

# OREGON DEPARTMENT OF EDUCATION Annual Performance Progress Report (APPR) for Fiscal Year 2005-06

2007-09 Budget Form 107BF04c

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## Agency Mission

To lead the Pre-Kindergarten through grade 12 education enterprise  
to give all Oregon students a valuable, first-rate education

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# ABOUT THIS REPORT

## Purpose of Report

The purpose of this report is to summarize the agency's performance for the reporting period, how performance data are used and to analyze agency performance for each key performance measure legislatively approved for the 2005-07 biennium. The intended audience includes agency managers, legislators, fiscal and budget analysts and interested citizens.

1. PART I: EXECUTIVE SUMMARY defines the scope of work addressed by this report and summarizes agency progress, challenges and resources used.
2. PART II: USING PERFORMANCE DATA identifies who was included in the agency's performance measure development process and how the agency is managing for results, training staff and communicating performance data.
3. PART III: KEY MEASURE ANALYSIS analyzes agency progress in achieving each performance measure target and any corrective action that will be taken. This section, the bulk of the report, shows performance data in table and chart form.

## KPM = Key Performance Measure

The acronym "KPM" is used throughout to indicate **Key Performance Measures. Key performance measures are those highest-level, most outcome-oriented performance measures that are used to report externally to the legislature and interested citizens. Key performance measures communicate in quantitative terms how well the agency is achieving its mission and goals. Agencies may have additional, more detailed measures for internal management.**

## Consistency of Measures and Methods

Unless noted otherwise, performance measures and their method of measurement are consistent for all time periods reported.

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<b>2005-07 KPM#</b>	<b>2005-07 Key Performance Measures (KPMs)</b>	<b>Page #</b>
1	% of eligible children enrolled in Head Start/Oregon Pre-K	5
2	% of enrolled Head Start/Oregon Pre-K children completing the program	7
3	% of Head Start/Oregon Pre-K children entering school ready to learn	8
4	Developmental: % of students with disabilities that have a completed transition plan for next steps after high school	10
5	% of students in key subgroups achieving state standards for reading and math as a percent of the state average	11
6	% of students in key subgroups achieving high school diploma or GED before age 21 as a percent of the state average	13
7	% of students in key subgroups who drop out as a percent of the state average	15
8	Developmental: % of eighth graders with a completed education plan and profile	17
9	% of first-time freshmen in OUS and community colleges enrolling fulltime from Oregon high schools the fall following graduation	18
10	% of increase of 10 <sup>th</sup> graders with a Certificate of Initial Mastery	19
11	% of Oregon teachers who are highly qualified	20
12	Developmental: % classes in Oregon Schools taught by mis-assigned teachers	21
13	Developmental: % of teachers, principals and/or staff who participate in trainings and rate as good or excellent	22
14	% of students with documented truancy	23
15	# of Persistently Dangerous Schools	24
16	# of bus accidents annually and who was at fault	26
17	% of low-performing schools that improve and meet department goals for curriculum and instruction within 2 years	27
18	% of teachers that rate the department’s assistance, curriculum goals and instructions as excellent	28
19	% of school districts with alternative education programs that meet department standards	29
20	% of schools integrating technology into instruction	30
21	# of articles and new stories about the department	31
22	#/% of Superintendent of Public Instruction (SPI) – appointed stakeholder recommendations	32
23	% of stakeholders who rate the department’s services as good or excellent	33
24	% of student assessment reports meeting the department’s standards for timeliness	34
25	Developmental: Measure relating to accuracy of test scoring	35
26	% of payments to schools, vendors and contractors that meet department standards of timeliness and accuracy	36
27	Developmental: Measure relating to systems coordination	37
28	Developmental: Measure relating to consolidation of data services	38
29	% of department goals for curriculum and instruction met by the Oregon Schools for the Deaf and Blind	39
30	Developmental: Measure relating to results expected of and produced by ODE administered grants and contracts	40

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Contact: EJ Ayers	Phone: 503-947-5880
Alternate: Brian Reeder and Pat Burk	Phone: 503-947-5670 and 503-947-5679, respectively

1. SCOPE OF REPORT

The agency work addressed by the performance measures in this report relates to three high-level goals: Student Success, Quality Schools, and Accountable Systems. The priorities and initiatives of the Superintendent of Public Instruction and the policy priorities of the State Board of Education are embedded within these goals, and in part, drive the work of the ODE. The ODE performance measures reflect these priorities and the agency work pertaining to the PK-12 education enterprise and the operation and efficiency of the agency.

2. THE OREGON CONTEXT

**Related Oregon Benchmarks (OBM) or High-Level Outcomes (HLO):** OBM #24 Some College Completion, OBM #25 Postsecondary Credentials, OBM #26 College Completion, OBM #59 Working Disabled, OBM #62 Juvenile Arrests, OBM #63 Students Carrying Weapons, OBM #65 Juvenile Recidivism

**Societal or High-Level Needs and Outcomes Aligned with ODE’s Key Performance Measures:**

**OMB #18 Ready to Learn** - ODE: KPM #1 % of eligible children enrolled in Head Start/Oregon Pre-K and KPM #3 % of Head Start/Oregon Pre-K children entering school ready to learn

**OBM #19 and 20** 3<sup>rd</sup> and 8<sup>th</sup> Grade Reading & Math – ODE KPM #5 % of students in subgroups achieving state standards for reading & math

**OBM #21 and 23 Certificate of Initial Mastery and High School Completion** – ODE KPM #6 % of students in subgroups achieving Diploma or GED

**OBM #22 High School Dropout** - ODE KPM #7 % of students in subgroups who drop out

**Agency Partners in Related Work:** Oregon Youth Authority, Commission on Children and Families, Human Services, Community College and Workforce Development, Oregon University System

**Other Education Partners:** Education Service Districts, School Districts, Confederation of School Administrators, Oregon School Boards Association

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3. PERFORMANCE SUMMARY

KPM Progress Summary	Key Performance Measures (KPMs)	# of KPMs
KPMs MAKING PROGRESS: at or trending toward target achievement	Ready to Learn (page 8), Truancy (page 23), Academic Achievement (page 11), Highly Qualified Teachers (page 20), Dropout (page 15).	5
KPMs NOT MAKING PROGRESS: not at or trending toward target achievement	Enrolled in Head Start/OPK (page 5), Bus Accidents (page 26), Persistently Dangerous Schools (page 24).	3
KPMs - PROGRESS UNCLEAR: target not yet set	Diploma or GED (page 13), School Improvement (page 27)	2
KPMs - PROGRESS UNCLEAR: no data		20
Total Number of Key Performance Measures (KPMs)		30

**NOTE:** Results are not reported for 20 measures. The performance measures in this report were approved in 2003 with the understanding that the measures would be improved. This effort has completed, and a new set of agency performance measures for 2007/09 were presented to JLAC on September 14, 2006. The revised measures will be presented to the Ways and Means Committee November 2006 and it is anticipated that they will be approved. If approved the ODE can use and report on these measures. In the meantime the agency will report on the 2003 measures. Although many of the 2003 measures have not been fully developed, this report contains performance measure results for as many measures as possible.

4. CHALLENGES

Performance Measurement Challenges:

- Continuing to report on the April 2003 measures is an enormous challenge. We're hoping the "new" proposed measures will be approved for 2007/09 by the Ways and Means Committee in November 2006.
- Work with data owners and coordinate their business rules and data collections with the performance measure time lines and data needs.
- Shift thinking to understanding that performance measurement is a way to do business --- not just a state requirement.
- Involving staff, frequent communication and staff training.

5. RESOURCES USED AND EFFICIENCY

The following is ODE's estimated budget for 2005-06 by fund type. The assumption is that all fund types are split 49% in the first year, 51% in the second year of this biennium. (In actuality, this may not be the case because of the flow of funds.)

- General Fund \$2.465 billion
- Lottery Funds \$219.2 million; Lottery Funds - Debt Service \$27.7 million
- Other Funds - Limited \$8.9 million; Other Funds - Nonlimited \$44.3 million
- Federal Funds - Limited \$346.3 million; Federal Funds - Nonlimited \$111.7 million
- Total Funds \$3.223 billion

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The following questions indicate how performance measures and data are used for management and accountability purposes.	
<p><b>1 INCLUSIVITY</b> Describe the involvement of the following groups in the development of the agency’s performance measures.</p>	<ul style="list-style-type: none"> <li>• Staff: A minimal number of staff was involved with the measures developed in April 2003.</li> <li>• Elected Officials: None. The recommendation from the Ways and Means Committee in May/June 2003 was to continue to work on the measures to improve them.</li> <li>• Stakeholders: No stakeholder input in the development of the measures.</li> <li>• Citizens: No citizen input in the development of the measures.</li> </ul>
<p><b>2 MANAGING FOR RESULTS</b> How are performance measures used for management of the agency? What changes have been made in the past year?</p>	<p>The importance of the performance measures and their influence on the management of the agency has become more obvious to the Management Team, the Directors and staff. The increase in interest and understanding the last year has been due to the development of “new” performance measures. Staff and stakeholders were involved in the development of the new proposed measures. Their input informed the development work of the measures. The goal is to use the data to inform management decisions.</p>
<p><b>3 STAFF TRAINING</b> What training has staff had in the past year on the practical value and use of performance measures?</p>	<p>The plans to work with staff on the value and use of performance measurement was planned for this year however, the plans have been postponed temporarily.</p>
<p><b>4 COMMUNICATING RESULTS</b> How does the agency communicate performance results to each of the following audiences and for what purpose?</p>	<ul style="list-style-type: none"> <li>• Staff: There has not been formal communication about the performance results to date.</li> <li>• Elected Officials: Annual Reports, Website</li> <li>• Stakeholders: Website and other reports the agency releases such as the Dropout Report and the State Report Card.</li> <li>• Citizens: Website and other reports the agency releases such as the Dropout Report and the State Report Card.</li> </ul>

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KPM #1	% of eligible children enrolled in Head Start/Oregon Pre-K	Measure since: 2003
<b>Goal</b>	STUDENT SUCCESS: Each young child is ready for school	
<b>HLO</b>	OBM #18 – Ready to Learn; STUDENT SUCCESS: eligible children receive Head Start / Pre-Kindergarten services	
<b>Data source</b>	The OPK Child Count is collected from summer to October, verified by ODE and available in January	
<b>Owner</b>	Office of Student Learning and Partnerships, Early Childhood Section, Nancy Latini, 503-947-5702	

1. **OUR STRATEGY**

Providing access to early childhood education programs is a priority for the Superintendent of Public Instruction and the ODE. The agency works for increase funding to provide services for more low-income, high-need children. ODE interprets policy and regulations for field-based service and program staff.

ODE’s accountability role is to collect, analyze, and report the demographics of the children and families served in Head Start/Oregon Pre-K, and to highlight any discrepancies between eligible children served and the cost to serve those children.

2. **ABOUT THE TARGETS**

ODE’s expectation is that 100% of Oregon’s eligible young children are enrolled in Head Start / Oregon Pre-K programs. The percentage of eligible children enrolled has ranged from 53% to 63% over the last five years. A greater increase in the percentage of children actually enrolled in the program is desirable.

3. **HOW WE ARE DOING**

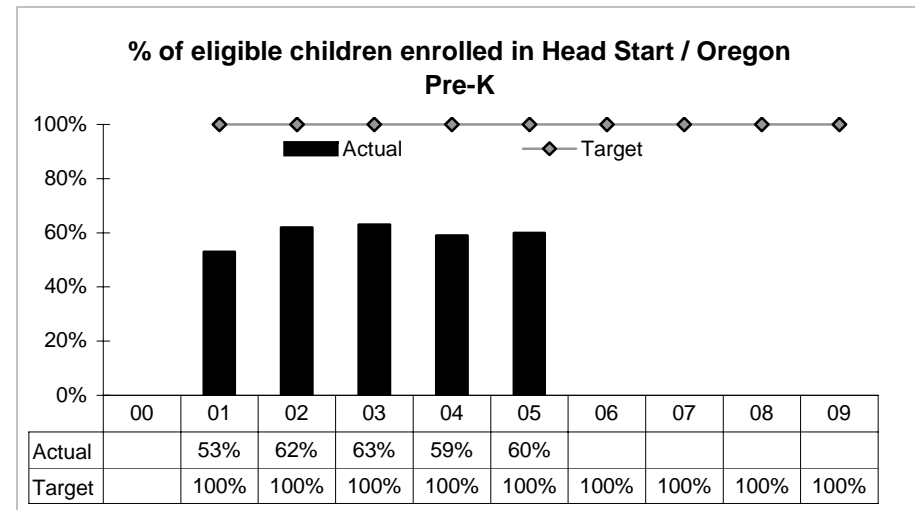
The data show a slight increase in the percentage of eligible children who are enrolled in Head Start / Oregon Pre-K over a short period time. These results are not as positive as desired because preparing children for school is important to the success of children in their early elementary years. The objective of the ODE will continue to be to work for full service.

4. **HOW WE COMPARE**

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

5. **FACTORS AFFECTING RESULTS**

In the past four or five years funding for Head Start / Oregon Pre-K decreased. ODE is, however, submitting a Policy Option Package to increase funding for Head Start / Oregon Pre-K programs. Several legislators have supported the concept of increasing the funding. With increased funding, there is a likelihood that the percentage of eligible children enrolled in Head Start / Oregon Pre-K will increase.



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**6. WHAT NEEDS TO BE DONE**

ODE will continue to provide leadership and guidance to Headstart/OPK programs and services toward increased funding to increase program opportunities for young eligible children.

**7. ABOUT THE DATA**

The reporting cycle of the data is the Oregon Fiscal Year. Data is collected by ODE from 38 Head Start contract providers about programs they offer and children they serve. An Oregon Pre-K database is being developed and will change the data collection methodology for the 2007-2008 school year.



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<b>KPM #2</b>	<b>% of enrolled Head Start/Oregon Pre-K children completing the program</b>	<b>Measure since: 2003</b>
<b>Goal</b>	STUDENT SUCCESS: Each young child is ready for school	
<b>HLO</b>	OBM #18 – Ready to Learn; STUDENT SUCCESS: eligible children receive Head Start / Oregon Pre-K services	
<b>Data source</b>	See Note	
<b>Owner</b>	Office of Student Learning and Partnerships, Early Childhood Section, Nancy Latini, 503-947-5702	

NOTE: This measure is deleted on the list of proposed Performance Measures for 2007/09.

There is not a way to determine “completion”. Children access Head Start / Oregon Pre-K programs and services at various times of the year for different durations (e.g., three years, two months, in and out of the program). At this time the early childhood unit does not collect program attendance and duration information and does not report this information. The unit does collect eligibility and enrollment numbers.

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KPM #3	% of Head Start/Oregon Pre-K children entering school ready to learn	Measure since: 2003
<b>Goal</b>	STUDENT SUCCESS: Each young child is ready for school.	
<b>HLO</b>	OBM #18 – Ready to Learn; STUDENT SUCCESS: Young children are successful in kindergarten programs.	
<b>Data source</b>	The Kindergarten Readiness Survey, a teacher observation survey, is administered bi-annually in November, results available in March.	
<b>Owner</b>	Office of Student Learning and Partnerships, Early Childhood Section, Nancy Latini, 503-947-5702	

1. OUR STRATEGY

The ODE influences Head Start / Oregon Pre-K programs and services through its leadership and accountability roles. Interpreting policy and providing training to implement policy and best practice to program staff are leadership activities the agency early childhood staff do on a regular basis. Monitoring program quality and reporting the results increases the likelihood that children are benefiting from high-quality, best practice experiences.

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

2. ABOUT THE TARGETS

The target is that 100% of children who have had Head Start / Oregon Pre-K experiences are ready for kindergarten. An increase in the percentage of children who are ready to learn as measured by a teacher observation survey is desired.

3. HOW WE ARE DOING

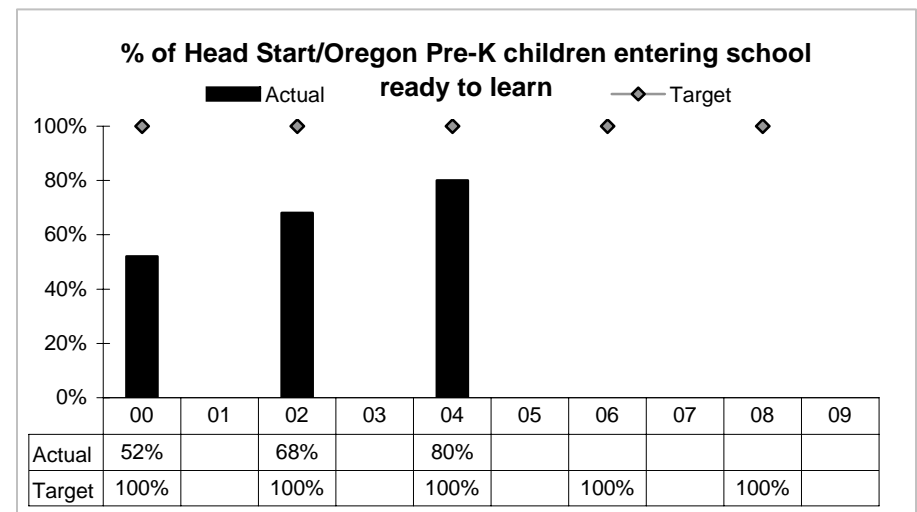
The percentage of children who attended Head Start/Oregon Pre-K programs and met the six developmental readiness dimensions is increasing over time. This suggests that early childhood experience helps prepare young children for kindergarten. From 2000 – 2004 there has been an increase in the percentage of children who “are ready to learn” as indicated by different groups of children. The gap between the performance target and the actual performance is decreasing, and the gap will be gone in a few years if the data trend continues.

4. HOW WE COMPARE

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

5. FACTORS AFFECTING RESULTS

The performance results suggest that the diligence of the agency in providing leadership and assuring that program and service expectations are met is having a positive outcome. Interpreting policy and providing training to implement policy and best practice to program staff are leadership activities the agency early childhood staff do on a regular basis. Monitoring program quality and reporting the results increases the likelihood that children are benefiting from high-quality, best practice experiences.



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Kindergarten teachers complete the survey on each individual child through observation or knowledge of the child. Every two years the teachers complete the survey on a different set of children. It's unknown if the different groups of children are comparable or that the teacher is consistently observing the children over time. This can affect the data whether the data are increasing or decreasing. There has been a steady increase in the percentage of children meeting the necessary developmental dimensions over time, and this is encouraging. However, until we study cohorts of children through the early grades (at least), we can not be certain about the outcome.

**6. WHAT NEEDS TO BE DONE**

Early Childhood Education is a priority of the Superintendent of Public Instruction. The ODE will continue to work for full funded Head Start/Oregon P-K programs. Measure #3 is a companion measure to performance measure #1 (enrollment). The agency can emphasize the data that supports Head Start/Oregon P-K programs for young high need children as it continues to work for these programs and services.

**7. ABOUT THE DATA**

The reporting cycle of the data is the Oregon Fiscal Year. Teachers submit the data to ODE. Readers can access the disaggregated data in the Kindergarten Readiness Report that is on the ODE website. The past reports are available and the 2006 report should be available in January 2007.

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<b>KPM #4</b>	<b>Developmental: % of students with disabilities that have a completed transition plan for next steps after high school</b>	<b>Measure since: 2003</b>
<b>Goal</b>	STUDENT SUCCESS	
<b>HLO</b>	Successful students ready for next steps after high school	
<b>Data source</b>	See Note	
<b>Owner</b>	Office of Student Learning and Partnerships, Nancy Latini, 503-947-5702	

NOTE: This measure is deleted on the list of proposed Performance Measures for 2007/09.

All students that have and Individual Education Plan (IEP) are required by the Individuals with Disabilities Education Act – IDEA to have a “transition plan” for next steps after high school. Transition plans are developed and tracked at the local level. This performance measure is not a useful measure for tracking agency performance over time.

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KPM #5	% of students in key subgroups achieving state standards for reading and math as a percent of the state average	Measure since: 2003
<b>Goal</b>	STUDENT SUCCESS: Each student meets or exceeds academic content standards.	
<b>HLO</b>	OBM # 19 and #20 - 3 <sup>rd</sup> and 8 <sup>th</sup> Grade Reading and Math; STUDENT SUCCESS: All students achieving academic standards.	
<b>Data source</b>	Annual state assessments for individual students are administered in April, data are verified by ODE and results are available in August	
<b>Owner</b>	Office of Assessment and Information Services, Assessment Section, Tony Alpert, 503-947-5827	

**For disaggregated data, please see Appendix A**

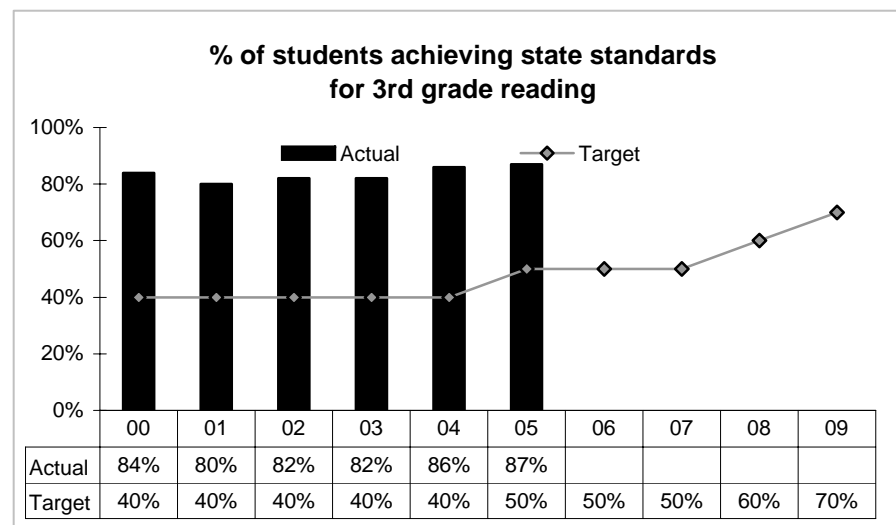
**1. OUR STRATEGY**

Accountability and leadership are ODE roles related to student academic achievement. Through its expectations and support the ODE contributes to the positive outcomes districts and schools are making toward the success of all students.

Closing the achievement gap is a priority for the Superintendent. A great effort is directed toward this end (e.g., recognition for schools making significant headway to close achievement gaps, leadership training, school improvement professional development, accountability requirements for schools and districts).

**2. ABOUT THE TARGETS**

As indicated by the graph on the right, the performance targets for achievement increase over time. The expectation is that all children will reach 100% proficiency by 2014, an increase in performance.



**3. HOW WE ARE DOING**

3<sup>rd</sup> and 8<sup>th</sup> Oregon students are meeting and exceeding 2004/05 reading and math performance targets. A closer look shows there must be dedicated work with some of the state’s younger students. The 8<sup>th</sup> grade reading and math results for some subgroups students do not meet the performance target, and more work is needed in this area.

**4. HOW WE COMPARE**

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

**5. FACTORS AFFECTING RESULTS**

Comparing one year’s 3<sup>rd</sup> and 8<sup>th</sup> graders to the 3<sup>rd</sup> and 8<sup>th</sup> graders of another year is a crude estimate of progress, rather than a sound measure of school effectiveness. Changes in the school composition means you expect different students to have the same baseline, which is not always the case. A longitudinal growth measure, which measures individual student progress over time, is more appropriate and is being developed for the 2007-2008 school year. In addition, work is being done to align the benchmarks of 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders so comparisons between 3<sup>rd</sup> and 8<sup>th</sup> grade achievement percentages can be made.

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**6. WHAT NEEDS TO BE DONE**

Work is already being done in the area of aligning the content standards to the assessments and aligning assessments from different grades with each other. Work is also being proposed on measuring longitudinal student growth, a more accurate representation of the system's success. Overall, much of the work at the ODE is focused on student success as measured by student achievement.

**7. ABOUT THE DATA**

The reporting cycle of the data is the Oregon Fiscal Year. The method used to calculate the percentage of students meeting or exceeding grade level benchmarks has changed slightly between 2002 and 2005 in response to changing federal requirements.

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KPM #6	% of students in key subgroups achieving high school diploma or GED before age 21 as a percent of the state average	Measure since: 2003
<b>Goal</b>	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
<b>HLO</b>	OBM #23 – High School Completion; STUDENT SUCCESS: All students graduate with a diploma	
<b>Data source</b>	Annual data about graduates is submitted at the student level in Nov after the school year because some students graduate in summer	
<b>Owner</b>	Office of Analysis and Reporting, Policy Research and Analysis Section, Linda Burgin, 503-947-5878	

**For disaggregated data, please see Appendix B**

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

There are no performance targets established. An increase in the number of students who obtain a GED certificate could mean a decrease in high school dropouts (a positive result) but could also mean a decrease in high school diploma recipients (a negative result). The percent of students obtaining a diploma, not a GED, must continue to increase in order to meet the performance target of 100% by 2014.

**3. HOW WE ARE DOING**

The ODE has been able to provide the data necessary to track the progress of students and there is an increase over time in the percent of students who receive a diploma including students who represent subgroups. However, there has been an increase in the number of students that have earned a GED – see chart.

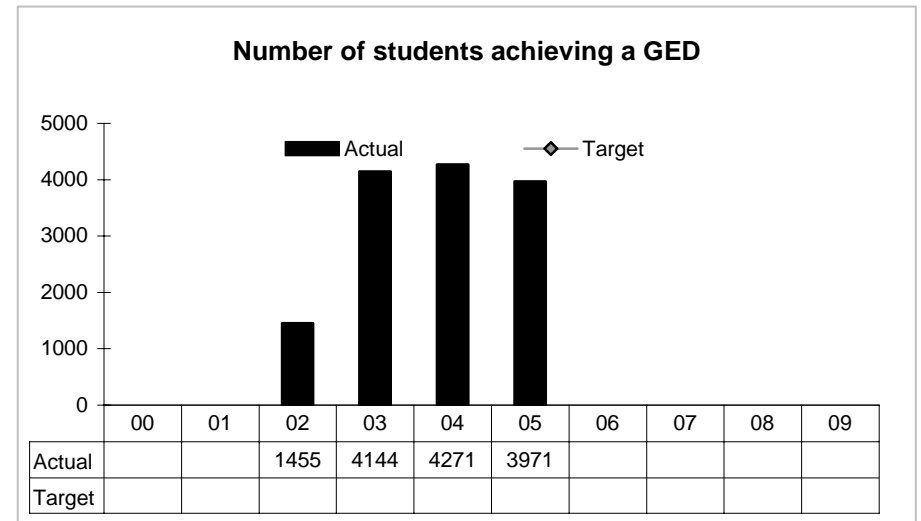
**4. HOW WE COMPARE**

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

**5. FACTORS AFFECTING RESULTS**

The significant jump in GED certificates between 2002 and 2003 is explained by a change in the data collection method. In 2002, data was collected on the annual high school completer survey; after that year, it has been collected from a national GED database, increasing the accuracy of how many students actually receive GED certificates. Increases over time in general may indicate that more students are seeking an alternative option to traditional high school diplomas for a variety of reasons, including entering the working world or wanting to move on to college at an earlier age by showing proficiency.

**6. WHAT NEEDS TO BE DONE**



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There must be continued diligence of the ODE, districts and schools to increase high school graduation. A significant improvement in the data across all students must be made to meet the federal target of 100% high school graduates for the 2004/05 school year. Deeper analysis into academic achievement and other data (truancy, suspensions, attendance patterns, grades, social-behavioral information, parent and teacher concerns) to better understand at what point are students becoming disengaged in school and/or failing in school prior to graduation.

**7. ABOUT THE DATA**

Data about graduates is collected the November following the school year of report because some students complete high school the summer after the school year ends. Therefore, data in the 2005 column was collected during the 2005-2006 school year and represents students who graduated during the 2004-2005 school year. Districts submit high school completion data at the student level in November, and results are typically ready in January. GED completion is reported by districts at the same time, but information from the national GED database is added to district submissions to increase the accuracy of the GED count.



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KPM #7	% of students in key subgroups who drop out as a percent of the state average	Measure since: 2003
<b>Goal</b>	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
<b>HLO</b>	OBM #23 – High School Completion; STUDENT SUCCESS: All students earn a high school diploma	
<b>Data source</b>	Annual data about dropouts is submitted at the student level in Nov after the school year because some students return after summer	
<b>Owner</b>	Office of Analysis and Reporting, Policy Research and Analysis Section, Linda Burgin, 503-947-5878	

**For disaggregated data, please see Appendix C**

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

Federal legislation requires a 0% dropout rate. ODE has a goal of no students dropping out of school.

**3. HOW WE ARE DOING**

The dropout percentages are decreasing over time. For most subgroups of students the percent of dropouts is decreasing over time. Dropouts for Hispanic students has increased slightly over the last year.

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

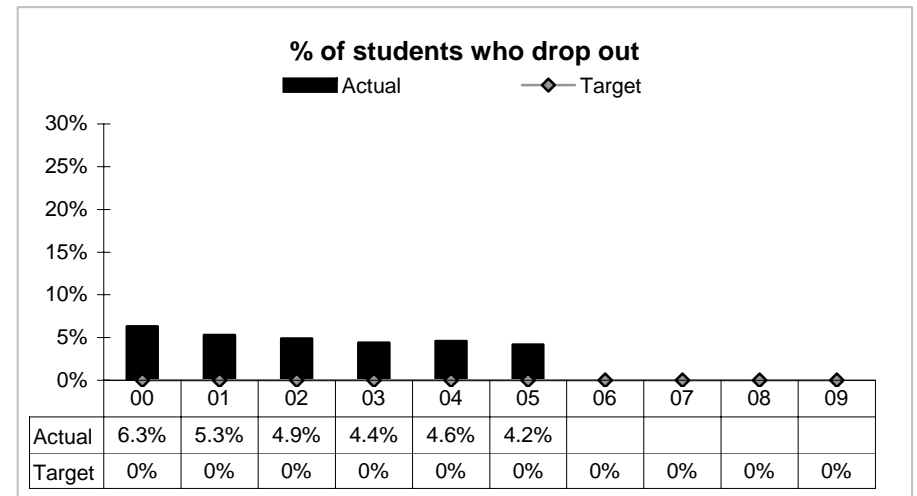
A significant improvement in the dropout data across all students must be made to meet the federal target of no dropouts in all years following 2004-2005.

**4. HOW WE COMPARE**

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

**5. FACTORS AFFECTING RESULTS**

Federal legislation requiring a 0% dropout rate has increased attention to policy, practice in this area, resulting in a decrease in the overall dropout rate over time. The slight increase in Hispanic dropouts is due in part to the rapid increase in the Hispanic student population and the difficulty schools have had in adapting to this demographic change.



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**6 WHAT NEEDS TO BE DONE**

There must be continued diligence of the ODE, districts and schools to reduce the achievement gap. A significant improvement in the dropout data across all students must be made to meet the federal target of no dropouts by 2004/05 school year. This dropout analysis should be available this fall (2006). Deeper analysis into academic achievement and other data (truancy, suspensions, attendance patterns, grades, social-behavioral information, parent and teacher concerns) to better understand at what point are students becoming disengaged in school and/or failing in school.

**7 ABOUT THE DATA**

Data about dropouts is collected the November following the school year of report because students who return to school the following year are not considered dropouts for the prior year. Therefore, data in the 2005 column was collected during the 2005-2006 school year and represents students who dropped out during the 2004-2005 school year. Districts submit dropout data at the student level in November, and results are typically ready in January. Due to data collection problems during the 2005-2006 school year, disaggregated dropout data will not be available until after this report is published. Next year's report will include both years of disaggregated data.

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<b>KPM #8</b>	Developmental: % of eighth graders with a completed education plan and profile	<b>Measure since: 2003</b>
<b>Goal</b>	STUDENT SUCCESS	
<b>HLO</b>	Students educational needs are met ensuring greater success	
<b>Data source</b>	See Note	
<b>Owner</b>	Educational Improvement and Innovation, Salam Noor, 503-947-5663	

NOTE: This measure is deleted on the list of proposed Performance Measures for 2007/09.

The “Education Plan and Education Profile” is required beginning with the students that are graduating from high school in 2007. The plan and profile is required for all students. The ODE does not collect and report data about the use of the education plan and profile; school districts report compliance with the requirement through the assurance process. This performance measure might be well suited for school level performance.

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<b>KPM #9</b>	% of first-time freshmen in OUS and community colleges enrolling fulltime from Oregon high schools the fall following graduation	<b>Measure since: 2003</b>
<b>Goal</b>	STUDENT SUCCESS: Students meet/exceed grade level benchmarks in reading, mathematics and science.	
<b>HLO</b>	OBM #23; Students are prepared for successful transitions to next steps	
<b>Data source</b>	See Note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

**NOTE:** This replacement measure for the above measure is proposed for 2007/09.

At the time that this measure was developed the ODE did not collect data on students who enter community colleges or universities the year after high school. However, at this time the ODE is working toward aligning the PK – 12 education sector with the Community College and Oregon University System sectors. This alignment creates a “PK-20 Education Enterprise” system that is compatible across sectors. The end result will aid students as they transition from one education level to another.

2007-2009 KPM # 9 is the proposed measure waiting for approval from the Ways and Means Committee. This is a shared measure with the Community College and Workforce Development department and the Oregon University System. Data will be available for this measure.

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<b>KPM #10</b>	% of increase of 10 <sup>th</sup> graders with a Certificate of Initial Mastery	<b>Measure since: 2003</b>
<b>Goal</b>	OBM #21, STUDENT SUCCESS	
<b>HLO</b>	Students meet/exceed grade level benchmarks	
<b>Data source</b>	See Note	
<b>Owner</b>	Office of Analysis and Reporting, Policy Research and Analysis Section, Linda Burgin, 503-947-5878	

**NOTE:** This measure is deleted on the list of proposed Performance Measures for 2007/09.

The data for students who earn a Certificate of Initial Mastery (CIM) at 10<sup>th</sup> grade is no longer collected. The numbers of students who earn a CIM are reported with the annual graduation data.

A separate measure for the CIM is not proposed measure for 2007/09. Students that earn a CIM diploma will be reported as a subgroup with the graduation data. The data will reflect the number of students that earn a “Diploma with CIM”.

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<b>KPM #11</b>	% of Oregon teachers who are highly qualified	<b>Measure since: 2003</b>
<b>Goal</b>	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
<b>HLO</b>	QUALITY SCHOOLS: All students have qualified teachers	
<b>Data source</b>	Data is collected annually in March and is available in October	
<b>Owner</b>	Office of Educational Innovation and Improvement, Support to Districts Section, Bev Pratt, 503-947-5806	

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

Federal legislation requires that 100% of teachers be highly qualified to teach the subjects to which they are assigned.

**3. HOW WE ARE DOING**

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

**4. HOW WE COMPARE**

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

**5. FACTORS AFFECTING RESULTS**

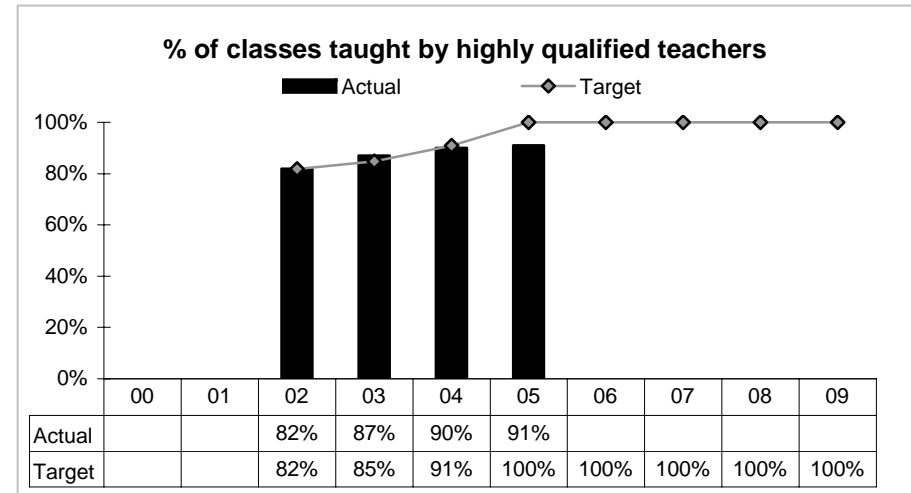
Oregon has “highly qualified teachers”. Most core classes in Oregon are taught by highly qualified teachers. The ODE accountability role is to hold districts accountable to increase the number of classes taught by highly qualified teachers. ODE requires districts to submit a plan to increase the numbers of high qualified teachers by re-assigning teachers or continued professional development.

**6. WHAT NEEDS TO BE DONE**

This is an important measure because citizens want to know that qualified teachers are working with students. NCLB requires the agency to have a “state plan” by 2005/06 that “ensures” an annual increase of teachers who are “highly qualified” in each district and each school and an annual increase of teachers who receive “high quality” professional development. The measure language should be precise “the percentage of core classes taught by highly qualified teachers”.

**7. ABOUT THE DATA**

Data about the qualifications and assignments of each teacher is collected by ODE in March, is matched with information from Teachers Standards and Practices Commission, and results are available in October. A change in the data collection method for the 2006-2007 school year may have a significant impact on the data trend.



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<b>KPM #12</b>	Developmental: % classes in Oregon Schools taught by mis-assigned teachers	<b>Measure since: 2003</b>
<b>Goal</b>	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
<b>HLO</b>	QUALITY SCHOOLS: All students have qualified teachers	
<b>Data source</b>	See Note	
<b>Owner</b>	Office of Educational Innovation and Improvement, Support to Districts Section, Bev Pratt, 503-947-5806	

**NOTE:** This measure is deleted on the list of proposed Performance Measures for 2007/09.

Standards to determine whether a teacher is mis-assigned have not been developed in Oregon or nationally. The Teachers Standards and Practices Commission (TSPC) does not track teachers teaching core academic classes without proper endorsement. TSPC records the number of applications requested for conditional three year permits for teachers to teach core academic classes without proper endorsements. TSPC does not track any activity beyond the requests.

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<b>KPM #13</b>	Developmental: % of teachers, principals and/or staff who participate in trainings and rate as good or excellent	<b>Measure since: 2003</b>
<b>Goal</b>	QUALITY SCHOOLS	
<b>HLO</b>	Teachers and Principals engage in good/excellent professional development	
<b>Data source</b>	See Note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

Note: This measure is deleted on the list of proposed Performance Measures for 2007/09.

In the past customer satisfaction training data have not systematically been collected across the agency offices. This measure has been replaced by the new (proposed) required Customer Service Survey measure.

The work on the Customer Service Survey has recently begun and pilot data will be available December 2006.



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KPM #14	% of students with documented truancy	Measure since: 2003
<b>Goal</b>	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol and violence.	
<b>HLO</b>	OBM # 63 – Students Carrying Weapons; QUALITY SCHOOLS: Students want to be in school, learning	
<b>Data source</b>	The Suspension, Expulsion, and Truancy collection collects incidents at the student level in May, is verified by ODE, results avail in Oct	
<b>Owner</b>	Office of Student Learning and Partnerships, Special Education Section, David Guardino, 503-947-5811	

**1. OUR STRATEGY**

Data collection, analysis and reporting is the primary state level role related to this performance measure.

**2. ABOUT THE TARGETS**

The truancy data that are reported pertain to the number of truancy incidents not the number of students who are truant. One student can have many incidents of truancy and reporting the total number of students will mask the story.

Targets haven't been set but most would agree that we want truancy to be less and less of a problem for schools. A decrease in the number of incidents is desired.

**3. HOW WE ARE DOING**

Two years of data is insufficient to make a determination about progress.

**4. HOW WE COMPARE**

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

**5. FACTORS AFFECTING RESULTS**

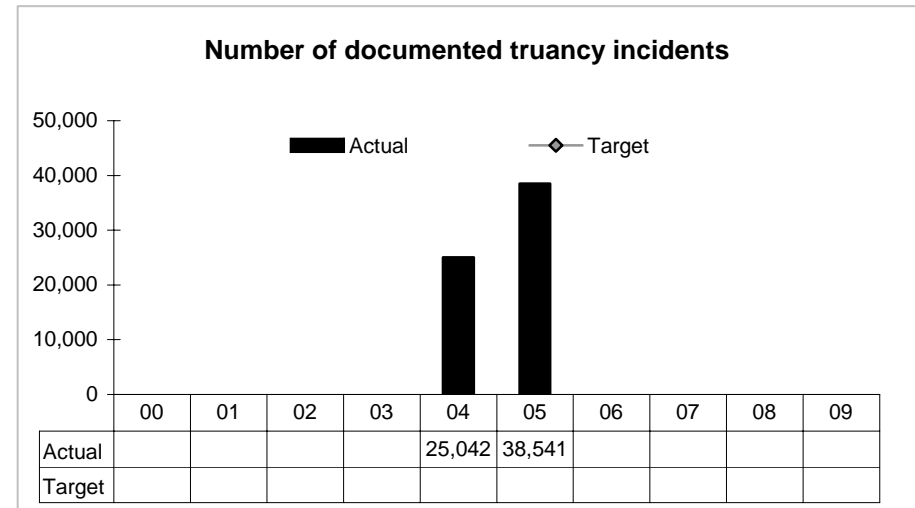
Two years of data is insufficient to make a determination about progress. A third year of data is necessary to determine an appropriate baseline and ensure that data collection is accurate.

**6. WHAT NEEDS TO BE DONE**

Additional years of data are needed to evaluate trends. In addition, SET data needs to be disaggregated for subgroups such as racial and ethnic student populations or low-income schools.

**7. ABOUT THE DATA**

Data about student suspensions, expulsions, and truancy (SET) incidents is collected from districts at the student level in May and is typically available in October. The data in this table is preliminary. Because schools and districts set their own policies for when to discipline students, SET data can vary widely between schools.



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KPM #15	# of Persistently Dangerous Schools	Measure since: 2003
<b>Goal</b>	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol and violence.	
<b>HLO</b>	OBM # 63 – Students Carrying Weapons; QUALITY SCHOOLS: Students want to be in school, learning	
<b>Data source</b>	The Suspension, Expulsion, and Truancy collection collects incidents at the student level in May, is verified by ODE, results avail in Oct	
<b>Owner</b>	Office of Student Learning and Partnerships, Special Education Section, Eric Richards, 503-947-5786	

**1. OUR STRATEGY**

The ODE is required by NCLB to establish a “school choice policy” for students attending “persistently dangerous”. In tandem, the ODE establishes criteria to identify schools that must offer choice because of weapons and/or violent behavior and schools that are at-risk for being dangerous. Both situations require that districts and schools take immediate action and the ODE is accountability to ensure that districts develop and implement corrective plans.

**2. ABOUT THE TARGETS**

ODE believes that no school should be persistently dangerous

**3. HOW WE ARE DOING**

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

**4. HOW WE COMPARE**

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

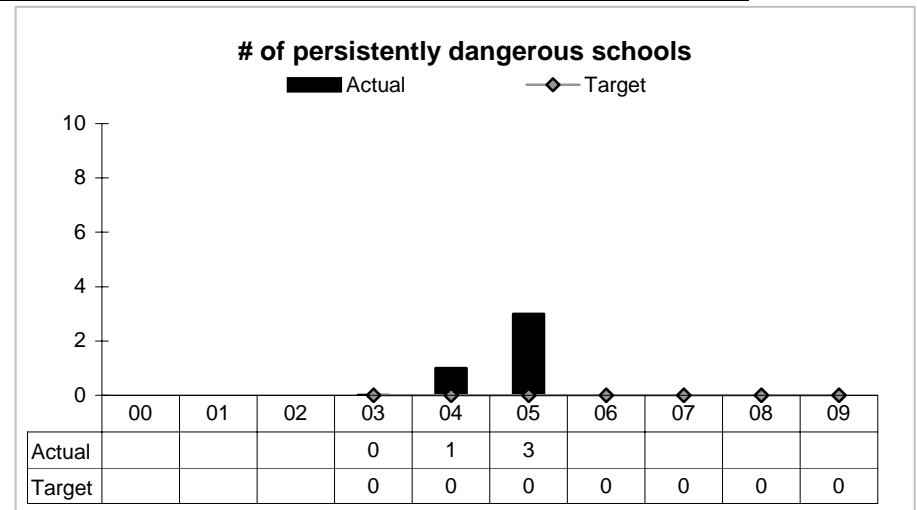
**5. FACTORS AFFECTING RESULTS**

Schools and districts set their own policies for expulsion incidents, the major factor in the determination of “persistently dangerous” characterization, so increased disciplinary actions may be an effect of heightened awareness of school safety.

**6. WHAT NEEDS TO BE DONE**

ODE needs more data over time to evaluate how many schools are persistently dangerous as well has how many schools have been placed on the watchlist for being potentially dangerous.

**7. ABOUT THE DATA**



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Data about student suspensions, expulsions, and truancy (SET) incidents is collected from districts at the student level in May and is typically available in October. Schools must have a certain number of expulsions for three years in a row to be considered “persistently dangerous.”

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KPM #16	# of bus accidents annually and who was at fault	Measure since: 2003
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol and violence.	
HLO	OBM # 63 – Students Carrying Weapons; 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, Student Transportation Section, Deborah Lincoln, 503-947-5770	

**For disaggregated data, please see Appendix D**

**1. OUR STRATEGY**

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

**2. ABOUT THE TARGETS**

Zero bus accidents or bus drivers operate 100% of the time accident-free is the desired target. Although we haven’t reached these targets, Oregon should be proud that there have been no fatalities due to school bus accidents in 30 years.

**3. HOW WE ARE DOING**

The number of bus accidents is fairly consistent. The number of accidents for 2005-06 is up slightly. Most accidents are the fault of the bus driver.

**4. HOW WE COMPARE**

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

**5. FACTORS AFFECTING RESULTS**

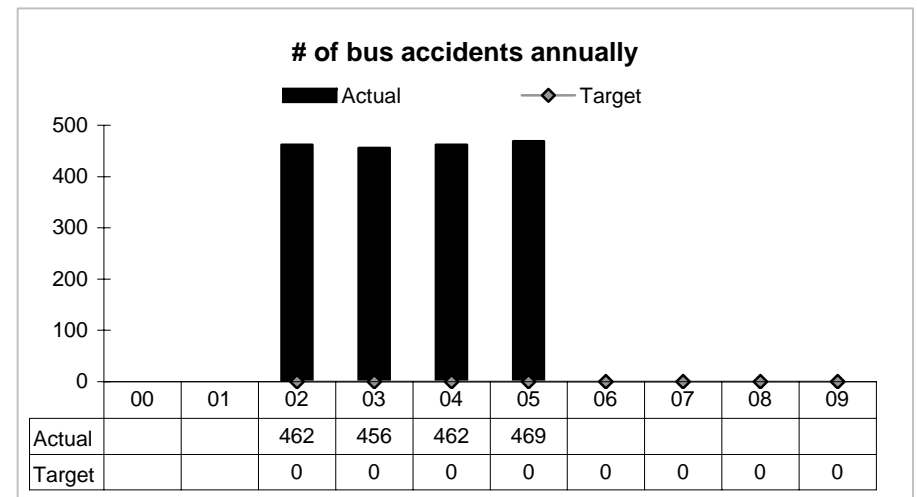
No factors are known

**6. WHAT NEEDS TO BE DONE**

The analysis should include more information about the data, for example, the type or severity of accident; number and type of injuries; comparison with another state; or an indication of what would be a reasonable or typical number of accidents or reasonable targets. The new measure that is proposed for 2007/09 will provide more detail about Oregon’s school bus accidents.

**7. ABOUT THE DATA**

Data is reported to ODE at the time of any bus accident for immediate investigation.



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<b>KPM #17</b>	% of low-performing schools that improve and meet department goals for curriculum and instruction within 2 years	<b>Measure since: 2003</b>
<b>Goal</b>	QUALITY SCHOOLS: Schools and districts are high performing and engage in continuous school improvement.	
<b>HLO</b>	QUALITY SCHOOLS: Schools and districts meet and sustain a high rating of annual progress	
<b>Data source</b>	Annual state assessments for individual students are taken in April, data are verified and aggregated by ODE, and results are available Aug	
<b>Owner</b>	Office of Assessment and Information Services, Assessment Section, Tony Alpert, 503-947-5827	

**1. OUR STRATEGY**

An obvious ODE role is analyzing and reporting the Adequate Yearly Progress data. The results point to the schools that need improvement and whether progress is being made over time. ODE also recommends effective support strategies and research-based educational practices. Another important ODE role is to recommend and/or provide assistance to schools and districts when necessary.

**2. ABOUT THE TARGETS**

ODE expects all schools to meet federal Adequate Yearly Progress criteria.

**3. HOW WE ARE DOING**

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

**4. HOW WE COMPARE**

Comparison data is not currently available. In the future, ODE will have more comparisons about this measure in relationship to other states.

**5. FACTORS AFFECTING RESULTS**

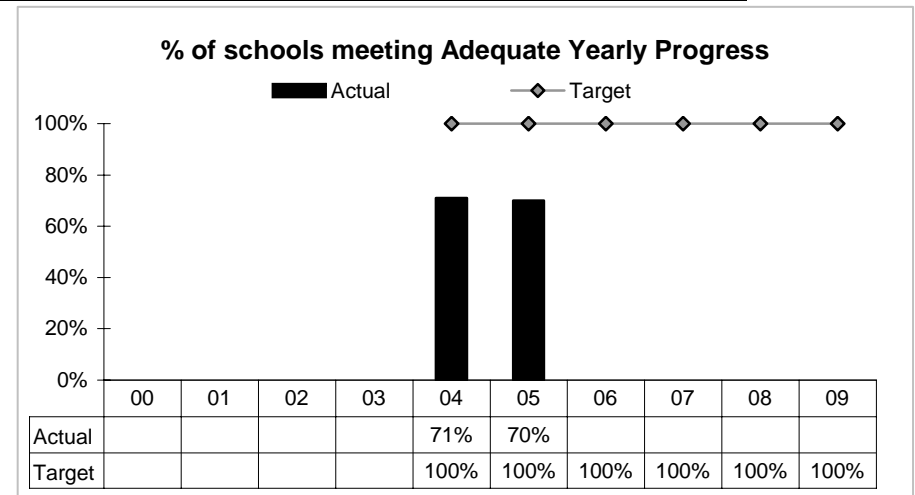
Meeting AYP standards requires that schools show high levels of performance and improvement in several different areas. Schools must show that each subgroup of students (for instance, racial and ethnic groups or special education groups) is making progress toward a 100% participation and improvement level. Schools must also show decline in dropout rates for all subgroups and increased attendance rates. There are many ways for a school to fail to meet AYP criteria based on the strict federal guidelines, so schools may have high levels of achievement in many areas but still not meet AYP due to a small subgroup.

**6. WHAT NEEDS TO BE DONE**

Deeper analysis into the schools that do not met AYP criteria three, four and five years. Schools are measured against the annual student achievement targets. A school not making adequate progress indicates that the students or sub group of students are not making academic progress based on grade level benchmarks. A deeper analysis at the student level will provide the information necessary to identify learner needs and match the needs to the appropriate and innovative teaching practice.

**7. ABOUT THE DATA**

Student assessments are taken in April, results are validated and aggregated over the summer, and AYP results are available at the school level in October.



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<b>KPM #18</b>	% of teachers that rate the department’s assistance, curriculum goals and instructions as excellent	<b>Measure since: 2003</b>
<b>Goal</b>	QUALITY SCHOOLS	
<b>HLO</b>	ODE provides excellent customer service	
<b>Data source</b>	See Note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

Note: This measure is deleted on the list of proposed Performance Measures for 2007/09.

In the past customer satisfaction data have not systematically been collected across the agency offices. This measure has been replaced by the new (proposed) required Customer Service Survey measure.

The work on the Customer Service Survey has recently begun and pilot data will be available December 2006.

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<b>KPM #19</b>	% of school districts with alternative education programs that meet department standards	<b>Measure since: 2003</b>
<b>Goal</b>	QUALITY SCHOOLS	
<b>HLO</b>	Schools provide quality educational options for student success.	
<b>Data source</b>	See Note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

NOTE: This measure is deleted on the list of proposed measures for 2007/09.

The performance of alternative education programs are self-reported by district superintendents through the Division 22 Assurance. The ODE does not summarize or analyze the program data and there are no data to report. This measure is deleted on the list of proposed measures for 2007/09.

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<b>KPM #20</b>	% of schools integrating technology into instruction	<b>Measure since: 2003</b>
<b>Goal</b>	QUALITY SCHOOLS	
<b>HLO</b>	Technology is used to increase educational opportunities for students	
<b>Data source</b>	See Note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

NOTE: This measure is deleted on the list of proposed measures for 2007/09.

It is not feasible to measure the degree to which technology has been implemented in a classroom. Also, the rapidly changing nature of technology would make it difficult to track over time.



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<b>KPM #21</b>	<b># of articles and new stories about the department</b>	<b>Measure since: 2003</b>
<b>Goal</b>	ACCOUNTABLE SYSTEMS	
<b>HLO</b>	Customer Service: the public is knowledgeable about the work of the agency	
<b>Data source</b>	See Note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-94705880	

NOTE: This measure is deleted on the list of proposed measures for 2007/09.

The number of news articles about the ODE is not necessarily an appropriate measure of agency performance and the performance of the PK-12 education enterprise. Media contacts are made by the agency and some are initiated by the media. The content of news articles varies. In addition, the number of articles vs. the content is not a measure of what is being communicated to Oregonians or the measure of the opinions of others about education.

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<b>KPM #22</b>	<b>#/% of Superintendent of Public Instruction (SPI) – appointed stakeholder recommendations</b>	<b>Measure since: 2003</b>
<b>Goal</b>	ACCOUNTABLE SYSTEMS	
<b>HLO</b>	Stakeholders are engaged in public education	
<b>Data source</b>	See Note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-94705880	

**NOTE:** This measure is deleted on the list of proposed measures for 2007/09.

The Superintendent’s priorities and initiatives are represented by all of the measures in this report.

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<b>KPM #23</b>	<b>% of stakeholders who rate the department's services as good or excellent</b>	<b>Measure since: 2003</b>
<b>Goal</b>	QUALITY SCHOOLS	
<b>HLO</b>	ODE provides excellent customer service	
<b>Data source</b>	See Note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

**NOTE:** This measure is deleted on the list of proposed measures for 2007/09.

This measure will be replaced with the state required customer Service Survey. The survey will be developed this fall and pilot data will be available December 2006.

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<b>KPM #24</b>	% of student assessment reports meeting the department's standards for timeliness	<b>Measure since: 2003</b>
<b>Goal</b>	ACCOUNTABLE SYSTEMS	
<b>HLO</b>	Agency operations are effective and efficient	
<b>Data source</b>	See Note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

**NOTE:** This measure is deleted on the list of proposed measures for 2007/09.

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<b>KPM #25</b>	Developmental: Measure relating to accuracy of test scoring	<b>Measure since: 2003</b>
<b>Goal</b>	ACCOUNTABLE SYSTEMS	
<b>HLO</b>	Agency operations are effective and efficient	
<b>Data source</b>	See note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

**NOTE:** The measure was not developed and it is deleted on the list of proposed measures for 2007/09.

Work is being done to align assessment tests with each other so test scores between different grades are comparable. Success in this area will be visible in the student assessment measures.

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<b>KPM #26</b>	<b>% of payments to schools, vendors and contractors that meet department standards of timeliness and accuracy</b>	<b>Measure since: 2003</b>
<b>Goal</b>	ACCOUNTABLE SYSTEMS	
<b>HLO</b>	Agency operations are effective and efficient	
<b>Data source</b>	See note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

**NOTE:** The measure was not developed and it is deleted on the list of proposed measures for 2007/09.

Work has begun on developing this kind of measure, and one will be proposed when data are available.

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<b>KPM #27</b>	Developmental: Measure relating to systems coordination	<b>Measure since: 2003</b>
<b>Goal</b>	ACCOUNTABLE SYSTEMS	
<b>HLO</b>	Agency operations are effective and efficient	
<b>Data source</b>	See note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

**NOTE:** The measure was not developed and it is deleted on the list of proposed measures for 2007/09.

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<b>KPM #28</b>	Developmental: Measure relating to consolidation of data services	<b>Measure since: 2003</b>
<b>Goal</b>	ACCOUNTABLE SYSTEMS	
<b>HLO</b>	Agency operations are effective and efficient	
<b>Data source</b>	See note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

**NOTE:** The measure was not developed and it is deleted on the list of proposed measures for 2007/09.



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<b>KPM #29</b>	% of department goals for curriculum and instruction met by the Oregon Schools for the Deaf and Blind	<b>Measure since: 2003</b>
<b>Goal</b>	QUALITY SCHOOLS	
<b>HLO</b>	Oregon schools meet rigorous standards	
<b>Data source</b>	See note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

**NOTE:** This measure was not developed and it is deleted on the list of proposed measures for 2007/09.

### III. MEASURE ANALYSIS

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<b>KPM #30</b>	Developmental: Measure relating to results expected of and produced by ODE administered grants and contracts	<b>Measure since: 2003</b>
<b>Goal</b>	ACCOUNTABLE SYSTEMS	
<b>HLO</b>	Agency operations are effective and efficient	
<b>Data source</b>	See note	
<b>Owner</b>	Analysis and Reporting, EJ Ayers, 503-947-5880	

**NOTE:** This measure was not developed. The administration of grant funds is an important agency role and accountability function. There are performance indicators or expectations associated with the federal grants managed by the agency.

## APPENDIX A:

# Disaggregation of Data for STUDENT ACHIEVEMENT

**% of students in key subgroups achieving state standards  
for reading and math as a percent of the state average**

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#5 % of students in key subgroups achieving state standards for reading and math as a percent of the state average											Measure Since 2003
<p><b>Goal(s):</b> STUDENT SUCCESS: Each student meets or exceeds academic content standards.</p> <p><b>HLO(s):</b> OBM # 19 and #20 - 3<sup>rd</sup> and 8<sup>th</sup> Grade Reading and Math; STUDENT SUCCESS: All students achieving academic standards.</p> <p><b>Strategy:</b> ODE contributes to student academic achievement by setting standards and administering aligned, statewide assessments.</p> <p><b>Source:</b> Annual state assessments for individual students are administered in April, data are verified by ODE and results are available in August</p> <p><b>Owner:</b> Office of Assessment and Information Services, Assessment Section, Tony Alpert, 503-947-5827</p>											
<b>3<sup>rd</sup> Grade Reading</b>											Data Cycle: OR FY
<b>All</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Actual	<b>84%</b>	<b>80%</b>	<b>82%</b>	<b>82%</b>	<b>86%</b>	<b>87%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>AmerInd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>78%</b>	<b>74%</b>	<b>78%</b>	<b>78%</b>	<b>83%</b>	<b>85%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Asian</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>86%</b>	<b>82%</b>	<b>85%</b>	<b>86%</b>	<b>90%</b>	<b>90%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Black</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>74%</b>	<b>70%</b>	<b>77%</b>	<b>74%</b>	<b>79%</b>	<b>82%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Hispan</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>66%</b>	<b>57%</b>	<b>60%</b>	<b>63%</b>	<b>71%</b>	<b>75%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>White</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>87%</b>	<b>84%</b>	<b>87%</b>	<b>87%</b>	<b>89%</b>	<b>90%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Multi</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	NA	NA	NA	NA	<b>67%</b>	<b>88%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>LEP</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	---	---	---	<b>71%</b>					

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Target	100%	100%	100%	100%	100%	100%					Data Cycle: OR FY
<b>SpEd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Actual	---	<b>41%</b>	<b>49%</b>	<b>52%</b>	<b>60%</b>	<b>60%</b>					
Target	100%	100%	100%	100%	100%	100%					Data Cycle: OR FY
<b>Econ</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Actual	---	---	---	---	---	<b>81%</b>					
Target	100%	100%	100%	100%	100%	100%					Data Cycle: OR FY
<b>3<sup>rd</sup> Grade Math</b>											
<b>All</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Actual	<b>75%</b>	<b>74%</b>	<b>78%</b>	<b>81%</b>	<b>86%</b>	<b>86%</b>					Data Cycle: OR FY
Target	100%	100%	100%	100%	100%	100%					
<b>AmerInd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Actual	<b>67%</b>	<b>64%</b>	<b>70%</b>	<b>73%</b>	<b>83%</b>	<b>81%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Asian</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>79%</b>	<b>76%</b>	<b>80%</b>	<b>85%</b>	<b>90%</b>	<b>90%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Black</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>60%</b>	<b>58%</b>	<b>64%</b>	<b>71%</b>	<b>75%</b>	<b>79%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Hispan</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>50%</b>	<b>48%</b>	<b>55%</b>	<b>63%</b>	<b>73%</b>	<b>74%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>White</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>79%</b>	<b>79%</b>	<b>83%</b>	<b>85%</b>	<b>89%</b>	<b>90%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Multi</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>71%</b>	<b>87%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>LEP</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	---	---	---	<b>71%</b>					
Target	100%	100%	100%	100%	100%	100%					

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<b>SpEd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>NA</b>	<b>42%</b>	<b>51%</b>	<b>57%</b>	<b>67%</b>	<b>65%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Econ</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	---	---	---	<b>80%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>8<sup>th</sup> Grade Reading</b>											Data Cycle: OR FY
<b>All</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Actual						<b>66%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>AmerInd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>43%</b>	<b>45%</b>	<b>40%</b>	<b>43%</b>	<b>50%</b>	<b>54%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Asian</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>64%</b>	<b>67%</b>	<b>66%</b>	<b>67%</b>	<b>71%</b>	<b>71%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Black</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>40%</b>	<b>40%</b>	<b>40%</b>	<b>42%</b>	<b>44%</b>	<b>50%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Hispan</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>33%</b>	<b>33%</b>	<b>32%</b>	<b>32%</b>	<b>36%</b>	<b>39%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>White</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>66%</b>	<b>66%</b>	<b>65%</b>	<b>64%</b>	<b>67%</b>	<b>71%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>Multi</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>24%</b>	<b>67%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>LEP</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	---	---	---	<b>25%</b>					
Target	100%	100%	100%	100%	100%	100%					
<b>SpEd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle:

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Actual	---	16%	17%	21%	23%	23%					Data Cycle: OR FY
Target	100%	100%	100%	100%	100%	100%					
<b>Econ</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Actual	---	---	---	---	---	50%					
Target	100%	100%	100%	100%	100%	100%					
<b>8<sup>th</sup> Grade Math</b>											Data Cycle: OR FY
<b>All</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Actual						66%					
Target	100%	100%	100%	100%	100%	100%	100%				
<b>AmerInd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	39%	36%	40%	42%	49%	53%					
Target	100%	100%	100%	100%	100%	100%					
<b>Asian</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	66%	68%	71%	73%	77%	78%					
Target	100%	100%	100%	100%	100%	100%					
<b>Black</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	32%	28%	36%	39%	40%	45%					
Target	100%	100%	100%	100%	100%	100%					
<b>Hispan</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	26%	26%	31%	32%	39%	43%					
Target	100%	100%	100%	100%	100%	100%					
<b>White</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	59%	58%	63%	63%	68%	70%					
Target	100%	100%	100%	100%	100%	100%					
<b>Multi</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	NA	NA	NA	NA	33%	65%					
Target	100%	100%	100%	100%	100%	100%					
<b>LEP</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	---	---	---	36%					
Target	100%	100%	100%	100%	100%	100%					
<b>SpEd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	13%	17%	22%	24%	26%					

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Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education

Target	100%	100%	100%	100%	100%	100%					Data Cycle: OR FY
<b>Econ</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	
Actual	---	---	---	---	---	<b>50%</b>					
Target	100%	100%	100%	100%	100%	100%					



## APPENDIX B:

# Disaggregation of Data for HIGH SCHOOL GRADUATION and GED CERTIFICATES

**% of students in key subgroups achieving high school diploma  
or GED before age 21 as a percent of the state average**

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education

#6 % of students in key subgroups achieving high school diploma as a percent of the state average											Measure since 2003
<p><b>Goal(s):</b> STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.  <b>HLO(s):</b> OBM #23 – High School Completion; STUDENT SUCCESS: All students graduate with a diploma  <b>Strategy:</b> Policy &amp; Practice: Ensure students receive relevant educational opportunities that encourage them to stay in school and earn a diploma  <b>Source:</b> Annual data about graduates is submitted at the student level in Nov after the school year because some students graduate in summer  <b>Owner:</b> Office of Analysis and Reporting, Policy Research and Analysis Section, Linda Burgin, 503-947-5878</p>											
<b>All</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	30,138	30,083	31,305	32,508	32,958	32,583					
Target											
<b>AmerInd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual		62%	71%	73%	71%	72%					
Target	100%	100%	100%	100%	100%	100%					
<b>Asian</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual		83%	84%	87%	83%	80%					
Target	100%	100%	100%	100%	100%	100%					
<b>Black</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual		71%	71%	76%	74%	59%					
Target	100%	100%	100%	100%	100%	100%					
<b>Hispan</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual		51%	55%	65%	73%	67%					
Target	100%	100%	100%	100%	100%	100%					
<b>White</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual		77%	80%	83%	85%	82%					
Target	100%	100%	100%	100%	100%	100%					
<b>Unkno</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual		74%	72%	67%	80%	68%					
Target	100%	100%	100%	100%	100%	100%					

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#6 Number of students achieving a GED, disaggregated by subgroup											Measure since 2003
<p><b>Goal(s):</b> STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.  <b>HLO(s):</b> OBM #23 – High School Completion; STUDENT SUCCESS: Number of students that achieve high school credentials increases over time  <b>Strategy:</b> Policy &amp; Practice: Ensure students receive relevant educational opportunities that encourage them to stay in school and earn a diploma  <b>Source:</b> Annual data about GED recipients is reported from the National GED database and is combined with graduate data by ODE in January.  <b>Owner:</b> Office of Analysis and Reporting, Policy Research and Analysis Section, Linda Burgin, 503-947-5878</p>											
<b>All</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	<b>1455</b>	<b>4144</b>	<b>4271</b>	<b>3971</b>					
Target			NA	NA	NA	NA					
<b>AmerInd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	<b>35</b>	<b>38</b>	<b>161</b>	<b>130</b>					
Target			NA	NA	NA	NA					
<b>Asian</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	<b>47</b>	<b>60</b>	<b>64</b>	<b>92</b>					
Target			NA	NA	NA	NA					
<b>Black</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	<b>93</b>	<b>174</b>	<b>165</b>	<b>114</b>					
Target			NA	NA	NA	NA					
<b>Hispan</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	<b>35</b>	<b>348</b>	<b>339</b>	<b>287</b>					
Target			NA	NA	NA	NA					
<b>White</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	---	---	<b>1245</b>	<b>3524</b>	<b>3542</b>	<b>2884</b>					
Target			NA	NA	NA	NA					

# APPENDIX C:

## Disaggregation of Data for DROPOUTS

**% of students in key subgroups who drop out  
as a percent of the state average**

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education

#7 % of students in key subgroups who drop out as a percent of the state average											Measure since 2003
<p><b>Goal(s):</b> STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.  <b>HLO(s):</b> OBM #23 – High School Completion; STUDENT SUCCESS: All students earn a high school diploma  <b>Strategy:</b> Policy &amp; Practice: Ensure students receive relevant educational opportunities that encourage them to stay in school and earn a diploma  <b>Source:</b> Annual data about dropouts is submitted at the student level in Nov after the school year because some students return after summer  <b>Owner:</b> Office of Analysis and Reporting, Policy Research and Analysis Section, Linda Burgin, 503-947-5878</p>											
<b>All</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	6.3	5.3	4.9	4.4	4.6	4.2					
Target	0%	0%	0%	0%	0%	0%					
<b>AmerInd</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	9.9	8.9	6.9	6.3	5.8	---					
Target	0%	0%	0%	0%	0%	0%					
<b>Asian</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	5.3	4.4	3.6	3.8	3.4	---					
Target	0%	0%	0%	0%	0%	0%					
<b>Black</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	11.4	11	9.5	9	8.3	---					
Target	0%	0%	0%	0%	0%	0%					
<b>Hispan</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	13.3	11.3	10.4	9.1	9.8	---					
Target	0%	0%	0%	0%	0%	0%					
<b>White</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual	5.5	4.5	4	3.6	3.8	---					
Target	0%	0%	0%	0%	0%	0%					

## APPENDIX D:

# Disaggregation of Data for BUS SAFETY

**# of bus accidents annually and who was at fault**

Agency Mission: To lead the Pre-kindergarten through grade 12 education enterprise to give all Oregon students a valuable, first-rate education

#16 Bus accidents annually and who was at fault											Measure since 2003
<p><b>Goal(s):</b>ALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol and violence.  <b>HLO(s):</b> OBM # 63 – Students Carrying Weapons; QUALITY SCHOOLS: Learning environments are safe and welcoming  <b>Strategy:</b> Compliance, monitoring, training, and data reporting: The ODE has an active role in student transportation.  <b>Source:</b> Each bus incident is reported by school districts to ODE immediately and the data are aggregated annually for reporting.  <b>Owner:</b> Office of Finance and Administration, Student Transportation Section, Deborah Lincoln, 503-947-5770</p>											
<b>Total</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual			462	456	462	469					
Target			0	0	0	0					
<b>Driver</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual			303	293	296	303					
Target			0	0	0	0					
<b>Not-Drivr</b>	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Data Cycle: OR FY
Actual			159	163	156	166					
Target			0	0	0	0					