKS Paper/Pencil Science, OAKS Writing Performance (Winter administration), OAKS Writing Performance (Spring administration), OAKS Extended Reading, OAKS Extended Math, OAKS Extended Science, OAKS Extended Writing Performance, and the English Language Proficiency Assessment. Tests were reported as available on time if they were available at the start of the previously published testing window. Assessment results were available on time if they were available for district download on the ODE secure district site by the previously published reporting date.

Agency Mission: Increase Achievement for All Students.

Percentage of Assessment Results Available On Time

Legend: Actual ◆ Target

- 2006: 100%
- 2007: 38%
- 2008: 86%
- 2009: 100%

KPM #17	ON-TIME TECHNICAL PROJECTS—Number and percentage of technology projects met on schedule	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely.	
Oregon Context	ACCOUNTABLE SYSTEMS: Technology systems maintain scope, cost, and timeliness	
Data Source	Issue Management and Tracking System	
Owner	Office of Assessment and Information Systems, Transactional Systems Section, Josh Klein, 503-947-5708	

Percentage of Technical Projects Completed On Time

Bar is actual, line is target

Data is represented by percent
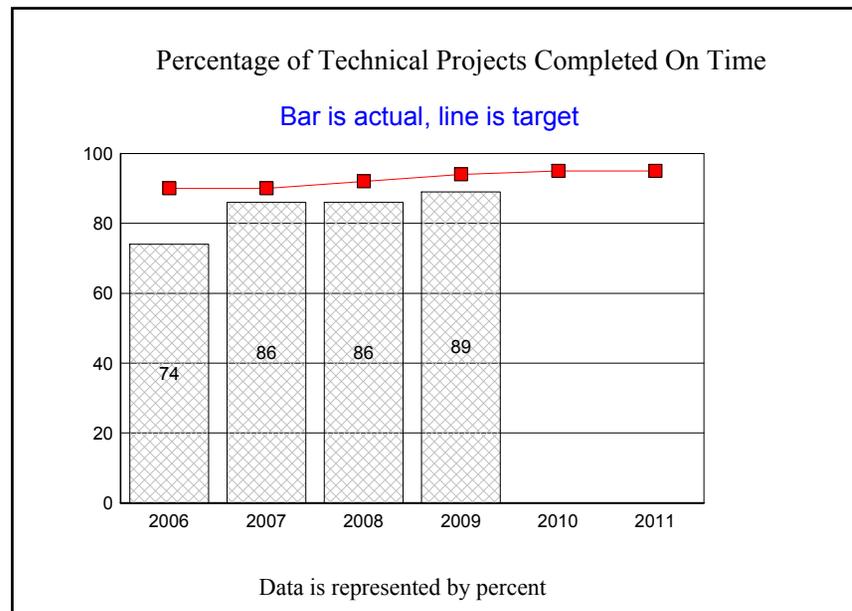
1. OUR STRATEGY

ODE prepares a data collection schedule each December for the upcoming school year. That schedule is approved internally and provided in draft form

to the Data Collection Committee, comprised of district and ESD data submitters, in January. The final schedule is published in April. Data collection project tickets are created in June for the upcoming school year. Projects are managed and prioritized based on the published deadline. Progress of each data collection is documented in the appropriate ticket, and these ticket data are analyzed to determine the number and percentage of technology projects met on schedule.

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

During the 2005-06 school year, 23 of 31 (74%) data collections were completed on time. ODE achieved significant improvement during the 2006-07 school year, completing 31 of 36 (86%) data collections on time. The 2007-08 school year yielded similar results with ODE completing 30 of 35 (86%) data collections on time. In 2008-09 there was again an improvement, with 32 of 36 (89%) data collections completed on time. If current trends continue, ODE will meet the final target of 95% during the 2012-13 school year.

4. HOW WE COMPARE

Although other agencies have similar performance measures looking at timeliness of internal processes for Information Technology (IT) projects, the scope and methodology chosen by each agency may differ. For example, comparability with the Department of Administrative Services (DAS) IT Projects key performance measure is difficult because DAS evaluates IT projects with budgets of at least one-million dollars for 90% compliance with deliverable schedules and budgets, whereas ODE exclusively evaluates data collection projects for completion within 5 business days of the scheduled date. Similarly, the Department of Consumer and Business Services (DCBS) On Time Work key performance measure evaluates a wide variety of activities and is not focused on IT projects, making it difficult to compare to the ODE measure.

5. FACTORS AFFECTING RESULTS

Data collections are late for a variety of reasons. Among these are: late changes to project scope, underestimating of required time, unplanned resource

shortages (e.g. staff vacancy), reprioritization of work by executive management, emergent state and federal mandates, and unanticipated system outages.

6. WHAT NEEDS TO BE DONE

Adjustments must be made to future data collection schedules to benefit from the lessons learned from previous data collections. Changes have been made to the 2009-10 data collection schedule to prevent reoccurrence of delays due to planning.

7. ABOUT THE DATA

A data collection is determined to be on time if the technical work necessary to open the collection was completed within five (5) business days of the date the collection was originally schedule to open. This definition was new for 2006-07. The previous definition stated that a collection was only on time if the collection opened on or before the scheduled date. This change in definition was made to provide a more balanced view of project timeliness. The previous definition combined small delays, having little or no consequences, with much longer delays having significant consequences. To allow for year to year comparability, ODE recalculated the data for 2005-06. The graph above includes the revised data.

Each data collection is weighted evenly when computing the percentage. Some data collections require very little time to prepare for opening, while some require hundreds of hours of work. Each year some data collections are added, some are dropped, and some are combined with other data collections for efficiency. The impact of a late data collection on data submitters varies widely. Some delayed collections are planned to be late a month or more in advance, minimizing the impact. Some are delayed at the last minute due to unexpected circumstances. Some delays benefit districts by allowing additional time to prepare data submission systems and to submit data.

KPM #18	TIMELY PUBLIC REPORTS—Number and percentage of key public reports released on time.	2006
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, Jake Weigler, 503-947-5650	

Percentage of Key Public Reports Released On Time

Bar is actual, line is target

Data is represented by percent
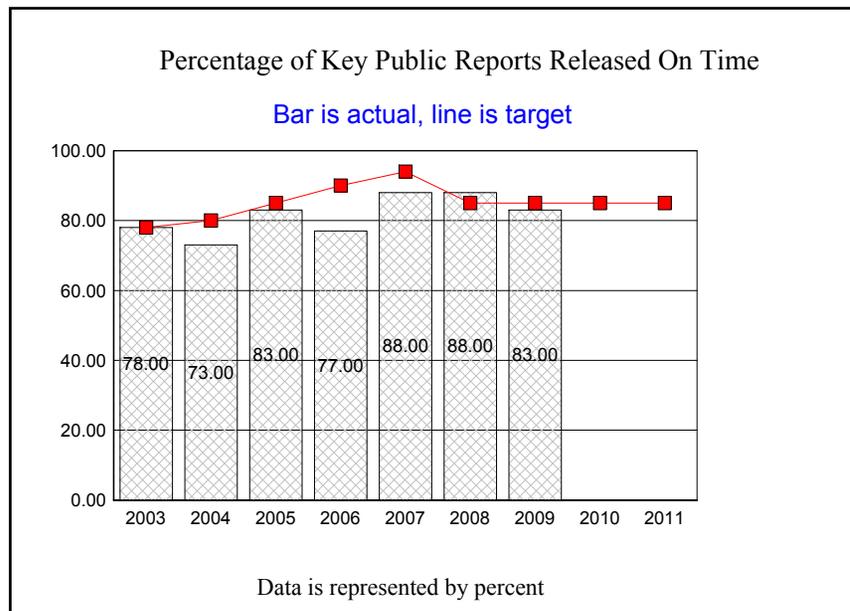
1. OUR STRATEGY

The ODE Communications Director monitors the schedule of annual key reports and informs ODE staff of any issues that may impact the timely

release of accurate information. The key reports represent important work of ODE and include the:

ACT College Placement Test, AMAO Report (English Language Proficiency), Statewide Assessment Results (reading, writing, mathematics, science), Dropout report/Graduation Rate, Fall Membership Data (October 1 Report), Final AYP for title I Schools and Districts in Improvement, High School Completers Report, Highly 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), and Statewide Report Card.

2. ABOUT THE TARGETS

The desire is to have all ODE reports released to the public on time. ODE set its target of 85% or more reports released on time for 20082011 based on past performance. This target also reflects ODEs commitment to improving future performance.

3. HOW WE ARE DOING

The data indicate that for the 2008-09 school year, 15 out of 18 (83%) annual key reports were released on time. This means that ODE failed to meet its target of 85% for 2009, the first time it failed to hit that target since 2007. The Oregon Department of Education, like all state agencies, has faced substantial budget and staffing cuts over the past year. This has created challenges both in ensuring accuracy of data and issuing it in a timely manner. The Departments communications staff has been cut by 50% in recent months. In response, the Department is working to improve internal planning and coordination to provide more lead time in releasing reports to avoid mistakes or missteps.

4. HOW WE COMPARE

ODE is not aware of any other agencies that track similar KPMs. Internal comparison shows that ODE has generally improved its performance since 2003. ODE staff share ODEs commitment to producing timely, accurate reports and this is reflected by ODEs improvement over time.

5. FACTORS AFFECTING RESULTS

Releasing reports on time depends to some extent on the pace and accuracy of data collection. Data collection is largely not an in-house activity as most

of the reports originate from schools and districts and involve a variety of people. When schools or districts are late in providing data to ODE, or when the data provided by schools or districts include errors, it can create a deviation from the planned schedule and result in late reporting. Even such seemingly insignificant circumstances as the hiring of new data entry staff at the district or school level can ultimately lead to a delay in the release of reports. With the Department expected to complete the same amount of work in less time with less staff due to furlough days and layoffs, this makes timely release of data even more challenging.
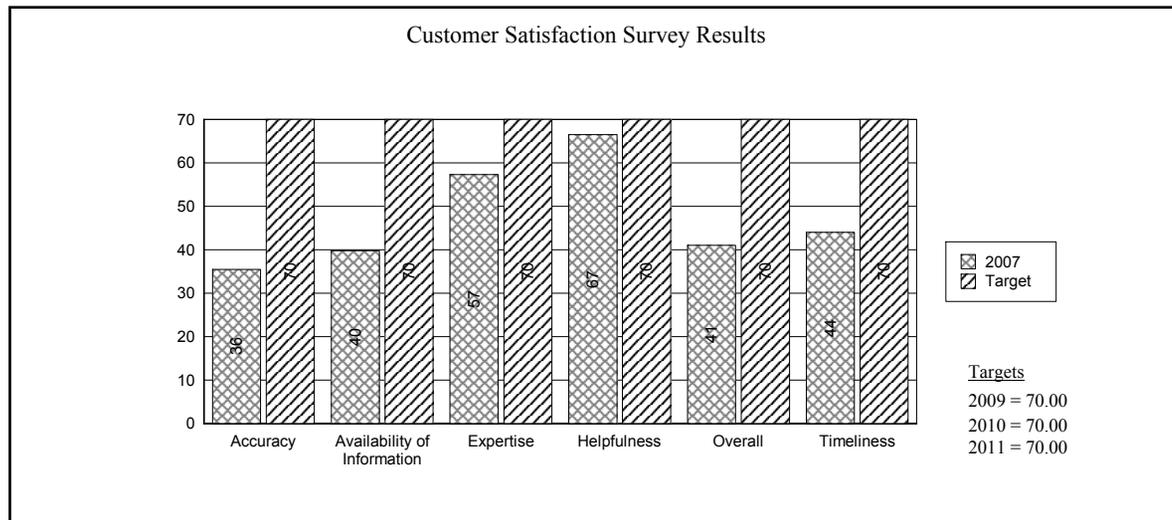
6. WHAT NEEDS TO BE DONE

ODE should continue to schedule the work and assist school and district personnel and others in the field to submit their reports to ODE in a timely manner.

Internally, staff are reviewing timelines for completing data collections and reports and engaging in more proactive planning to ensure that information is released in a timely manner.

7. ABOUT THE DATA

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

KPM #19	CUSTOMER SERVICE – Number and percentage of customers rating the agency's customer service as "good" or "excellent" (data available 2007).	2007
Goal	Accountable Systems ODE provides excellent customer service	
Oregon Context	Accountable Systems ODE uses feedback from customers to improve services	
Data Source	Survey of key customers: ESD and District Superintendents, Principals, Office Managers, and Technology Directors	
Owner	Office of Assessment and Information Services (OAIS), Office of Assessments, Holly Carter, 503-947-5739	

Customer Satisfaction Survey Results

Legend: 2007, Target

	Accuracy	Availability of Information	Expertise	Helpfulness	Overall	Timeliness
2007	36	40	57	67	41	44
Target	70	70	70	70	70	70

Targets
2009 = 70.00
2010 = 70.00
2011 = 70.00

1. OUR STRATEGY

ODEs strategy is to foster excellent customer service, which links to ODEs strategic goal of excellent customer service.

2. ABOUT THE TARGETS

The target of 70% of customers rating ODEs customer service as good or excellent reflects both ODEs commitment to providing excellent customer service and ODEs compliance-oriented relationship with its customers.

3. HOW WE ARE DOING

ODE did not complete a customer satisfaction survey in 2008. ODE completed its first customer satisfaction survey in 2007, and it will complete its second survey in November 2009. Because the 2007 survey was ODEs first customer satisfaction survey, ODE currently has only one year of data. In 2007, the percentage of customers rating ODEs overall customer service as good or excellent was 41%. Ratings were highest for helpfulness (66.5%) and lowest for accuracy (35.5%). This indicates a need to take action to improve. Examples of actions taken by ODE in 2007-09 to improve customer service include contracting with Education Service Districts (ESDs) to provide six regional help desks to support schools and districts with assessments and key accountability data; increasing training of ODE staff to improve accuracy, timeliness, and helpfulness in responding to customer inquiries; increasing communications to customers through list-servs, newsletters, and ODE Web sites; establishing advisory groups populated with external customers; creating administrative rules and improving technical manuals to more clearly communicate ODEs policies and compliance expectations; and providing customers with additional technical and compliance-related training, including web-based training opportunities.

4. HOW WE COMPARE

While other state and federal agencies do customer satisfaction surveys, there is no known comparable agency that aligns with ODEs customer pool and survey methodology.

5. FACTORS AFFECTING RESULTS

The 2007 survey had only a 55% response rate. Additionally, the survey population was determined by asking ODEs customer groups (e.g., districts and ESDs) to internally select individuals to receive the survey. This methodology introduced self-selection bias into the survey. It is impossible to know the impact of this bias on the survey results.

6. WHAT NEEDS TO BE DONE

Each of ODEs service areas received a copy of the survey results. Based on the service area-specific customer feedback included in the survey results, each service area is expected to find ways to improve their customer service efforts. In addition to those actions which ODE has already taken (described in Section 3. How We Are Doing), ODE plans to expand its efforts to make its Web site more user-friendly, improve the clarity of training materials and technical manuals, and include external customers in its advisory groups. In addition, the KIDS and DATA projects currently under development will provide a technical and professional development infrastructure to support district and school staff in effectively using data Finally, ODE strives to improve the survey itself to encourage greater participation and gather more customer feedback.

7. ABOUT THE DATA

ODE administered its first annual customer satisfaction survey in October 2007. The survey results were prepared in January 2008. The survey population included ODEs key customers, namely ESD and District Superintendents, Assistant Superintendents, Principals, Business Managers, Office Managers, Teachers, Program Directors, Special Education Directors, Curriculum Directors, and Administrative Assistants. The survey was administered by Opinion Research Northwest. Recruited individuals were sent an e-mail with a link to the survey. Respondents rated ODE as a whole for Overall Customer Service. For the five remaining service criteria, respondents rated ODEs four different service areas separately. The service areas included in the survey were Student Assessments, Data Collection / Data Entry, Reporting, and the Help Desk. For all service criteria other than Overall Customer Service, the rating reported for ODE as a whole represents the aggregate rating of these four service areas. Additional information about the survey methodology and results is available in the Oregon Department of Education 2007 Customer Survey.

Agency Mission:	Increase Achievement for All Students	
Contact: Doug Kosty, Assistant Superintendent	**Contact Phone:** 503-947-5825
Alternate: Holly Edwards, Performance Measure Coordinator	**Alternate Phone:** 503-947-5739

The following questions indicate how performance measures and data are used for management and accountability purposes.	
1. INCLUSIVITY	*** Staff :** Approximately 60 ODE staff contributed to the development of the ODE Strategic Framework and the 2007-09 Key Performance Measures (KPMs). *** Elected Officials:** The KPMs included in this report were reviewed and approved by the Legislature. *** 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 ODEs Strategic Framework and the 2007-09 KPMs. *** Citizens:** Development of the 2007-09 KPMs did not include citizen input.
2 MANAGING FOR RESULTS	The importance of the KPMs and their influence on the management of ODE has become more obvious to ODEs Management Team, Directors, and staff. To integrate the KPMs and their related activities into ODEs functions/operations, ODE has worked to align its KPMs with the agency Strategic Plan. This is an ongoing effort.
3 STAFF TRAINING	ODE has worked with its KPM Owners to increase their understanding of the importance of performance measurement as part of ODEs budget planning and policy development process. In addition, ODE has provided staff with performance measurement and management training.
4 COMMUNICATING RESULTS	*** Staff :** ODE has strived to increase staff awareness of and participation in ODEs performance measurement activities. Communication efforts have included offering training opportunities to involved staff and educating Management about the role of performance measurement in ODEs operations, budget planning, and policy development. *** Elected Officials:** Annual Reports, Website. *** Stakeholders:** Website and other reports the agency releases such as the Dropout Report and the State

	Report Card. *** Citizens:** Annual Reports, Website.