EDUCATION, OREGON DEPARTMENT of

Annual Performance Progress Report (APPR) for Fiscal Year (2011-2012)

Original Submission Date: 2012

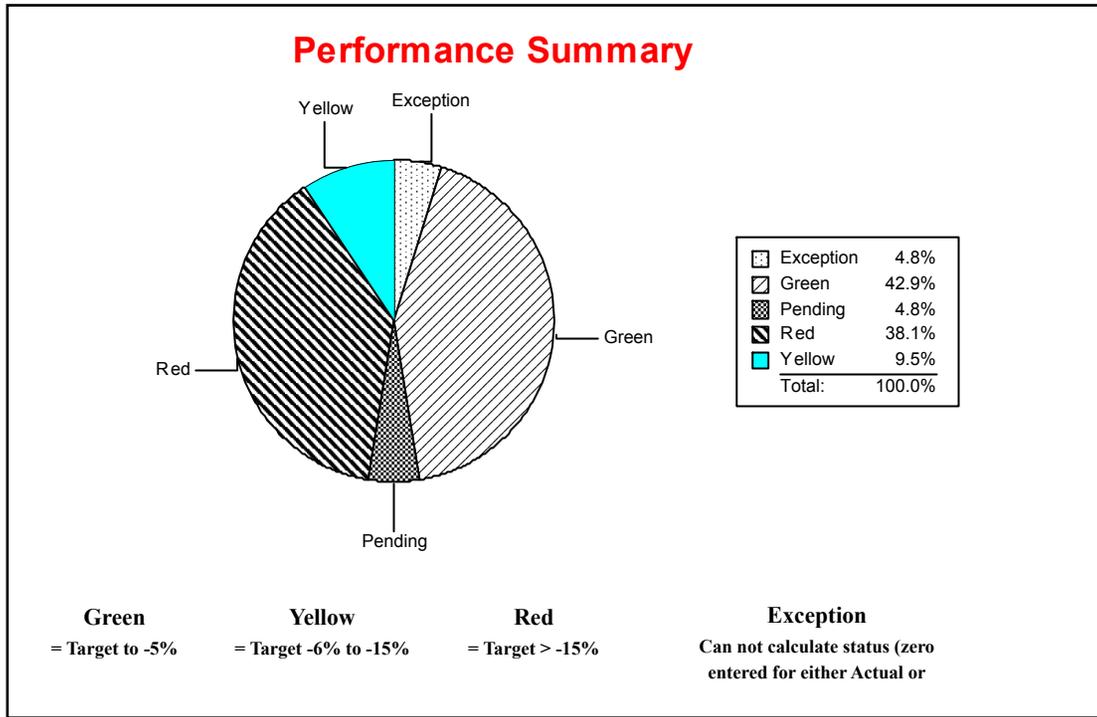Finalize Date:

2011-2012 KPM #	2011-2012 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 (three 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—Percentage of schools closing the academic achievement gap.
10	SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses.
11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.
12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the "watch list."
13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.
14	HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.

2011-2012 KPM #	2011-2012 Approved Key Performance Measures (KPMs)
15	MINORITY STAFF— 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—Percentage of statewide assessment and statewide assessment results provided to districts on time
17	ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule
18	ACCURATE AND TIMELY PUBLIC REPORTS—Percentage of key public reports released accurately and on time.
19	CUSTOMER SERVICE – Percentage of customers rating the agency's customer service as "good" or "excellent"
20	Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.
21	Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2013-2015
DELETE	**Title:** SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria. **Rationale:** For 2013-15, ODE is proposing the deletion of KPMs 7 and 8 as both relate directly to AYP status, which will no longer be applicable under the federal accountability waiver. As the new accountability system takes shape, ODE plans to develop replacement measures; however, at this time we do not have sufficient information about what the new system will look like to propose appropriate measures. As the system takes shape, we will be sure to keep you informed so we can incorporate your input in the development of supporting measures. In the mean time, should you have any questions, please let me know.
DELETE	**Title:** LOW-PERFORMING SCHOOLS IMPROVE - Percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines. **Rationale:** For 2013-15, ODE is proposing the deletion of KPMs 7 and 8 as both relate directly to AYP status, which will no longer be applicable under the federal accountability waiver. As the new accountability system takes shape, ODE plans to develop replacement measures; however, at this time we do not have sufficient information about what the new system will look like to propose appropriate measures. As the system takes shape, we will be sure to keep you informed so we can incorporate your input in the development of supporting measures. In the mean time, should you have any questions, please let me know.

Proposed Key Performance Measures Targets for Biennium 2011-2013	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
Alternate:	Holly Edwards, Performance Measure Coordinator	**Alternate Phone:**	503-947-5739

Performance Summary

Exception	4.8%
Green	42.9%
Pending	4.8%
Red	38.1%
Yellow	9.5%
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

1. SCOPE OF REPORT

The priorities and initiatives of the Oregon Department of Education for student success are imbedded within the Oregon Department's 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 and 20 - 21 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: <u>OBM 18: Ready to Learn</u> relates to ODE's <u>KPM 1 - Access to Pre-Kindergarten</u>, <u>KPM 2 - Kindergarten Readiness, KPM 20 - Percentage of Eligible Children who Receive Early Intervention / Early Childhood Special Education Services,</u> and <u>KPM 21 - Percentage of Children who Exit Early Intervention / Early Childhood Special Education Programs Functioning within Age Level Expectations</u>. <u>OBM 19 and 20: 3rd and 8th Grade Reading & Math</u> relate to ODE's <u>KPM 3 - Student Achievement</u> and <u>KPM 4 - Student Growth.</u> <u>OBM 22 and 23: High School Dropout and High School Completion</u> relate to ODE's <u>KPM 5 - High School Graduation</u>. <u>OBM 24: Some College Completion</u> relates to ODE's <u>KPM 6 - College Readiness</u>.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 21 KPMs. For 2011-12, 10 (48%) of ODE's measures are "green," indicating that those measures are within 5% of the target; 2 (10%) of ODE's measures are "yellow," indicating that those measures are between 6% and 15% of the target; 8 (38%) 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 "pending," indicating that a target has not been adopted for the reported year. Due to a limitation in the reporting mechanism, the status for KPM 12 appears incorrectly in the performance summary chart above. The status for <u>KPM 12 - Safe Schools</u> incorrectly appears as an "Exception." This KPM should be categorized as "Green" since performance for this KPM met the 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.
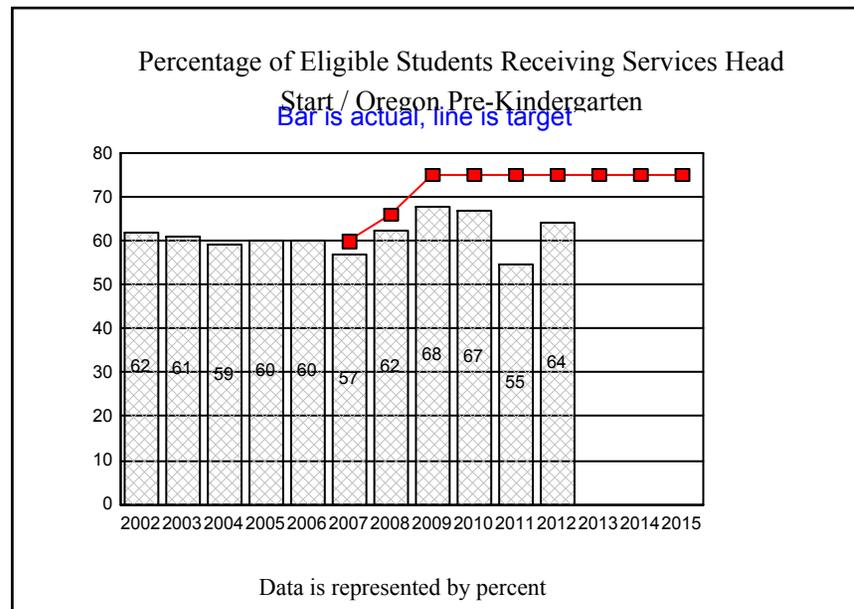
3. Involving ODE's key partners and stakeholders in ODE's efforts to make progress on ODE's KPMs and the underlying goals of student success, quality schools, and accountable systems.

4. Assisting schools and districts to continue supporting improved student performance in light of increasing targets and reduced funding at both the state and district level.

5. RESOURCES AND EFFICIENCY

The following is ODE's actual budget for 2011-12 by fund type. The assumption is that all fund types are split roughly 50% in the first year, 50% in the second year of the biennium (In actuality, this may not be the case because of the flow of funds):General Fund: $2924 billionLottery Funds: $60.0 millionLottery Funds - Debt Service: $27.0 millionOther Funds - Limited: $22.1 millionOther Funds - Non-Limited: $25.2 millionFederal Funds - Limited: $358.2 millionFederal Funds - Non-Limited: $163.5 millionTotal Funds: $3.58 billion

KPM #1	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.	2002
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	STUDENT SUCCESS: eligible children receive Head Start / Oregon Pre-Kindergarten services	
Data Source	The Head Start / OPK Child Count	
Owner	Office of Student Learning and Partnerships (OSLP), Early Childhood Section, Nancy Johnson-Dorn, Director, 503-947-5703	

Percentage of Eligible Students Receiving Services Head Start / Oregon Pre-Kindergarten

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Increasing the number of eligible children who have access to Head Start and Oregon Pre-Kindergarten (HSOPK) programs is a priority of the Superintendent of Public Instruction and the Governor of Oregon. HSOPK services include health, dental, parenting support, education, 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 (ECSE) programs, Oregon Early Learning Council, Oregon Employment Department, Child Care Division, Oregon Child Development Coalition (OCDC), Migrant/Seasonal Head Start, 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), Oregon Head Start Association, 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. While the goal is to provide HSOPK services to 80% of the eligible population, ODE set a target of 75% of eligible children receiving HSOPK services based on available funding.

3. HOW WE ARE DOING

The number of OPK enrollment slots increased by 1,342 in 2012. These increased enrollment slots raised the percentage served from 55% to 64% in 2012. During the same time period the number of enrollment slots funded by non-state sources decreased by 187 slots.

4. HOW WE COMPARE

The number of children receiving OPK services decreased by 606 children in 2011 compared to 2010. Increased funding by the state legislature restored the number of enrollment slots reduced in 2010 (606) and added additional enrollment slots (736). Even with an increased state poverty rate the percentage of children receiving services increased to 64%.

5. FACTORS AFFECTING RESULTS

Major factors affecting the percentage of eligible children who receive HSOPK services :
·Poverty Rate. The state poverty rate for 3 and 4 year olds increased from 18.6% in 2011 to 20.39% in 2012. 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. State population

and poverty rates for children ages 3 to 4 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, based on age group numbers for the 2010 Decennial Census and poverty characteristics form the 2009 American Community Survey Determination

 ·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. 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.
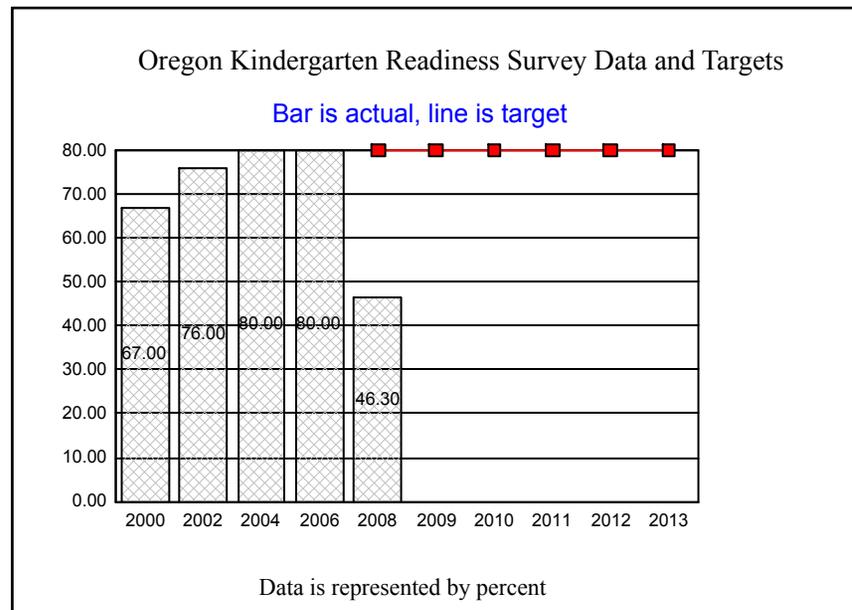
6. WHAT NEEDS TO BE DONE

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 and Title 1, Portland Public Schools).

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

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) Kara Williams, (503)947-5728	

Oregon Kindergarten Readiness Survey Data and Targets

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

HB 4165 directed the Early Learning Council and the Department of Education to jointly develop a kindergarten readiness assessment to be piloted in the fall of 2012 and ready for statewide implementation by the fall of 2013. To achieve this goal, the Early Learning Council (ELC) appointed a workgroup to develop recommendations for an appropriate assessment tool. On July 12, 2012, the ELC adopted the workgroup's primary recommendation for a composite approach that

includes the Child Behavior Rating Scale, easyCBM literacy measures, and easyCBM math (numbers and operations measure).   The recommendation includes the easyCBM Spanish literacy measures anticipated to be released in early fall of the 2012-13 school year.

The composite approach will be piloted in 16 schools across the state in fall 2012. An evaluation will be conducted with pilot school participants during the pilot year to inform the preferred ways to support schools with this assessment for the statewide launch in 2013. The evaluation will offer information to determine if additional accommodations are required for children with special needs.

2. ABOUT THE TARGETS

The 80% targets for 2011-2013 are based on Oregon Kindergarten Readiness Survey data through 2006. Baseline data were collected using the updated survey in December 2008. Targets for future years will be based on baseline data collected in 2013-2014 statewide implementation of the new measurement tool, the Kindergarten Readiness Assessment (KRA).

3. HOW WE ARE DOING

The most recent Oregon Kindergarten Readiness Survey data were collected in 2008. The results from 2008 show that the children who attended early childhood education programs exceeded all-student averages in 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 2008 data show that 46.3% (N=23,382) of kindergarten children met the criteria for all five developmental domains. The data represent a snapshot of kindergarten teachers' perceptions about their students at a point in time .

In October 2009, the Oregon Department of Education suspended indefinitely the Oregon Kindergarten Readiness Survey. In July 2010, ODE and key partners determined next steps in the process which included matching of the policy questions identified by Oregon stakeholders and possible measurement tools that have been developed by other states and research organizations. In January 2012, the ELC appointed a workgroup charged with developing a set of recommendations for an Oregon statewide kindergarten readiness assessment to be administered in kindergarten classrooms in the fall of the kindergarten year. The workgroup included kindergarten teachers, district administrators, early educators, Department of Education specialists, researchers, Oregon Education Investment Board staff, and members of the Early Learning Council. The workgroup's primary recommendation was for a composite approach based on two primary considerations: better alignment with current assessment practices in kindergartens and elementary schools and a lower cost in both dollars and teacher time for training and administration. On July 12, 2012, the ELC adopted the composite approach for Oregon's Kindergarten Readiness Assessment.

The workgroup will continue as a way to inform this work as it moves forward, adding members as needed. Beyond the initial pilot of the kindergarten readiness assessment approach, the state will need to resolve how the information will be reported, shared and used by multiple stakeholders. Additional work includes planning for and managing logistical issues such as training, administration protocols, data collection and entry, and data analysis and reporting. Efficient and effective data protocols will need to be established to connect the Kindergarten Readiness Assessment data with demographic and existing background data that ODE currently collects.

4. HOW WE COMPARE

A survey of Oregon school districts in spring 2012 illuminated the diversity of practice, noting that practices most often vary across and within districts. Of the 98 school districts that responded, 72% were using a locally developed tool for their specific needs. In addition to these locally developed assessments, the districts listed 14 commercially available instruments employed for Kindergarten Readiness Assessments. Through statewide implementation of a common assessment tool, Oregon is taking an important step forward in gathering information that can guide policy-making and inform instruction at the local school level.

The selection of the statewide Oregon Kindergarten Readiness Assessment also takes place in the context of significant education reform in Oregon. The Oregon Education Investment Board has been charged with creating an integrated P-20 education system in which early childhood and K-12 are strongly linked. The Kindergarten Readiness Assessment stands between these two systems, offering an opportunity to look backwards to early childhood and forwards to K-12 and providing an opportunity to bridge the two entities of education. Implementation of a statewide assessment in 2013-14 is a critical component of Oregon's efforts towards an integrated Preschool to Workforce (P-20W) system.

Many states, in part through the encouragement of the Race to the Top Early Learning Challenge Grant, are in the process of developing and implementing Kindergarten Readiness Assessments. Some multi-state consortiums are forming to collaborate in this work. Nationally, there is work underway to develop and test new kindergarten readiness assessment instruments and state-of-the-art instruments are likely to emerge in the next few years. This is especially true for assessments that effectively meet the needs of Dual Language Learners, as well as assessments that measure early math skills.

5. FACTORS AFFECTING RESULTS

Oregon's first Kindergarten Teachers Survey on School Readiness was conducted in 1997 with subsequent surveys in 2000, 2002, 2004, 2006, and 2008. In 2008, the survey changed significantly, with revisions to developmental domains, indicators, rating codes, and definitions. In October 2009, based on concerns about the reliability and validity, ODE suspended the survey.

Kindergarten entry, the first occasion for observing almost all of Oregon's children, will provide a unique opportunity to answer the following questions as we prepare these children for a strong formal education:

·Are Oregon's children (as a population) arriving at kindergarten ready for school?
·Is their level of school readiness improving or declining over time?
·Are there disparities (geographical, cultural, racial, and socio-economic) between groups of children's kindergarten readiness that must be addressed?
·Are there particular domains of school readiness that Oregon should target?

6. WHAT NEEDS TO BE DONE

·Decide how the information will be reported, shared, and used by multiple stakeholders.
·Establish efficient and effective data protocols to link kindergarten readiness assessment data longitudinally to early childhood and the K -12 educational data systems to support both a "backward" and "forward" analysis of what is working and where additional attention is needed.
·Continue to research, collaborate, and explore appropriate assessments that best meet the needs of Oregon's dual language learners .
·Facilitate communication about the Oregon Kindergarten Readiness Assessment to ensure that the data and results are shared with parents ,
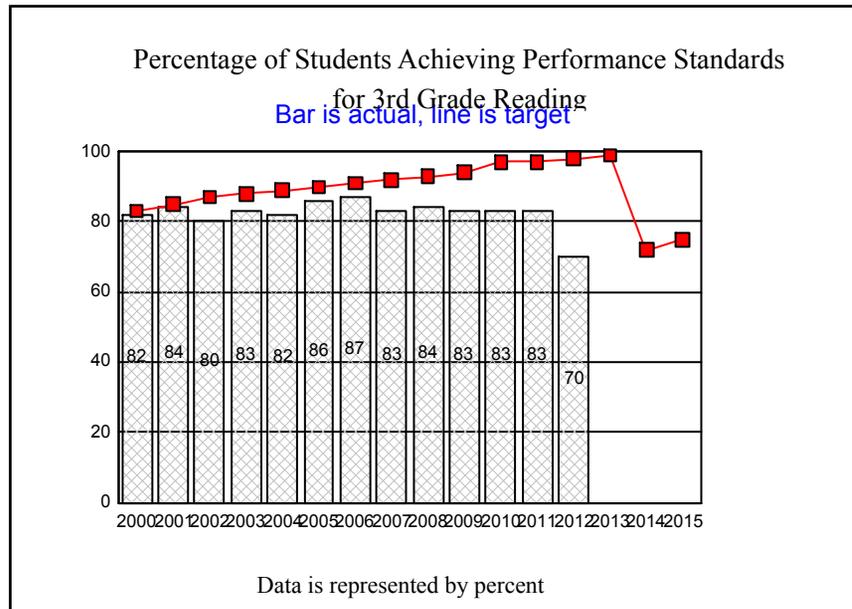
teachers, schools, districts, and other stakeholders in an effective and appropriate manner.
  ·Develop targets for future years based on baseline data collected in 2013-14 statewide implementation of the new measurement tool.

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 Educational Improvement and Innovation (EII), Mark Freed, (503)947-5610	

Percentage of Students Achieving Performance Standards for 3rd Grade Reading

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Closing the achievement gap is a priority for the Superintendent of Public Instruction, the State Board of Education, and ODE. Key strategies used include:

·Adopting the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy (October 2010). The CCSS are rigorous K-12 standards supported by implementation resources designed for the 44 CCSS states.

·Raising the K-8 cut points on OAKS for Mathematics (2011 scores) and Reading (2012 scores) to align more closely to cut points on current reading and mathematics assessments in Oregon's partner states in the CCSS SMARTER Balance consortium (30 states). Higher cut points now on OAKS will help districts and schools prepare for the first CCSS common assessment in spring 2015.

·Implementing the state portion of the evidence-based Oregon K-12 Literacy Framework, a Response to Intervention Model (RTI), in collaboration with districts and schools that choose to implement. Using the Framework, participating districts are working to ensure that *all* students are reading at grade-level or above, can demonstrate proficiency in reading, and are eligible to earn an Oregon Diploma. The Framework (adopted by the State Board, December 2009) provides support to districts for helping students attain higher grade-level reading goals (cut points) established for OAKS.

·Scaling-Up of Evidence-Based Practices (SISEP), 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).

·Providing professional development on using data to inform instruction (Oregon DATA Project grant).

·Implementing school improvement professional development (Title I).

·Implementing accountability requirements for schools and districts (ESEA)

·Recognizing schools that make significant headway to close achievement gaps.

·Training school and district leadership (Oregon Leadership Network).

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 Team (LLST); 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. Because the No Child Left Behind (NCLB) legislation required that all students reach 100% proficiency by 2014, ODE set its targets for 2008 - 13 to gradually work toward a target of 100% proficiency. Starting in 2014, ODE will apply targets aligned to the new Annual Measurable Objective (AMO) targets included in Oregon's ESEA waiver. Although lower than the targets set under NCLB, these new targets will still require Oregon schools to show improvement to help students succeed.

In a move to prepare students for the increased rigors of the new Common Core State Standards, the Oregon State Board of Education adopted new cut points for Mathematics achievement (Fall 2010) and for Reading achievement (Spring 2012) for grades 3-8, effective in 2010-11 for mathematics and in 2011-12 for Reading.

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. 2011-12 data for 3rd grade reading appear in the graph above. 2011-12 data for 3rd grade math, 8th grade reading, and 8th grade mathematics 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 70% compared to the target of 98%. For 3rd grade math, actual performance was at 64% compared to the target of 95%. For 8th grade reading, actual performance was at 68% compared to the target of 91%. For 8th grade math, actual performance was at 65% compared to the target of 90%. While student achievement is below target for all four metrics, it is worthwhile to note that new cut scores for mathematics went into effect in 2011 and new cut scores for reading went into effect for 2012, making it difficult to compare this year's results to earlier years. In mathematics, improvements can be seen in both 3rd and 8th grade in 2012 compared to 2011, the first year in which the new mathematics cut scores were in effect. This demonstrates the positive impact of focused professional development targeted to help students prepare for more rigorous standards. Please note that the calculations of actual performance for 2012 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 2012.

In terms of student achievement in reading, it is important for Oregon to keep making gains rather than staying constant. The newly established cut scores for 3rd grade reading in effect for 2011-2012 on the OAKS will be challenging in light of the 3rd grade plateau over the last three years. 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.

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 high school), 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 2010-11.

4. HOW WE COMPARE

The National Assessment of Education Progress (NAEP) provides a national perspective on student achievement for reading and mathematics. The most recent data is from the 2010-2011 school year. In mathematics and reading, Oregon 8th grade students performed as well as 8th grade students in the nation's public schools. (NAEP data are only available for 4th and 8th graders.) 72% of Oregon 8th graders reached the NAEP "Basic" achievement level in mathematics, compared to 72% of 8th graders in the nation's public schools. 76% of Oregon 8th graders reached the "Basic" achievement level, compared to 75% of 8th graders in the nation's public schools.

5. FACTORS AFFECTING RESULTS

The change in cut scores is a primary factor affecting the change in the 2010-11 results in mathematics, and 2011-12 results in reading, making it difficult to compare this year's results to results in prior years. The new cut scores have been in place for two years now in mathematics, which saw an increase in proficiency levels in both 3rd and 8th grade this year. The 2011-12 data provides good feedback to districts on the impact of focused professional development that will help them better prepare students for more rigorous standards anticipated under the CCSS assessments in both ELA and mathematics.

Transition to the Common Core State Standards remained a primary focus of ODE in the 2011-12 school year. ODE was not able to support regional professional development for the CCSS, but has remained an active agent in working with district staff as they transition to the new standards. Work with the Oregon CCSS Stewardship committee lead to identification of CCSS related resources in ELA and Mathematics that have been shared and disseminated on the ODE CCSS website that was launched during the 2011-12 school year. In addition, a CCSS toolkit was developed for both teachers and administrators to help identify actionable steps that they can do to as they transition to the CCSS.   The Oregon K-12 Literacy Framework was completed in spring 2010; regional professional development is also needed on the Framework, especially for K-3 teachers. Reading well no later than the end of Grade 3 is imperative; K-3 reading ability is the foundation for success in grades 4-12 and beyond.

6. WHAT NEEDS TO BE DONE

ODE is currently implementing a statewide roll-out of the Common Core State Standards (CCSS) for Mathematics and English Language Arts (ELA) & Literacy. Literacy in History / Social Studies, Science, and Technical Subjects, the sub-title of the new ELA CCSS, includes

standards for teaching literacy in the content areas, including math. The Common Core State Standards Initiative (CCSSI) is providing evidence-based professional development resources for CCSS Mathematics and CCSS ELA & Literacy for Common Core states.
Support is needed to bring educators together to support each other in identifying strategies, resources, and professional development that can be shared with a wider audience to support systematic change equitably in all school districts. Such support can help inform future resources through the ODE CCSS website and the associated toolkits for teachers and administrators. Professional development opportunities continue to become more difficult to carry out as budgets are reduced, so opportunities that are available need to be highly effective and cost efficient. This should include a mix of both online and in-person opportunities when possible.
The CCSS call for strong supports for students who are not meeting grade-level reading goals. Oregon has three strong programs of support that are closely related and mutually supportive: The Oregon K-12 Literacy Framework, a Response to Intervention model (**RTI**), can provide support for Oregon districts and schools that choose to use it as they work to ensure that all students are reading at grade level or above. 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 through **RTI,** tiered instruction designed to meet every student's needs. The goal of Effective Behavioral and Instructional Support Systems (EBISS), a five-year federal grant and also an **RTI** model, is to increase student outcomes by assisting school districts and early childhood programs to implement a continuum of effective and sustainable school-wide academic and behavioral support systems. The department encourages districts and schools to use best practices across all the instructional areas and to perform sound accountability practices. **RTI** fits this description as it emphasizes ongoing progress monitoring of student performance with matched, next steps instruction. The goal of RTI is for all students to meet or exceed the grade-level summative goal (OAKS) and for grade K-2 students to meet the benchmark (summative) goals on the pathway to meeting on the OAKS at the end of grade 3. 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.
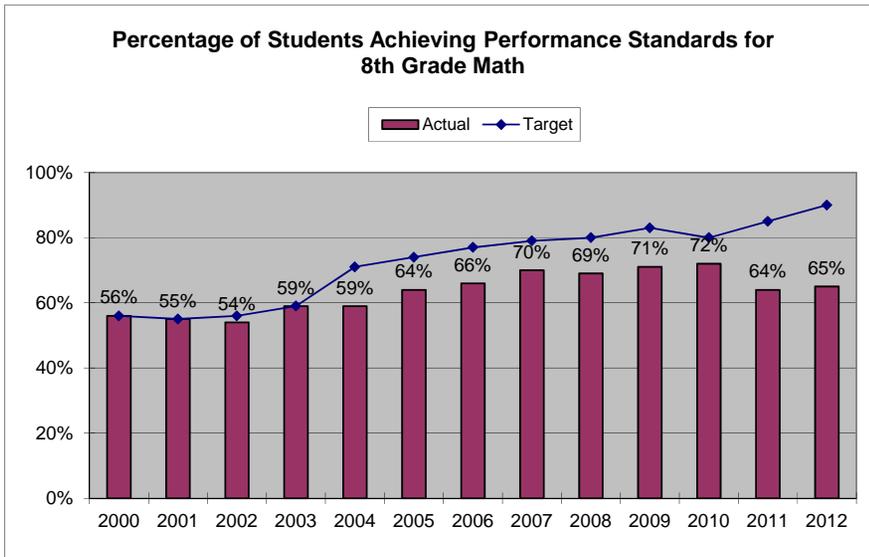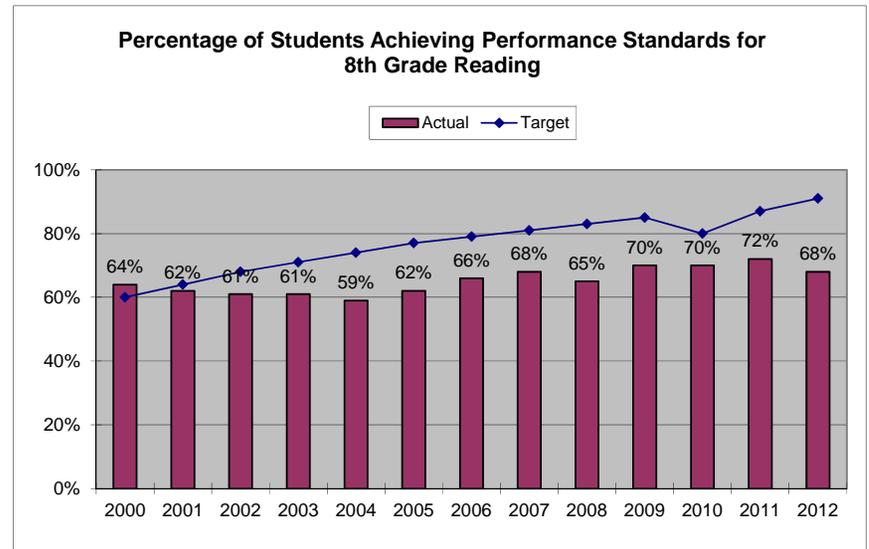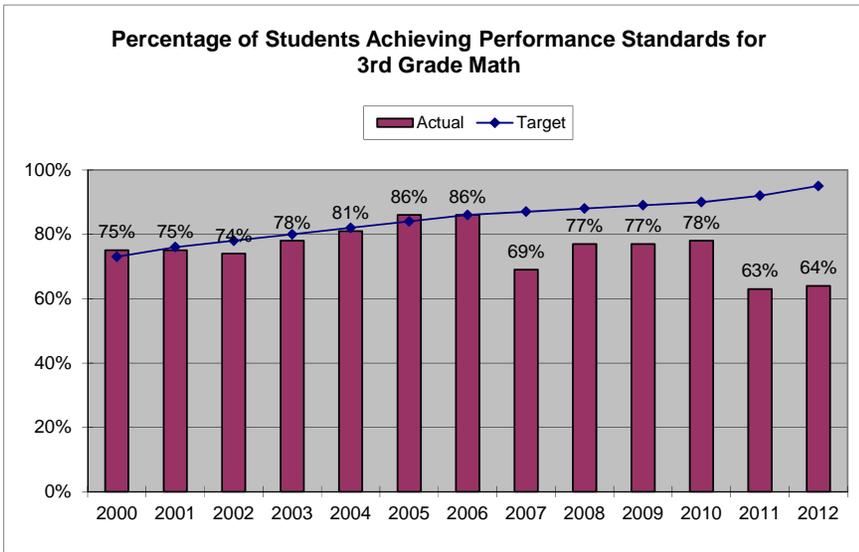

7. ABOUT THE DATA

Minimum scores ("cut scores") required to meet on the assessments have changed over time and affect the comparability of the results. Mathematics cut scores were changed in 2006-07 and 2010-11, and reading cut scores were changed in 2006-07 and 2011-12. As a result, the percent of students meeting in mathematics in 2011 and 2012, and the percent of students meeting reading in 2012 are not comparable to earlier years' results.
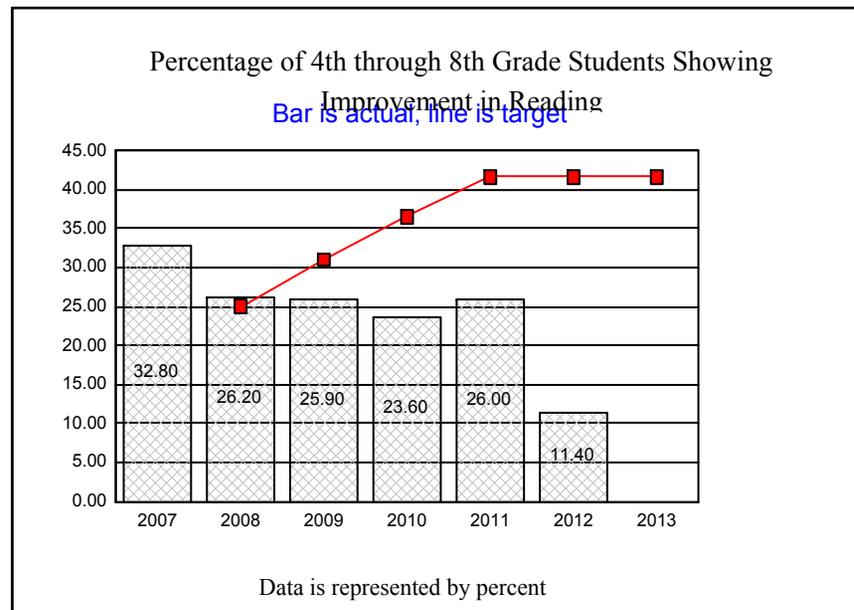
Agency Mission: Increase Achievement for All Students.

Percentage of Students Achieving Performance Standards for 3rd Grade Math

Actual — Target

Year	Actual	Target
2000	75%	75%
2001	75%	
2002	74%	
2003	78%	
2004	81%	
2005	86%	
2006	86%	
2007	69%	
2008	77%	
2009	77%	
2010	78%	
2011	63%	
2012	64%	

Percentage of Students Achieving Performance Standards for 8th Grade Reading

Actual — Target

Year	Actual
2000	64%
2001	62%
2002	61%
2003	61%
2004	59%
2005	62%
2006	66%
2007	68%
2008	65%
2009	70%
2010	70%
2011	72%
2012	68%

Percentage of Students Achieving Performance Standards for 8th Grade Math

Actual — Target

Year	Actual
2000	56%
2001	55%
2002	54%
2003	59%
2004	59%
2005	64%
2006	66%
2007	70%
2008	69%
2009	71%
2010	72%
2011	64%
2012	65%

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 Educational Improvement and Innovation (EII), Cheryl Kleckner, 503-947-5794	

Percentage of 4th through 8th Grade Students Showing Improvement in Reading

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Closing the achievement gap is a priority for the Superintendent of Public Instruction, and ODE exerts great effort toward improving student achievement. Key examples of ODE's strategies are:

·Recognition of schools making significant headway to close achievement gaps (http://www.ode.state.or.us/search/page/?id=3303)

·School and district leadership training
·School improvement professional development
·Accountability requirements for schools and districts
·Moving Math Education Forward professional development for mathematics educators and district and school administrators
(http://www.ode.state.or.us/search/page/?id=2702)
·Building Math Instructional Leadership Across Oregon (http://www.ode.state.or.us/search/page/?=2959)
·The Oregon K-12 Literacy Framework (http://www.ode.state.or.us/search/page/?id=2568)
·The Oregon Data Project (http://data.k12partners.org/)
·Oregon's Response to Intervention Initiative (Or-RTI) (http://www.ode.state.or.us/search/page/?id=315)

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, Literacy Leadership State Team (LLST) 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), Oregon Common Core State Standards Stewardship Team

2. ABOUT THE TARGETS

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 were based on benchmark data from 2006-07 and preliminary data from 2007-08 and were aligned to the No Child Left Behind (NCLB) goal of 100% proficiency by 2014. However, with the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE will be engaging with stakeholders and partners over the coming months to develop new student growth targets to be used for state and federal accountability purposes. ODE anticipates that new targets for KPM 4 – Student Growth aligned to these state and federal accountability targets will be developed by December 2012.

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. 2011-12 data for reading appear in the graph above. 2011-12 data for math appear in a supplemental graph at the end of the analysis for KPM 4 – Student Growth. For 2011-12, 11.4% of students who had previously not met reading performance standards transitioned to meeting standards, and 25% of students who had previously not met math performance standards transitioned to meeting standards. The 2011-12 data for reading show a significant change compared to 2010-11. This is because Oregon transitioned to higher reading performance standards in 2011-12. The 2011-12 data for math show an increase over 2010-11, but the percentages are lower than for earlier years. This is likely due to the increase in math performance standards in 2010-11. Please note that the calculations of actual performance for 2011-12 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 2012.

 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

Oregon raised reading performance standards in 2011-12. This lowered the percent of students meeting academic benchmarks, and lowered the percent of students who met or exceeded in 2011-12 among those students who did not meet in 2010-11.

 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.
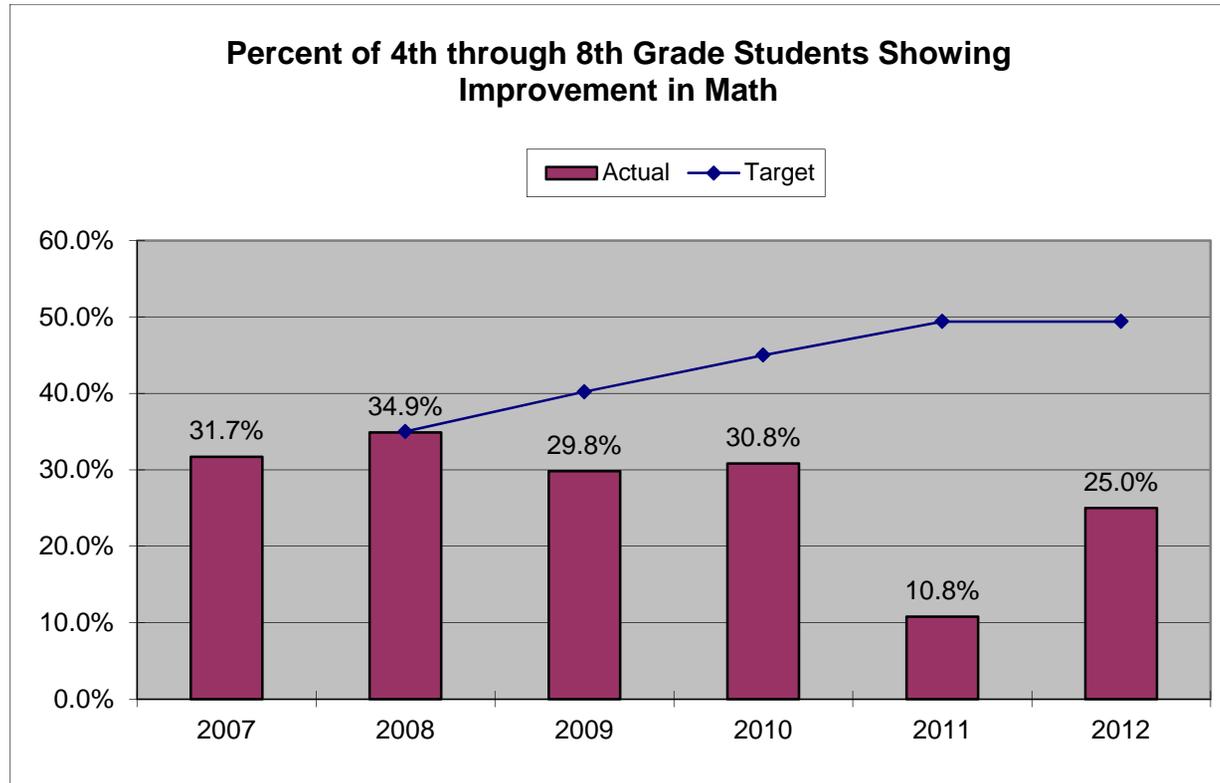
6. WHAT NEEDS TO BE DONE

Data-driven decision-making: 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 200 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 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 also 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 can be rewarded with higher school ratings.
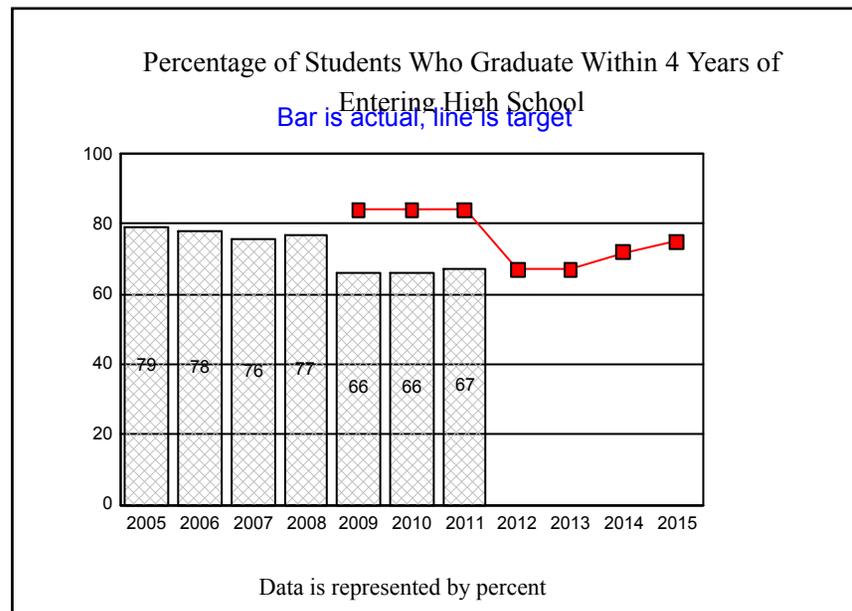
Evidence-based and Standards-based Instruction: ODE provides targeted assistance to districts and schools to create Title IIA professional development plans to assist educators in delivering research-based targeted intervention strategies for low performing students. In addition, ODE partnered with ESDs, Universities, and the Oregon Council of Teachers of Mathematics to provide professional development at six regional sites in spring and summer 2009 to assist Oregon educators and administrators in implementing the new Oregon mathematics standards. In school year 2009-10, ODE provided three regional follow-up workshops, Building Math Instructional Leadership Across Oregon, at three different sites across the state to provide continued support for implementation of the new mathematics standards. 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 through **RTI,** tiered instruction designed to meet every students needs. OrRTI also provides guidance to districts to support implementation of IDEA policy. The goal of Effective Behavioral and Instructional Support Systems (EBISS), a five-year federal grant and an **RTI** model, is to increase student outcomes by assisting school districts and early childhood programs to implement a continuum of effective and sustainable school-wide academic and behavioral support systems.The Oregon KI-12 Literacy Framework is guidance for districts and schools on how to implement a comprehensive reading program that is an **RTI** model. The Oregon State Board of Education adopted the Framework in December 2009 as a tool for the state, districts, and schools to support reading proficiency, a requirement of the Oregon Diploma. The purpose of the Framework and RTI models for reading 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 Oregon State Board of Education adopted the **Common Core State Standards (CCSS)** for English Language Arts and Mathematics in October 2010. The Oregon Department of Education (ODE) has formed a Stewardship Team of 40 educators and education partners from across the state to lead the implementation of the CCSS. CCSS information and resources are provided on the ODE website at http://www.ode.state.or.us/search/page/?id=2860. These resources include toolkits and guidance on developing implementation plans that ensure all students are provided instruction to the CCSS and professional development plans to ensure that all administrators and educators have the knowledge and skills to implement the CCSS in all Oregon classrooms. ODE provided a webinar series of 9 webinars throughout the 2011-12 school year to support implementation of the CCSS. A new series will be provided in this coming school year. In addition, ODE partnered with the Confederation of Oregon School Administrators to provide 14 regional workshops on the CCSS in 2011-12, and is planning a follow up series of workshops for the coming school year.

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

KPM #5	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).	2000
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps	
Oregon Context	STUDENT SUCCESS: All students graduate with a diploma	
Data Source	High School Completers Data Collection, Early Leaver Collection, October 1 Fall Membership Collection, Community Colleges and Workforce Development (CCWD) Data System	
Owner	Office of Educational Improvement and Innovation (EII), Drew Hinds, (503)947-5799	

Percentage of Students Who Graduate Within 4 Years of Entering High School

Bar is actual, line is target

Year	Value
2005	79
2006	78
2007	76
2008	77
2009	66
2010	66
2011	67

Data is represented by percent

1. OUR STRATEGY

The State Board of Education adopted new higher graduation requirements in 2008 to prepare students for the demands of college and the work

place. The new graduation requirements went into effect with the graduating class of 2012. ODE has been engaged within 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, and the Oregon Education Investment Board (OEIB).

2. ABOUT THE TARGETS

Graduates (9th Grade Cohort): The Oregon Department of Education and State Board of Education have set a goal that every Oregon student will 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 current targeted percentage of high school graduates at 84%. Starting in 2014, Oregon has requested adjusted targets that align with federal Adequate Yearly Progress targets and reflect the new graduation rate calculation described in Section 3. How We Are Doing below. For 2014, the graduation target is 72%, and for 2015 the target is 75%. These targets support Oregon's progress toward the 40-40-20 goal to have 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 at least a high school diploma or its equivalent by 2025. In addition, these targets will be used for both state and federal accountability for schools and districts.

General Educational Development (GED) Test: 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 current targeted number of GEDs by averaging the number of GEDs awarded for 2002-03 through 2005-06 for a target of 4,216. This target will continue for 2014 and 2015. A new GED assessment on computer aligned with the Common Core State Standards is projected to be in place starting in 2014; ODE will take this new, more rigorous assessment into consideration when developing future targets for this metric.

Dropouts: 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 to 2012 to align KPM 5 – High School Graduation with OBM # 22 – High School Dropout Rate. As Oregon continues to transition to more rigorous graduation requirements, Oregon will continue to aim for 4% or fewer drop-outs for 2014 and 2015.

3. HOW WE ARE DOING

2010-11 High School Graduation data are presented in the graph above. 2010-11 data for GEDs and dropouts appear in supplemental graphs at the end of the analysis for KPM 5 – High School Graduation. Pursuant to federal guidelines, ODE is reporting cohort graduation rates. The cohort

graduation rate we are reporting is the percentage of students who graduate with a regular high school diploma within four years of first entering high school. We produce a rate for each cohort of first time high school students. The cohort we are reporting on in 2010-11 are those students who were first time high schoolers in 2007-08. Students are added to the cohort if they transfer into the Oregon public K-12 system, and are removed if they transferred out of the system, emigrated to another country, or are deceased. This cohort model allows the state to track student progress 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.

Under this measure, 67.2% of students entering high school in 2007-08 graduated with a regular diploma within four years. Last year the rate was 66.4%. This is below ODE's target of 84%. There were differences in graduation rates for racial/ethnic subgroups. The White graduation rate was 69.9% and the Asian/Pacific Islander graduation rate was 76.5%. However the graduation rate for African American students was 51.9%, the Hispanic rate was 57.4%, and the American Indian/Alaskan Native rate was 51.2%.

Please note that reported performance prior to 2008-09 is not directly comparable due to the change in methodology.

Dropout rates are one-year dropout rates. This year ODE is reporting the dropout rate for 2010-11, which is computed by dividing the number of dropouts in 2010-11 by the high school enrollment in the Fall of 2010-11. The dropout rate has decreased from 3.4% in 2009-10 to 3.3% in 2010-11. This is below ODE's 2009-10 targeted dropout rate of 4%--a positive outcome. However, when the data are disaggregated into subgroups there are 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/go/ReportCard). ODE collects graduation and dropout data in the summer and fall following each school year. This means that ODE will report 2011-12 data for KPM 5 – High School Graduation in its 2013 APPR.

The number of students who obtained a GED increased slightly from 4,970 in 2009-10 to 5,436 in 2010-11.

4. HOW WE COMPARE

The graduation rate and dropout rates 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. However, states are in various phases of implementing cohort graduation rates, so direct national comparisons are premature. Though based on methodological differences several groups have produced rates that approximate national cohort graduation rates, and these provide some indication of national trends in graduation rates. The National Education Association[1] reported graduation rates from various reports (2001-2006) ranging from 68% to 75%. Several longitudinal studies reported graduation rates for all students averaging near 80%. Graduation rates by racial/ethnic groups for students of color were lower than the national average: 50-60% for African American and Hispanic students and 62% for American Indian/Alaskan native students.

5. FACTORS AFFECTING RESULTS

The graduation rate remains 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. On the positive side, the dropout rate is also below Oregon's target rate, a desired outcome. 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 high school. 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, schools, and educational programs to reduce the number of dropouts.

Diagnostic Interventions:

ODE needs to continue building "early warning systems" into the PK-20 longitudinal data system 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. Districts need to implement systems that identify students that are 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 re-engage 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 Behavioral Interventions and Supports (PBIS), 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. PBIS 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
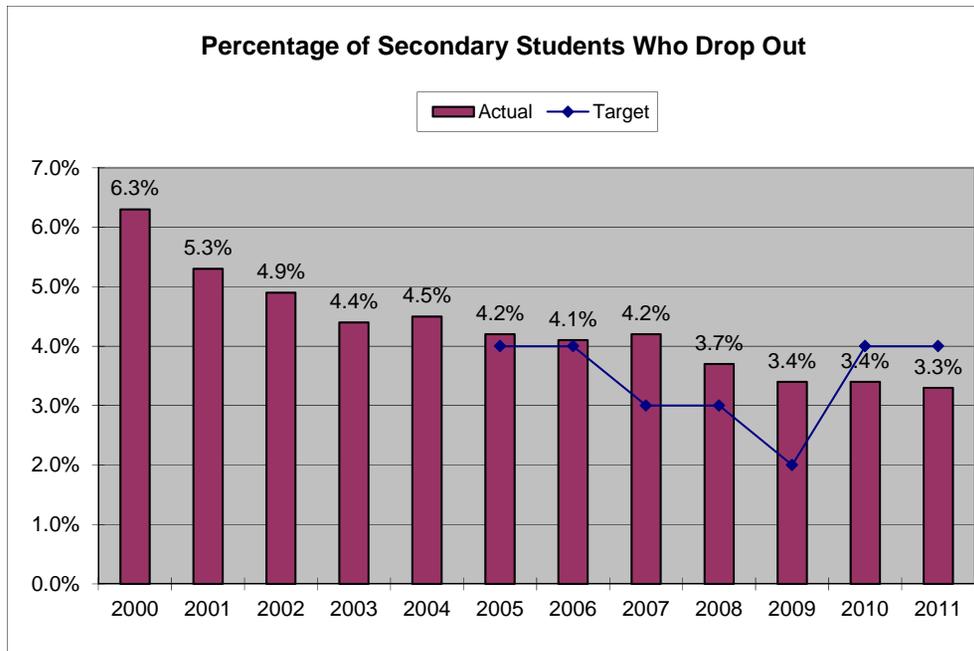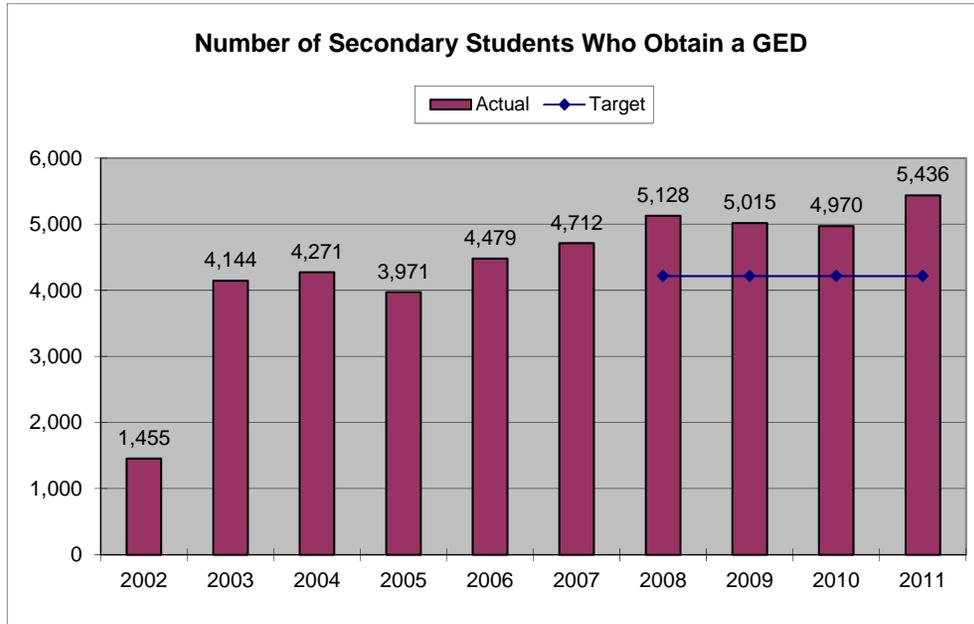
School-wide Interventions:

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 management. 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.
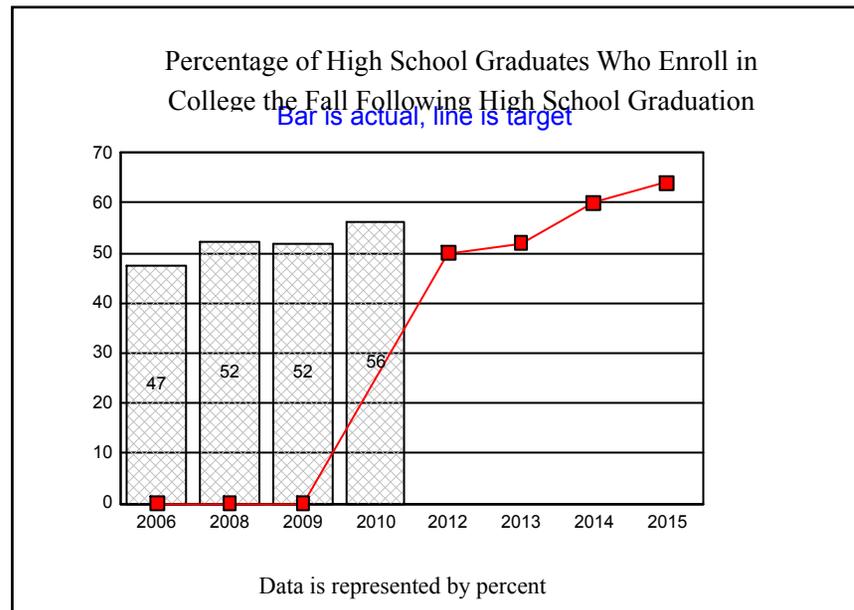
7. ABOUT THE DATA

ODE used three metrics for this performance measure this year: 4-year cohort graduation rate, students who earn a GED (General Educational Development) and students who drop out of school. Data is lagged by one year, so the 2012 KPM report includes data on the 2010-11 school year.

The cohort model is the 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 2007-08. The cohort is adjusted for students who move into or out of the system, to and from home schooling, private school, other states, 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 (by September 1st, 2011) 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 dropped out during the 2010-11 academic year (an did not reenroll by September 1st, 2011), divided by the count of students enrolled in grades 9 to 12 on the first school day in October of 2010 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 data through the 2010- 11school year. Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at http://www.ode.state.or.us/go/ReportCard). As explained in Section 3. How We Are Doing, ODE collects some of the data included in the graduation and dropout rates 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

- 2002: 1,455
- 2003: 4,144
- 2004: 4,271
- 2005: 3,971
- 2006: 4,479
- 2007: 4,712
- 2008: 5,128
- 2009: 5,015
- 2010: 4,970
- 2011: 5,436

Percentage of Secondary Students Who Drop Out

Legend: Actual ◆ Target

- 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%
- 2010: 3.4%
- 2011: 3.3%

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 graduatesThe 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.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. 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.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.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 2014 and 2015:
Participation rate: 60% (2014), 64% (2015)
Extended participation rate: 70% (2014), 74% (2015)
Second year persistence rate: 82% (2014), 85% (2015)
Graduation Rate— Bachelor's: 63% (2014), 65% (2015)
Graduation Rate— Associate's: 33% (2014), 35% (2015)

3. HOW WE ARE DOING

Oregon's current rates for these measures, although improving, are not high enough to get Oregon to its year 2025 goal of 40% of high school students earning a bachelor's degree or higher, 40% earning an associate's degree or other post-secondary credential, and 20% earning a high school diploma (the "40-40-20 goal"). In particular, Oregon's college participation rate must increase dramatically if the state is to reach the

40-40-20 goal.

4. HOW WE COMPARE

Following are Oregon's rates for the five measures compared to national averages . These data are for 2009-10 with the exception of the Graduation Rates which are for 2008-09:

Participation Rate: 56.2% (OR), 63.3% (National Average)
Extended Participation Rate: 66.0% (OR),   NA (National Average)
Second Year Persistence Rate: 78.9% (OR) , 77.1% (National Average)
Graduation Rate— Bachelor's degree: 56.5% (OR), 55.5% (National Average)
Graduation Rate— Associate's degree: 29.3% (OR), 29.2% (National Average)
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 slightly above 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 are 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. College participation and persistence also depend on the ability of students to afford college. Oregon must also work to reduce the rate of growth in college costs and college tuition, and the state must also find ways to provide financial aid to students most in need.

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
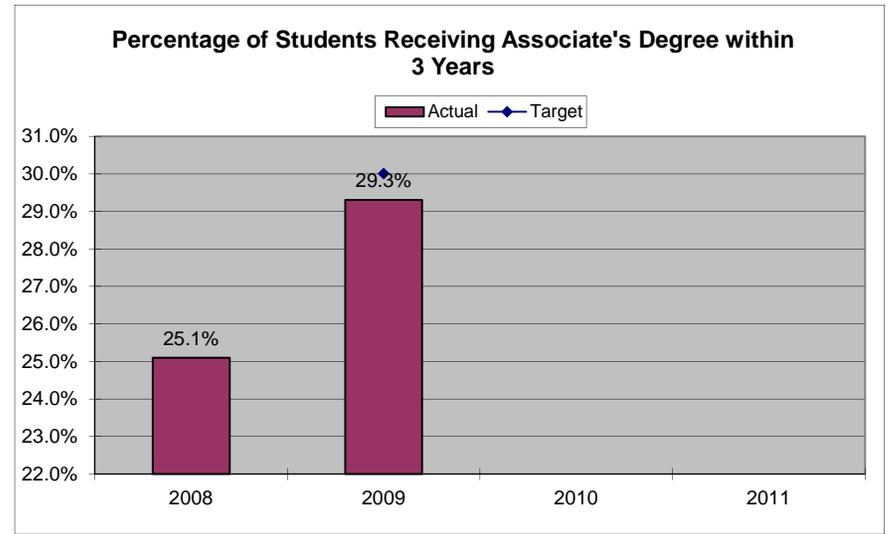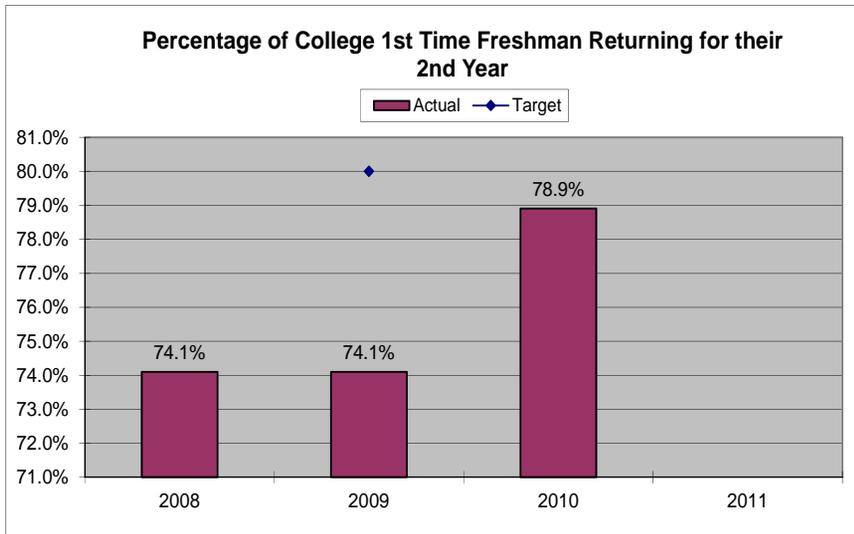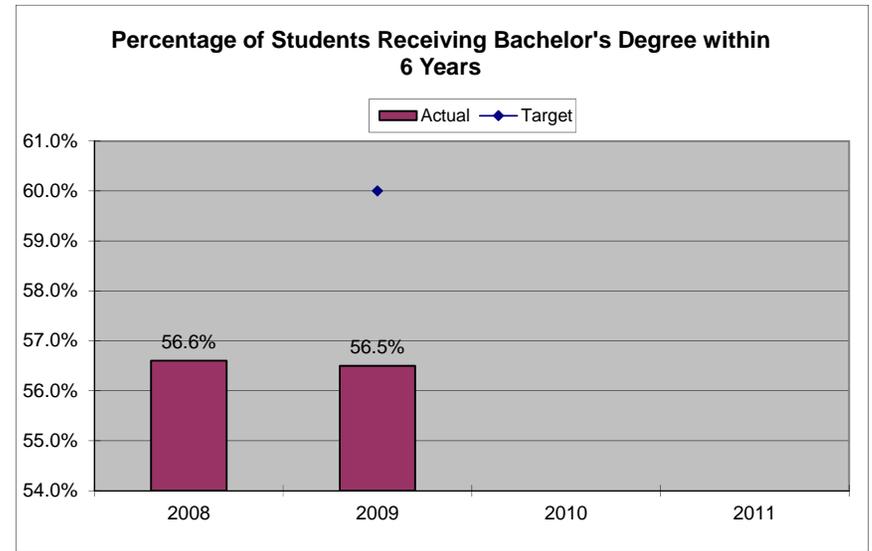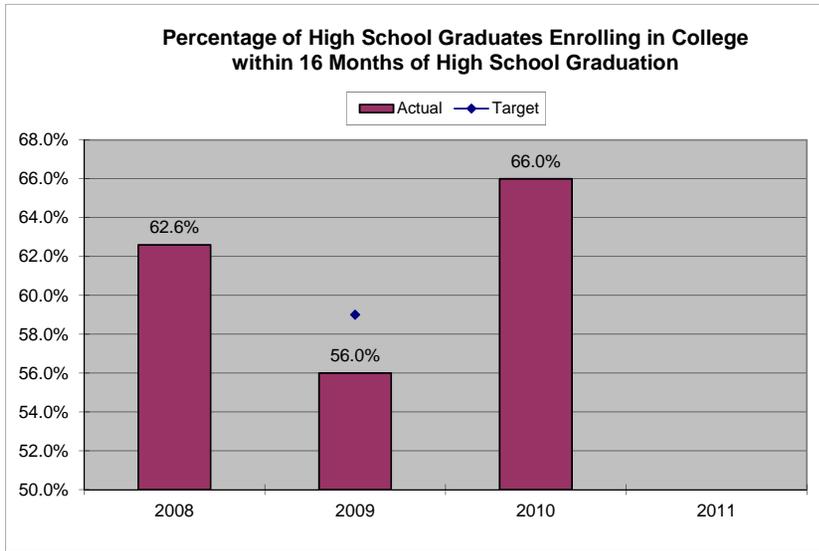
by CCWD and OUS. Once those matches were complete, ODE entered into an agreement with the National Student Clearinghouse (NSC) to match data to the databases maintained by NSC. Because NSC maintains data for most private and public colleges and universities in the country, ODE was able to determine which 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, 2011, and 2012 ODE matched Oregon high school graduates against data in the National Student Clearinghouse, 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.
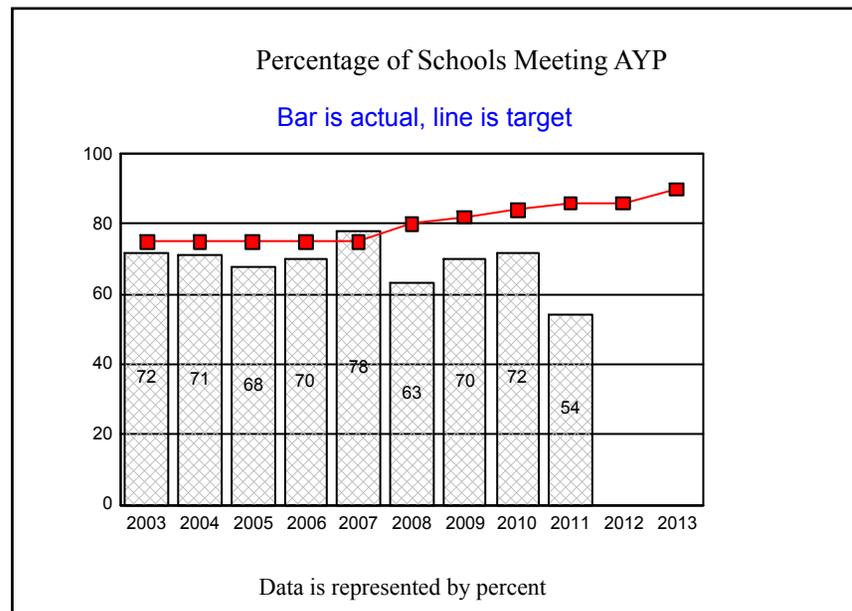
Agency Mission: Increase Achievement for All Students.

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

Legend: Actual, Target

Year	Value
2008	62.6%
2009	56.0% (Target 59.0%)
2010	66.0%
2011	

Percentage of Students Receiving Bachelor's Degree within 6 Years

Legend: Actual, Target

Year	Value
2008	56.6%
2009	56.5% (Target 60.0%)
2010	
2011	

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

Legend: Actual, Target

Year	Value
2008	74.1%
2009	74.1% (Target 80.0%)
2010	78.9%
2011	

Percentage of Students Receiving Associate's Degree within 3 Years

Legend: Actual, Target

Year	Value
2008	25.1%
2009	29.3% (Target 30.0%)
2010	
2011	

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), Melinda Bessner, (503)947-5626	

Percentage of Schools Meeting AYP

Bar is actual, line is target

Data is represented by percent

Year	2003	2004	2005	2006	2007	2008	2009	2010	2011
Actual	72	71	68	70	78	63	70	72	54

1. OUR STRATEGY

KPM 7 – <u>Schools and Districts Meeting AYP</u> measures the percentage of schools and districts that meet Adequate Yearly Progress (AYP) under the

Elementary and Secondary Education Act (ESEA). However, with the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13. ODE anticipates that it will develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input from a variety of stakeholders.

2. ABOUT THE TARGETS

To meet the requirements of No Child Left Behind (NCLB), Oregon had 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. With the federally established goal under NCLB 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.

ODE will seek stakeholder input to develop new targets for 2013-15 aligned to Oregon's new system of accountability under the ESEA Waiver.

3. HOW WE ARE DOING

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13.

4. HOW WE COMPARE

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13.

5. FACTORS AFFECTING RESULTS

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13.
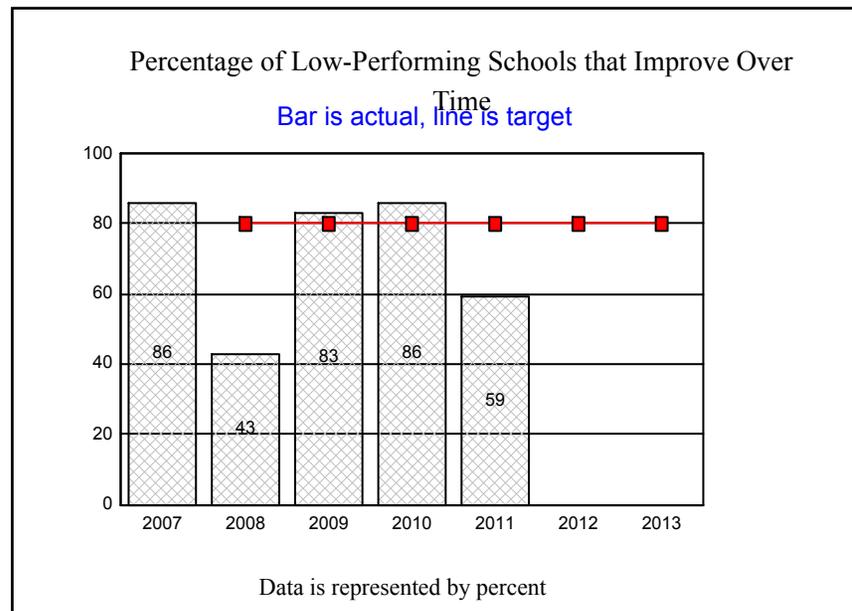
6. WHAT NEEDS TO BE DONE

Under the new ESEA Waiver ODE will need to develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input

from a variety of stakeholders.

7. ABOUT THE DATA

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13.

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), Melinda Bessner, (503)947-5626	

Percentage of Low-Performing Schools that Improve Over Time

Bar is actual, line is target

2007	2008	2009	2010	2011	2012	2013
86	43	83	86	59		

Data is represented by percent

1. OUR STRATEGY

KPM 8– Low-Performing Schools Improve measures the percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines. However, with the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP

determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13. ODE anticipates that it will develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input from a variety of stakeholders.

2. ABOUT THE TARGETS

Under NCLB, ODE had set its target as 80% of schools identified as in improvement status increasing the number of student subgroups meeting AYP each year. ODE will seek stakeholder input to develop new targets for 2013-15 aligned to Oregon's new system of accountability under the ESEA Waiver.

3. HOW WE ARE DOING

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13.

4. HOW WE COMPARE

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13.

5. FACTORS AFFECTING RESULTS

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13.
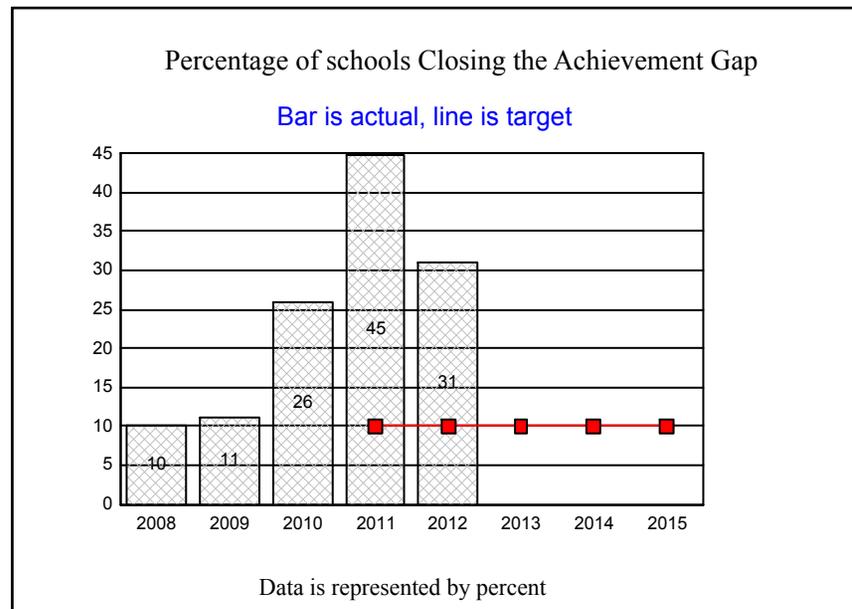
6. WHAT NEEDS TO BE DONE

Under the new ESEA Waiver ODE will need to develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input from a variety of stakeholders.

7. ABOUT THE DATA

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13.

KPM #9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—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	Office of Educational Improvement and Innovation (EII), Melinda Bessner, (503)947-5626	

Percentage of schools Closing the Achievement Gap

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Students 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

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 2011-12 school year, Oregon exceeded the target, with 31.0% of schools attended by Hispanic students in the 6th grade making a ten percent or more improvement in closing the achievement gap between "white" and "Hispanic" students in English Language Arts. This is a decline over 2010-11, when 44.81% 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 84 of the 429 schools, Hispanic students outperformed white students, although in most cases this can be explained by the small numbers of Hispanic students 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.

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 federal accountability requirements. Since each state currently has its own content standards and aligned assessments it is difficult to compare the results from one state to another. Further, ODE has 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

Inadequate funding over the past several years has negatively impacted the level of services available to low achieving students.
In addition, the English Language Learner (ELL) population as a proportion of all students has been increasing over the past several years. From a positive perspective, there has been an increase in the educational research available to help guide improvement efforts and a greater focus on the traditionally underserved populations. Implementing the statewide student growth model will provide needed information to determine student growth.

Finally, a significant staff development effort has been made statewide in teaching teachers to better address the needs of ELL students .

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:

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

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

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

Research-based resources need to be readily and equitably available to all schools and districts in the state.
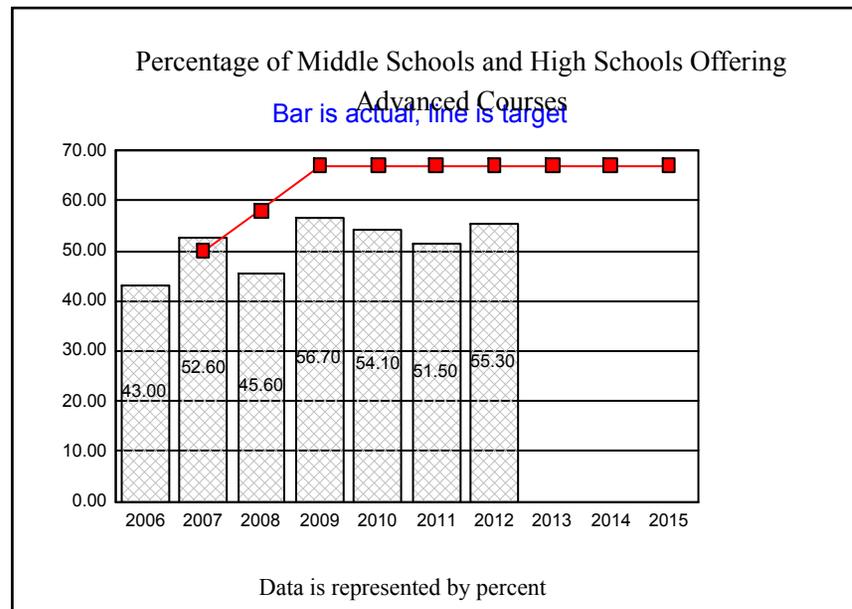
High quality professional development needs to be provided for teachers and administrators.

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.

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

KPM #10	SCHOOLS OFFERING ADVANCED COURSES—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	Andrea Morgan, Office of Educational Improvement and Innovation (EII), 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. APIP grant competitions were not offered by the USDOE in 2009 or 2010, so ODE was not able to offer funding to schools and districts. ODE submitted a proposal in the USDOE's 2011 APIP grant competition but was not one of the 12 proposals funded. ODE also secures Test Fee Program funding from the USDOE to pay the AP and IB 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 and 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.

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 2011-2012, out of 327 schools that offer courses to students enrolled in middle or high school, 181 (55.3%) offered advanced courses (AP or IB). This is below ODE's target of 67% of schools, and is an increase of 3.8% from 2010-2011. It should be noted that the number of schools offering advanced courses (181) has declined by 4 while the number of schools has declined by 29. Oregon and its school districts have faced extremely challenging budgets resulting in some consolidations and closures. For more information, please see Section 7. About the Data.

KPM 10 – Schools Offering Advanced Courses looks at the specific measure of the percentage of schools offering AP and IB courses . To gain a fuller perspective of how Oregon is doing in offering advanced courses to its students , it may be useful to consider additional measures as well. For instance, concurrent enrollment/dual credit opportunities also provide students with rigorous college-level curriculum and instruction. Unlike students in other states, nearly 16,000 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 2010- 2011, the most recent year for which data is currently available, 15,965 (a decrease of 3.4% from 2009-2010) 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/search/results/?id=222.)

It is also worth noting that in the 5th Annual AP Report to the Nation (page 6) released February 4, 2009, Oregon was one of the top five states with the greatest expansion of AP Scores 3+ since 2003. This means that Oregon has shown growth in the number of students that score at the level at which higher education institutions grant credit. This is a significant accomplishment since Oregon has also increased the number of students taking AP examinations, particularly the number

of students from under-represented groups. Typically, when states increase the pool of test-takers, the number of students scoring 3+ on the exams decreases. (The 5th Annual AP Report is located at http://www.collegeboard.com/html/aprtn/pdf/ap_report_to_the_nation.pdf.)

Oregon has retained the number of high schools that offer the International Baccalaureate Diploma Programme. Nineteen (19) Oregon high schools offered IB courses. (Washington currently has 18 IB high schools. Idaho currently has 4 IB high schools.) In 2010-2011, 2,001 students took 5,747 IB examinations. This reflects an increase over 2009-2010 when 1,832 students took 4,692 IB examinations.

The performance measured in KPM 10 has become associated to other initiatives forwarded by Governor Kitzhaber as part of Education Reform. By 2025, Oregon aspires to meet the 40-40-20 goal, for educational attainment and workforce development. It is important to understand that the Governor's goal includes dual credit programs, in addition to AP and IB. This should open discussion about the scope of KPM 10 and how it might be redesigned to align to the Governor's targets and initiatives.

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 no longer publishes data comparing Oregon students' performance on IB examinations with that of students from other states and nations as they did as recently as 2008 (http://www.ibo.org/ibna/media/documents/2008datasum.pdf). However, neither of these data reports takes/took 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.

During the 2012 Legislative Session (SB 254), $241,250 was appropriated to support the implementation and enhancement of the accelerated college credit programs within Oregon's educational system. The request from a single eligible recipient could not exceed $2,000 per annual application cycle (the current biennium has one application cycle for the 2011-12 and 2012-13 school years). A total of 22 grants were awarded. Recipients are allowed to use the funds for:

a)   Providing (related or relevant) education or training to teachers who will provide or are providing instruction in accelerated college credit programs (not to exceed one-third of the total cost of the education or training),

b)   Assisting students in paying for books, materials, and other costs (except student tuition), other than test fees, related to accelerated college credit programs; and

c)   Providing classroom supplies for accelerated college credit programs.

The bulk of these grants are being used to support schools' and districts' dual credit programs rather than Advanced Placement or International Baccalaureate programs. How these grants might affect KPM #10 results is at this time uncertain.

There are no other 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 2011-2012.

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. When faced with budget and staffing issues, districts are inclined 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, 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 leverage the resulting PSAT data by using the free AP Potential program that goes with the PSAT to identify students that demonstrate the ability to, with instruction, earn 3+ on AP exams.

ODE, partnering with Advancement Via Individual Determination (AVID), and other programs, should provide information to districts about how to support student success in advanced courses, particularly students from underrepresented populations.
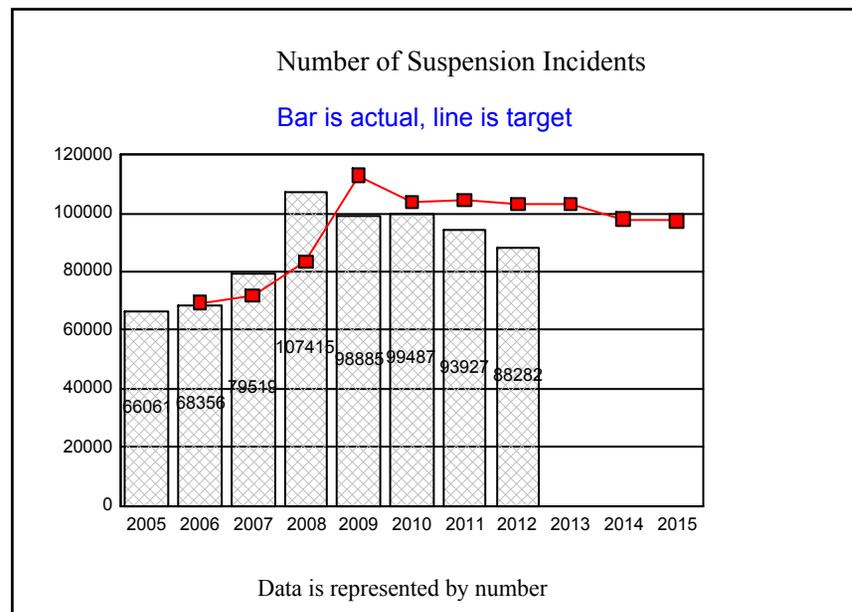
ODE, partnering with districts that have successfully increased advanced course offerings and student success in these courses, should provide models for other districts to follow as they work to increase their own offerings.

7. ABOUT THE DATA

Although 2007-08 and preceding years used the Class Size collection for its data, 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 2011-2012, there were 327 schools in the Staff Assignment collection that included grades 10, 11, or 12; 181 of them 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, Michael Mahoney, (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.

<u>Key Partners</u>
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 suspensions, expulsions, and truancy incidents in a given school year should not increase. It should remain relatively stable or equal to the number of incidents in the preceding school year. However, we strive for and desire fewer incidents of expulsion, suspension and truancy. The target through 2013, is calculated as no more than a 5% increase above the number of incidents from the preceding school year. Methodological changes that occurred starting in 2008 have allowed ODE to collect new baseline data and give us a better understanding at present of the data trends to help ODE set more precise targets moving forward. In the graph above and in the supplemental graphs located at the end of <u>KPM 11 – Suspension, Expulsion, and Truancy</u>, ODE has presented the targeted number of incidents for 2014 and 2015 by averaging the number of incidents occurring in 2008 - 2011. Since the data for the number of expulsions, suspensions and truancy incidents have remained relatively consistent, ODE's new targets project a relatively stable but downward trend in the number of disciplinary incidents and resulting actions. These projections and targets are listed in the graph at the end of this document.

3. HOW WE ARE DOING

In the 2011-2012 school year (2012) decreases were noted from the previous year in the number of Expulsions, Suspensions, and Truancies statewide. (Note: as discussed in <u>Section 7. About the Data</u>, Suspension data includes both in and out of school suspension incidents.) Incidents of suspension decreased by approximately 6.1% overall from 93,927 in 2011 to 88,282 in 2012. Decreases were noted for both in-school suspensions (from 47,028 to 42,875), and for out of school suspensions (from 46,899 to 45,408). The incidence of truancy decreased by approximately 5.5% overall (from 37,447 to 35,410). And incidents of expulsion decreased approximately 2.8% from the previous year (from 1,716 to 1,669). This means that Oregon continues to meet the target of less than a 5% increase for all three metrics, and actually continues to demonstrate a decrease in the number of incidents from year to year. 2011-12 data for the number of suspension incidents appear in the graph above. 2011-12 data for the number of expulsion and truancy incidents appear in supplemental graphs at the end of the analysis for <u>KPM 11 – Suspension, Expulsion, and Truancy.</u> To truly assess how Oregon is doing in providing its students with a safe school environment, <u>KPM 11 – Suspension, Expulsion, and Truancy</u> must be considered hand in hand with <u>KPM 12 – Safe Schools</u>. The expulsion data (weapons and arrest for violent crimes) from <u>KPM 11 – Suspension, Expulsion, and Truancy</u> form the criteria used to designate a school as persistently dangerous in <u>KPM 12 – Safe Schools</u>. 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. The data for <u>KPM 12 – Safe Schools</u> continues to indicate a decrease in number of disciplinary actions that would designate a school as persistently dangerous or as unsafe and 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. The definitions of those behaviors can vary a lot from state to state as well. Given these facts, making meaningful comparisons might not be possible or valid.

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. The composition and demographics of schools across the state also impacts the disciplinary actions taken and thus the data. As a result, changes in 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 when and how they apply consequences such as suspension or expulsion. However, they may also be reflective of changes, situational occurrences and changing demographics that could influence the incidents of inappropriate or offensive student behaviors. In recent years, schools and districts have taken great strides in the implementation of research-based prevention programs and have developed more proactive and positive ways of disciplining students. This latter fact could be associated with the decreases in the use of suspension and expulsion. In addition, familiarity with the discipline data collection and its relevant specifications has increased in recent years, which serves to raise awareness and assist schools and districts in how they intervene, monitor, regulate, and discipline students.

6. WHAT NEEDS TO BE DONE

Our efforts to identify and eliminate inappropriate student behavior through prevention and the incorporation of positive behavioral strategies must continue. Furthermore, there needs to be a focus on school climate, school culture, and the use of Social-Emotional curricula in schools, as well as the promotion of positive relationships and healthy and safe school learning environments. Available funds must be applied to programs that focus on the prevention of unhealthy choices, violence, and bullying behaviors amongst students, by providing multi-tiered data-driven responsive systems for use by schools and districts in each community. The Safe and Drug Free Schools (SDFS) (Title-IV) federal grant funds that were available to every school district each year have ended. In order to continue the trend of reducing suspensions, expulsions, and truancy events, it will be extremely important that efficient, data-driven and responsive practices be made available to all school districts. Furthermore, the focus on continuing the implementation of research-based prevention programs must persist. ODE and its partners are seeking to develop and maintain an interactive website to educate, assist, and sustain prevention and intervention efforts. The design and creation of this website is currently under development to provide information and resources to school personnel, parents, students, and community members across the state of Oregon. The website needs to be promoted and supported with available resources and collaborative efforts across the state .
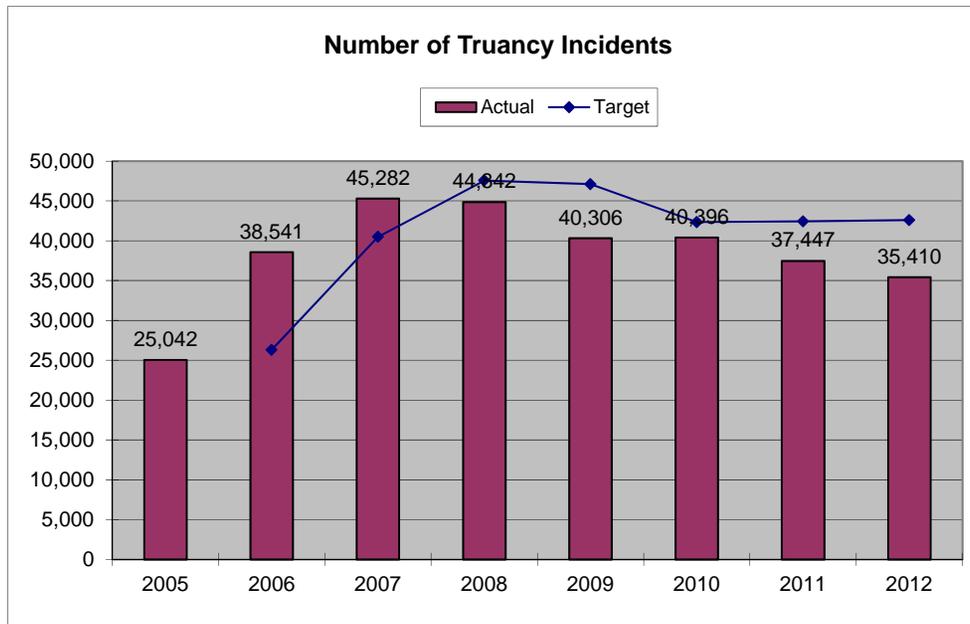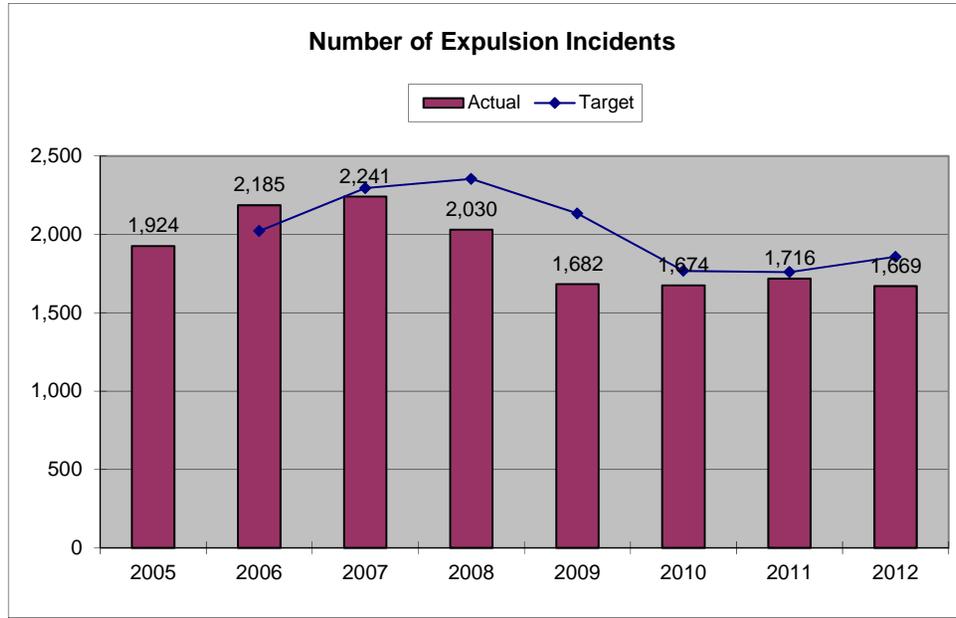
7. ABOUT THE DATA

The 2011-12 suspension, expulsion, and truancy data pertain to the total number of unduplicated incidents, not to the number of students whose behavior resulted 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 changed from the Suspension, Expulsion, and Truancy collection to the Discipline Incidents collection. Getting schools and districts to understand the data collection and to be accurate in their data submission to this collection has been an ongoing process, with both schools and districts showing great improvement in their data quality.
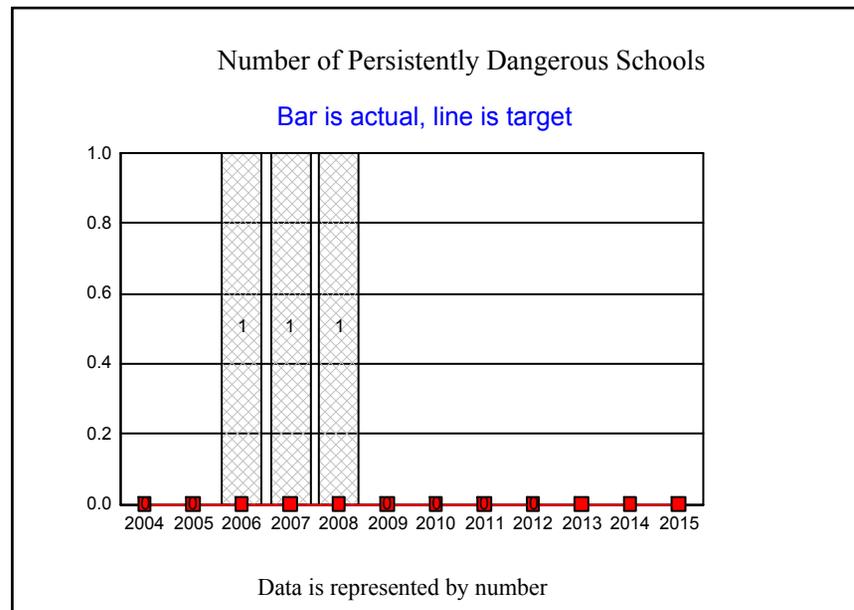
Agency Mission: Increase Achievement for All Students.

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	1,716	
2012	1,669	

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	37,447	
2012	35,410	

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, Michael Mahoney, (503)947-5628	

Number of Persistently Dangerous Schools

Bar is actual, line is target

Data is represented by number

1. OUR STRATEGY

The Oregon Department of Education (ODE) is required by NCLB or the Elementary and Secondary Education Act (ESEA) of 2001 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 of where they wish to attend school if their resident school has expulsions for weapons and violent criminal offenses or behavior .

In addition, ODE has also established criteria to identify schools that are at risk for being "unsafe" or dangerous, which includes schools with fewer than three hundred enrolled students having nine or more expulsions and three expulsions for every one hundred students in larger schools.

If the expulsion difficulties at a school identify it as "unsafe", the district and school are required to take immediate action to remedy the situation. ODE is accountable to ensure that a district develops and implements a corrective action plan to reduce the number of expulsions and to address the "unsafe" situations and status at the school. If a school or district remains unsafe for three consecutive years, they are deemed "persistently dangerous" and parents then have the option to re-enroll their children in another school. In December 2008, at the request of legislators, schools, and other partners, ODE went through the process of redefining Oregon's definition and criteria for identifying an 'unsafe school', as indicated above. This definition went into effect in the 2009-10 school year.

Key Partners
Schools and Districts, ESDs, Oregon Health Authority (OHA)

2. ABOUT THE TARGETS

ODE believes that no school should be "persistently dangerous" and thus, ODE's target is that zero Oregon schools will be identified as such. To help identify those schools at-risk for possible future identification as "persistently dangerous", ODE has previously set a target of 10 or fewer schools to be on the unsafe school "watch list."

3. HOW WE ARE DOING

The 2011-12 data for the number of persistently dangerous schools appear in the graph above. The 2011-12 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 2011-12, Oregon met the target of zero "persistently dangerous" schools. This is the fourth year in a row that Oregon met its target of zero, and the number of schools on the watch list has continued to remain steady at zero for 2011-2012. Oregon continues to meet 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 the states and thus, a meaningful comparison would be difficult to obtain.

5. FACTORS AFFECTING RESULTS

Oregon's more recent definition and criterion for "unsafe", as indicated above and first implemented in 2009-2010, uses slightly less stringent standards in regards to the number of expulsions needed for schools to meet the criteria of being on the unsafe school watch list. Individual schools could have up to nine expulsions per three hundred students each year under the current standards, as opposed to five expulsions per three hundred students prior to the 2009-10 school year. However, the types of offenses (violent criminal offenses) associated with expulsion and a

school being considered 'unsafe' have remained the same. Also, as noted in <u>KPM 11 – Suspension, Expulsion, and Truancy</u>, the number of expulsions in a given year may indicate a heightened awareness of school safety rather than an increase in dangerous student behaviors. Moreover, as schools and districts continue to refine their focus on the implementation of research-based prevention programs and continue to develop more proactive, alternative and positive ways of disciplining students, safer schools are the result that impacts the incidents of expulsions and suspensions. The current data would suggest that school districts in general are more cognizant of alternative ways of disciplining students versus removing or excluding students from school. More positive forms of intervention from our EBISS initiative the past five years could be assisting with the process. Furthermore, as schools and districts continue to acquire a better understanding of the discipline data collection and its purpose and relevance, the data they submit is more accurate.

6. WHAT NEEDS TO BE DONE

The Safe and Drug Free Schools (SDFS) (Title-IV) federal grant funds that were available to every school district each year ended in 2009-2010. An extension of grant funds was allocated during the 2010-11 school year, which has since expired. The Safe and Drug-Free "Bridge" Grant funds were extended through the 2011-12 school year for some districts and end in September 2012. The latter grant funds had been allocated to assist with sustaining safe and drug-free schools efforts and initiatives with the former grants expiring. With this in mind and to maintain Oregon's trend of zero "persistently dangerous" and "unsafe" schools, schools and districts will need to continue to find ways to support prevention and response to violence and substance abuse by continuing to implement initiatives and approaches that promote safe, supportive, and positive educational environments for all students. Resources will be required.
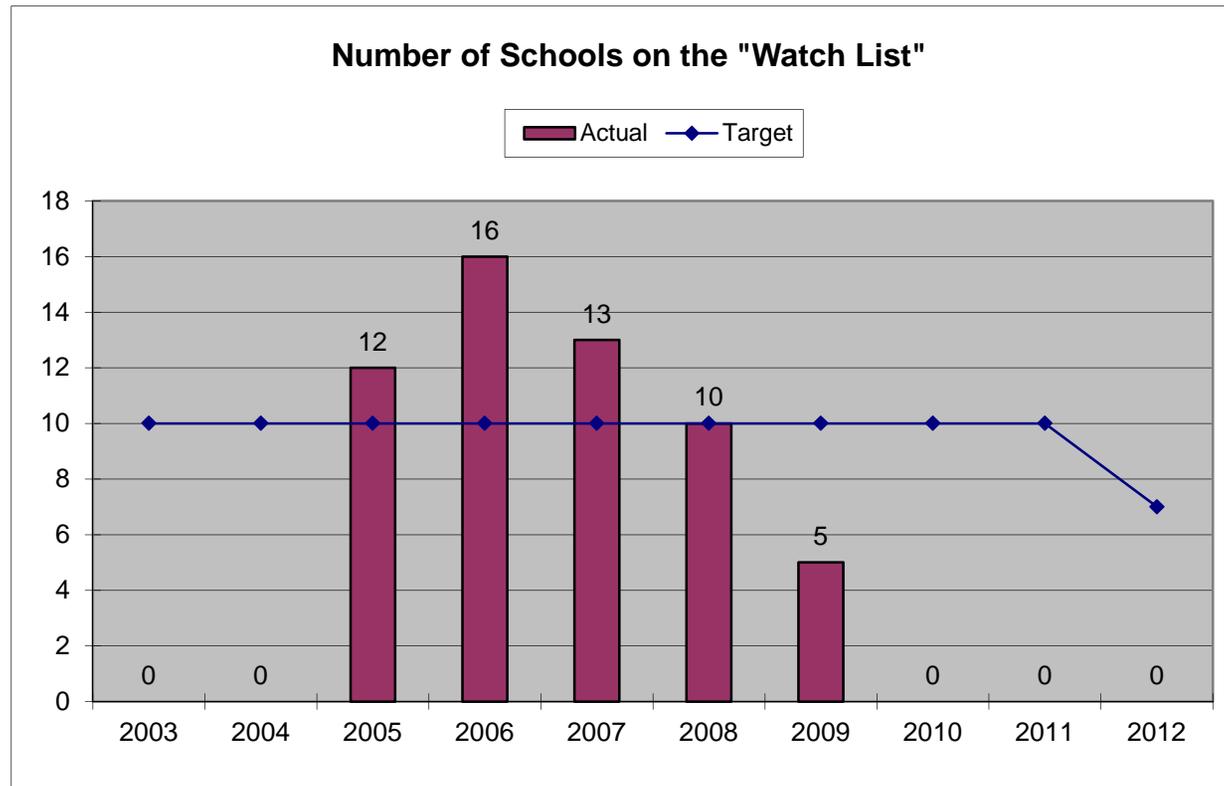
In addition, to assist with prevention and intervention efforts, ODE and OHA are collaborating with various agencies at the state and local levels to support prevention and responsive interventions. These efforts include engaging the local community prevention coordinators through training, and by providing guidance and networking to help them work effectively with the local school districts. Educating school personnel and parents about best practices to respond to and prevent bullying has also been ongoing and occurring through ODE; direct consultation with parents, community members and school personnel are provided through the department as well.

Other efforts include plans to develop an interactive website, with the use of "Bridge" grant funds, providing educational material, formats and resources for school personnel, parents, students and community members. Other ongoing initiatives, such as the School-wide Positive Behavior Interventions & Supports (SWPBIS) approach, will continue to be advocated for and promoted by ODE, as well as supported by a state-wide network if the resources are available. SWPBIS allows educators to provide support according to the intensity of school, classroom and individual student need. It uses a multi-tiered approach and data-driven decision-making model. Efforts to identify and eliminate inappropriate student behavior must continue in the context of teaching all students constructive and healthy behavioral alternatives.
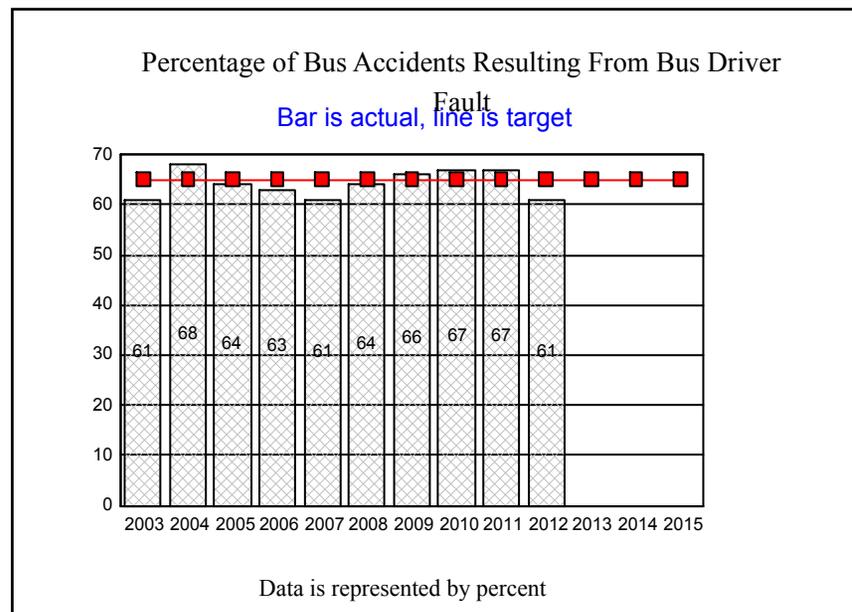
Schools and districts interested in implementing sustainable programs that promote safety will need resources and support for their efforts. Schools and districts operating in maintenance mode will require technical support to continue to enhance their programs. Supportive networking around the state and ODE are available for consultation. In order to continue the trend of zero schools on the watch list and zero schools identified as being "persistently dangerous", it will be extremely important that schools and districts continue to be equipped with the skills and techniques to implement effective activities with fidelity. It will be crucial for consistent and comprehensive professional development to occur as well. A focus on school climate and culture, along with promoting the use of social-emotional curricula with best academic practices, are critical for providing optimum learning conditions and safe school environments that promote student well-being, achievement, and success.

7. ABOUT THE DATA

The expulsion data (based on weapons and arrests for violent criminal behavior), used in <u>KPM 11 – Suspension, Expulsion, and Truancy,</u> dictate 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", as noted above. Schools on the 'watch list' as "unsafe" have two years to demonstrate, via corrective action plans and subsequent year data, that they are safe environments for students before they are designated as persistently dangerous. It should be noted, after a thorough review of the history of this data, some errors have been noted and corrected in the reporting of this data. It has been four years since an Oregon school has been identified as meeting the criteria for "persistently dangerous." The criteria for identifying a school as such continues to require that a school be identified for two consecutive years on the unsafe 'watch list'; if a school continues to be identified as "unsafe" in the third consecutive year, it would be classified "persistently dangerous."

Agency Mission: Increase Achievement for All Students.

Number of Schools on the "Watch List"

Actual ▬ Target ◆

Year	Value
2003	0
2004	0
2005	12
2006	16
2007	13
2008	10
2009	5
2010	0
2011	0
2012	0

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 2011-12 school year, ODE certified 1,035 new drivers and renewed 5,363 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

2011-12 data for the percentage of bus accidents for which the bus driver was at fault appear in the graph above. 2011-12 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 2011-12 decreased slightly compared to last year, from 518 in 2010-11 to 515 in 2011-12. Of the 515 total number of statewide bus accidents in 2011-12, only 315 (61%) resulted from driver fault. This is lower than ODE's target of 65% accidents in which the driver was at fault, and is lower than the 346 accidents in which the driver was at fault during the 2010-11 school year. In addition, Oregon should be proud that there have been no fatalities due to school bus accidents in the last 36 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 2010-11, transporting students to and from school and to school-related activities. Although the actual number of miles travelled in 2011-12will not be available until December 2012, it is likely that the number will be similar to those noted for 2010-11. Of the 515 bus accidents which occurred statewide over the course of these approximately 67 million miles, 200 were caused by drivers of other vehicles.
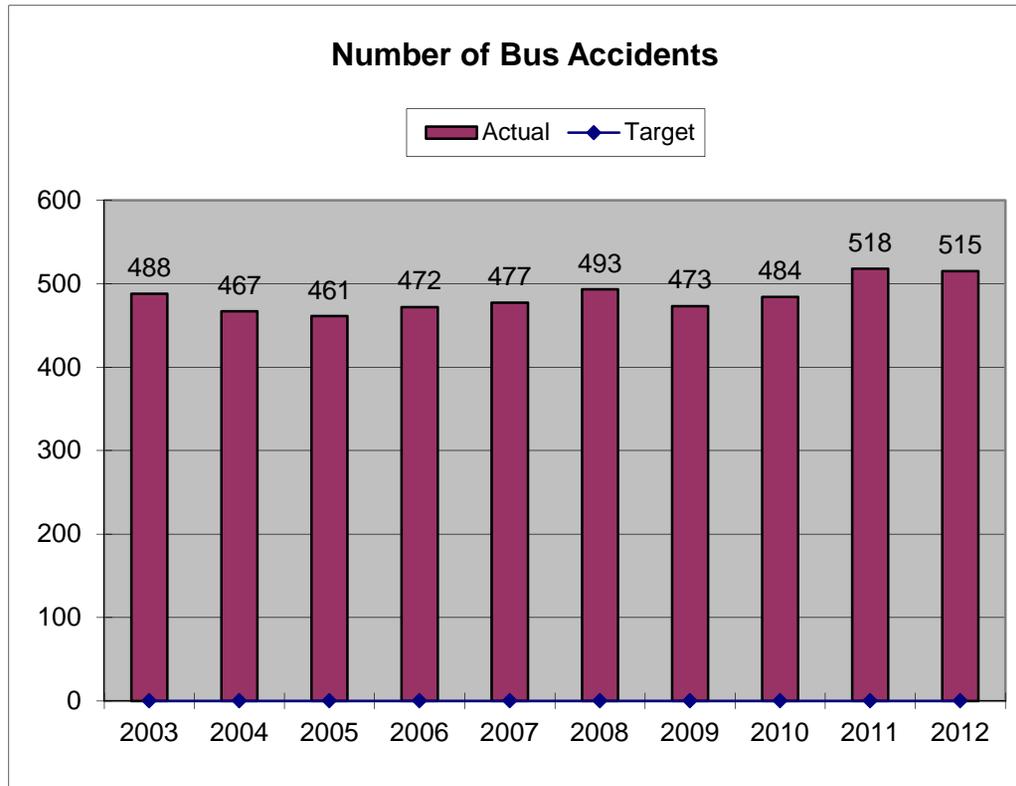
Another factor affecting results is the criteria ODE uses to define bus accidents. ODE has chosen to set the accident criteria low so that we may look for patterns that are leading to more serious accidents. ODE considers any damage to property or another vehicle or at least $750 damage to the pupil-transporting 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.
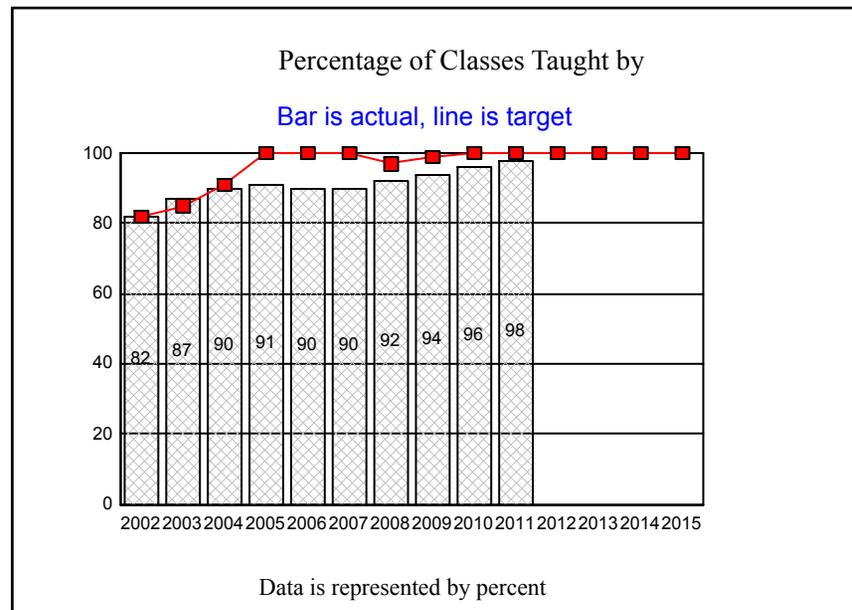
6. WHAT NEEDS TO BE DONE

ODE will follow a risk reduction strategy by continuing bus driver training. We have changed the bench marks for what we consider a reportable accident so we can better compare our data with other states. We will continue to encourage school districts to train from the new Reference Point manual in hopes to further reduce the number of accidents.

7. ABOUT THE DATA

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

Agency Mission: Increase Achievement for All Students.

Number of Bus Accidents

Legend: **Actual** ◆ **Target**

Year	Value
2003	488
2004	467
2005	461
2006	472
2007	477
2008	493
2009	473
2010	484
2011	518
2012	515

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, Heather Mauzé, 503-947-5806	

Percentage of Classes Taught by

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

The Oregon Department of Education (ODE) engages in collaborative work with leaders in Oregon's teacher preparation programs to ensure a seamless pipeline of educators prepared to meet the challenges of today's educational system. Our collaborative efforts also include administrators and teachers of Local Education Agencies (LEAs) to support and ensure a sustainable and highly qualified teaching force representative of the cultural diversity of our state. In keeping with the

agency's larger goals, the aim of ODE is to provide LEAs with leadership, information, and technical assistance related to the implementation of policy outlined in the Elementary and Secondary Education Act (ESEA). ODE's continued focus is to ensure federal expectations are met as outlined in section 1119 of Title I, Part A statute. Since the implementation of ESEA, Oregon has striven to ensure accountability in meeting the Annual Measurable Objective (AMO) of having 100% of Oregon's teachers meeting the highly qualified requirement for the class(es) for which they are assigned.

Key Partners

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

2. ABOUT THE TARGETS

PL 107-110 requires 100% of teachers to be deemed highly qualified to teach the core subject class(es) to which they are assigned. The targets reflect ODE's goal of increasing the percentage of highly qualified core academic subject area teachers in each school to 100%.

3. HOW WE ARE DOING

At the inception of No Child Left Behind, the state of Oregon had a baseline percentage of 82% of teachers meeting the Highly Qualified (HQ) requirement. The largest increase was seen in the following year with an increase of 5%. In 2008-09, Elementary schools had 95% of teachers highly qualified (HQ) while secondary school had 94% of teachers HQ. At the elementary level, Oregon had a higher percentage of classes taught by a highly qualified teacher (HQT) in high poverty schools (97.4%) as compared to the percentage of classes taught by HQT in low poverty schools (93.2%). At the secondary level, the percentage of classes taught by HQT differed between high and low poverty schools by .03% which significantly closes the gap. [based on Final 2008-09 Consolidated State Performance Report data]. 2010- 11 data indicate 97.7% of classes in Oregon were taught by highly qualified teachers, continuing for the fourth year the trend of increasing the number of HQ teachers in Oregon. At the elementary level 98.67% of classes were taught by HQ teachers, and Oregon continues to have a higher percentage of classes taught by HQ teachers in high poverty schools than low poverty schools. At the secondary level, 97.53% of classes were taught by HQ teachers, and the percentage of classes taught by HQ teachers differed between high and low poverty schools by only .14%. Areas for renewed attention will be the minority quartiles which data indicates a concerted effort is needed to address the gap between the percentage of classes taught by HQ teachers at high minority and low minority schools, particularly at the elementary level. Due to the timing of data collection and validation for this measure, this report focuses on data from the previous year. The most recent year for which data is currently available is 2010- 11. ODE will report on 2011-12 data in its 2013 report.

4. HOW WE COMPARE

Comparative data for the 2009-10 (the most recent year for which comparative data is available) shows the percentage of classes taught nationwide by highly qualified teachers (HQTs) for all schools ranged from 76.55% for the District of Columbia to 99.99% (North Dakota). Thirty-nine

states, including Oregon, reported that 95% or more of core academic classes were taught be HQTs. Oregon has continued to increase the percentage of teachers deemed highly qualified to teach. Data is based on teacher quality data from the Department of Education http://www2.ed.gov/programs/teacherqual/hqt200910.xls. Note: the 50 states, the District of Columbia, Puerto Rico, and the Bureau of Indian Education submitted data and are included in the analyses.)

The gap between high-poverty and low-poverty elementary schools was greatest in Maryland (86.94% in high-poverty elementary schools compared to 97.75% in low-poverty elementary schools). The gap between high-poverty and low-poverty secondary schools was greatest in Hawaii (64.33% in high-poverty secondary schools compared to 79.37% in low-poverty secondary schools). In Oregon elementary schools, the percentage of HQT in 97.37% in high-poverty schools compared to low-poverty schools was 95.09%. In Oregon secondary schools, the percentage of HQT is 95.84% in high-poverty schools as compared to low-poverty schools was 96.25%.

5. FACTORS AFFECTING RESULTS

ODE holds districts accountable to increase the number of classes taught by highly qualified teachers. ODE requires districts to have 100% of their core academic teachers teaching at Title I, Part A schools highly qualified. Additionally districts that fail to have 100% of their core academic teachers highly qualified for two consecutive years are required to submit an improvement plan to the ODE to increase the number of highly qualified teachers by re-assigning teachers, encouraging continued professional development, or taking and passing rigorous state exams. Districts are encouraged to use their Title II, Part A funds to support these endeavors. Data for the 2010-11 and 2011-12 have been impacted significantly due to the gathering of additional data sets measuring the entire year's HQT status of districts across the state. ODE and the TSPC are working together to provide a coordinated approach to the matter of licensure and how our current approach to licensing and highly qualified determinations impacts both districts and teachers.
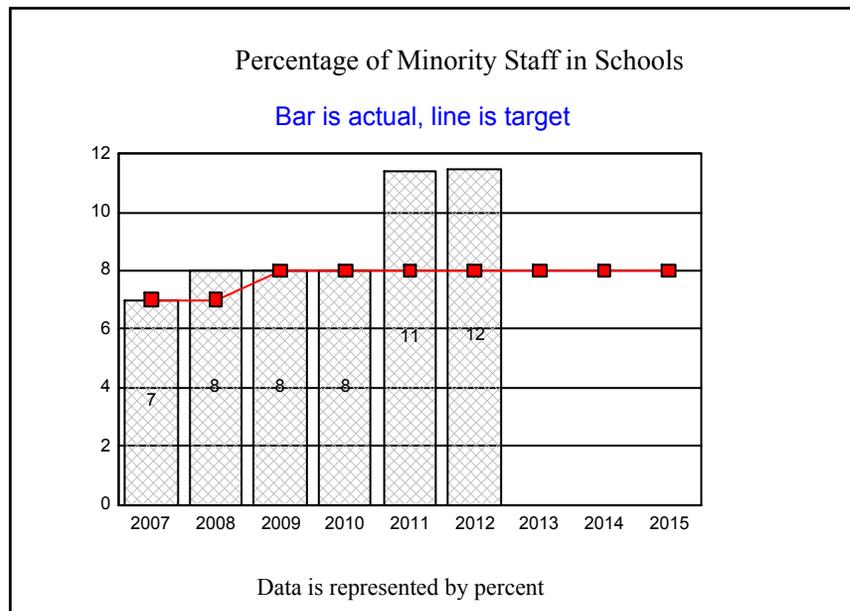
6. WHAT NEEDS TO BE DONE

Annually, constituents across the state are apprised of the HQ status of educators working with students in the State and District Report Cards. PL 107-110 No Child Left Behind (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 equity plan, which is updated annually [last updated July 2010; 2012 release projected November 2012, pending review], is available at http://www.ode.state.or.us/search/page/?id=2215. The state will continue to help districts increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified through guidance, presentations, webinars, technical assistance, and compliance requirements. The state will target those districts currently in funding agreements with the state in order to reduce the number of districts under said sanctions by 30% in the 2011-12, 40% in the 2012-13, and 50% in 2013-14 in order to meet the federal mandated target of 100% HQT across all districts in the state.

7. ABOUT THE DATA

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

KPM #15	MINORITY STAFF— 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	Heather Mauzé, Office of Educational Improvement and Innovation (EII), 503-947-5806	

Percentage of Minority Staff in Schools

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

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

Examples are:
1) ODE partners with nine Confederated Tribes to preserve and teach Native American indigenous language and culture in schools .
2) The ODE State Action for Educational Leadership (SAELP) funded by the Wallace Foundation has sponsored a number of summits and school demonstration sites that focus on cultural competency and comprehensive literacy. These activities include state policy makers, college and university teacher and administrator preparation programs, and K-12 teachers and administrators.
3) The Oregon Mexico Education Partnership (OMEP) effort to bring Spanish language content materials to Oregon students .
4) New standards as of 2006 for administrative licensure include knowledge and skills related to equity and cultural competence.
Key Partners
Schools and School Districts, ESDs, Advisory Team on Underrepresented and Monitory Student Achievement, Teachers Standards and Practices Commission (TSPC), Oregon Association of Colleges of Teacher Education (OACTE), NW Regional Educational Laboratory (NWREL), Confederation of Oregon School Administrators (COSA), Oregon Education Association (OEA)

2. ABOUT THE TARGETS

The targets for 2008–2012 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 2008–15 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

The proportion of total staff who reported minority status increased by 3.1%, from 8.3% in SY2009-10 to 11.4% in SY2010-11, and has held steady at 11.5% for 2011-12. The percentage of teachers who reported minority status for 2011-12 is 8.5%. These statistics for both groups exceed ODE's target of 8%, but represent virtually no change from 2010-11, for which total minority staff was reported at 11.4% and total minority teachers at 8.4%. Of the 1,484 institutions reporting to the Staff Position Collection in 2010-11 that have comparable data in 2011-12, 680 institutions (46%) employed a higher percentage of minority staff in 2011-12 compared to 2010-11. Conversely, 210 institutions (14%) reported no change in the ethnic composition of their staff between 2011-12 and 2010-11, and 594 institutions (40%) reported a decrease in minority staff between 2010-11 and 2011-12.

4. HOW WE COMPARE

Washington State had 10.2% minority education staff in 2009-10 (The most recent year for which data is available via their website at http://www.k12.wa.us/DataAdmin/pubdocs/personnel/positionandethnicity0910.pdf) by FTE. However, according to the US Census report for 2010, Washington State had a minority population of 22.7%, whereas, in the same report Oregon has a minority population of only 16.4%. The population diversity of Washington State will influence the diversity of its workforce. (See http://quickfacts.census.gov/qfd/index.html for more information.)

5. FACTORS AFFECTING RESULTS

The following factors affect results:

1) Staff data includes Pre K through Postsecondary staff, including special education, early intervention, and early childhood staff.

2) 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.

3) 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. Given the relative constancy of the data from 2010-11 to 2011-12, this does not appear to be an issue at this time.

4) In 2009-10, race/ethnicity data was collected as a single question asking staff members to choose from a list of ethnicities. In 2010-11, the format changed, in order to align with USED guidelines, to a two-part question. The first part asked respondents if they identified as ethnically Hispanic. The second part asked them to choose at least one of five race options: White/Caucasian, Black/African American, American Indian/Alaskan Native, Asian, and/or Pacific Islander. Staff members were required to select at least one race, but could select up to all five if desired. Staff member responses were then used to calculate an ethnic code. For the purposes of this calculation, staff members who identified any race or ethnicity other than "White" (including those who selected "White" and other options, such as "Hispanic") were considered minorities. This reporting change is likely responsible for the bulk of the increase in staff members reported as minorities between 2009-10 and 2010-11, especially in light of the stability of the data from 2010-11 to 2011-12.

5) In 2010-11, the Staff Position Collection expanded in order to meet federal reporting requirements. For the first time, the collection began to include extra duty assignments, such as coaching, and staff who were contracted instead of directly employed, such as some bus drivers and food preparation staff. This may have affected the percentage of minority staff, but the collection does not differentiate between contracted and directly employed staff, so the impact was not isolatable. No changes were made to the collection for 2011-12.
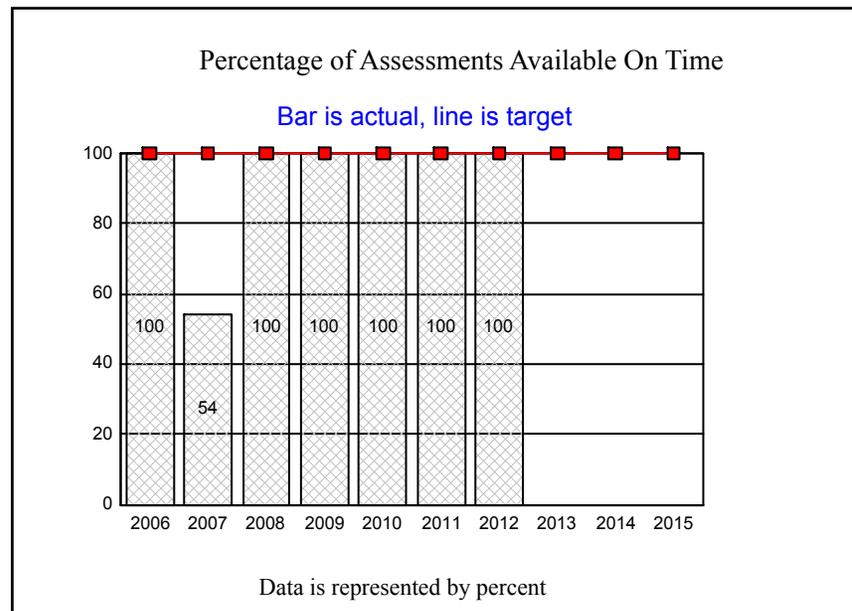
6. WHAT NEEDS TO BE DONE

Oregon's minority population is not evenly dispersed throughout the state. Instead of focusing on the percentage of minority teachers 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. In 2010-11, 33.69% of Oregon students (by headcount) identified as minorities using the same 2-question format identification method that staff used (see the 2010 Fall Membership report), which increased to 34.7% in 2011-12 (2011 Fall Membership report). 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 2010-11 and 2011-12 Staff Position Collections by FTE, and the percentages have been rounded. Adjustments to FTE have been made for short contract lengths. Prior to 2006-07, data was available for licensed staff only. 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—Percentage of statewide assessment and statewide assessment results provided to districts on time	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	Kevin Hamler-Dupras, Office of Assessment and Information Services, 503-947-5828	

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 and the public 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. 2011-12 data for the percentage of assessments available on time appear in the graph above. 2011-12 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 2011-12 was 100% (14 out of 14) compared to the target of 100%. The percentage of assessment results available on time in 2011-12 was 100% (14 out of 14) compared to the target of 100%.

4. HOW WE COMPARE

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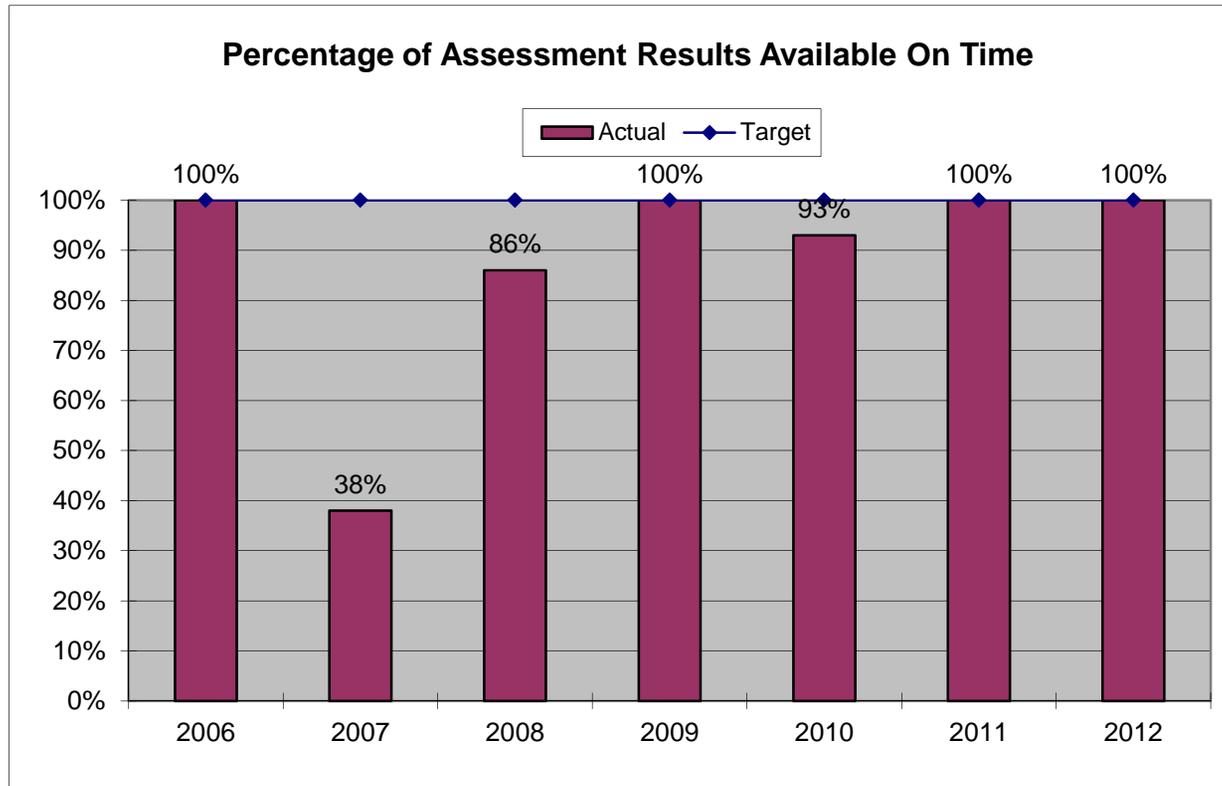
5. FACTORS AFFECTING RESULTS

In 2009-10 one test was returned late by a vendor. ODE worked with this vendor to improve delivery times, and since then ODE has met all targets for release of test results to districts.
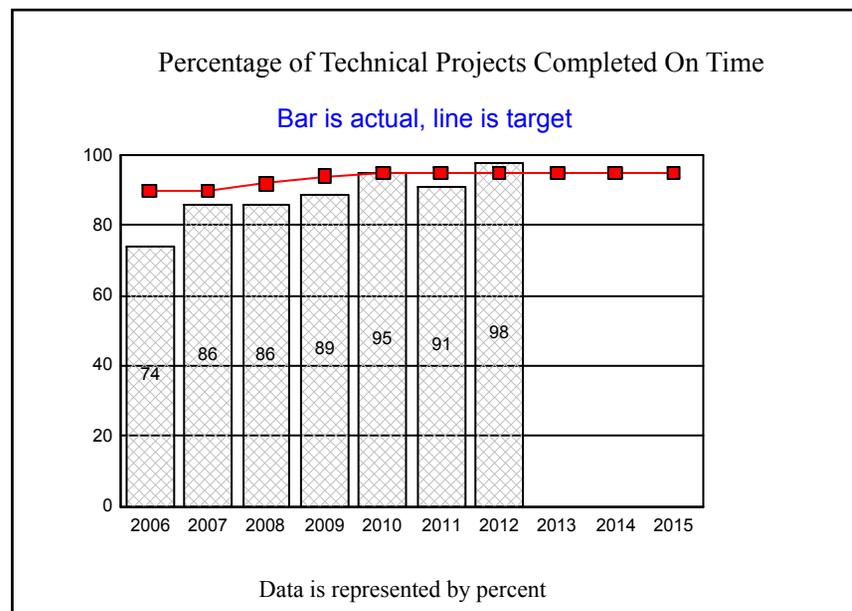
6. WHAT NEEDS TO BE DONE

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 2011-12, this included a total of 14 tests: OAKS Online Reading, OAKS Online Math, OAKS Online Science, OAKS Online Social Sciences, OAKS Online Spanish Reading/Literature, OAKS Online Writing (Winter), OAKS Online Writing (Spring), OAKS Paper/Pencil Writing (Winter), OAKS Paper/Pencil Writing (Spring), 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 to districts within a week of the previously announced release 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%	100%
2012	100%	100%

KPM #17	ON-TIME TECHNICAL PROJECTS—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, Application Development 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, annual system changes) completed on time.

3. HOW WE ARE DOING

ODE has shown continuous improvement on this measure since the KPM's inception in 2006. In 2011-12, ODE completed 60 of 61 (98%) data collections on time. Our current target is 95% which allows for little error throughout the year. Due to consistent staffing, and resource availability, we were able to exceed our target this year.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

Data collections are late for a variety of reasons. Among these are: late changes to project scope, underestimating required time, unplanned resource shortages (e.g. staff vacancy), re-prioritization of work by executive management, emergent state and federal mandates, reliance on third parties, and unanticipated system outages.
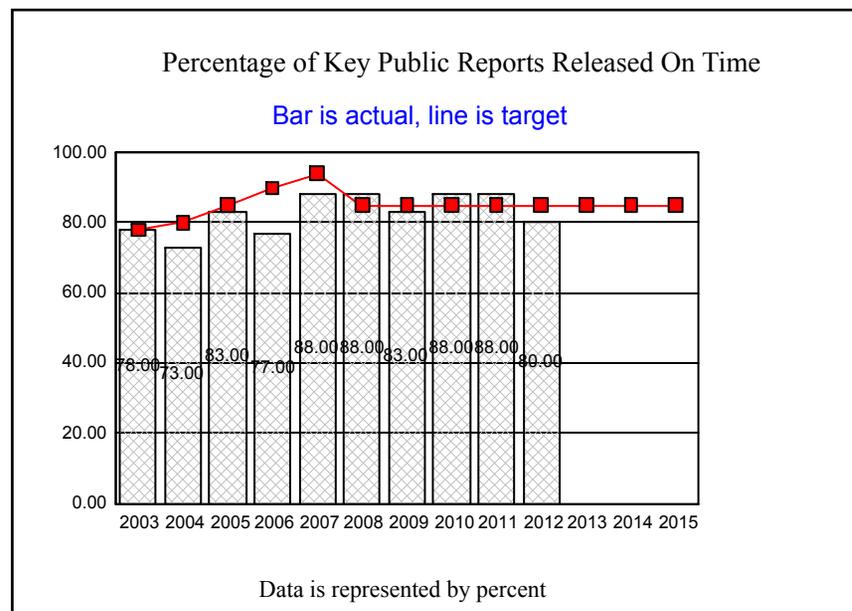
6. WHAT NEEDS TO BE DONE

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	ACCURATE AND TIMELY PUBLIC REPORTS—Percentage of key public reports released accurately and 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, Crystal Greene, 503-947-5650	

Percentage of Key Public Reports Released On Time

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

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

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 based on past performance.

3. HOW WE ARE DOING

The data indicate that for the 2011-12 school year, 12 out of 15 (80%) annual key reports were released early or on time. This means that ODE did not quite meet its target of 85% for 2012. However, part of the reason we did not meet the target this year was due to mid-year changes to the release calendar designed to better streamline reports and better serve districts and schools. One report (Fall Enrollment) was released more than one month ahead of schedule due to increased efficiencies and new reporting requirements .

4. HOW WE COMPARE

ODE is not aware of any other agencies that track similar KPMs. ODE staff share ODE's commitment to producing timely, accurate reports and this is reflected by ODE's strong track record of releasing timely and accurate information .

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 , this makes timely release of data even more challenging.

6. WHAT NEEDS TO BE DONE

ODE should continue to schedule the work and assist school and district personnel and others in the field to submit their reports to ODE in a timely manner.
Internally, staff 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 have also worked to combine some 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 has placed special emphasis on coordinating the public release of data with school district public information officers to ensure that they 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 Enrollment Report), Final AYP for Title I Schools and Districts in Improvement, Homeless Student Report, Oregon School Directory, Preliminary AYP Report for All Schools and Districts, SAT College Placement Test Score Release, School Calendar for Upcoming School Year, School/District Report Cards, Special Education Child Count, Special Education Report Cards, the Oregon School Directory, and Statewide Report Card.

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

Customer Satisfaction Survey Results

1. OUR STRATEGY

ODE's 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 2011 customer satisfaction survey in November – December 2011. The percentage of customers rating ODE's overall customer service as good or excellent was 68%, an improvement over last year. ODE exceeded its target of 70% for two criteria: helpfulness (75%) and accuracy (73%) and was within 5% of its target for three criteria: availability of information (68%), overall (68%), and expertise (67%). Ratings were highest for helpfulness (75%) and lowest for timeliness (61%). Even though timeliness received the lowest ratings, ODE still experienced significant improvement compared with last year when 51% of customers rated ODE's timeliness as good or excellent. The 2011 survey results indicate that ODE has made steady gains in improving customer service and is on the right track to continue increasing customer satisfaction.

4. HOW WE COMPARE

ODE's 2011 ratings represent an increase compared to the 2010 Customer Service Survey, demonstrating a trend of improvement since 2007, the first year in which ODE administered a customer service survey. The 2011 ratings were the highest across years for all service criteria except Expertise, which was slightly higher in 2009.

5. FACTORS AFFECTING RESULTS

Based on the feedback received from previous years' customer satisfaction surveys, ODE has made concerted efforts to improve customer service. 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 the ODE website; 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 improvement on each of the six customer service criteria. Customer comments provide positive feedback specifically citing some of these efforts and help ODE identify those areas still in need of improvement.
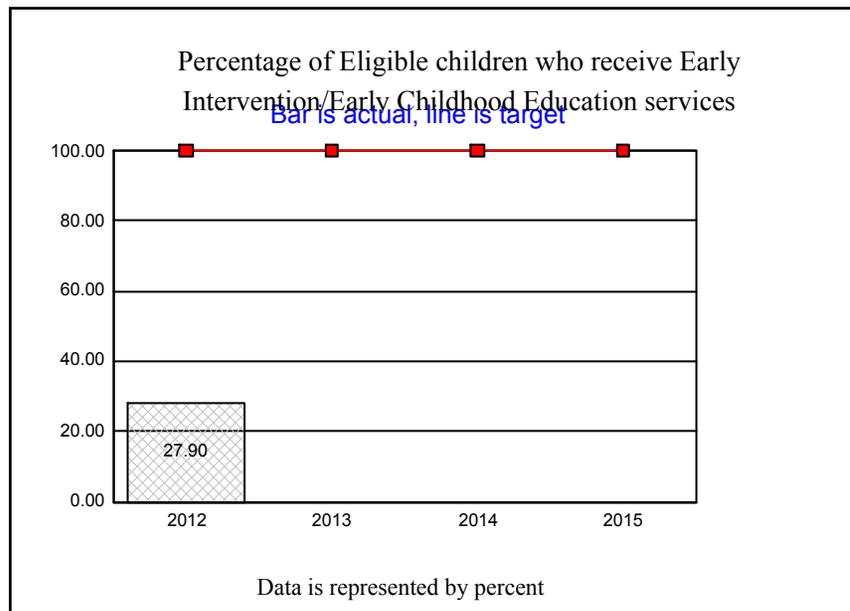
6. WHAT NEEDS TO BE DONE

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 5. Factors

Affecting Results), ODE plans to expand its efforts to make its website 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. Finally, to address stakeholder complaints about receiving inconsistent information from different offices, ODE has committed to working on better coordination between offices, especially in light of reduced resources and staff shortages.

7. ABOUT THE DATA

ODE administered the 2011 customer satisfaction survey from November 16 – December 16, 2011. The survey population included ODE's key customers, namely district administrators and staff, charter schools, advisory panel members, professional organizations, and the media. ODE distributed the survey electronically via Survey Monkey to 1,961 ODE stakeholders. Of these, 347 stakeholders responded from 34 counties. This represents a response rate of 18 percent. 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.

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

KPM #20	Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.	2010
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	STUDENT SUCCESS: eligible children receive Early Intervention / Early Childhood Special Education (EI/ECSE)services	
Data Source	Individual Family Service Plans	
Owner	Nancy Johnson-Dorn, Office of Student Learning and Partnerships (OSLP), Early Childhood Section, 503-947-5703	

Percentage of Eligible children who receive Early Intervention/Early Childhood Education services

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Increasing the number of infants, toddlers, and preschoolers with disabilities receiving Early Intervention and Early Childhood Special Education (EI/ECSE) at service levels considered beneficial is a priority to the Oregon Department of Education and the Oregon State

Legislature.

Early Intervention (EI) is a special education program for infants and toddlers with disabilities or developmental delays to help lessen the impact of disability on the child's development and education and to help parents and families prepare for future steps in their child's education. Early Childhood Special Education (ECSE) is a federally mandated special education program for preschoolers, age three to kindergarten, with disabilities or developmental delays with the purpose of lessening the impact of the disability or delay on the child's future growth and success in school.

Over time there has been a decrease in the levels of EI and ECSE services to young children with disabilities and their families. Individual reviews were completed on child files in 2004, 2007, and 2010 comparing the level of service documented in all three years. The comparison of service levels were made separately for children receiving EI services and ECSE services. The findings were clear. EI services had decreased by 57.6 % and ECSE services by 33.6% from 2004 to 2010. EI/ECSE services are mandated by law and require a reasonable expectation that children benefit from the services.

In January 2009, a work-group comprised of legislative members, service providers, advocates, school administrators, and ODE staff was formed to develop a funding model based on reasonable levels of special education services to children with disabilities. ODE retained a national expert (Dr. Tom Parrish, American Institutes of Research), knowledgeable about special education funding and familiar with Oregon funding mechanisms. Dr. Parrish provided a framework which guided the work in determining the data collection process, cost determinations, and other key elements for a funding model. Dr. Parrish recommended that ODE determine:

· assumptions about the program and EI/ECSE services;

· the percentages of children in the program with low, moderate, and high needs;

· the service levels and caseload standards required to provide benefit to children in the program;

· personnel compensation standards;

· multipliers, or costs incurred by every program related to rent, property services, etc.;

· direct staff supervision costs; and

· indirect costs.

One of the results of this work was a description of service standards required to provide benefit to children in the program. The standards are:

· EI: One time a week home or community-based visit where an Early Intervention Specialist consults with the parent or child care provider on intervention strategies to be implemented with the infant or toddler on a daily basis. It was assumed that any infant or toddler with a disability requires at least one home visit a week by a professional (comparable to Healthy Start programs).

· ECSE for children with low needs: One time a week specialized ECSE service in the child's setting (home, child care, and preschool or skill group).

· ECSE for children with moderate needs: Preschool three times a week or 12 hours a week with one time a week ECSE consultation. Parent education or a home visit one time a month.

·   ECSE services for children with high needs: Preschool for 15 hours a week with a teacher to student ratio of 1:4. One time a week direct service or consultation from related service personnel (physical therapist, occupational therapist, vision teacher, etc). Parent education or home visit one time a month.

The percentages of low, moderate, and high needs were calculated only for children receiving ECSE services. It was not calculated for children receiving EI services because the service standard for this age group was the same for all three need areas (at least 1 x week home or community-based visit). The percentages of low, moderate, and high need for children receiving ECSE services are based on the number of each child's delay(s). There are seven possible areas of developmental delay: social, cognitive, fine motor, gross motor, receptive communication, expressive communication and adaptive. One to two areas of delay are considered low need, three to four areas of delay are considered moderate need, and five to seven areas of delay is considered high need.

The funding model is fully described at: http://www.ode.state.or.us/gradelevel/pre_k/eiecse/proposedeiecsefunding-modelfinal.pdf
 Key Partners
Oregon Early Learning Council; Federal Office of Special Education Programs (OSEP); Federal Region X Head Start Office, Administration for Children and Families (ACF); Oregon Employment Department, Division of Child Care; Oregon Home Visiting Program; Oregon Child Development Coalition; Oregon Head Start Association; Migrant/Seasonal Head Start; Oregon Pre-Kindergarten; Tribal Head Start; 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); Children's Institute; State Interagency Coordinating Council (SICC).

2. ABOUT THE TARGETS

This is a new KPM with data reported for the first time. The goal for this KPM is to reach service level standards required to provide benefit to children in this program. ODE will develop targets for this measure once sufficient baseeline data has been collected .

3. HOW WE ARE DOING

A stratified random sample with proportional allocation was used for reviewing individual child service levels for : 1) children receiving EI services; 2) children with low need receiving ECSE services; 3) children with moderate need receiving ECSE services; and 4) children with high need receiving ECSE services. Data were collected only from programs close to the state average percentage of children receiving these services to minimize the possibility of over-representing children with low need.
The sample size for EI was 391 and for ECSE was 373; both sample sizes have 95% certainty that the results of the sample are

representative of the population. The 2011-12 data indicate:
·   27.9% of infants and toddlers with disabilities receive the EI service level standard;
·   70.0% of preschoolers with low needs receive the ECSE service level standard;
·   1.0% of preschoolers with moderate needs receive the ECSE service level standard; and
·   3.5% of preschoolers with high needs receive the ECSE service level standard.

4. HOW WE COMPARE

The data show that Oregon needs to improve its service levels to young children with disabilities.

5. FACTORS AFFECTING RESULTS

Increased funding is required for Oregon to meet its service level targets for this population of children.

6. WHAT NEEDS TO BE DONE

Ensure improved funding for this program so all eligible children receive a level of service designed to provide educational benefit.
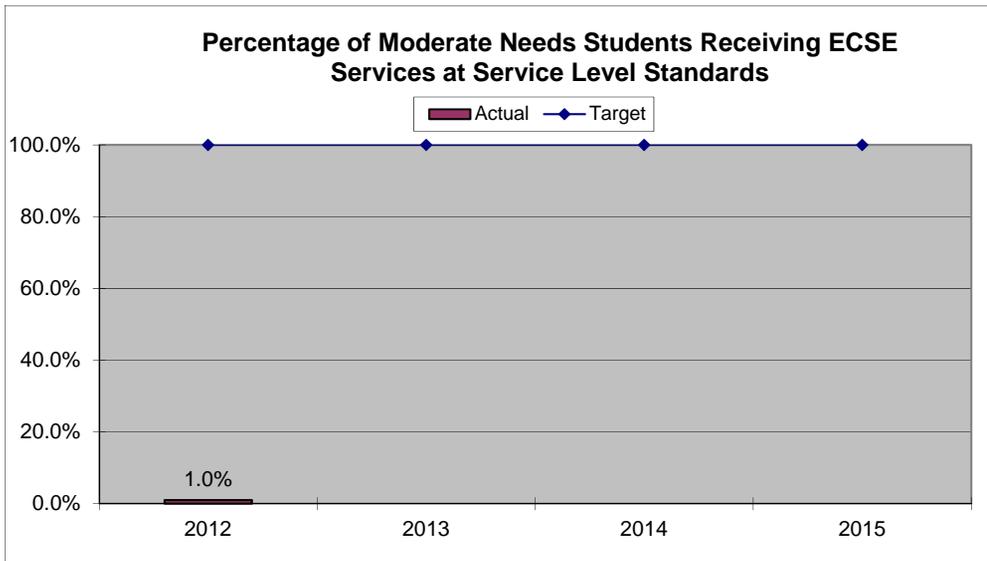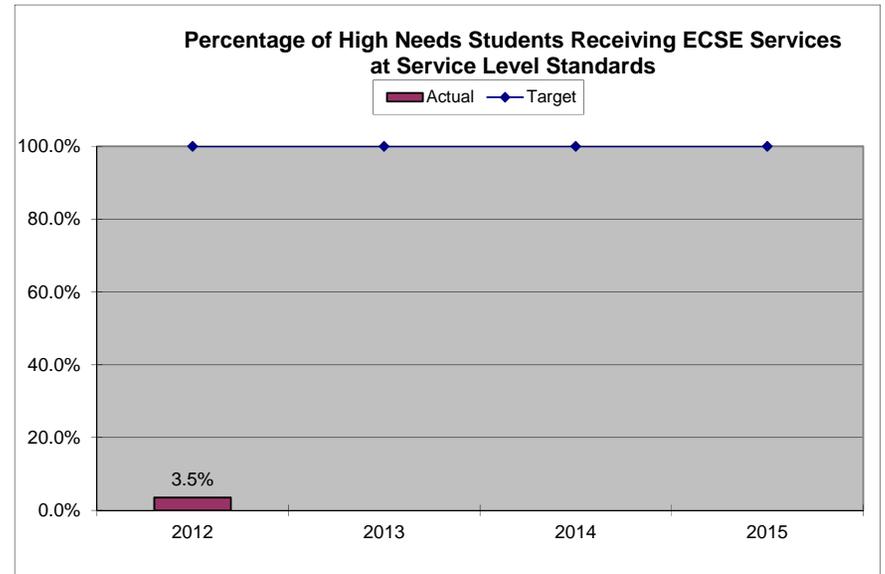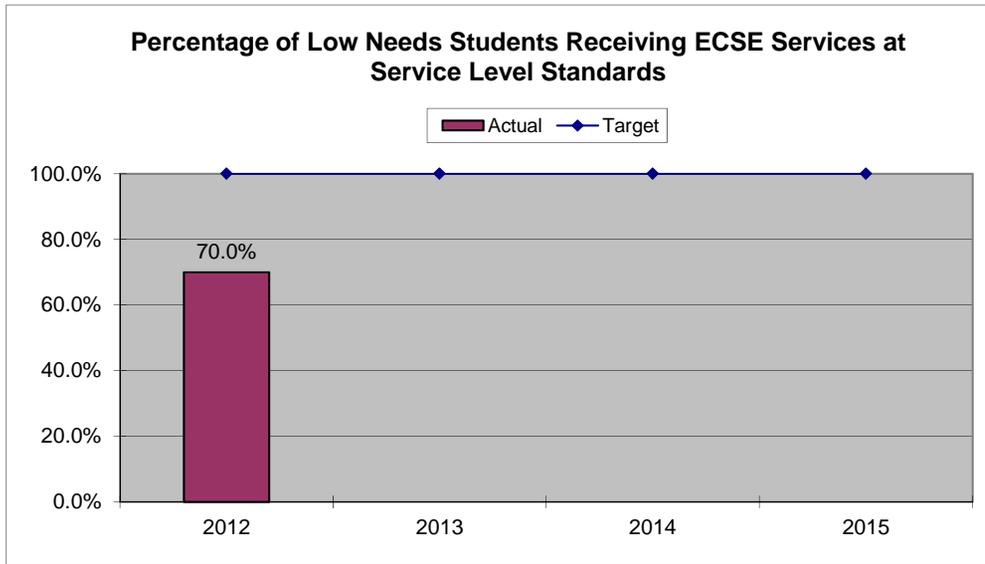
7. ABOUT THE DATA

ODE based the percentages in this report on a sample of 764 children to reach a 95% confidence level that is representative of the entire population.
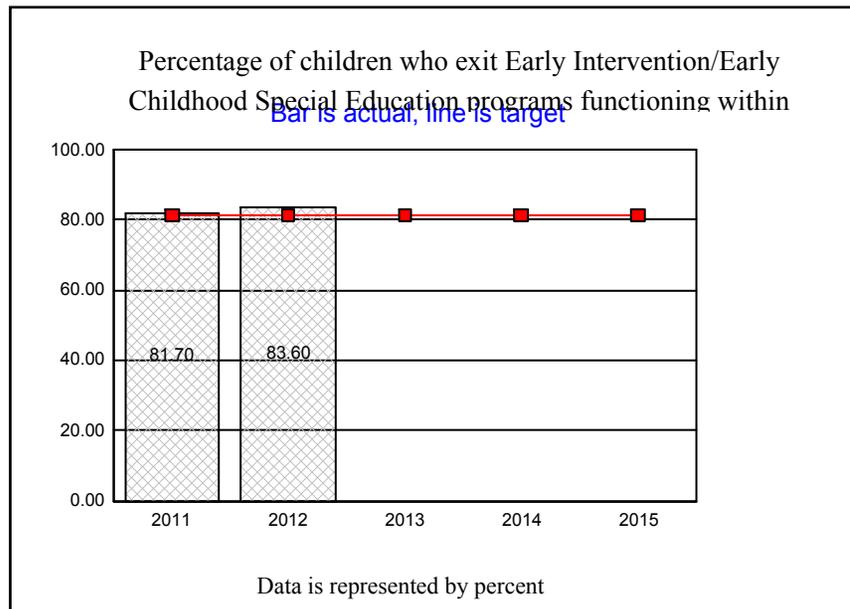
Agency Mission: Increase Achievement for All Students.

Percentage of Low Needs Students Receiving ECSE Services at Service Level Standards

Actual — Target

100.0%	
80.0%	70.0%
60.0%	
40.0%	
20.0%	
0.0%	
	2012 2013 2014 2015

Percentage of High Needs Students Receiving ECSE Services at Service Level Standards

Actual — Target

100.0%	
80.0%	
60.0%	
40.0%	
20.0%	3.5%
0.0%	
	2012 2013 2014 2015

Percentage of Moderate Needs Students Receiving ECSE Services at Service Level Standards

Actual — Target

100.0%	
80.0%	
60.0%	
40.0%	
20.0%	
0.0%	1.0%
	2012 2013 2014 2015

KPM #21	Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.	2010
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	STUDENT SUCCESS: eligible children receive Early Intervention / Early Childhood services	
Data Source	Assessment, Evaluation, and Programming System (AEPS) and the Ages and Stages Questionnaire (ASQ) reported through ecweb (a web-based application)	
Owner	Nancy Johnson-Dorn, Office of Student Learning and Partnerships (OSLP), Early Childhood Section, 503-947-5703	

Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within

Bar is actual, line is target

	2011	2012	2013	2014	2015
	81.70	83.60			

Data is represented by percent

1. OUR STRATEGY

Increasing the number of infants, toddlers, and preschoolers with disabilities exiting special education programs having narrowed or closed the developmental gap is a priority for the Oregon Department of Education (ODE).

Early Intervention (EI) is a special education program for infants and toddlers with disabilities or developmental delays to help lessen the impact of the disability on the child's development and education and to help parents and families prepare for future steps in their child's education. Early Childhood Special Education (ECSE) is a federally mandated special education program for preschoolers, age three to kindergarten, with disabilities or developmental delays with the purpose of lessening the impact of the disability or delay on the child's future growth and success in school.

ODE administers the programs jointly, as one program. It supervises the programs for compliance with state and federal regulations, ensuring that programs are using research-based practices and implementing appropriate assessments. Other ODE responsibilities include providing technical assistance to program personnel, ensuring that fiscal records are maintained and audited, and assisting programs with local community collaboration.

<u>Key Partners</u>

Oregon Early Learning Council; Federal Office of Special Education Programs (OSEP); Federal Region X Head Start Office, Administration for Children and Families (ACF); Oregon Employment Department, Division of Child Care; Oregon Home Visiting Program; Oregon Child Development Coalition; Oregon Head Start Association; Migrant/Seasonal Head Start; Oregon Pre-Kindergarten; Tribal Head Start; 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); Children's Institute; State Interagency Coordinating Council (SICC).

2. ABOUT THE TARGETS

ODE set preliminary targets for 2014 and 2015 based on actual data from 2009-10 and 2010-11. These targets are currently aligned to the 2012 target established for federal reporting purposes. Based on federal reporting timelines, ODE has not yet set federal targets for 2014 and 2015 and will set these targets once additional baseline data become available. ODE recommends revising the 2014 and 2015 targets for KPM 21 to align with the federal targets once those targets have been established.

3. HOW WE ARE DOING

The 2012 data show that Oregon was meeting or exceeding two of the six targets.

4. HOW WE COMPARE

Children in both programs are showing a greater than expected growth in the area of social relationships. The majority of children (93.6%) receiving these services improved developmental functioning during their time in the programs.

5. FACTORS AFFECTING RESULTS

Early Intervention and Early Childhood Special Education (EI/ECSE) programs serve young children with developmental delays and disabilities, including children with severe disabilities and degenerative conditions. For children with severe disabilities, skill acquisition will proceed slowly; some children may even lose skills. For other children, the interventions help them catch up with other children their age.

6. WHAT NEEDS TO BE DONE

Collecting data on outcomes for young children with disabilities is a complex undertaking and is a relatively new activity for Oregon. Monitoring the quality of the data is an ongoing effort; ODE personnel provide support and technical assistance to programs in their use of the Assessment Evaluation Programming System (AEPS) and the ecWeb online data reporting system; review the ecWeb data collection, verification and reporting procedures; and review the data with EI/ECSE program personnel. ODE personnel also compare Oregon data with national averages to identify data discrepancies and possible data quality issues.
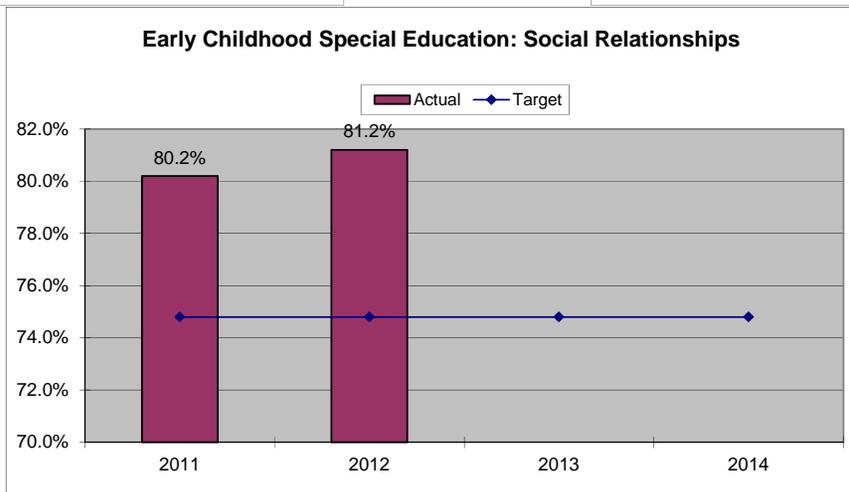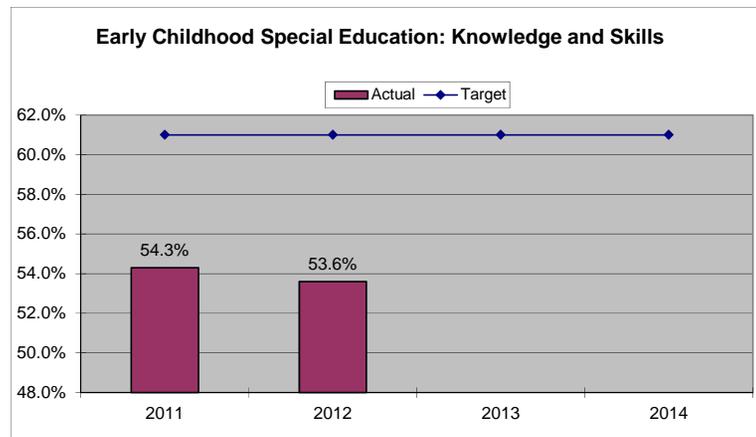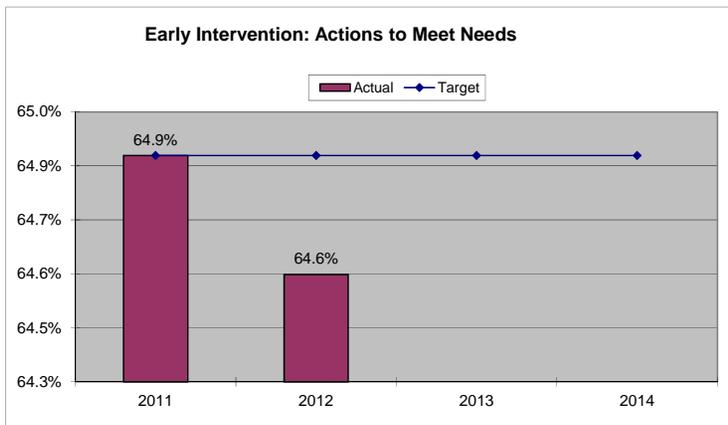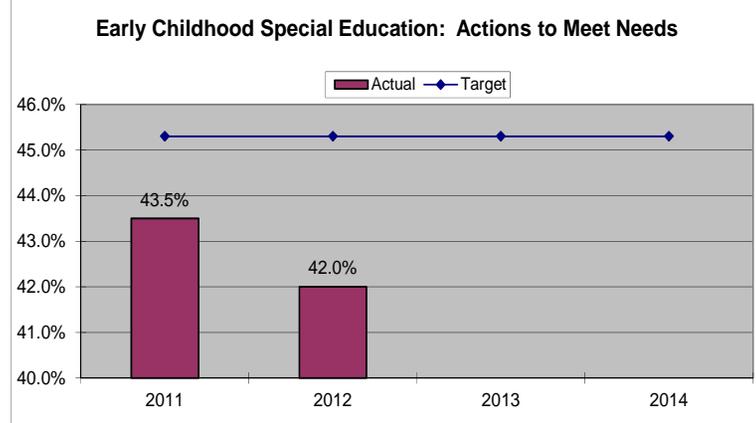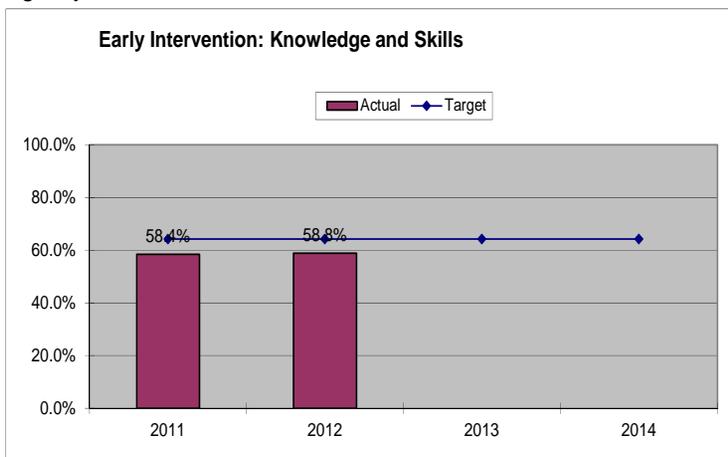

7. ABOUT THE DATA

All EI/ECSE programs in the state are required to report pre- and post-assessment data on infants, toddlers, and preschoolers who have been in the program at least six months. The assessment is conducted at program entry and again when they exit the program (become age ineligible, move, or no longer quality for services). Data are reported in three outcome areas: Social Emotional Skills, Knowledge and Skills (includes language and literacy), and Actions to Meet Their Needs.Data reporting began in May 2008 starting with all children new to the program (to obtain accurate entry data), so initially there were too few data to establish an accurate baseline. Over time the number of children with both entry and exit data has increased, therefore increasing the accuracy of the data. The data in the tables show the percentage of infants, toddlers and preschoolers leaving EI or ECSE services having *narrowed or closed* the developmental gap. It does not include the percentage of children who started the program at age expectations and maintained that level of functioning at program exit. The purpose of this metric is to focus on the children demonstrating a growth rate that is greater than before intervention.

Agency Mission: Increase Achievement for All Students.

Early Intervention: Knowledge and Skills

Legend: Actual, Target

58.4%   58.8%

100.0%, 80.0%, 60.0%, 40.0%, 20.0%, 0.0%

2011 2012 2013 2014

Early Childhood Special Education: Actions to Meet Needs

Legend: Actual, Target

43.5%   42.0%

46.0%, 45.0%, 44.0%, 43.0%, 42.0%, 41.0%, 40.0%

2011 2012 2013 2014

Early Intervention: Actions to Meet Needs

Legend: Actual, Target

64.9%   64.6%

65.0%, 64.9%, 64.7%, 64.6%, 64.5%, 64.3%

2011 2012 2013 2014

Early Childhood Special Education: Knowledge and Skills

Legend: Actual, Target

54.3%   53.6%

62.0%, 60.0%, 58.0%, 56.0%, 54.0%, 52.0%, 50.0%, 48.0%

2011 2012 2013 2014

Early Childhood Special Education: Social Relationships

Legend: Actual, Target

80.2%   81.2%

82.0%, 80.0%, 78.0%, 76.0%, 74.0%, 72.0%, 70.0%

2011 2012 2013 2014

Agency Mission: Increase Achievement for All Students	

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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 2011-13 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 2011-13 KPMs. *** Citizens:** Development of the 2011-13KPMs 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.