EDUCATION, OREGON DEPARTMENT of

Annual Performance Progress Report (APPR) for Fiscal Year (2009-2010)

Proposed KPM's for Biennium (2011-2013)

Original Submission Date: 2010

Finalize Date:

2009-2010 KPM #	2009-2010 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.

2009-2010 KPM #	2009-2010 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).

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2011-2013
NEW	**Title:** HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics). **Rationale:** The title for this KPM has been edited to reference three rather than four separate metrics. For 2011-13, ODE will report on the percentage of students in the 9th grade cohort who graduate from high school, the number of students who receive a GED, and the percentage of students who drop out of high school.
NEW	**Title:** SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap. **Rationale:** Removed "number" from the KPM title because this KPM only reports percentage.
NEW	**Title:** SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses. **Rationale:** Removed "number" from the KPM title because this KPM only reports percentage.
NEW	**Title:** MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS). **Rationale:** Removed "number" from the KPM title because this KPM only reports percentage.
NEW	**Title:** TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Percentage of statewide assessment and statewide assessment results provided to districts on time **Rationale:** Removed "number" from the KPM title because this KPM only reports percentage. Also removed "data available 2007).
NEW	**Title:** ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule **Rationale:** Removed "number" from the KPM title because this KPM only reports on percentage.
NEW	**Title:** CUSTOMER SERVICE – Percentage of customers rating the agency's customer service as "good" or "excellent" **Rationale:** Removed "number" from the KPM title because this KPM only reports on percentage.

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2011-2013
DELETE	**Title:** HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (four separate metrics). **Rationale:**
DELETE	**Title:** SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria. **Rationale:**
DELETE	**Title:** SCHOOLS CLOSING THE ACHIEVEMENT GAP—Number and percentage of schools closing the academic achievement gap. **Rationale:**
DELETE	**Title:** SCHOOLS OFFERING ADVANCED COURSES—Number and percentage of schools offering advanced courses. **Rationale:**
DELETE	**Title:** 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). **Rationale:**
DELETE	**Title:** TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Number and percentage of statewide assessment and statewide assessment results provided to districts on time (data available 2007) **Rationale:**
DELETE	**Title:** ON-TIME TECHNICAL PROJECTS—Number and percentage of technology projects met on schedule **Rationale:**
DELETE	**Title:** TIMELY PUBLIC REPORTS—Number and percentage of key public reports released on time. **Rationale:**

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2011-2013
DELETE	**Title:** CUSTOMER SERVICE – Number and percentage of customers rating the agency's customer service as "good" or "excellent" (data available 2007). **Rationale:**

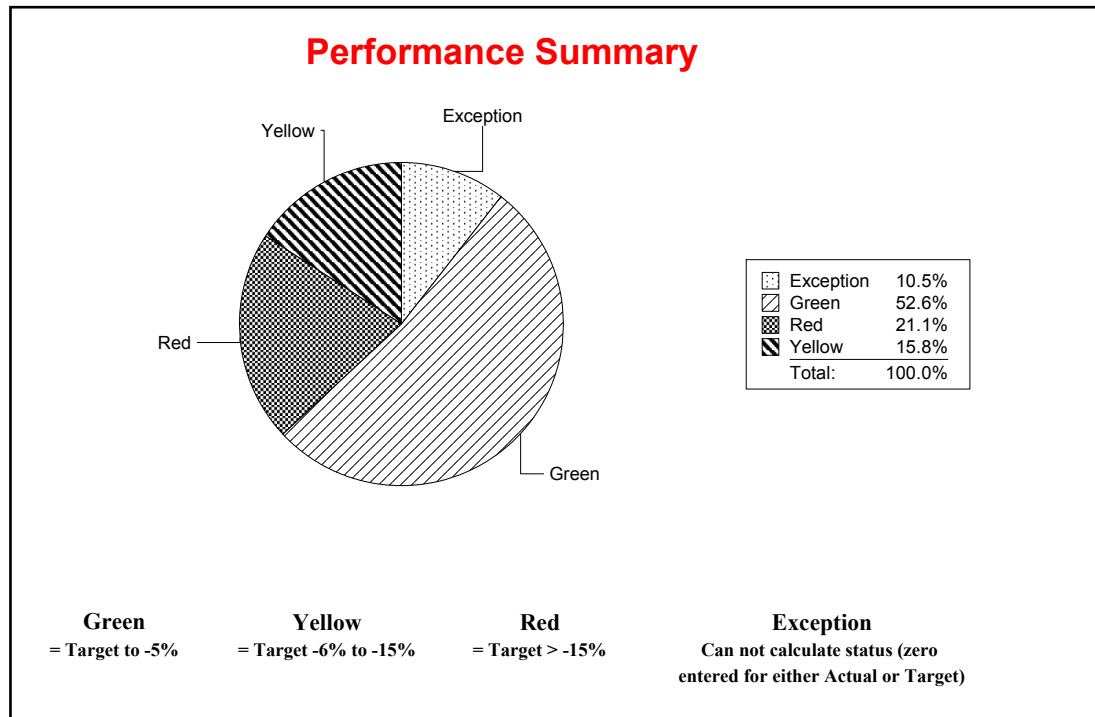| Proposed Key Performance Measures Targets for Biennium 2009-2011	2012	2013
Title: STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.	98.00	99.00
Title: COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.	50.00	52.00
Title: SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.	103,150.00	103,150.00
Title: SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the "watch list."	7.00	7.00

| **Agency Mission:** | Increase Achievement for All Students | |

| **Contact:** | Doug Kosty, Assistant Superintendent | **Contact Phone:** | 503-947-5825 |
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Performance Summary

Exception	10.5%
Green	52.6%
Red	21.1%
Yellow	15.8%
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 imbedded within the Oregon Department of Educations high-level goals of Quality Schools and Accountable Systems. ODE's Key Performance Measures (KPMs) reflect these goals by monitoring ODE's work pertaining to the Oregon PK-12 education enterprise, as well as ODE's internal operational efficiency. ODE's KPMs 1 - 15 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. ODE's role in these KPMs is to provide leadership by developing policies and programs in collaboration with ODE's key partners. In addition, ODE plays a regulatory role, monitoring and providing guidance to help districts

better meet the needs of Oregonians. ODE's performance targets describe ODE's goals for the PK-12 education enterprise based on trends in past performance and ODE's 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.ODE's KPMs 16 - 19 focus on ODE's internal operational efficiency. These measures focus on ODE's success in serving its stakeholders, providing services in a timely and accurate fashion. ODE's performance targets describe ODE's goals for improving its internal processes to increase efficiency and accuracy.

2. THE OREGON CONTEXT

ODE's Key Performance Measures relate to the following Oregon Benchmarks: OBM 18: Ready to Learn relates to ODE's KPM 1 - Access to Pre-Kindergarten and KPM 2 - Kindergarten Readiness. OBM 19 and 20: 3rd and 8th Grade Reading & Math relate to ODE's KPM 3 - Student Achievement and KPM 4 - Student Growth. OBM 22 and 23: High School Dropout and High School Completion relate to ODE's KPM 5 - High School Graduation. OBM 24: Some College Completion relates to ODE's KPM 6 - College Readiness.Agency Partners in Related Work: In achieving its goals for Oregon's 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 Oregon's 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, 3 KPMs have been mis-categorized). For 2009-10, 11 (58%) of ODE's measures are "green," indicating that those measures are within 5% of the target; 5 (26%) 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 2010. 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 12.9% 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 12.9% 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.

4. CHALLENGES

1. Integrating the KPMs and their related activities into ODE's 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 ODE's budget planning and policy development process. 3. Involving ODE's key partners and stakeholders in ODE's efforts to
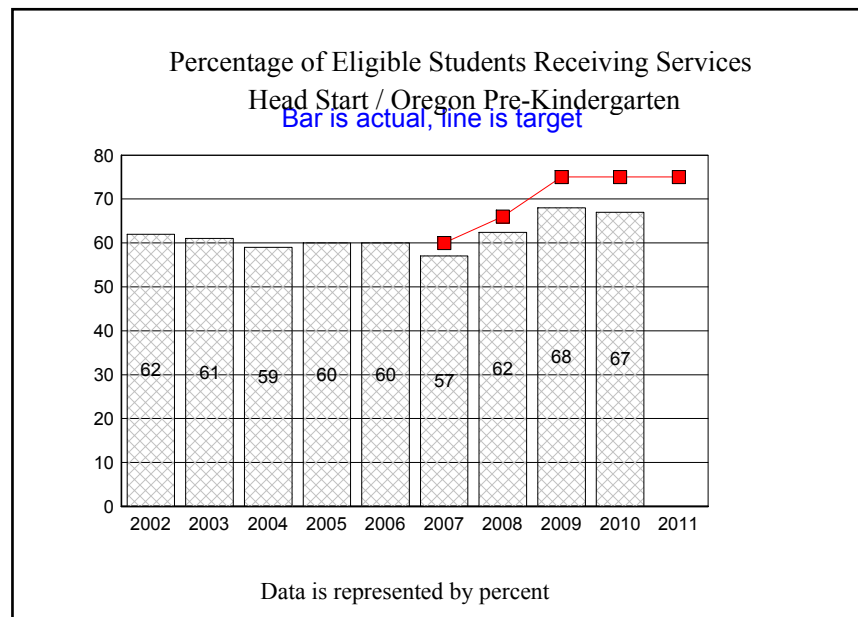
make progress on ODE's KPMs and the underlying goals of student success, quality schools, and accountable systems.

5. RESOURCES AND EFFICIENCY

The following are ODE's actual expenditures for 2009-10 by fund type (as of July 1, 2010):

General Fund: $2.81 billionLottery Funds: $116.2 millionLottery Funds - Debt Service: $0Other Funds - Limited: $25.5 millionOther Funds - Non-Limited: $26.5 millionFederal Funds - Limited: $512.4 millionFederal Funds - Non-Limited: $150.3 millionTotal Funds: $3.64 billionThe following is ODE's estimated budget for 2010-11 by fund type. The assumption is that all fund types are split roughly 48% in the first year, roughly 52% in the second year of this biennium (In actuality, this may not be the case because of the flow of funds): General Fund: $2.53 billionLottery Funds: $377.9 millionLottery Funds - Debt Service: $55.2 millionOther Funds - Limited: $34.9 millionOther Funds - Non-Limited: $74.2 millionFederal Funds - Limited: $717 millionFederal Funds - Non-Limited: $128.4 millionTotal Funds: $3.92 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

Year	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Actual	62	61	59	60	60	57	62	68	67	

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), Children's 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. In 2008, 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 based on available funding. For2010, the targeted percentage of eligible children receiving HSOPK services is 75%.

3. HOW WE ARE DOING

For 2010, the percentage of eligible children and families accessing services was 66.7%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. The number of children served has held steady since 2008, although recent budget cuts may lead to a decrease in the number of children served in 2011. 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 and 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. 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 2011. 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.
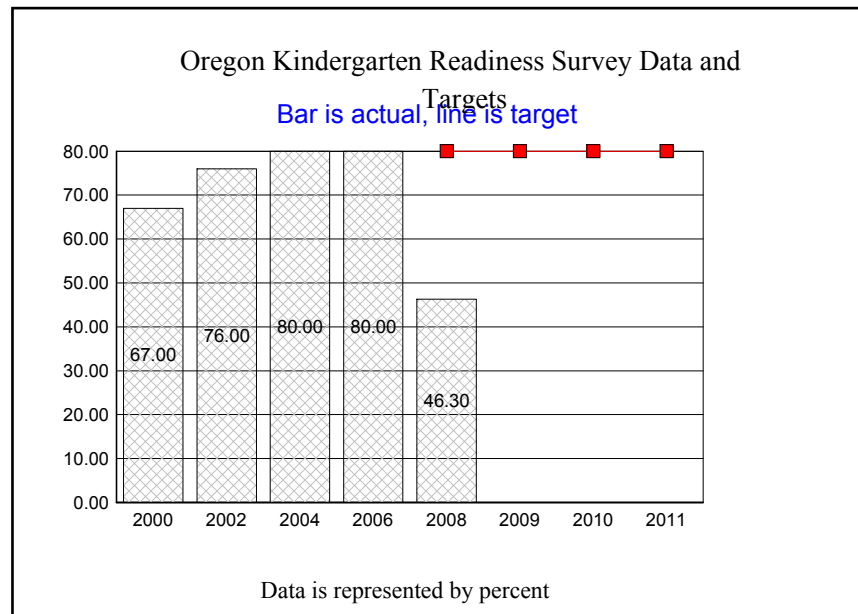
6. WHAT NEEDS TO BE DONE

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).

The 2010 children's population ages 0-4 for Oregon and its counties were extrapolated from the 2009 state and county level annual population estimates by age group developed by the Population Estimates Program; population for ages 0-2 and 3-4 were estimated assuming the 1990-2000 change in the shares they respectively represent of the 0-4 age population. The corresponding poverty rates for children ages 0-2 and 3-4 were forecast based on data released by the U.S. Census Bureau's 2005-2007 American Community Survey (ACS) and Small Area Income and Poverty Estimates (SAIPE) for children ages 0-4. The relationship between the poverty rates for children ages 0-2 and ages 3-4 obtained from the 3-year average ACS data was assumed for 2010.

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

	2000	2002	2004	2006	2008	2009	2010	2011
Actual	67.00	76.00	80.00	80.00	46.30			

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).

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), Children's 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 baseline data collected using the new measurement tool.

3. HOW WE ARE DOING

The most recent Oregon Kindergarten Readiness Survey data were collected in 2008. Results for 2008 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% (N=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. ODE's goal in updating the survey was to provide more efficiency in the data collection process and greater clarity in the indicators and rating codes.

In October 2009, the Oregon Department of Education suspended indefinitely the Oregon Kindergarten Readiness Survey. Based on budgetary considerations and concerns about the survey design's validity and reliability, ODE decided not to administer the survey this year but, instead, to consider other options for improvement first. At that time, ODE initiated a series of planning meetings with key partners to design a stakeholder process that would result in a comprehensive set of policy questions that need to be answered by a potential new measure of readiness. In May and June 2010, stakeholders met in Salem to identify policy questions. In July 2010, ODE and key partners determined next steps in the process which will include matching of the policy questions identified by Oregon stakeholders and possible measurement tools that have been developed by other states and research organizations. It is expected that another group of stakeholders will gather to investigate these measurement tools that currently exist and could be adopted or adapted by ODE. Another option for ODE will be to develop a new measurement tool, specifically for Oregon. ODE is expecting to field test any new measurement tool within Oregon kindergartens in the next few years.

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 affect the comparability of results of the Oregon Kindergarten Readiness Survey from 2006 to 2008.

·   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.

·   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 teacher's kindergarten classes.
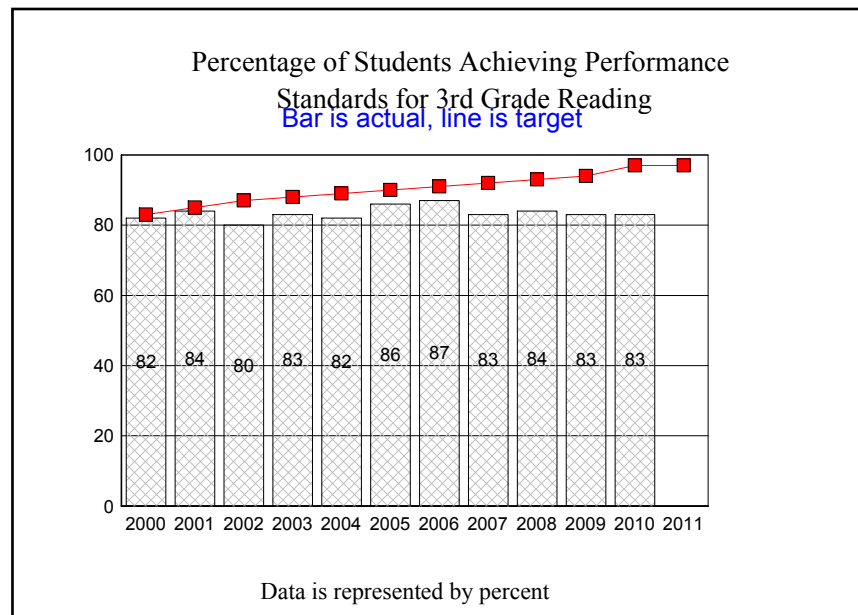
6. WHAT NEEDS TO BE DONE

·   Continue to engage with key partners and contributors listed in Section 1. Our Strategy to ensure maintenance of the vision for a readiness measure.

·   Continue with strategies for identifying key policy questions to be answered through the future Oregon Kindergarten Readiness data set.

·   Continue with strategies to plan with key partners for matching the Oregon policy questions with potential measurement tools that have been developed by other states or research organizations. If no current tool is available for the precise purposes of Oregon educators, develop a tool.

·   Develop a sampling plan for data collection using the new measure or garner authority for requiring all districts to submit data.

·   Continue with strategies to plan for field testing in Oregon and eventual reinstitution of the Oregon Kindergarten Readiness Measure for all districts.

·   New targets must be set. In 2008, there was a complete break in data comparability due to the implementation of the updated Oregon Kindergarten Readiness Survey. The targets for 2008-2013 were set based on data obtained under the old survey design and methodology. With the 2008 survey changes and then again in the near-future, ODE expected that data collected using the new surveys would not match the targets that were based on the old survey. ODE plans to adjust the targets for 2014 and beyond, based on data obtained under the new survey design.

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 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. For the most-recent data, see the 2008 Oregon Kindergarten Readiness Survey (located at http://www.ode.state.or.us/search/page/?id=1356).

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, Melinda Bessner, 503-947-5828; 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

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
	82	84	80	83	82	86	87	83	84	83	83	

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 ODE's strategies are:

Recognition for schools making significant headway to close achievement gaps

School and district leadership training

Implementation (in collaboration with districts and schools) of the state portion of the evidence-based Oregon K-12 Literacy Framework, adopted by the State Board in December 2009. This framework was adopted to support the Essential Skill of reading and to offer guidance for teaching Oregon's reading standards in reading classes and in all instructional-area classes.

State Implementation & Scaling-Up of Evidence-Based Practices (SISEP). This is a federal project to increase selected states' capacity to carry out implementation, organizational change, and systems transformation strategies to maximize achievement outcomes of all students. Under this project, Oregon is scaling up its Effective Behavioral and Instructional Support Systems (EBISS), a blended model of Response to Intervention (RTI) and Positive Behavioral Interventions and supports (PBIS) for reading and math. SISEP has designated the Oregon K-12 Literacy Framework as the next evidence-based Oregon initiative to be scaled up (pending state funding).

School improvement professional development

Accountability requirements for schools and districts

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. 2009-10 data for 3rd grade reading appear in the graph above. 2009-10 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 97%. For 3rd grade math, actual performance was at 78% compared to the target of 90%. For 8th grade reading, actual performance was at 70% compared to the target of 80%. For 8th grade math, actual performance was at 72% compared to the target of 80%. While student achievement is below target for all four metrics, it is worthwhile to note that the percentage of students achieving performance standards stayed constant in reading and increased one percentage point each in 3rd grade math and 8th grade math compared to 2008-09. Please note that the calculations of actual performance for 2010 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 3 – Student Achievement in September 2010.

In terms of student achievement in reading, it is important for Oregon to make gains rather than staying constant. Third grade reading achievement is an important indicator and predictor of a strong K-12 system because reading is necessary for success in school across all instructional areas—including math—and students who are not reading at grade-level by 3rd grade generally experience difficulty developing grade-level reading skills after 3rd grade. To boost student achievement in reading, Oregon is embarking on a three-pronged approach using the evidence-based *Oregon K-12 Literacy Framework* guidance that outlines a collaborative effort among the state, districts, and schools to improve reading outcomes for ALL students K-12. Adopted in December 2009 by the State Board of Education to implement the Essential Skill Of Reading, districts and schools that begin using the Framework will gradually 1) increase the number of students who are grade-level readers by 3rd grade, 2) provide embedded, ongoing professional development in reading to all teachers to ensure that each student makes progress each year in school across the instructional areas after 3rd grade, and 3) provide students reading below grade level the strongest reading instruction and interventions possible to help them read at grade level.

Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at www.ode.state.or.us/search/page/?=1821). Additionally, 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) is available online at www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx . Currently, the Statewide Report Card and Test Result links above contain data from 2003-04 to 2009-10.

4. HOW WE COMPARE

The assessment results presented in this report are for 3rd grade reading and math, and 8th grade reading and math. 2009-10 data for 3rd grade reading appear in the graph above. 2009-10 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.

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5. FACTORS AFFECTING RESULTS

School Improvement Fund (SIF) grants were not distributed for 2009-2011. In 2007-2009, districts used SIF funding to hire coaches for reading and math, provide professional development for reading and math, and to reduce class sizes, among other important strategies.

With regard to the small but important improvement in math for 3rd and 8th grades, the successful Moving Math Education Forward professional development on Oregon's math standards, offered regionally across Oregon in summer 2009 with follow-up implementation grants for participants to train their staff during the 2009-10 school year, is reflected in this 1% bump.

6. WHAT NEEDS TO BE DONE

ODE will continue to work towards student success by aligning the Oregon Statewide Assessments with Oregon's content standards, providing research-based practices for reading through the new *Oregon K-12 Literacy Framework*, encouraging districts and schools to use best practices across the instructional areas, and performing sound accountability practices.

Much of ODE's work is focused on student success as measured by student academic achievement. ODE's 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.
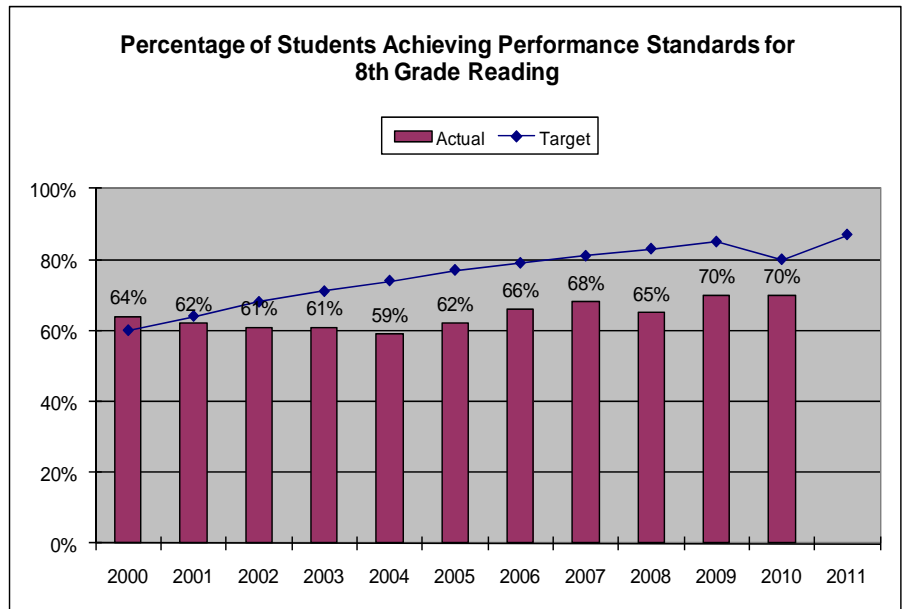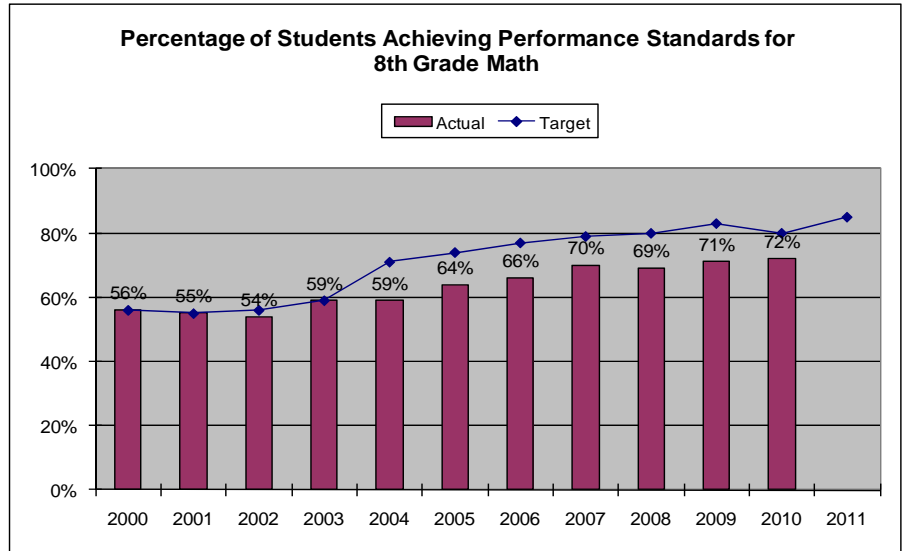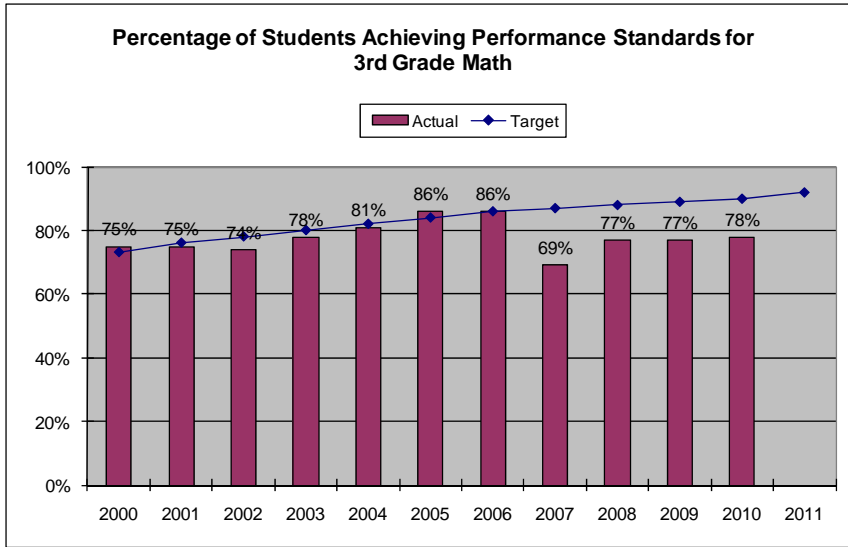
7. ABOUT THE DATA

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.
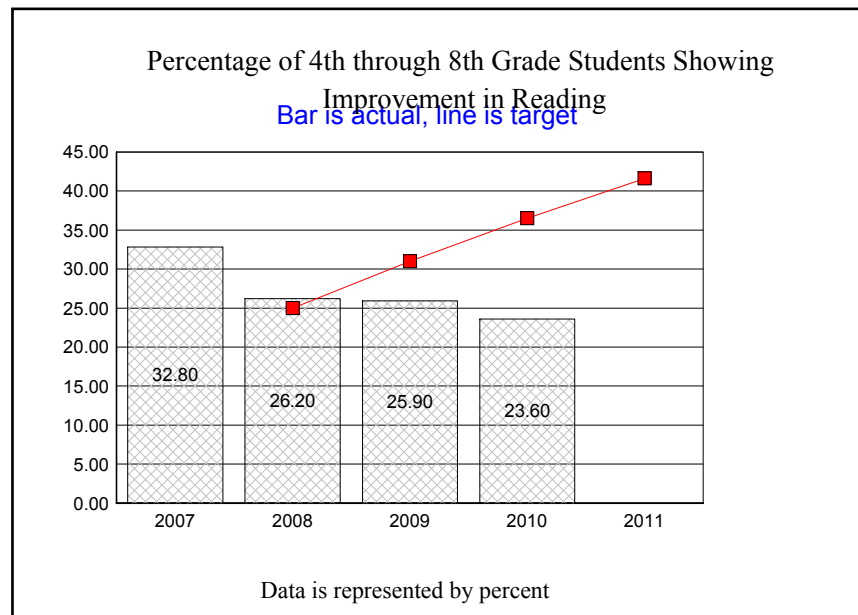
Agency Mission: Increase Achievement for All Students.

Percentage of Students Achieving Performance Standards for 3rd Grade Math

Actual ■ Target ◆

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

Percentage of Students Achieving Performance Standards for 8th Grade Math

Actual ■ Target ◆

2000	56%
2001	55%
2002	54%
2003	59%
2004	59%
2005	64%
2006	66%
2007	70%
2008	69%
2009	71%
2010	72%

Percentage of Students Achieving Performance Standards for 8th Grade Reading

Actual ■ Target ◆

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

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

45.00
40.00
35.00
30.00
25.00
20.00
15.00
10.00
5.00
0.00

32.80   26.20   25.90   23.60

2007   2008   2009   2010   2011

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 ODE's strategies are:
Recognition of schools making significant headway to close achievement gaps (http://www.ode.state.or.us/search/page/?id=2890)
School and district leadership training

School improvement professional development
Accountability requirements for schools and districts
The School Improvement Fund (SIF) and its application process (http://www.ode.state.or.us/search/page/?id=1800)
Moving Math Education Forward professional development for mathematics educators and district and school administrators (http://www.ode.state.or.us/search/page/?id=2702)
The Oregon K-12 Literacy Framework (http://www.ode.state.or.us/search/page/?id=2568)
Key Partners
Regional Education Service Districts (Regional ESD Partners), School Districts, Schools, teachers and other school and district 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 2008–2011 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 4–8 showing improvement in reading and math. 2009-10 data for reading appear in the graph above. 2009-10 data for math appear in a supplemental graph at the end of the analysis for KPM 4 – Student Growth. For 2009-10, 23.6% of students who had previously not met reading performance standards transitioned to meeting standards, and 30.8% of students who had previously not met math performance standards transitioned to meeting standards. The 2009-10 data for math do not show a significant change compared to 2008-09, but reading did show a slight decline. This is the case even though overall performance on statewide assessments was higher in 2009-10 than in 2008-09 for both reading and math. Please note that the calculations of actual performance for 2009-10 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 4 – Student Growth in September 2010.

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.
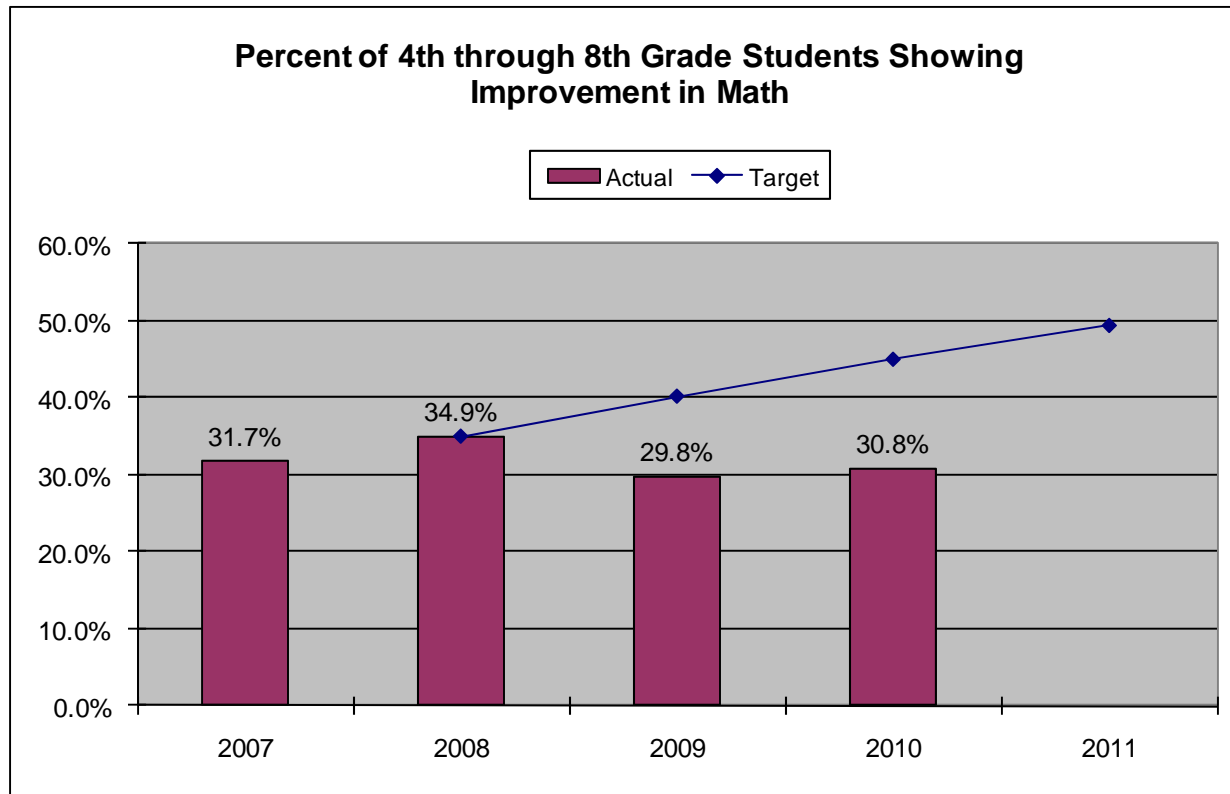
6. WHAT NEEDS TO BE DONE

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 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. In addition, ODE partnered with ESDs, Universities, and the Oregon Council of Teachers of Mathematics to provide professional development at six regional sites to assist Oregon educators and administrators in implementing the new Oregon mathematics standards. The Oregon State Board of Education adopted the Literacy Framework in December 2009, as a tool for the state, districts, and schools to support the Essential Skill of Reading, a requirement of the Oregon Diploma. The purpose of the Oregon K-12 Literacy Framework, described in the Preface, is to ensure that: all students read at grade level or above as soon as possible after entering school, all students continue to advance in grade-level reading skills each year across the instructional areas in grades 4-12, and all students reading below grade-level receive the strongest reading instruction and interventions possible to help them read at grade level. The Framework, aligned to the Response to Intervention (RTI) model, was developed by the Literacy Leadership State Steering Committee (LLSSC) in partnership with the Oregon Department of Education to increase the likelihood that Oregon's students will be successful in school and beyond.
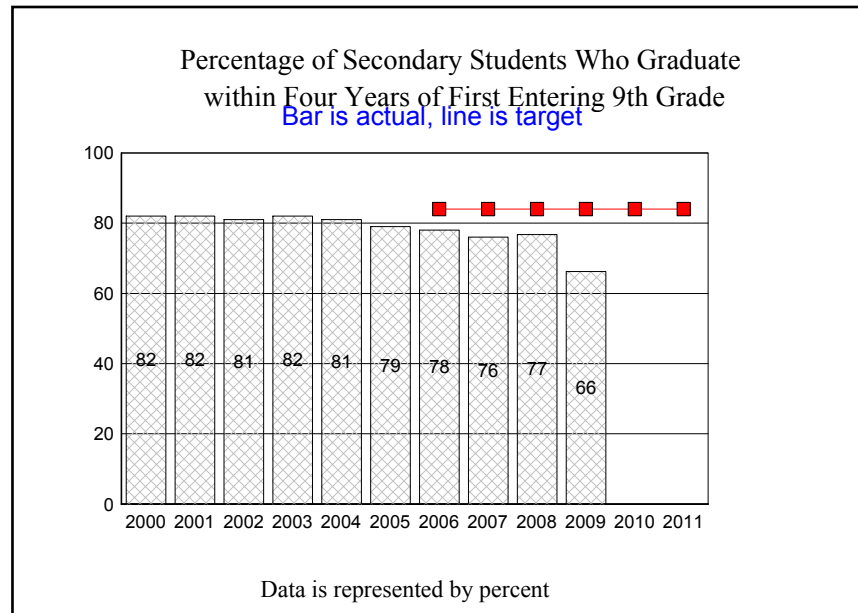
7. ABOUT THE DATA

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. Final data for each year is not available until September, following the release of final AYP data.

Agency Mission: Increase Achievement for All Students.

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

| Actual | Target |

31.7%	34.9%	29.8%	30.8%	

Years: 2007, 2008, 2009, 2010, 2011

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, (Cumulative) Average Daily Membership Collections, Cohort Survey, Community Colleges and Workforce Development (CCWD) Data System	
Owner	Office of Assessment and Information Services (OAIS), Scoring and Reporting Section, Melinda Bessner, 503-947-5828; Office of Educational Innovation and Improvement (EII), Theresa Richards, 503-947-5736	

Percentage of Secondary Students Who Graduate
within Four Years of First Entering 9th Grade
Bar is actual, line is target

Year	Percent
2000	82
2001	82
2002	81
2003	82
2004	81
2005	79
2006	78
2007	76
2008	77
2009	66

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 (9th Grade Cohort) The Oregon Department of Education and State Board of Education have set an aspirational 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. Starting in 2012, Oregon has requested adjusted targets that reflect the new graduation rate calculation described in Section 3. How We Are Doing below.

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 who 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 dropouts to 4% for 2010 and 2011 to align KPM 5 – High School Graduation with OBM # 22 – High School Dropout Rate.

3. HOW WE ARE DOING

2008-09 High School Graduation data are presented in the graph above. 2008-09 data for GEDs and dropouts appear in supplemental graphs at the end of the analysis for KPM 5 – High School Graduation. In previous years, ODE reported on the percentage of high school students who graduated at the 12th grade. In 2007-08, this percentage was 76.7%. Starting with the 2010 APPR, pursuant to new federal guidelines ODE is reporting on the percentage of students who graduate with a regular diploma within four years of first entering 9th grade. For 2008-09, this means students enrolled in the 9th grade for the first time in 2005-06. Under this new measure, 66.2% of students graduated in 2008-09 with a regular diploma within four years of entering high school. This is below ODE's target of 84%. Please note that performance for 2008-09 is not directly comparable to performance in past years due to the change in methodology. The new 9th grade cohort graduation rate is adjusted for students who move into or out of the system, emigrate to another country, or are deceased. 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.Overall, the dropout percentages have remained fairly steady over the previous three years, but decreased from 3.7% in 2007-08 to 3.4% in 2008-09--- the lowest dropout rate for the last ten years. This is still above ODE's 2008-09 targeted dropout rate of 2%. 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 2009-10 data for KPM 5 – High School Graduation in its 2011 APPR.

4. HOW WE COMPARE

In spring 2010, ODE released a cohort model for calculating graduation rates based on tracking 9th grade cohorts, consistent with federal regulations. 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. National reports, though based on methodological differences, provide some indication of national trends in 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 Oregon's target rates and disaggregated data show lower graduation rates and higher drop out rates for Hispanic, African American, and Native American students. 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 don't 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 Oregon's 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, targeted interventions and school-wide intervention strategies. There must also be continued diligence on the part of ODE, districts, and schools to reduce the number of dropouts.

Diagnostic Interventions
ODE needs to build "early warning systems" into the PK-20 longitudinal data system (ALDER Project) for tracking post-high school student outcomes and providing feedback to the state and to school districts. Data should include: attendance, behavior, and academic performance to identify students who are at risk of dropping out beginning in 6th grade. Districts need to implement systems that flag students at high risk for dropping out using data on attendance, course failures, grade retention, and behavioral problemsand collect more accurate data on reasons for students leaving school early to understand the scope of the problem. This should include regular monitoring and following up with students when needed.

Targeted Interventions
Districts need to provide academic support and enrichment to improve academic performance and reengage students in school (e.g. additional academic classes, enrichment programs, extended learning time, tutoring, remedial programs, credit recovery). ODE currently assists districts with implementation of Response to Intervention (RTI) and Positive Behavior Support (PBS), academic and behavioral support systems that provide high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change 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. http://www.ode.state.or.us/search/page/?id=2901.

School wide Interventions

Schools need to personalize the learning environment and instructional process to create a sense of belonging and foster a school climate where students and teachers get to know one another and can provide academic, social, and behavioral management6. Oregon's education plan and profile, supported by a comprehensive guidance and counseling program, can help to personalize learning. Schools also need to provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate.
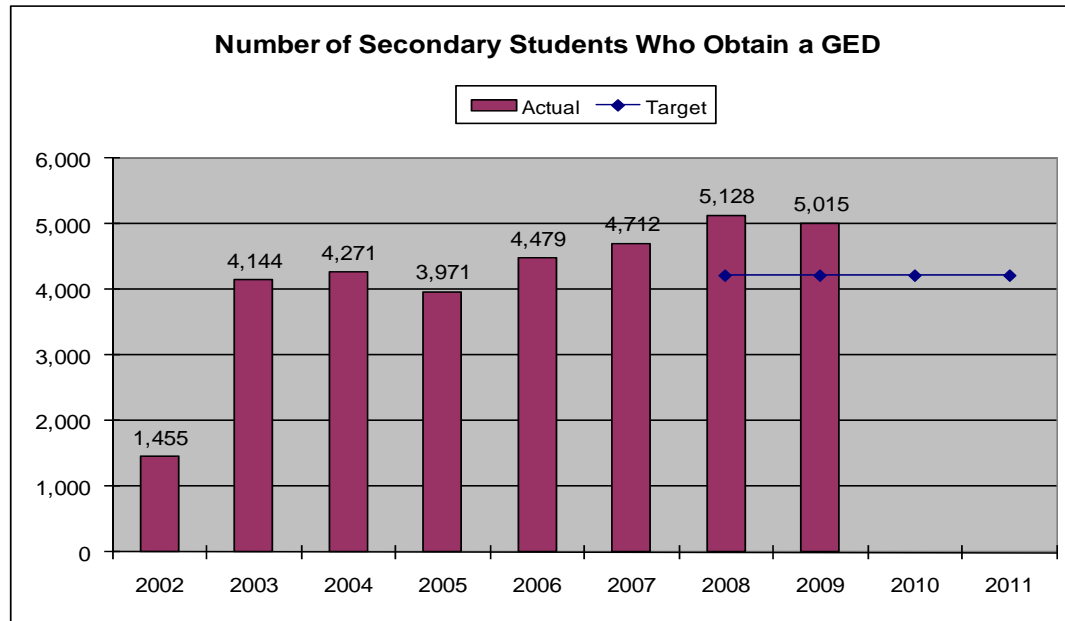

7. ABOUT THE DATA

ODE used three metrics for this performance measure this year: 4-year cohort graduation rate, students who earn a GED (General Education Diploma), and students who drop out of school.The cohort model is the new formula required by the federal government to calculate graduation rates. This year's cohort is made up of the students who first entered high school in 2005□06. The cohort is adjusted for students who move into or out of the system, emigrate to another country, or are deceased. The cohort graduation rate is calculated by taking the number of students in the cohort who graduated with a regular diploma within four years and dividing that by the total number of students in the cohort. 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 the 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 Oregon's secondary students. The graphs included in this analysis display 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). 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.
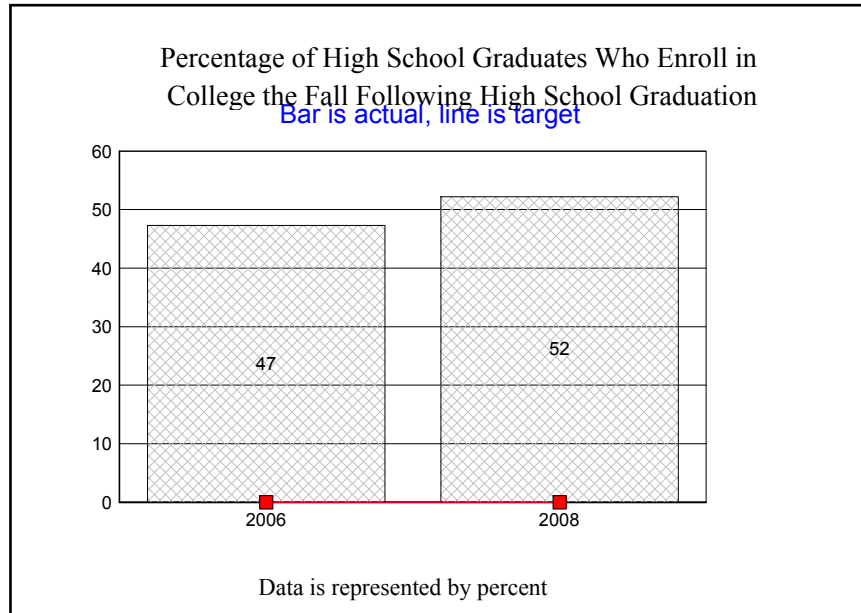
Agency Mission: Increase Achievement for All Students.

Number of Secondary Students Who Obtain a GED

Legend: Actual / Target

Year	Actual
2002	1,455
2003	4,144
2004	4,271
2005	3,971
2006	4,479
2007	4,712
2008	5,128
2009	5,015

Percentage of Secondary Students Who Drop Out

Legend: Actual / Target

Year	Actual
2000	6.3%
2001	5.3%
2002	4.9%
2003	4.4%
2004	4.5%
2005	4.2%
2006	4.1%
2007	4.2%
2008	3.7%
2009	3.4%

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 matches data records for Oregon high school graduates with college-going data maintained by the National Student Clearinghouse. ODE also works 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 supplements these data with college graduation data from the National Center for Higher Education Management Systems.	
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 Oregon's 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 Rate—Bachelor's degree is 56.6%. The graduation rate for a Bachelor's degree is the percentage of students receiving their Bachelor's degree within 6 years.

o   The Baseline Graduation Rate—Associate's degree is 28.4%. The graduation rate for an Associate's degree is the percentage of students receiving their Associate's degree within 3 years.

Based on these baseline data, ODE has proposed the following targets for 2012 and 2013 (pending legislative approval):

Participation rate: 50% (2012) , 52% (2013)
Extended participation rate: 59% (2012); 62% (2013)
Second year persistence rate: 80% (2012); 82% (2013)
Graduation rate-Bachelors: 60% (2012); 62% (2013)
Graduation rate-Associates: 30% (2012); 32% (2013)

3. HOW WE ARE DOING

Given the lag between high school graduation and college attendance, the most current data available is for students who graduated from high school in 2007-08. For 2007-08, 52.2% of Oregon students enrolled in a 2-year or 4-year college the fall following high school graduation, 62.6% enrolled in a 2-year or 4-year college within 16 months of high school graduation, 74.1% of first-time college freshman in a 4-year institution returned for their second year, 56.6% received their Bachelor's degree within 6 years, and 25.1% received their Associate's degree within 3 years. These rates are not high enough to get Oregon to its goal of 40% of high school students earning a bachelor's degree or higher, 40% earning an associate's degree or other postsecondary credential, and 20% earning a high school diploma (the so-called "40-40-20 goal").

4. HOW WE COMPARE

Following are Oregon's rates for the five measures compared to national averages. These data are 2007-08.

	Oregon	National Average
Participation Rate:	52.2%	61.6%
Extended Participation Rate:	62.6%	NA
Second Year Persistence Rate:	74.1%	74.7%
Graduation Rate— Bachelor's degree:	56.6%	55.9%
Graduation Rate— Associate's degree:	25.1%	27.5%

Oregon falls considerably 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 is much closer to the national average on the Second Year Persistence Rate and the Graduation Rate for both Bachelor's and Associate's degrees, but there is still 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 Oregon's high schools better prepared for the challenges of college. The increased rigor of Oregon's 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 state's performance on these measures.

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). Again in 2010, ODE matched Oregon high school graduates against data in the National Student Clearinghouse, this time capturing data for students attending colleges both inside and outside of Oregon, making a separate match against OUS and CCWD data unnecessary.
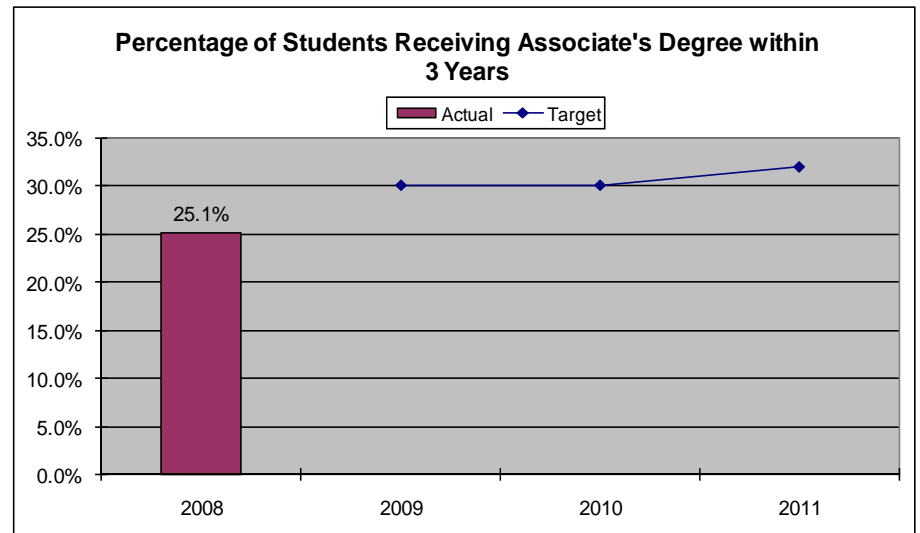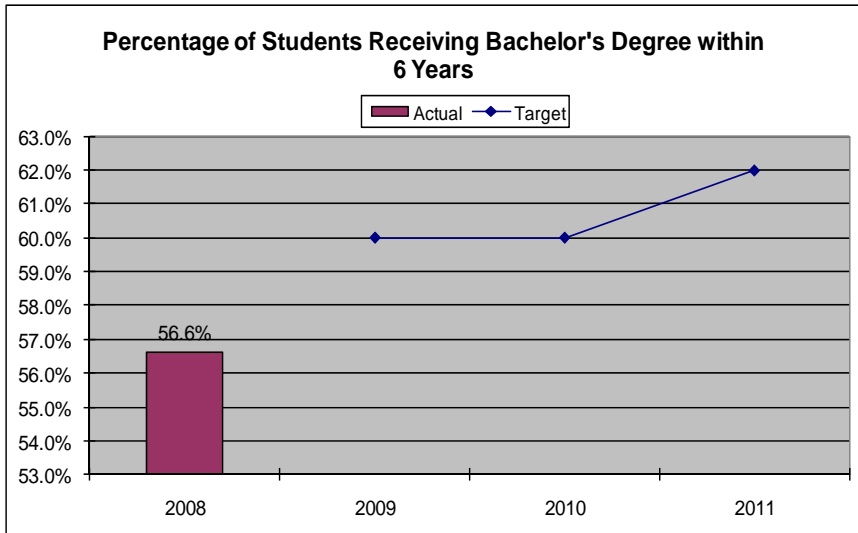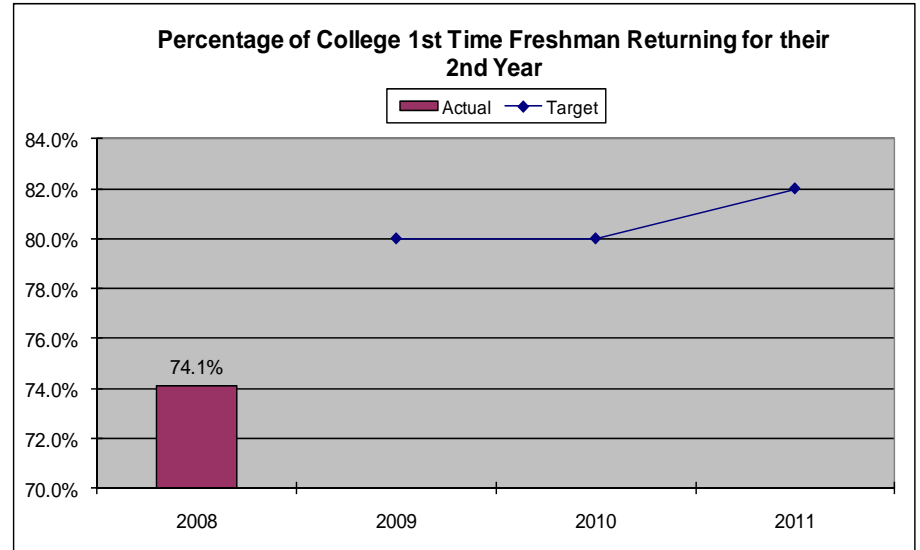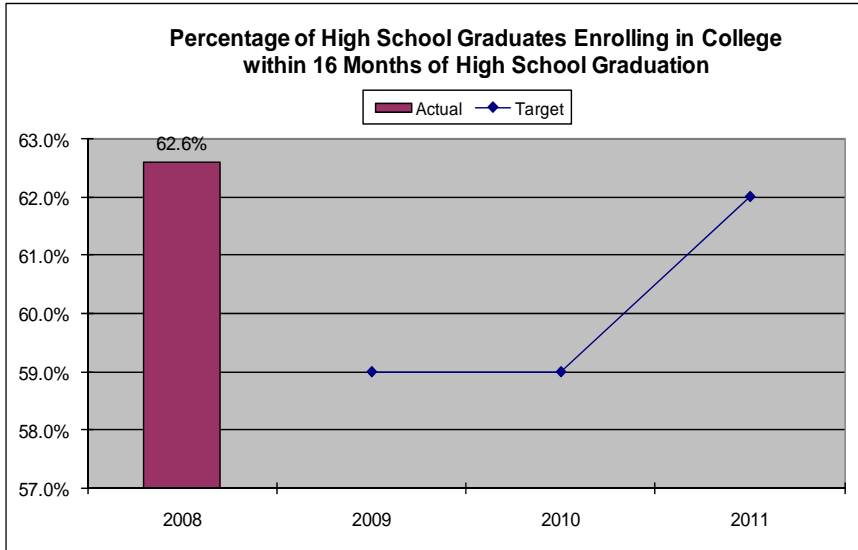
Using these data, supplemented with data compiled by the National Center for Higher Education Management Systems, ODE calculated the measures presented above. The data compiled by National Center for Higher Education Management Systems is based on a survey done for the Integrated Postsecondary Education 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.
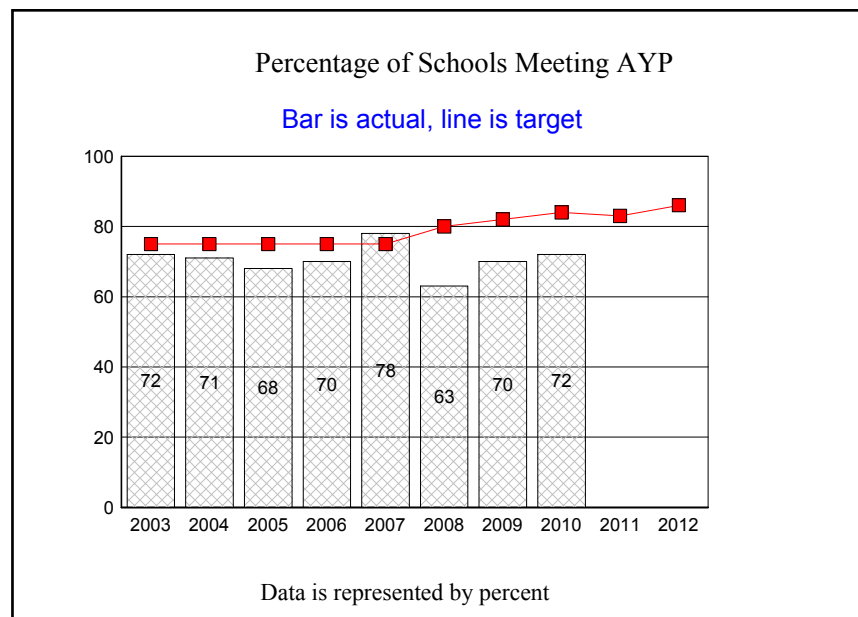
Agency Mission: Increase Achievement for All Students.

Percentage of High School Graduates Enrolling in College within 16 Months of High School Graduation

Legend: Actual / Target

- 2008: 62.6% (Actual)
- 2009: 59.0% (Target)
- 2010: 59.0% (Target)
- 2011: 62.0% (Target)

Percentage of College 1st Time Freshman Returning for their 2nd Year

Legend: Actual / Target

- 2008: 74.1% (Actual)
- 2009: 80.0% (Target)
- 2010: 80.0% (Target)
- 2011: 82.0% (Target)

Percentage of Students Receiving Bachelor's Degree within 6 Years

Legend: Actual / Target

- 2008: 56.6% (Actual)
- 2009: 60.0% (Target)
- 2010: 60.0% (Target)
- 2011: 62.0% (Target)

Percentage of Students Receiving Associate's Degree within 3 Years

Legend: Actual / Target

- 2008: 25.1% (Actual)
- 2009: 30.0% (Target)
- 2010: 30.0% (Target)
- 2011: 32.0% (Target)

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 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	72		

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. ODE's responsibility is to analyze and report the AYP data and make the results public. The results point to the schools that need improvement and whether progress is being made over time. ODE also recommends effective support strategies and research-based educational practices. Another important ODE role is to recommend and/or provide assistance to schools and districts when necessary.Key PartnersState 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 and have remained fixed since then. For 2009-10, ODE used the following performance targets to determine whether schools and student subgroups met AYP: •   The single English/Language Arts target for all schools in the state and also all student subgroups is 60% (continuing at 2008-09 levels) of test scores meeting or exceeding standards.•   The single Mathematics target for all schools in the state and also all student subgroups is 59% (continuing at 2008-09 levels) 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. For 2009-10, ODE has set the target for the percentage of schools to meet AYP at 84% and the target for the percentage of districts to meet AYP at 67%.

3. HOW WE ARE DOING

2009-10 data for the percentage of schools meeting AYP appear in the graph above. 2009-10 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 2009-10 was 72% compared to the target of 84%. The percentage of districts meeting AYP in 2009-10 was 41% compared to the target of 67%. Performance was below target for both of these measures but has remained effectively stable for the past few years. Please note that the calculations of actual performance for 2010 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 7 – Schools and Districts Meeting AYP in September 2010.

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. 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_redirect=&p_lva=4&p_sp=cF9zcmNoPTEmcF9zb 3J0X2J5PSZwX3dyaWRzb3J0PSZwX3Jvd19jbnQ9MjMsMjMMmcF9wcm9kcz0mcF9jYXRzPTAmcF9wdj0mcF9jdj0mcF9wYWdlPTEmcF9zZWFyY2hfdGV4dD1UaXRsZSBJQQ**&p_li=&p_topvie w=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 tentatively identified 77 Title I schools in improvement status for the current school year from among the 1,288 schools in Oregon (6%). All of these schools in improvement status are among the 335 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 identified 46% of its schools (2,779 schools out of approximately 6,020 total schools in the state) in Title I Improvement Status (http://www.cde.ca.gov/ta/ac/ay/tidatafiles.asp).
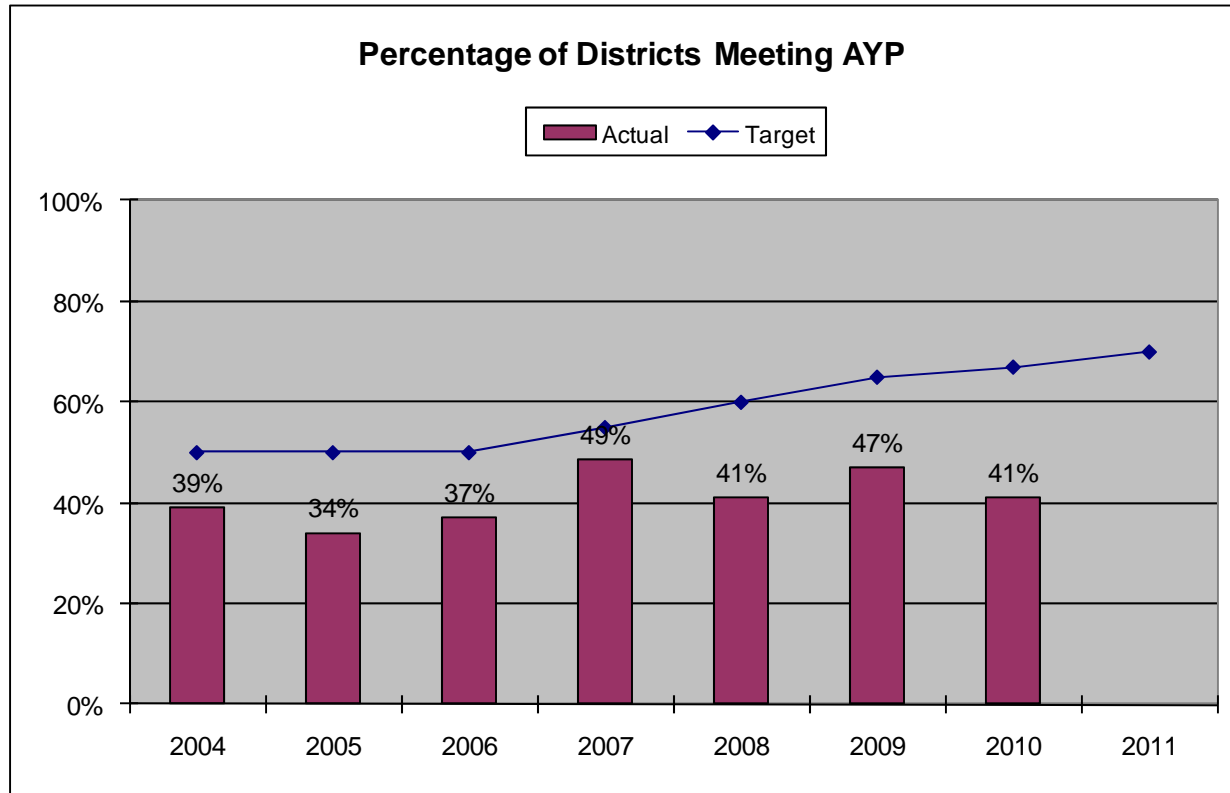
5. FACTORS AFFECTING RESULTS

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 state-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.
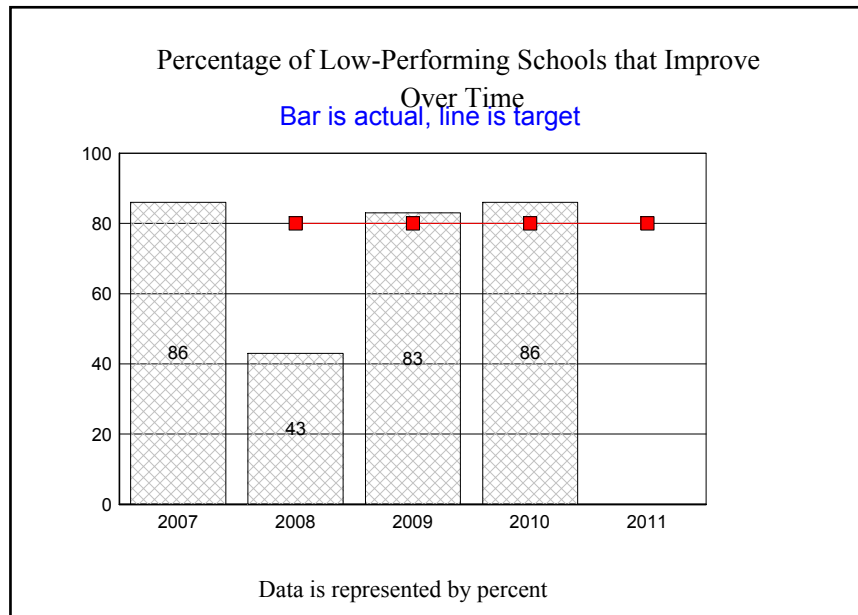
7. ABOUT THE DATA

From a total of 1,288 schools 1,195 schools received an AYP designation in 2009-10. (34 schools were new or reconfigured in 2009-10 and did not receive an AYP designation; 58 schools were awaiting designation pending further information at the time of this compilation). Of the total number of schools that received an AYP designation, 72% (860) met AYP and 28% (335) did not meet AYP. The percentage of schools meeting AYP has increased only slightly compared to the 70% in 2008-09. The school AYP results roll up to form the district AYP results. 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
2004	39%
2005	34%
2006	37%
2007	49%
2008	41%
2009	47%
2010	41%
2011	

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 2008–2011, 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 student 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 KPM is a comparison of the number of subgroups in each school meeting standards year-to-year.

3. HOW WE ARE DOING

For 2009-10, Oregon saw sustained progress among elementary schools. Unlike past years, middle schools and high schools have also shown marked improvement in moving from not meeting targets to meeting. At the beginning of the 2009-10 school year, 72 schools were identified as in NCLB improvement status. Of these 72 schools, 62 (86.1%) show improvement across the two school years (2008-09 and 2009-10). Seven schools moved out of improvement status by supporting students in all subgroups in meeting AYP requirements for 2 consecutive years. Only 6 of these 72 schools (8.3%) saw an increase in the number of subgroups failing to meet AYP with 4 holding steady across the two years. Please note that the calculations of actual performance for 2010 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 8 – Low-Performing Schools Improve in September 2010.

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 2009-10 approximately 72% of Oregon Public Schools met AYP.

5. FACTORS AFFECTING RESULTS

<u>Factors that may negatively affect results include</u>: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.

<u>Factors that may positively affect results include</u>:

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
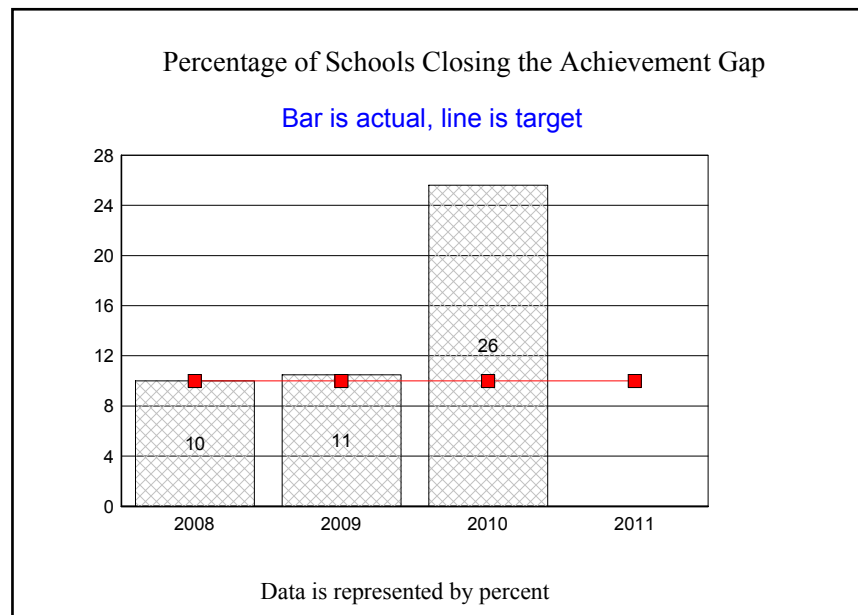
1. OUR STRATEGY

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 2009-10, 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 2009-10 school year, Oregon exceeded the target, with 25.6% of schools attended by Hispanic students in the 6th grade making a 10% or more improvement in closing the achievement gap between "white" and "Hispanic" students in English Language Arts. This is an improvement over 2008-09, when only 10.5% of schools teaching 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. Indeed, in 77 of the 410 schools, Hispanics outperformed whites although in most cases this can be explained by the small numbers of Hispanics in individual schools. That is, with a very small number of Hispanic students (often as few as 1 to 4) even just one who performs very well on state tests can markedly raise the average while in larger groups, more group members would need to perform significantly above or below the average to move the average either higher or lower. Please note that the calculations of actual performance for 2010 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 9 – Schools Closing the Achievement Gap in September 2010.

4. HOW WE COMPARE

The achievement gap referenced in this KPM 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.
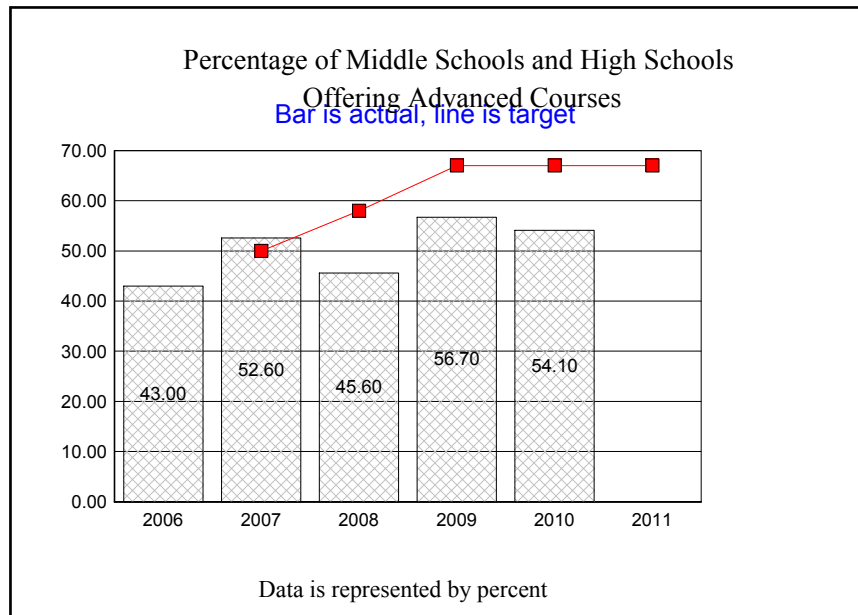
6. WHAT NEEDS TO BE DONE

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

When calculating performance for this KPM, ODE includes all schools with any Hispanic students enrolled in grade 6. Many of these schools may have only one to four Hispanic students at this grade level, which results in a lot of variability from year to year. Focusing this KPM on those schools with a more substantial Hispanic student population may provide additional stability to this measure. As ODE gathers additional years' data on this KPM, we will consider whether to revise the methodology used in calculating performance for this KPM in future years.

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 ODE's 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. However, APIP grant competitions were not offered by the USDOE in 2009 or 2010, so ODE is no longer able to offer funding to schools and districts. 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

ODE's 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 Oregon's progress under this measure.

3. HOW WE ARE DOING

In 2009-10, out of 342 schools that offer courses to students enrolled in middle or high school, 185 (54.1%) offered advanced courses (AP or IB). This is below ODE's target of 67% of schools.

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, over 15,000 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 2008-2009, for instance, 15,592 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.) In 2010, Corbett High School was ranked #5 on Newsweek magazine's "America's Best High Schools" because of their high "Challenge Index" score , 73.9% of seniors took and passed Advanced Placement or International Baccalaureate examinations. For more information about Corbett's success and the "America's Best High Schools" rankings, go to 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 2008-2009, 18 Oregon high schools offered IB courses. In 2009-2010, 19 schools were approved by the International Baccalaureate Organization to offer courses. (Washington currently has 16 IB high schools. Idaho currently has

5 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 ODE's 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/AP_State_report_OR.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 Oregon's 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 that also must meet high-poverty criteria) for teacher/administrator/counselor professional development for advanced courses. Oregon's "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. Budget reductions at many Oregon school districts are reflected with a decrease in the number of AP or IB courses offered in 2009-2010.

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. (Teachers must, however, submit an acceptable course syllabus to The College Board through the Course Audit system before a teacher can offer an AP course.) 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 tend to 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 offernings.

7. ABOUT THE DATA

Although 2007-08 and preceding years used the Class Size collection for its data, starting in 2008-2009 ODE has 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 calculation includes all schools that had a high grade of 10, 11, or 12. In 2009-10, there were 342 schools in the Staff Assignment collection that included grades 10, 11, or 12; 185of 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 IBO's 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
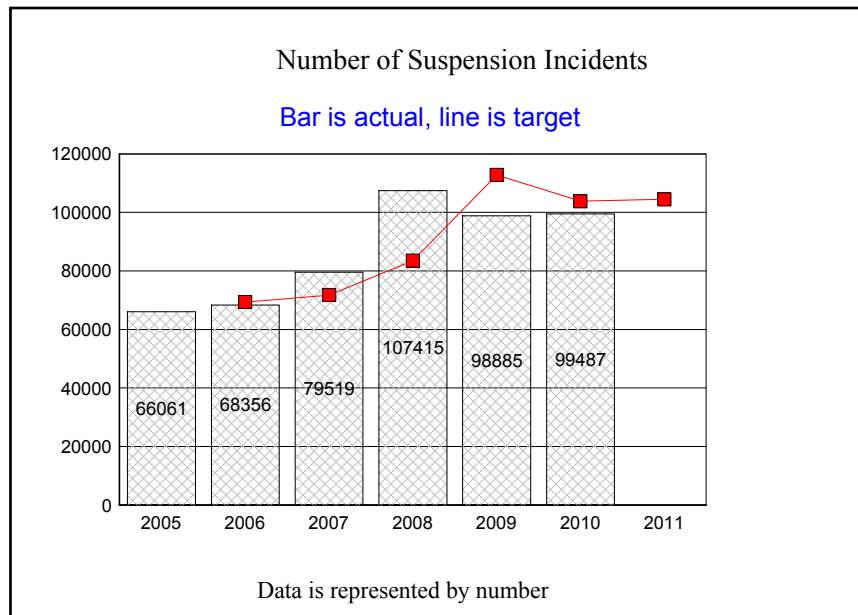
1. OUR STRATEGY

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

Schools, Districts, and Educational Service Districts (ESDs)

2. ABOUT THE TARGETS

ODE's 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. 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 continues to under go minor adjustments in 2009-10. Given these methodological changes, ODE plans to begin collecting new baseline data through 2010 in order to explore establishing updated targets for 2013-15. Based on the above methodology the 2010 target for Suspension is 103,829, Expulsion is 1,766, and Truancy is 42,321. The 2011 target for Suspension is 104,461, Expulsion is 1,758, and Truancy is 42,416.

3. HOW WE ARE DOING

This year only the numbers of expulsion decreased from the previous year with the numbers of suspension and truancy increasing from the previous year. The number of suspension incidents in 2009-10 increased less than 1% from 98,885 incidents in 2008-09 to 99,487 incidents in 2009-10. (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, 52,676 were in-school suspension incidents and 46,811 were out-of-school incidents. It should be noted that the number of in-school suspensions increased, but the number of out-of-school suspensions has decreased from the previous year. The number of expulsion incidents decreased less than 1% from 1,682 incidents in 2008-09 to 1,674 incidents in 2009-10. The number of truancy incidents increased less than 1% from 40,306 incidents in 2008-09 to 40,396 incidents in 2009-10. This means that Oregon met the target of less than a 5% increase for all three metrics. 2009-10 data for the number of suspension incidents appear in the graph above. 2009-10 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 and 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. As indicated previously the data collection process for this data has been in a transition stage. It appears that with less than a 1% change in the three areas from the previous year that the reporting of the data is becoming more consistent. The data for KPM 12 – Safe Schools continues to indicate a decrease in number of persistently dangerous schools and unsafe schools on the watch list.

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. The Safe and Drug Free Schools (SDFS) (Title-IV) federal grant funds that were available to every school district each year per a formula has ended. Many school districts will experience a difficult time keeping evidence-based prevention programs going in their schools if they will be able to provide these prevention programs at all. 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.
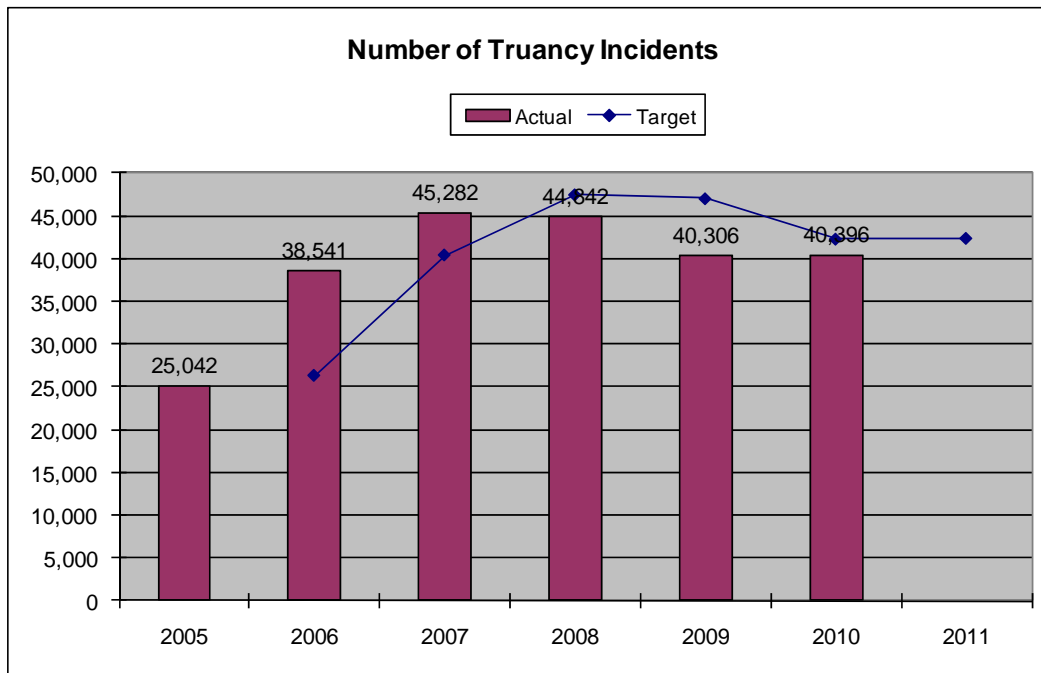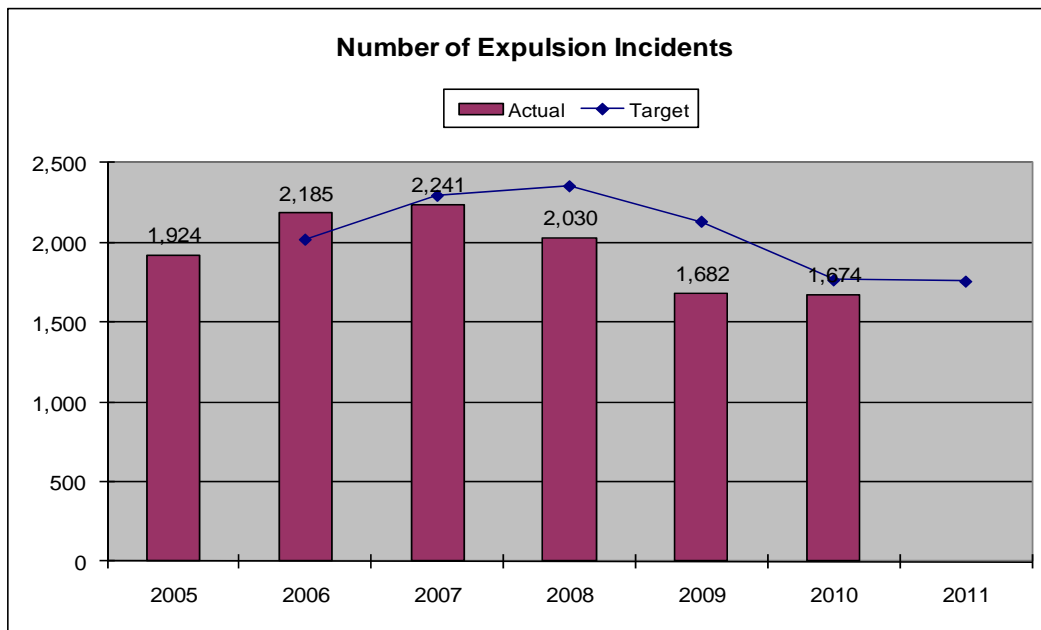
7. ABOUT THE DATA

The 09-10 suspension, expulsion, and truancy data pertain to the total number of unduplicated 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.

Number of Expulsion Incidents

Legend: Actual, Target

Year	Actual	Target
2005	1,924	
2006	2,185	
2007	2,241	
2008	2,030	
2009	1,682	
2010	1,674	
2011		

Number of Truancy Incidents

Legend: Actual, Target

Year	Actual	Target
2005	25,042	
2006	38,541	
2007	45,282	
2008	44,842	
2009	40,306	
2010	40,396	
2011		

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
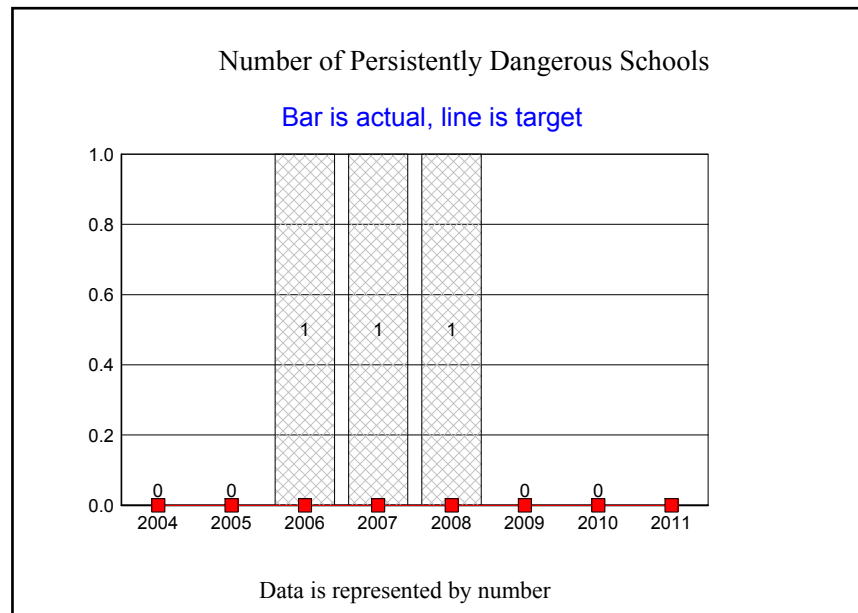
1. OUR STRATEGY

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. Last year at the request of legislators, schools, and other partners, ODE went through

the process of redefining Oregon's definition of Unsafe schools. The new definition went 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. ODE's 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

2009-10 data for the number of persistently dangerous schools appear in the graph above. 2009-10 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 2009-10, Oregon met the target of 0 persistently dangerous schools. This is the second year in a row that Oregon met this target of 0 persistently dangerous schools. Also, the number of schools on the watch list has dropped from 5 in 2008-09 to 0 in 2009-10. 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

As indicated above, Oregon's new definition of Unsafe Schools went into effect in 2009-10. Oregon's new definition uses less stringent standards for schools to meet the criteria of being on the Unsafe School watch list and therefore being considered a persistently dangerous school. 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.
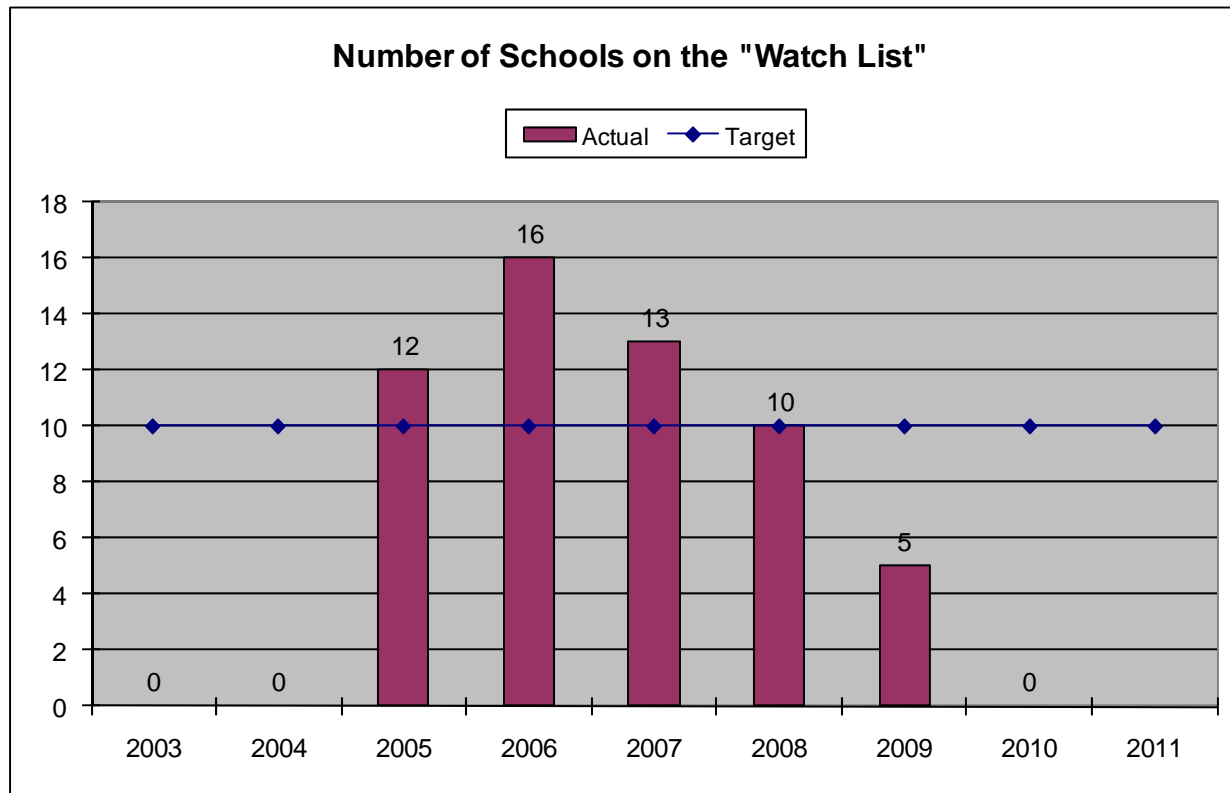
6. WHAT NEEDS TO BE DONE

When schools are identified as persistently dangerous or on the watch list they 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. The Safe and Drug Free Schools (SDFS) (Title-IV) federal grant funds that were available to every school district each year per a formula has ended. Many school districts will experience a difficult time keeping evidence-based prevention programs going in their schools if they will be able to provide these prevention programs at all. In order to continue the trend of 0 schools on the watch list and 0 schools 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.
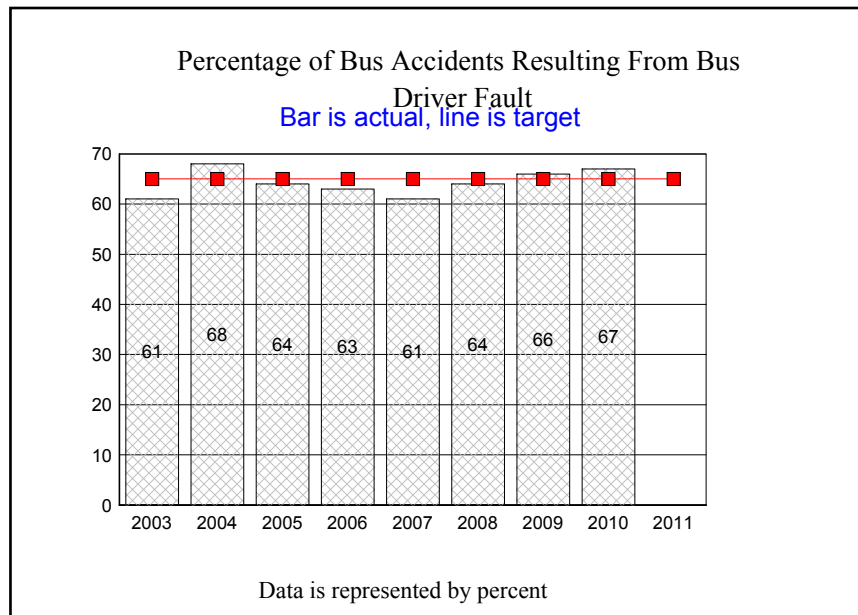
7. ABOUT THE DATA

The expulsion data (weapons and arrest for violent crimes) used in <u>KPM 11 – Suspension, Expulsion, and Truancy</u> 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 <u>Section 1. Our Strategy</u>, Oregon's definition of unsafe schools changed 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	2003	2004	2005	2006	2007	2008	2009	2010	2011
Actual	0	0	12	16	13	10	5	0	
Target	10	10	10	10	10	10	10	10	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. ODE's 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 train–the–trainers model. Through administrative rules, ODE spells out exactly what qualifications drivers must 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 2009-10 school year, ODE certified 1,016 new drivers and renewed 4,695 school bus certificates. Each original certification and renewal requires ODE to check the applicant's 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

2009-10 data for the percentage of bus accidents for which the bus driver was at fault appear in the graph above. 2009-10 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 2009-10 increased slightly compared to earlier years, from 473 in 2008-09 to 484 in 2009-10. Of the 484 total number of statewide bus accidents in 2009-10, only 325 (67%) resulted from driver fault. While this is higher than ODE's target of 65% accidents in which the driver was at fault, the number of accidents for which the driver was at fault has only increased slightly since 2007-08. In addition, Oregon should be proud that there have been no fatalities due to school bus accidents in the last 34 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. Although the actual number of miles travelled in 2009-10 will not be available until December 2010, it is likely that the number will be similar to those noted for 2008-09. Of the 484 bus accidents which occurred statewide over the course of these approximately 67 million miles, 159 were caused by drivers of other vehicles.
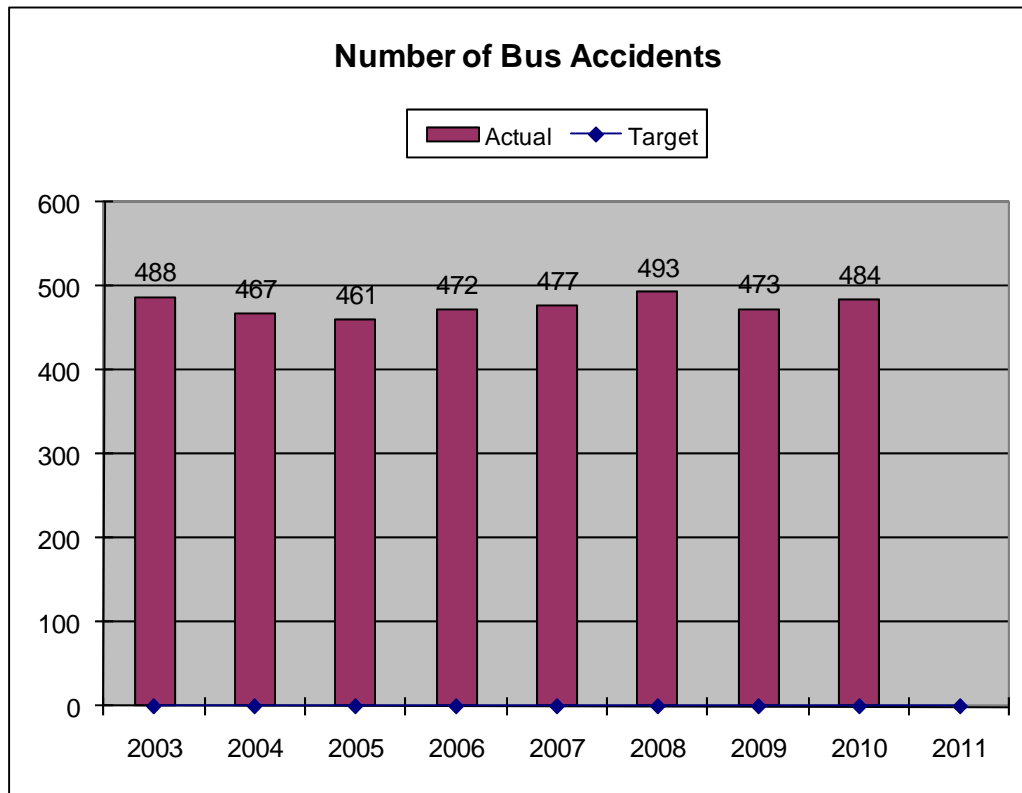
Another factor affecting results is the criteria ODE uses to define bus accidents. ODE has chosen to set the accident criteria low so that we may look for patterns that are leading to more serious accidents. ODE considers any damage to property or another vehicle or at least $750 damage to the pupil-transporting 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.
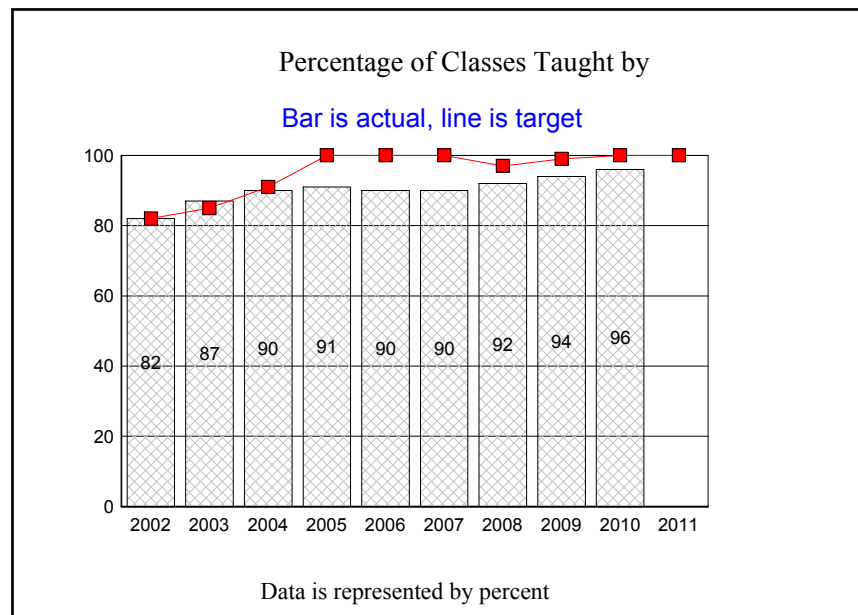
6. WHAT NEEDS TO BE DONE

ODE will follow a risk reduction strategy by continuing bus driver training. We have also developed a new Reference Point training manual for school bus drivers. We hope this will help reduce the number of accidents by school bus drivers next year.

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

Actual ◆ Target

Year	Value
2003	488
2004	467
2005	461
2006	472
2007	477
2008	493
2009	473
2010	484

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

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
actual	82	87	90	91	90	90	92	94	96	

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.

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 2008–2011 reflect ODE's goal of working toward 100% of core classes taught by highly qualified teachers (HQT).

3. HOW WE ARE DOING

With 96.04% of classes taught by highly qualified teachers in 2009-10, 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 2008-09, the percentage of classes taught nationwide by highly qualified teachers (HQTs) for all schools ranged from 62% (District of Columbia) to 99.97% (North Dakota). Twenty-eight states reported rates of 95% or greater. Forty-five 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 elementary schools was greatest in Maryland (79% in high-poverty elementary schools compared to 96% in low-poverty elementary schools) The gap between high-poverty and low-poverty secondary schools was greatest in Hawaii (58% in high-poverty secondary schools compared to 72% in low-poverty secondary schools). In Oregon elementary schools, the percentage of HQT in low-poverty schools was 93.69%% compared to 97.52% in high-poverty schools. In Oregon secondary schools, the percentage of HQT in low-poverty schools was 96.36% as compared to 95.59% in high-poverty schools. (Nationwide HQT data for the 2009-10 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.
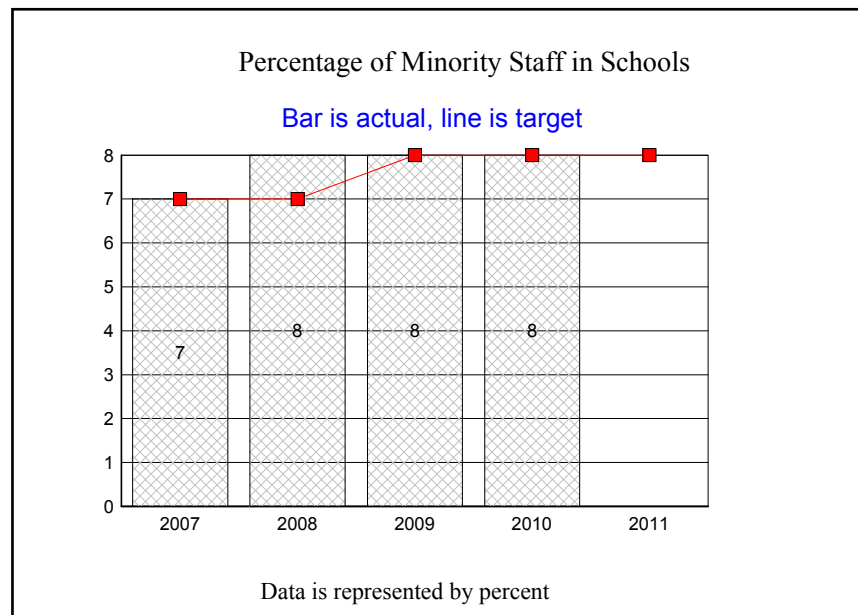
6. WHAT NEEDS TO BE DONE

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 plan, which was updated in July 2010, is available at http://www.ode.state.or.us/search/page/?id=2215 .

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

	2007	2008	2009	2010	2011
Bar (actual)	7	8	8	8	
Line (target)	7	7	8	8	8

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 2008–2011 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. ODE's targets for 2008–2011 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 .3%, from 7.8% in 2008-09, to 8.1% in 2009-10. This meets ODE's target of 8%.628 (42%) of the 1,506 institutions represented in the 2009-10 Staff Position Collection that have comparative data from 2008-09 employed a higher percentage of minority staff in 2009-10 as compared to 2008-09. 399 institutions (26%) reported no change in ethnic diversity of their staff between 2008-09 and 2009-10, and 479 institutions (32%) reported a decrease in minority staff between 2008-09 and 2009-10. (Note: These percentages are based on institutions that reported in the Staff Position Collection for both 2008-09 and 2009-10.)In the 2009-10 Staff Position Collection, 8.1% of the total staff and 5.7% of the teachers employed are minorities. This is an increase from 7.8% and 5.6%, respectively in 2008-09.

4. HOW WE COMPARE

Washington State had 9.9% minority education staff in 2007-08 (The most recent year for which data is 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=geoselect&-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.
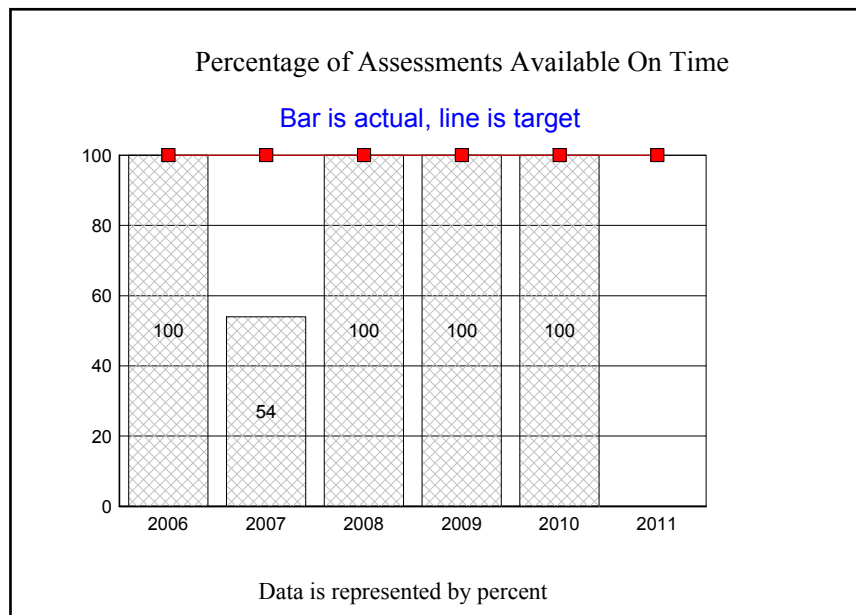
6. WHAT NEEDS TO BE DONE

Oregon's 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 2008-09 and 2009-10 Staff Position Collections by FTE, and the percentages have been rounded. In the 2009-10 data, adjustments to FTE have been made for short contract lengths. Prior to 2006-07, data was available for licensed staff only. Staff Position data was extracted as of July 30, 2010. As of July 30, 2010, the 2009-10 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.

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 ODE's work to improve the Oregon Assessment of Knowledge and Skills (OAKS), Oregon partnered with American Institutes for Research to create an online testing system that will assess students' mastery of Oregon content standards. The OAKS Online system provides Oregon's online assessments in mathematics, reading/literature, science, social sciences, and writing, as well as Oregon's English Language Proficiency Assessment (ELPA). It has many

features that will improve the assessment experience for students, teachers, administrators, and the state as a whole.

Key Partners

American Institutes for Research (AIR); the Assessment Advisory Committee; Educational Data Systems (EDS); Oregon Correctional Enterprises Printing Services; Regional Education Service Districts (Regional ESD Partners); school districts, schools, teachers, and other staff; University Partners

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 on time and assessment results will be available to districts on time.

3. HOW WE ARE DOING

ODE is doing well in this area and making progress in administering the Oregon Statewide Assessments on time, as should be the case for future years. 2009-10 data for the percentage of assessments available on time appear in the graph above. 2009-10 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 2009-10 was 100% (14 out of 14) compared to the target of 100%. The percentage of assessment results available on time in 2009-10 was 93% (13 out of 14) compared to the target of 100%. The one late posting of assessment results was due to ODE receiving incorrectly formatted data from our testing vendor. This caused us to post the results two days late.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

In 2009-10, issues with a scheduled data transfer from ODE's test vendor delayed a scheduled release of ELPA data by two days. To prevent similar delays in the future, ODE has worked with its vendor to develop a more systematic process for reviewing data transfer schedules and ensuring that potential delays are identified and mitigated in a timely and proactive fashion.
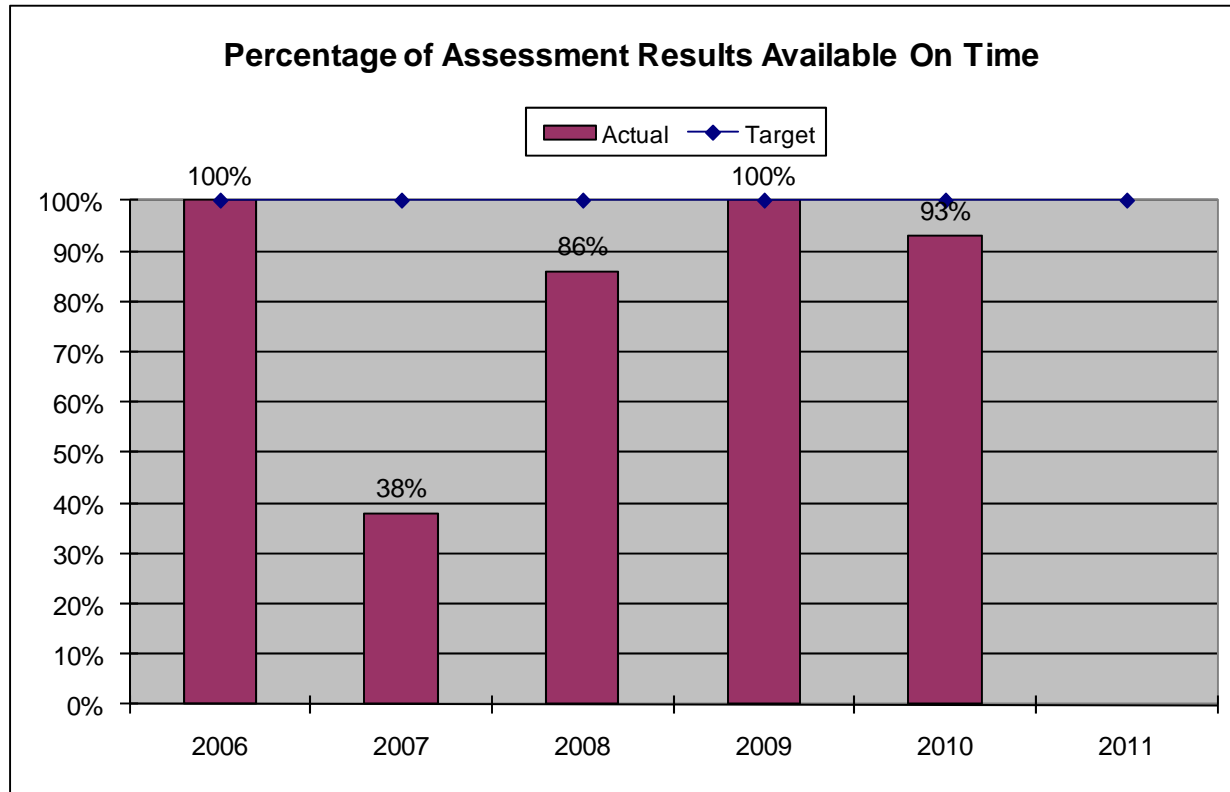
6. WHAT NEEDS TO BE DONE

In collaboration with its test vendors, 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 is comprised of the Oregon Statewide Assessments available by subject that a district can administer to a student. In 2009-10, this included a total of 14 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 (bar) — Target (line)

Year	Actual	Target
2006	100%	100%
2007	38%	100%
2008	86%	100%
2009	100%	100%
2010	93%	100%
2011		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, Brett Luelling, 503-947-5837	

Percentage of Technical Projects Completed On Time

Bar is actual, line is target

Data is represented by percent
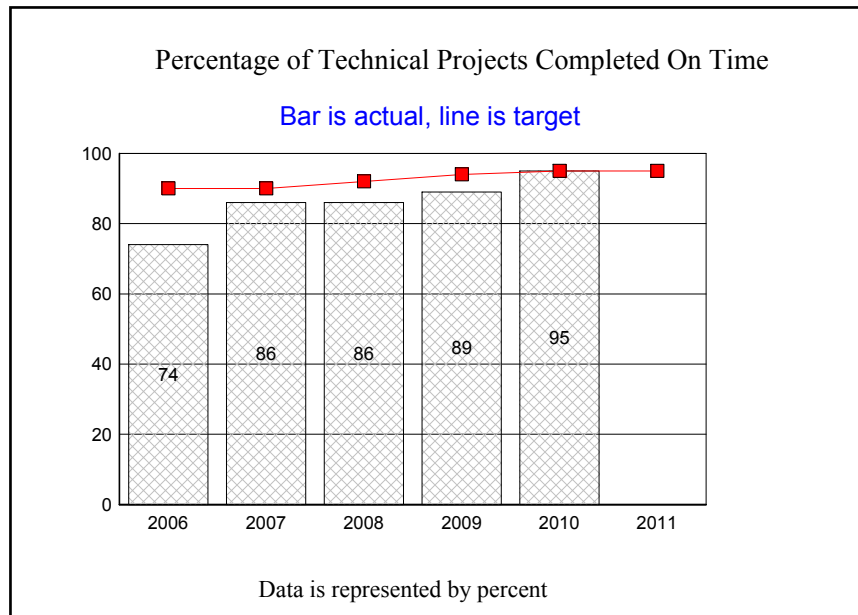
1. OUR STRATEGY

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

ODE has shown continuous improvement on this measure since the KPM's inception in 2006. In 2009-10, ODE completed 35 of 37 (95%) data collections on time. This meets our current target of 95%.

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, reliance on third parties, and unanticipated system outages.
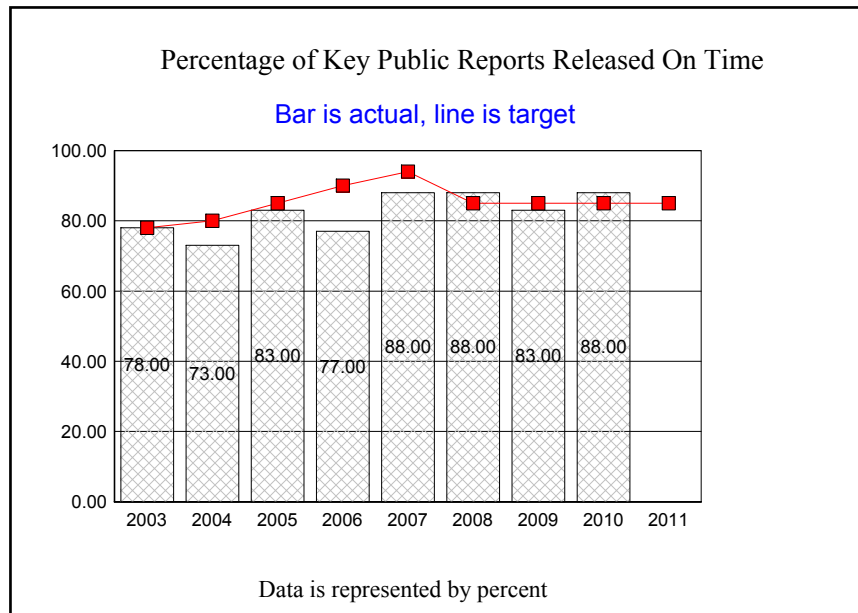
6. WHAT NEEDS TO BE DONE

ODE will continue early planning of collections to ensure timely completion, as well as working with internal staff and external stakeholders to mitigate risks throughout the data collection process.

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 established in 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, Susanne Smith, 503-947-5637	

Percentage of Key Public Reports Released On Time

Bar is actual, line is target

2003	2004	2005	2006	2007	2008	2009	2010	2011
78.00	73.00	83.00	77.00	88.00	88.00	83.00	88.00	

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.

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 2008–2011 based on past performance. This target also reflects ODE's commitment to improving future performance.

3. HOW WE ARE DOING

The data indicate that for the 2009-10 school, 15 out of 17 (88%) annual key reports were released on time. This means that ODE exceeded its target of 85% for 2010.

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.This year was a particularly challenging data collection year for our school districts as we were converting to a new calculation method for the graduation rate. This required a systems change at the state and local school district level. We missed our target release date for this report, but ultimately, executed a successful data release with schools and our partners in the media.
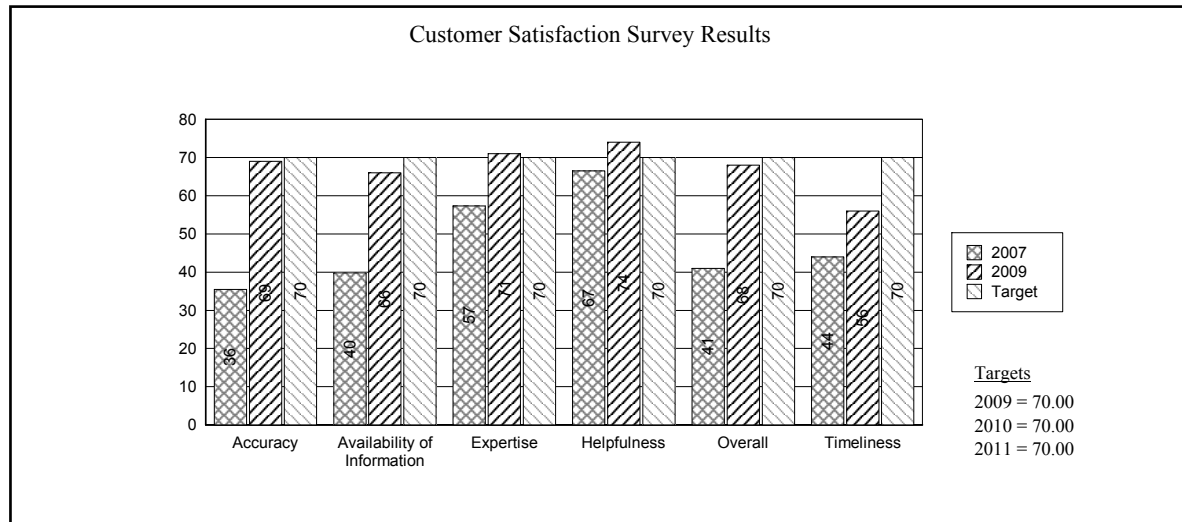
6. WHAT NEEDS TO BE DONE

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 is reviewing timelines for completing data collections and reports and engaging in more proactive planning to ensure information is released in a timely manner. We are also reviewing possibilities to combine data releases to alleviate the burden on our school districts.The Oregon Department of Education, like all state agencies, has faced substantial budget and staffing cuts over the past couple of years. This has created challenges both in ensuring accuracy of data and issuing it in a timely manner. The Department's 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. The Department has placed special emphasis on coordinating the public release of data with school district public information officers to ensure that have the tools they need to effectively communicate to their local communities. We will continue to look for opportunities to collaborate more closely with school district staff in the future.

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. The key reports included in this measure 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, 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. Starting in 2009-10, the denominator was reduced by one report compared with past years. The Department has discontinued the high school completers report as that data is now captured in the graduation rate release.

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: District administrators & staff, charter schools, advisory panels, professional organizations, and the media	
Owner	Office of Assessment and Information Services (OAIS), Office of Assessments, Holly Carter, 503-947-5739	

Customer Satisfaction Survey Results

	2007	2009	Target
Accuracy	36	69	70
Availability of Information	40	66	70
Expertise	57	71	70
Helpfulness	67	74	70
Overall	41	68	70
Timeliness	44	56	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 ODE's strategic goal of excellent customer service.

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

ODE completed its second customer satisfaction survey in fall 2009. For the 2009 customer satisfaction survey, the percentage of customers rating ODE's overall customer service as good or excellent was 68%. While this is still below ODE's target of 70%, it demonstrates significant improvement compared to 2007, when only 41% of customers rated ODE's overall customer service as good or excellent. ODE exceeded its target for two criteria: helpfulness (74%) and expertise (71%). Ratings were highest for helpfulness (74%) and lowest for timeliness (56%). While there is still room for additional improvement, the 2009 survey results indicate that ODE is on the right track to increase customer satisfaction.

4. HOW WE COMPARE

Compared to ODE's 2007 customer satisfaction survey results, a greater percentage of ODE's customers rated their satisfaction with ODE's customer service as good or excellent for all customer service criteria in 2009. ODE experienced the greatest improvement in the area of accuracy, with the percentage of customers rating ODE's accuracy jumping from 35.5% to 69%. ODE also experienced strong improvement in the areas of availability of information (increase from 40% to 66%) and overall satisfaction (increase from 41% to 68%).

5. FACTORS AFFECTING RESULTS

Based on the feedback received from the 2007 customer satisfaction survey, ODE has made concerted efforts to improve customer service, focusing on those areas identified in the 2007 survey as most in need of improvement. Examples of actions taken by ODE to improve customer service include contracting with Education Service Districts (ESDs) to provide 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 ODE's policies and compliance expectations; and providing customers with additional technical and compliance-related training, including web-based training opportunities. Based on these efforts, ODE has seen great improvement on each of the six customer service criteria.

6. WHAT NEEDS TO BE DONE

Each of ODE's offices received a copy of the survey results. Based on the office-specific customer feedback included in the survey results, each office is expected to find ways to improve their customer service efforts. In addition to those actions which ODE has already taken (described in Section 4. Factors Affecting Results), ODE plans to expand its efforts to make its Web site more user-friendly, improve the clarity of training materials and technical manuals, and continue to include external customers in its advisory groups. In addition, the KIDS and DATA projects provide a technical and professional development infrastructure to support district and school staff in effectively using data.

7. ABOUT THE DATA

ODE administered its second annual customer satisfaction survey in November 2009. The survey population included ODE's key customers, namely district administrators and staff, charter schools, advisory panel members, professional organizations, and the media. The survey was administered electronically using Survey Monkey. Respondents rated ODE as a whole on each of the six customer service criteria. In addition, respondents had the opportunity to separately rate each of ODE's offices: the Office of the Superintendent, the Office of Assessment and Information Services,

the Office of Educational Improvement and Innovation, the Office of Finance and Administration, and the Office of Student Learning and Partnerships on each of the customer service criteria.

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 2009-11 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 ODE's Strategic Framework and the 2009-11 KPMs. * **Citizens:** Development of the 2009-11 KPMs did not include citizen input. However, ODE collects input from its citizens and other stakeholders on how it is doing through the Customer Service Survey as well as through other venues.
2 MANAGING FOR RESULTS	The importance of the KPMs and their influence on the management of ODE has become more obvious to ODE's Management Team, Directors, and staff. To integrate the KPMs and their related activities into ODE's 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 ODE's budget planning and policy development process. In addition, ODE has provided staff with performance measurement and management training and taken steps to improve transparency and documentation of our KPMs.
4 COMMUNICATING RESULTS	* **Staff :** ODE has strived to increase staff awareness of and participation in ODE's performance measurement activities. Communication efforts have included offering training opportunities to involved staff and educating Management about the role of performance measurement in ODE's 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.