

# **OREGON DEPARTMENT OF EDUCATION**

## **Annual Performance Progress Report For Fiscal Year 2003-2004**



*Report Submitted:  
September 30, 2004*

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# ANNUAL PERFORMANCE PROGRESS REPORT - EXECUTIVE SUMMARY

TIME PERIOD: FISCAL YEAR 2003 – 2004

## INTRODUCTION

This is the first Performance Progress Report (Parts I & II) that has been submitted by the Oregon Department of Education. The agency has made a giant step forward by submitting this report. There is still work to do to improve the agency performance measures and to incorporate the measures into agency management practices. However, this report represents the agency's commitment to continue to move forward.

## Performance Target Achievement

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

## Influence on Benchmarks and High-Level Outcomes

*(Degree and Type of Agency Influence on Agency's Chosen Benchmarks and High-Level Outcomes)*

- An agency-wide reorganization has taken place the last 18 months. During this time, work on the agency strategic plan and the performance measures was slow and at times halted. At this point in time, activity is picking up and the future performance measurement plans are included in this report.
- The extent of agency influence depends on the benchmark. For example, the agency has less direct influence on student learning in the classroom and more direct influence on assessment policy, test development and assessment administration related to evaluating student learning. Having measures that reflect actual agency performance is important and will be addressed this coming year.

## Successes and Barriers to Achieving Performance Measure Targets

*(Summarize the Year's Successes and Barriers to Achieving Performance Measure Targets)*

- A Success: A charter to systematically review and revise the agency strategic plan and the performance measures is waiting approval from agency management. (Appendix A.)
- Another Success: The importance of routine performance measurement and analysis has been elevated. The performance management effort now belongs to the new Office of Systems Accountability and Policy Development. Greater support including leadership is now given to this effort.
- Barrier: Many of the agency performance measures need revising or replacing to adequately reflect agency functions; then performance measures must be set.
- Barrier: Agency staff and stakeholders have had minimal involvement with the strategic plan and the performance measures.
- Barrier: Data management. Data collection, validation and analysis should be coordinated and scheduled to meet all reporting requirements of the agency.

## Future Challenges

- Shift Thinking and Actions. Performance measurement is a way to do business – not only a state requirement.
- A major challenge is the work that needs to be done to improve the strategic plan and the performance measures.
- Another major challenge is to align the agency performance measures with the State Board of Education priorities, agency office performance measures and the performance measures required of federal programs.
- The cost to achieve or make progress towards the agency benchmarks must be determined.
- Involved agency staff, key stakeholders including like-state agencies, education, economic and workforce development partners in the performance management development and implementation work.
- Agency leadership and staff must have training in the use of performance measurement.

# ANNUAL PERFORMANCE PROGRESS REPORT - PART I, MANAGING FOR RESULTS

TIME PERIOD: FISCAL YEAR 2003 – 2004

Agency: <b>EDUCATION, OREGON DEPARTMENT OF</b>	Date Submitted:	Version No.:
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Agency Name: EDUCATION	Agency No.:58100
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**The following questions shed light on how well performance measures and performance data are leveraged within your agency for process improvement and results-based management.**

1	How were staff and stakeholders involved in the development of the agency's performance measures?	<ul style="list-style-type: none"> <li>▪ A small group of staff specialists and stakeholders have been involved with the development of performance measures. Agency management reviewed the resulting measures and were responsible for sharing with key staff.</li> <li>▪ Fall 2004 agency staff and stakeholders will become involved in the agency key performance measures through a chartered project to systematically review and revise the strategic plan and the performance measures.</li> </ul>
2	How are performance measures used for management of the agency?	<ul style="list-style-type: none"> <li>▪ To date, the performance measures have had little influence on agency management. However, the performance measures will gain more prominence in agency management in 2005/07.</li> </ul>
3	What training has staff had in the use performance measurement?	<ul style="list-style-type: none"> <li>▪ Agency staff has not been systematically trained in the use of performance measures. Some project managers have received specific training in project management that included performance management.</li> </ul>
4	How does the agency communicate performance results and for what purpose?	<ul style="list-style-type: none"> <li>▪ Reports that reflect student performances and success (e.g., State Report Card, Dropout Report, District and School Report Cards, grant reports) reported via the web and the media.</li> <li>▪ The Performance Measures and the Annual Performance Report on the Oregon Department of Education website – <a href="http://www.ode.state.or.us">www.ode.state.or.us</a></li> </ul>
5	What important performance management changes have occurred in the past year?	<ul style="list-style-type: none"> <li>▪ Agency-wide reorganization – office and staff consolidation, new Office of Systems Accountability and Policy Development established, systems and functions coordination, website revision, and agency leadership structure change are examples.</li> <li>▪ Agency management agrees to support a systematic review of the agency strategic plan and the performance measures, and the alignment of office performance measures with the high level agency performance measures.</li> </ul>

# ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS

TIME PERIOD: FISCAL YEAR 2003 – 2004

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#1 % of eligible children enrolled in Head Start/Oregon Pre-K	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	53	62	63				

Data Source: 2002 Kindergarten Survey

## Key Performance Measure Analysis

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

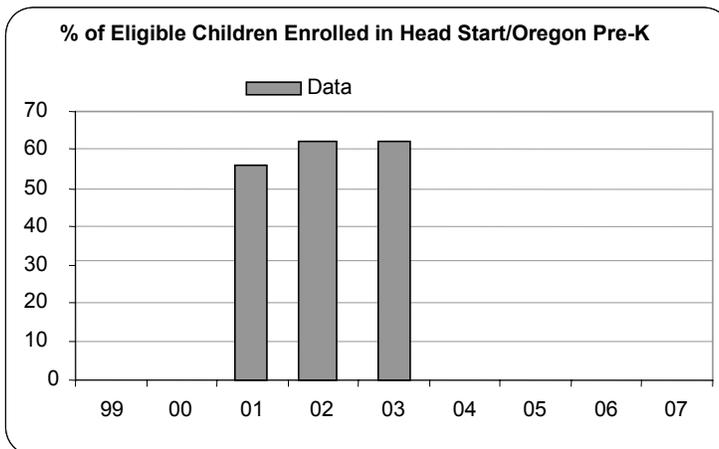
**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

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

**OBM #18**

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

- Over half of the income-eligible children have attended Head Start the past three years.
- Approximately 40% of eligible children should have access to Head Start.



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

- Through policy and advocacy the ODE might provide a role in ensuring that eligible children have access to programs.

Compare actual performance to target and explain any variance.

- New targets have not been set; however, the Superintendent is leading a charge to set new performance expectations for children who qualify for Head Start's comprehensive services.

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

*Not Applicable.*

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

- Program monitoring to ensure program quality.

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

- It is questionable that this measure is adequate to examine agency performance.

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#2 % of enrolled Head Start/Oregon Pre-K children completing the program	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source: 2002 Kindergarten Survey

**Key Performance Measure Analysis**

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

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

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

**OBM #18**

**NOTE:** A formal request to delete this measure will be submitted to the Progress Board spring 2005.

It is difficult to determine Head Start program completion rates because the amounts of time children are enrolled in Head Start varies (e.g., three years, two months). “Program completion” should be defined for data collection purposes.

Performance measures #1 and #3 might be sufficient for the early childhood benchmarks.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable.*

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

- *Not Applicable.*

Compare actual performance to target and explain any variance.

- *Not Applicable.*

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

- *Not Applicable.*

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

- *Not Applicable.*

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

- *Not Applicable.*

# ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS

TIME PERIOD: FISCAL YEAR 2003 – 2004

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#3 % of Head Start/Oregon Pre-K children entering school ready to learn	Target	N/A	N/A	N/A	N/A					
	Data	N/A	52	N/A	68					

Data Source: 2002 Kindergarten Survey

## Key Performance Measure Analysis

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

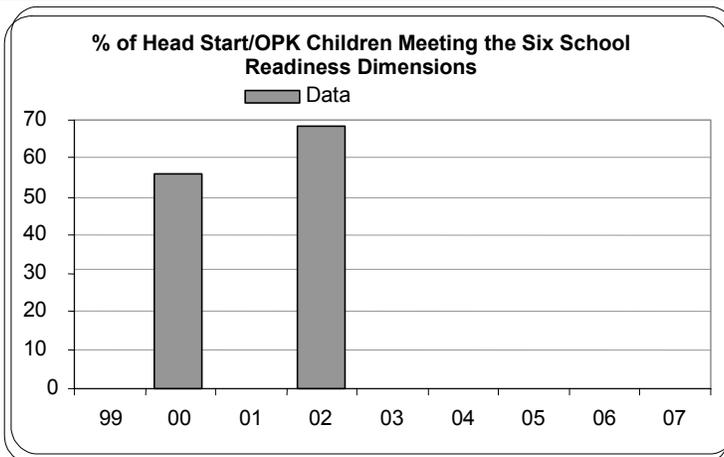
**Goal 1** Students meet/exceed grade level benchmarks in reading, mathematics and science.

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

**OBM #18**

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

- The number of Head Start children who meet the six school readiness dimensions as determined by kindergarten teachers, has increased from one assessment interval to the next.



NOTE: The Kindergarten Survey is administered every two years.

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

- Through its policy, advocacy and program quality monitoring, the agency has (to some extent) influenced the quality of Head Start experiences for children.

Compare actual performance to target and explain any variance.

- No performance targets have been set.

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

- Not Applicable

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

- Program monitoring.

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

- “Ready to Learn” as indicated by readiness dimensions might not be an appropriate measure for agency performance.

ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS

TIME PERIOD: FISCAL YEAR 2003 – 2004

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#4 Developmental: % of students with disabilities that have a completed transition plan for next steps after high school	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source: Not Applicable

**Key Performance Measure Analysis**

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

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

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

**OBM #59**

**NOTE:** A formal request to modify this measure will be submitted to the Progress board spring of 2005.

The Individuals with Disabilities Education Act of 1997 (IDEA) requires that all students receiving special education services have a transition plan for next steps after high school. Transition plans are developed and tracked at the local level; the ODE monitors compliance. The intent of the performance measure should be addressed and an alternative identified to better examine the “rates of learning and completion” for students with special needs.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

*Not Applicable*

# ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS

TIME PERIOD: FISCAL YEAR 2003 – 2004

Key Performance Measure (KPM)	1999	2000	2001	2002	2003	2004	2005
#5 % of students in key subgroups achieving state standards for reading and math as a percent of the state average	Target						
	Data	See data for subgroups below.					

Data Source: State Assessment Data

## Key Performance Measure Analysis

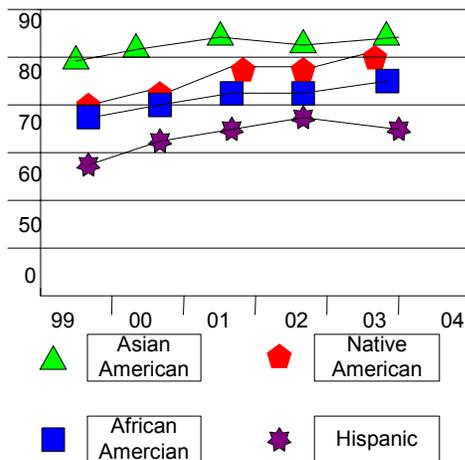
To what goal(s) is this performance measure linked?

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

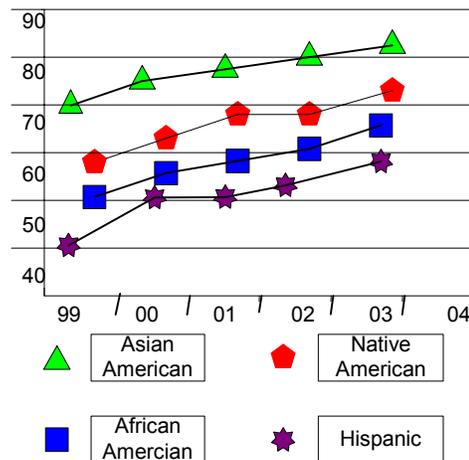
**Objective 1.2** Students in school and making progress.

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

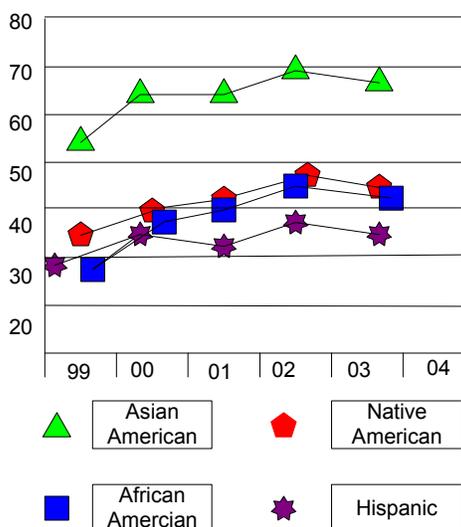
**3rd Grade Reading**  
Percent of Students Meeting Standards



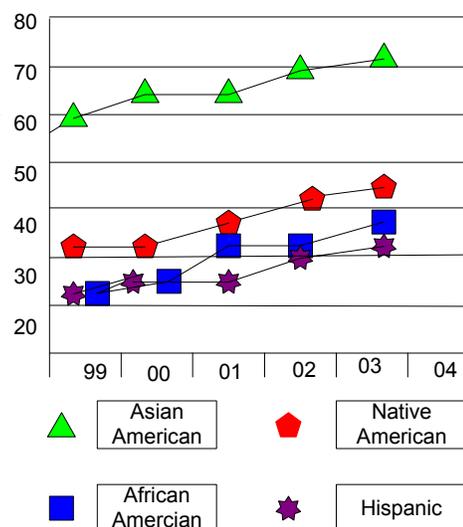
**3rd Grade Math**  
Percent of Students Meeting Standards



**8th Grade Reading**  
Percent of Students Meeting Standards



**8th Grade Math**  
Percent of Students Meeting Standards



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

- Students are achieving however there is still work to do to increase levels of learning for subgroups of students.

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

- Success for all students is the vision of the Oregon Department of education (highlighted in the strategic plan). The ODE must continue to provide leadership, expectations for student performance, and assistance to improve education practices.

Compare actual performance to target and explain any variance.

- Student performance targets will be set however they are not available now.

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

- *Not Applicable.*

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

- Professional development
- Funding programs/schools
- Assessment development and administration
- Setting expectations for performance

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

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

ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS

TIME PERIOD: FISCAL YEAR 2003 – 2004

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

Data Source:

		2000-01			2001-02			2002-03		
		student count	graduate count	graduate %	student count	graduate count	graduate %	student count	graduate count	graduate %
<b>TARGET</b>				<b>100%</b>			<b>100%</b>			<b>100%</b>
<b>DATA</b>	Oregon graduate	40,000	30,083	0.75	40498	31305	0.77	40,312	32,508	0.81
<b>DATA</b>	white graduate	33,456	25,911	0.77	33349	26608	0.80	32,908	27,174	0.83
<b>DATA</b>	African American graduate	843	601	0.71	833	595	0.71	885	672	0.76
<b>DATA</b>	Hispanic graduate	3,209	1,641	0.51	3630	1992	0.55	3,653	2,368	0.65
<b>DATA</b>	Asian/Pacific Islander graduate	1,528	1,275	0.83	1535	1290	0.84	1,689	1,464	0.87
<b>DATA</b>	American Indian/Alaskan Native graduate	684	447	0.65	690	488	0.71	689	505	0.73
<b>DATA</b>	Unknown graduate	280	208	0.74	461	332	0.72	488	325	0.67
									<b>2002-2003</b>	
									<b>GED count</b>	<b>% of GED recipients</b>
	Oregon GED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,461	100
	White GED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,245	0.85
	African American GED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	47	0.03
	Hispanic GED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	93	0.06
	Asian/Pacific Islander GED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	41	0.03
	American Indian/Alaskan Native GED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35	0.02

White subgroup does not include Hispanic.

GED Performance Targets have not been established.

Ages for diploma and GED recipients are unknown however a diploma and GED can't be awarded to anyone over 21.

Data are for public school attendees.

**Key Performance Measure Analysis**

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

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

**Objective 1.3** Barriers removed/opportunities created for diverse learners/students with increasing rates/completion at all levels.  
**OBM #23**

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

- Most students (in subgroups) pursue a high school diploma and some pursue an alternative credential.
- Diverse learners in Oregon are achieving credentials to prepare them for their next steps.
- One ODE contribution is to collect and analyze data, and provide results to evaluate the proportion of students in subgroups who are achieving a diploma or GED.

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

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

Compare actual performance to target and explain any variance.

- The percent of students obtaining a diploma must continue to increase in order to meet the 100% performance target. Performance targets have not been set for GED recipients.

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

- *Not Applicable*

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

- Setting academic standards.
- Data collection and analysis.

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

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

ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS

TIME PERIOD: FISCAL YEAR 2003 – 2004

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#7 % of students in key subgroups who drop out as a percent of the state average.	Target	N/A	N/A	N/A	N/A	N/A				
	Oregon	6.60	6.30	5.30	4.90					
	White	5.70	5.50	4.50	4.00					
	African American	11.10	11.40	11.00	9.50					
	Hispanic	14.90	13.30	11.30	10.40					
	Asian/Pacific Islander	5.60	5.30	4.40	3.60					
	American Indian/Alaska Native	11.20	9.90	8.90	6.90					

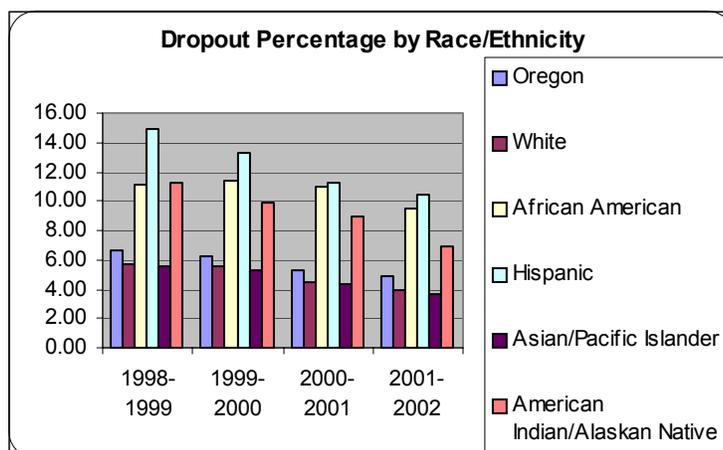
Key Performance Measure Analysis

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

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

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

**OBM #22**



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

- The percent of dropouts for all students and for subgroups of students is decreasing over time. This is a positive sign for Oregon.
- Accountability is a major function of the ODE. The agency provides data (e.g., dropout data via the report card) to schools and districts to monitor the progress schools and students are making as well as point out areas that need improvement. The steady decrease in dropouts for subgroups of students suggests education policy and school improvement activities as well as accountability measures have a positive impact on students who represent subgroups.

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

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

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

- NA

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

- New high school graduation requirements.
- Development of English language proficiency standards and assessments.

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

- ODE will continue to assist schools and districts with school improvement practices. ODE will strive to ensure that students who represent subgroups will continue to be a priority of the agency.

ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS

TIME PERIOD: FISCAL YEAR 2003 – 2004

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#8 Developmental: % of eighth graders with a completed education plan and profile	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source: Not Applicable

**Key Performance Measure Analysis**

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

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

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

**OBM #20, 21, 23**

**NOTE:** A formal request to delete this measure will be submitted to the Progress Board spring of 2005.

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

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#9 % of first-time freshmen in Oregon University System and community colleges enrolling full-time from Oregon high schools the fall following graduation	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM #23**

**NOTE:** A formal request to modify or delete this measure will be submitted to the Progress Board spring of 2005.

The agency does not currently collect data about the students who enter the OUS or community colleges the first year after high school. Work on this measure might be a possible joint project between ODE, OUS and the Department of Community Colleges and Workforce Development.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

*Not Applicable*

# ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS

TIME PERIOD: FISCAL YEAR 2003 – 2004

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#10 % of increase of 10 <sup>th</sup> graders with a Certificate of Initial Mastery	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source: Not Applicable

## Key Performance Measure Analysis

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

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

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

**OBM #21**

**NOTE:** A formal request to modify this measure will be submitted to the Progress Board spring of 2005.

The Oregon Department of education no longer collects data for students who earn a Certificate of Initial Mastery (CIM) at 10<sup>th</sup> grade. Currently, the numbers of students who earn a CIM are reported with the annual graduation data. The performance measure should be revised according to when CIM data are reported.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

ANNUAL PERFORMANCE REPORT- PART II, KEY MEASURE ANALYSIS

TIME PERIOD: FISCAL YEAR 2003 – 2004

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#11 % of Oregon teachers who are highly qualified	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	87.2				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

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

- “Highly qualified teachers” teach most classes in Oregon (i.e., 87.2 percent of classes are taught by qualified teachers).

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

- This measure is not an appropriate measure of agency performance. The agency does not hire or assign teachers to classes/subjects.

Compare actual performance to target and explain any variance.

- No data available. Data collection for Highly Qualified Teachers began in 2003.

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

- *Not Applicable*

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

- *Not Applicable*

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

- A formal request to delete this measure and replace it with a more relevant measure will be submitted to the Progress Board spring of 2005.
- The agency does not hire or assign teachers and therefore the measure is not a good reflection of agency performance.
- NCLB requires the agency to have a “state plan” by 05/06 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.
- See Appendix A for a charter outlining the work that will be done this year to revise the agency goals and objectives, and the key performance measures.

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#12 Developmental: % classes in Oregon Schools taught by mis-assigned teachers	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to delete this measure will be submitted to the Progress Board spring of 2005.

The Teachers Standards and Practices Commission (TSPC) records the number of applications requested for conditional three year permits for teachers to teach core academic classes without proper endorsements. The TSPC does not track any activity beyond the requests. It’s difficult to know at the state level if teachers are misassigned.

The agency is required by NCLB to “ensure” an annual increase of Highly Qualified Teachers who teach core classes and have access to “high quality” professional development. A measure is needed that appropriately reflects the agency’s responsibility for this requirement. There is a need for the state performance measures to be connected or aligned with the federal performance requirements.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#13 Developmental: % of teachers, principals and/or staff who participate in trainings and rate as good or excellent	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to delete and replace this measure will be submitted to the Progress Board spring of 2005.

Customer satisfaction for training data are not systematically collected across agency offices. The customer satisfaction measure required of all state agencies is available (no later than 1/2005) coupled with ODE specific customer satisfaction items will be proposed next spring.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#14 % of students with documented truancy	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM 62, 63, 65**

**NOTE:** According to ODE Educational Specialist truancy data are not collected at this time. Data will be collected in the future.

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- Not Applicable

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

<b>Agency Name: DEPARTMENT OF EDUCATION</b>		<b>Agency No.: 58100</b>								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#15 # of Persistently Dangerous Schools	Target	N/A	N/A	N/A	N/A	0				
	Data	N/A	N/A	N/A	N/A	1				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM** 62, 63, 65

**NOTE:** According to an ODE Education Specialist there was one school that was identified as “persistently dangerous” in 2003. A formal request to modify (broaden the scope) this measure to include additional indicator relating to safe schools will be submitted to the Progress Board spring of 2005.

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- Not Applicable

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#16 # of bus accidents annually and who was at fault	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	462/303*				

Data Source:

\*462 = total of # of bus accidents, 303 = number of bus accidents

**Key Performance Measure Analysis**

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

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

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

**OBM** Mission

**NOTE:** Bus accident data are available for 2003 only.

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- The intent of this measure for agency performance is questionable. There were 462 bus accidents and the driver was at fault for 303 accidents. The severity of the accidents is unknown.

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

*TIME PERIOD: FISCAL YEAR 2003 – 2004*

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#17 % of low-performing schools that improve and meet department goals for curriculum and instruction within 2 years	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

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

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#18 % of teachers that rate the department’s assistance, curriculum goals and instructions as excellent	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to modify this measure will be submitted to the Progress Board spring of 2005.

The ODE does not systematically collect agency-wide information related to customer ratings of services and activities. Meeting customer needs might best be measured using the common state *Customer Service Survey* measure and data collection process (available no later than 1/2005). A compatible ODE customer service measure could be used in conjunction with the state measure.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

*Not Applicable*

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

*TIME PERIOD: FISCAL YEAR 2003 – 2004*

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#19 % of school districts with alternative education programs that meet department standards	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** Alternative education program should be reported with AYP and Report Card.

Alternative education programs that meet ODE standards are self-reported by district superintendent through the Division 22 Assurance. The ODE does not summarize or analyze the program data for over time. According to an ODE Educational Specialist, there were three schools reported as not meeting program standards/requirements and expectations. The problems/shortcomings were addressed and improvements made in all three schools.

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- Not Applicable

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#20 % of schools integrating technology into instruction	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A request to delete this measure will be submitted to the Progress Board spring of 2005.

According to an ODE Educational Specialist data about the integration of technology into practice is not collected.

Although considered an effective practice, the integration of technology into classroom instruction is not closely related to the work of a state agency. Possibly another measure that marks student success, relates to educational technology, and is relevant to the agency’s performance will be identified.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#21 # of articles and new stories about the department	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to delete and replace this measure will be submitted to the Progress Board spring of 2005.

The connection between the goal, objective and the existing performance measure is weak. It is likely that Goal 5 will be revised to exclude school funding because it is difficult to connect the dots between ODE performance and the nuances of public funding. Awareness and supporting public schools might be captured in the common state *Customer Service Survey* measure and data collection process (available no later than 1/2005). A possible internal agency customer service or satisfaction performance measure will be developed and compatible with the state measure.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#22 #/% of Superintendent of Public Instruction (SPI) – appointed stakeholder recommendations	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to delete or modify this measure will be submitted to the Progress Board spring of 2005.

Currently the agency does not systematically collection information related to stakeholder recommendations.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#23 % of stakeholders who rate the department's services as good or excellent	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to modify this measure will be submitted to the Progress Board spring of 2005.

The ODE does not systematically collect agency-wide information related to customer ratings of services and activities. Meeting customer needs might best be measured using the common state *Customer Service Survey* measure and data collection process (available no later than 1/2005). A compatible ODE customer service measure could be used in conjunction with the state measure.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#24 % of student assessment reports meeting the department’s standards for timeliness	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to modify this measure will be submitted to the Progress Board spring of 2005.

ODE plans to replace traditional pencil-paper test administration with on-line test administration. The number of schools and school districts using Technology Enhanced Student Assessment (TESA) will increase over time. On-line test administration is more economical than paper-pencil tests and students, parents and teachers have immediate access to the test results. A new measure that better reflects the efficiency of assessment administration and reporting, and documents the increase in school using on-line assessment seems logical.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#25 Developmental: Measure relating to accuracy of test scoring	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to modify this measure will be submitted to the Progress Board spring of 2005.

A study will be conducted this fall to validate the technical adequacy of the state assessments. Test validation is an appropriate measure for test design and construction but not necessarily for agency performance. The need for the current measure and objective 6.2 should be reviewed.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

*TIME PERIOD: FISCAL YEAR 2003 – 2004*

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#26 % of payments to schools, vendors and contractors that meet department standards of timeliness and accuracy	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to revise this and the other administrative measures will be submitted to the Progress Board spring of 2005.

The new common state administration measure, available no later than 1/05, and the addition of items that are pertinent to the ODE will likely replace the existing measure. To be relevant to Goal 6, the focus of the measure will be on efficiency and effectiveness of operations.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#27 Developmental: Measure relating to systems coordination	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to revise this and the other administrative measures will be submitted to the Progress Board spring of 2005.

The new common state administration measure, available no later than 1/05, and the addition of items that are pertinent to the ODE will likely replace the existing measure. To be relevant to Goal 6, the focus of the measure will be on efficiency and effectiveness of operations.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#28 Developmental: Measure relating to consolidation of data services	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

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

**OBM Mission**

**NOTE:** A formal request to revise this and the other administrative measures will be submitted to the Progress Board spring of 2005.

The new common state administration measure, available no later than 1/05, and the addition of items that are pertinent to the ODE will likely replace the existing measure. To be relevant to Goal 6, the focus of the measure will be on efficiency and effectiveness of operations.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#29 % of department goals for curriculum and instruction met by the Oregon Schools for the Deaf and Blind	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

**NOTE:** A formal request to consolidate this into the previous measure of *student progress* analyzed by subgroups (KPM #4, a-h) will be submitted to the Progress Board spring of 2005.

This performance measure could be replaced with key performance measure #4, % of students in key subgroups achieving state standards for reading and math as a percent of the state average (Goal 1, Objective 1.2). A separate assessment data calculation of students at the Oregon School for the Deaf and Oregon School for the Blind is not done at this time. This analysis could be added to the existing assessment subgroup analysis.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

**TIME PERIOD: FISCAL YEAR 2003 – 2004**

Agency Name: DEPARTMENT OF EDUCATION		Agency No.: 58100								
Key Performance Measure (KPM)		1999	2000	2001	2002	2003	2004	2005	2006	2007
#30 Developmental: Measure relating to results expected of and produced by ODE administered grants and contracts	Target	N/A	N/A	N/A	N/A	N/A				
	Data	N/A	N/A	N/A	N/A	N/A				

Data Source:

**Key Performance Measure Analysis**

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

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

**NOTE:** A formal request to modify the current measure or develop a new measure will be submitted to the Progress Board spring of 2005.

The Administration of grant funds is an important agency role and accountability function. There are performance indicators or expectations associated with the federal grants that the agency manages. Aligning these expectations to the key performance measure associated with “managing grants for results” is logical and should be considered during a measure review and revision process.

Work will take place from October 2004 through February 2005 to systematically review the agency goals and objectives, and the associated key performance measures. A charter and preliminary project plan have been drafted recently and wait approval from agency leadership. (The Charter is in Appendix A)

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

- *Not Applicable*

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

- *Not Applicable*

Compare actual performance to target and explain any variance.

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

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

- *Not Applicable*

## **APPENDIX A**



- Draft Deliverables – 2<sup>nd</sup> draft

### **Phase 3: Project Final Steps – January 2 to Mid-March**

- Formal Stakeholder Input Continues
- Final Draft of Deliverables
- Presentation to Management Team
- Communication with others as requested
- Debrief Project Success and Lessons Learned
- Documentation of Project Results Report
- **Celebrate!**

#### **Resources**

Dedicated staff time is the primary resource. See [Project Plan](#) for staff resource details.

#### **Project Risks or Constraints**

##### Scope and Timeline

The date requirement demands that a large scope of work to be done in approximately 7 months. The scope of the project must be watched carefully.

The completion target date (mid-March 2005) was set because the formal request to change performance measures is due to the Progress Board and the performance measures review committee no later than April 1 for approval sometime between April and June. The mid-March target data allows some float time.

##### Dedicated Resources

In order to produce the project deliverables in less than a year, the office and agency leadership must be committed to the project and “dedicate” the needed resources, most importantly dedicated FTE.

##### E-Board

As indicated in a budget note the E-Board will review plans to revise/improve the agency strategic plan and the associated performance measure November 18 or 19. The project scope and resource commitment might be altered based on the E-Board’s review.

#### **Project Quality Control**

##### Project Schedule

Project milestones and activities will be identified and scheduled before activities start. See [Project Plan - Schedule](#) for the scheduling format.

##### Project Monitoring

- The Charter/Project lead (“project manager”) will meet weekly with the project sponsor for project updates.
- The Charter/Project Team will attend weekly 30-minute project meetings to update the project schedule and review next steps. Issues or problems will be dealt with individually.
- The Project Team will purposely communicate with the work teams and individuals no less than once a week (via face-to-face or email).

##### Change Control

To maintain a balance between the project scope, time schedule and dedicated resources, a project change process – or decision process will be used to respond to recommended changes. See [Project Plans – Project Quality Control](#).

<p><b>Key Goals</b></p>	<p>1. No fewer than 100 people will have input into the strategic plan content (and format) and the revision of the performance measures.</p> <p>2. Using evaluative criteria and subject matter expertise, the strategic plan and the associated measures will be revised and improved.</p> <p>3. The <i>Request to Modify 2003/05 Agency Performance Measures for the 2005/07 Biennium</i> will be completed and ready to submit to the Management Team (and others as appropriate) for approval and on to the Progress Board and the performance review committee for final approval.</p> <p>4. Report on the overall project results (e.g., resources used, costs, deliverables, unexpected outcomes).</p>
<p><b>Key Benefits</b></p>	<p>Increased confidence!</p> <p>The strategic plan will be relevant to the agency mission, functions and work, the performance measures will be aligned with the with the strategic plan goals and objectives and the outcome data will be meaningful to make judgments about agency performance.</p>
<p><b>Key Deliverables</b></p>	<p>1. The agency strategic plan will be revised and improved.</p> <p>2. The agency performance measures will be revised and improved.</p> <p>3. The formal Request to Revise Measures Form will be completed for each proposed measure change and ready to submit April 1.</p> <p>4. Project results report (who was involved with the project, in what capacity and how much and strategic plan and performance measure changes.</p>
<p><b>Measures of Success</b></p>	<p>Job done on time!</p> <p>Other measures: Weekly Progress as indicated on the project schedule, change documentation, and frequent communication with team members.</p>
<p><b>Key Assumptions</b></p>	<p>The agency strategic plan, in conjunction with the State Board of Education priorities, and the Superintendent of Public Instruction priorities, sets the course for the work at the ODE. Over time the performance measures and the performance targets mark progress towards achieving the strategic goals and objectives. Agency performance is documented and reported annually to the Oregon Progress Board and performance outcomes are used to aid management decisions and actions.</p> <p>This project will be a success primarily because needed staff resources will be dedicated to the project.</p> <p>As a state agency, the Oregon Department of Education is required to move in the direction of agency management via linking agency functions, performance, cost and results.</p>

**PART TWO**

***Project Resources***

High Level Analysis of Roles and Responsibilities,  
(see Project Resources Plan for details:

**Charter Team Resources**

<b>Name/Office</b>	<b>Role</b>	<b>Responsibility</b>	<b>Estimated Hours Sept 04 – March 05</b>
Bill Auty	Project Sponsor	Oversee Project	46 total hours
EJ Ayers	Team Lead & Project Manager	Project Coordination and Management	448 total hours
Renita McNaughtan	Team Support	See Description	156 total hours
Sarah Durant KH Other	Team Members	See Description	92 total hours for each team member

See Project Plan – Project Resources for an overview of the proposed staff resources and an example of team commitments (i.e., roles/functions, dedicated FTE, when resource is dedicated or starts, and total monthly time and total project time).

**PART THREE**

***Charter Revision History including Reasons and Impacts***

<b>Project Charter Revision</b>	<b>Reason for Change</b>	<b>Change Impact</b>	<b>Date</b>