

EDUCATION, OREGON DEPARTMENT of

Annual Performance Progress Report (APPR) for Fiscal Year (2007-2008)

Proposed KPM's for Biennium (2009-2011)

Original Submission Date: 2008

2007-2008 KPM #	2007-2008 Approved Key Performance Measures (KPMs)
1	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.
2	KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.
3	STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.
4	Developmental Measure related to longitudinal student growth (data process in development, expected to be available in 2007).
5	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (four separate metrics).
6	COLLEGE READINESS—Developmental : Participation rate, success rate, and second year persistence rate of Oregon PK-12 students into the Oregon University System, or the Community College System (Shared Measure with OUS and CCWD. Data available 2007).
7	SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria.
8	LOW-PERFORMING SCHOOLS IMPROVE—Number and percentage of low-performing schools and districts that improve over time based on Adequate Yearly Progress (AYP) guidelines.
9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Number and percentage of schools closing the academic achievement gap.
10	SCHOOLS OFFERING ADVANCED COURSES—Number and percentage of schools offering advanced courses.
11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.
12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list.”
13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.

2007-2008 KPM #	2007-2008 Approved Key Performance Measures (KPMs)
14	HIGHLY QUALIFIED TEACHERS—Percentage of classes taught by highly qualified teachers.
15	MINORITY STAFF—Number and percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).
16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Number and percentage of statewide assessment and statewide assessment results provided to districts on time (data available 2007)
17	ON-TIME TECHNICAL PROJECTS—Number and percentage of technology projects met on schedule
18	TIMELY PUBLIC REPORTS—Number and percentage of key public reports released on time.
19	CUSTOMER SERVICE – Number and percentage of customers rating the agency’s customer service as “good” or “excellent” (data available 2007).
20	ELECTRONIC TRANSCRIPT SCHOOLS—Number of high schools having in place the administrative processes to transmit and upload high school transcripts using Electronic Data Interchange (EDI), and the total number of public high schools in the state.
21	ELECTRONIC TRANSCRIPT VENDORS—Number of unique Student Information System vendors participating in electronic transcript transfer.
22	ELECTRONIC TRANSCRIPT STUDENTS—Percent of students covered by participating vendors.
23	SINGLE STUDENT IDENTIFIER—Access is provided for OUS, CCWD, and ODE to a single student identifier (related to Oregon high school transcripts) for linking academic data records across postsecondary sectors.
24	ELECTRONIC TRANSCRIPT NOTIFICATION—Process for the electronic notification of transcript receipt is in place and functioning.
25	ELECTRONIC TRANSCRIPT EFFICIENCY—Time saved by Oregon high schools per high school transcript processed.

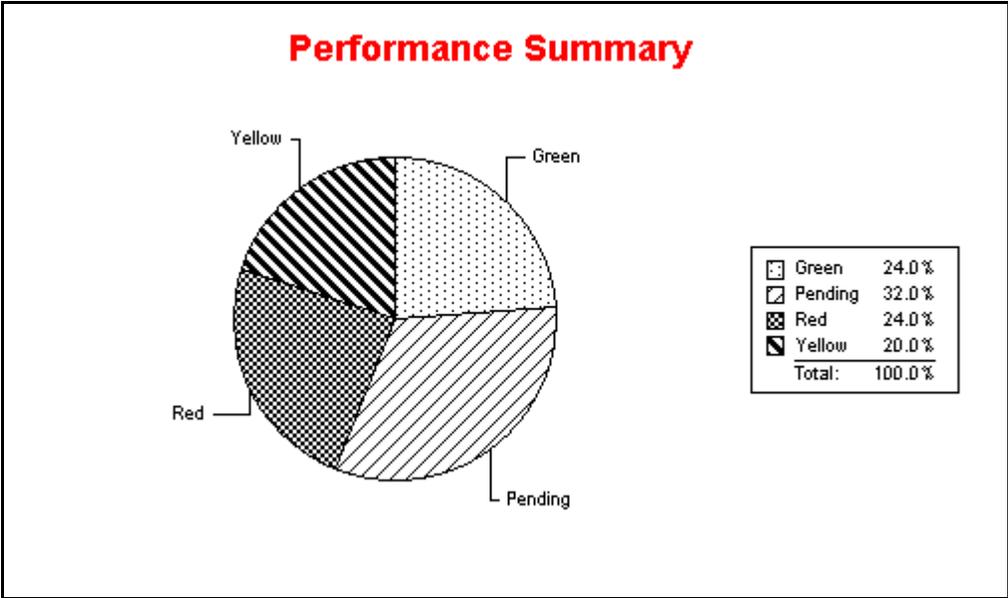
New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
NEW	<p>Title: STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.</p> <p>Rationale: During the 2007-09 biennium, KPM #4: Developmental Measure related to longitudinal student growth, was developmental and did not have an official short title. For the 2009-11 biennium, ODE would like to include the official short title for this KPM, listed under "short title" above.</p>
NEW	<p>Title: COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.</p> <p>Rationale: In 2007-09, KPM #6: College Readiness--Developmental Measure: Participation rate, success rate, and second year persistence rate of Oregon PK-12 students into the Oregon University System, or the Community College System (Shared Measure with OUS and CCWD), was listed as a developmental measure. Continued work on this measure has allowed ODE to refine the short title to give it additional clarity. The proposed new short title for this KPM deletes the term: "developmental measure." Also, while ODE relies on data provided by OUS to track performance on this KPM, this KPM is not truly a shared measure. ODE has also re-ordered participation rate and success rate. Since ODE defines "success rate" as referring to eligibility to participate in post-secondary education, ODE felt that it was more appropriate to list success rate before participation rate. Finally, ODE has decided to measure success in terms of Oregon PK-12 students who participate in any post-secondary institution, rather than limiting the measure of success to participation in the Oregon University System or Community College System. This broader measure of success now includes students attending out-of-state institutions or private institutions in Oregon.</p>
NEW	<p>Title: HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.</p> <p>Rationale:</p> <p>During the 2007-09 biennium, KPM 14: Highly Qualified Teachers was defined in terms of the percentage of classes taught by highly qualified teachers. ODE would like to refine this definition by specifying the measure in terms of "core academic" classes.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
NEW	<p>Title: LOW-PERFORMING SCHOOLS IMPROVE - Number and percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines.</p> <p>Rationale: ODE requests omission of "districts" from the KPM Short title as school improvement is most accurately measured and defined at the school level rather than the district level.</p>
DELETE	<p>Title: ELECTRONIC TRANSCRIPT SCHOOLS—Number of high schools having in place the administrative processes to transmit and upload high school transcripts using Electronic Data Interchange (EDI), and the total number of public high schools in the state.</p> <p>Rationale: Along with the Oregon University System (OUS) and CCWD, ODE added this measure during the 2007-09 biennium as part of a Policy Option Package. In a meeting with JLAC at which ODE was not represented, both OUS and CCWD were instructed to remove this measure from their KPMs. ODE requests to similarly remove this measure from its KPMs for the 2009-11 biennium. Please note that ODE will continue to track this measure as an internal performance measure.</p>
DELETE	<p>Title: ELECTRONIC TRANSCRIPT VENDORS—Number of unique Student Information System vendors participating in electronic transcript transfer.</p> <p>Rationale: Along with the Oregon University System (OUS) and CCWD, ODE added this measure during the 2007-09 biennium as part of a Policy Option Package. In a meeting with JLAC at which ODE was not represented, both OUS and CCWD were instructed to remove this measure from their KPMs. ODE requests to similarly remove this measure from its KPMs for the 2009-11 biennium. Please note that ODE will continue to track this measure as an internal performance measure.</p>
DELETE	<p>Title: ELECTRONIC TRANSCRIPT STUDENTS—Percent of students covered by participating vendors.</p> <p>Rationale: Along with the Oregon University System (OUS) and CCWD, ODE added this measure during the 2007-09 biennium as part of a Policy Option Package. In a meeting with JLAC at which ODE was not represented, both OUS and CCWD were instructed to remove this measure from their KPMs. ODE requests to similarly remove this measure from its KPMs for the 2009-11 biennium. Please note that ODE will continue to track this measure as an internal performance measure.</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: SINGLE STUDENT IDENTIFIER—Access is provided for OUS, CCWD, and ODE to a single student identifier (related to Oregon high school transcripts) for linking academic data records across postsecondary sectors.</p> <p>Rationale: Along with the Oregon University System (OUS) and CCWD, ODE added this measure during the 2007-09 biennium as part of a Policy Option Package. In a meeting with JLAC at which ODE was not represented, both OUS and CCWD were instructed to remove this measure from their KPMs. ODE requests to similarly remove this measure from its KPMs for the 2009-11 biennium. Please note that ODE will continue to track this measure as an internal performance measure.</p>
DELETE	<p>Title: ELECTRONIC TRANSCRIPT NOTIFICATION—Process for the electronic notification of transcript receipt is in place and functioning.</p> <p>Rationale: Along with the Oregon University System (OUS) and CCWD, ODE added this measure during the 2007-09 biennium as part of a Policy Option Package. In a meeting with JLAC at which ODE was not represented, both OUS and CCWD were instructed to remove this measure from their KPMs. ODE requests to similarly remove this measure from its KPMs for the 2009-11 biennium. Please note that ODE will continue to track this measure as an internal performance measure.</p>
DELETE	<p>Title: ELECTRONIC TRANSCRIPT EFFICIENCY—Time saved by Oregon high schools per high school transcript processed.</p> <p>Rationale: Along with the Oregon University System (OUS) and CCWD, ODE added this measure during the 2007-09 biennium as part of a Policy Option Package. In a meeting with JLAC at which ODE was not represented, both OUS and CCWD were instructed to remove this measure from their KPMs. ODE requests to similarly remove this measure from its KPMs for the 2009-11 biennium. Please note that ODE will continue to track this measure as an internal performance measure.</p>
DELETE	<p>Title: HIGHLY QUALIFIED TEACHERS—Percentage of classes taught by highly qualified teachers.</p> <p>Rationale:</p>
DELETE	<p>Title: COLLEGE READINESS—Developmental : Participation rate, success rate, and second year persistence rate of Oregon PK-12 students into the Oregon University System, or the Community College System (Shared Measure with OUS and CCWD. Data available 2007).</p> <p>Rationale:</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2009-2011
DELETE	<p>Title: Developmental Measure related to longitudinal student growth (data process in development, expected to be available in 2007).</p> <p>Rationale:</p>
DELETE	<p>Title: LOW-PERFORMING SCHOOLS IMPROVE—Number and percentage of low-performing schools and districts that improve over time based on Adequate Yearly Progress (AYP) guidelines.</p> <p>Rationale:</p>

EDUCATION, OREGON DEPARTMENT of	I. EXECUTIVE SUMMARY
Agency Mission: Increase Achievement for All Students	
Contact: Doug Kosty, Assistant Superintendent	Contact Phone: 503-947-5825
Alternate: Holly Edwards, Performance Measure Coordinator	Alternate Phone: 503-947-5739



1. SCOPE OF REPORT

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

ODE’s KPMs 1–15 focus on the Oregon PK-12 education enterprise. ODE has identified these measures as critical outcomes that provide Oregonians with opportunities to succeed in making meaningful contributions to society. ODE’s role in these KPMs is to provide leadership by developing policies and programs in collaboration with ODE’s key partners. In addition, ODE plays a regulatory role, monitoring and providing guidance to help districts better meet the needs of Oregonians. ODE’s performance targets describe ODE’s goals for the PK-12 education enterprise based on trends in past performance and ODE’s continued commitment to providing equal opportunities to all Oregon students to achieve

success. Demonstrating progress for these KPMs requires ownership and commitment on the part of several education players. Increasing graduation rates requires aligned efforts among the Legislature, ODE, the Education Service Districts, school districts, and the classroom. Aligning these efforts requires holding all of the many players in the education system, including ODE, accountable for these key outcomes.

ODE's KPMs 16–19 focus on ODE's internal operational efficiency. These measures focus on ODE's success in serving its stakeholders, providing services in a timely and accurate fashion. ODE's performance targets describe ODE's goals for improving its internal processes to increase efficiency and accuracy.

2. THE OREGON CONTEXT

ODE's Key Performance Measures relate to the following Oregon Benchmarks:

OBM 18 – Ready to Learn relates to ODE's KPM 1 – Access to Pre-Kindergarten and KPM 2 – Kindergarten Readiness

OBM 19 and 20 – 3rd and 8th Grade Reading & Math relate to ODE's KPM 3 – Student Achievement and KPM 4 – Student Growth

OBM 22 and 23 –High School Dropout, and High School Completion relate to ODE's KPM 5 – High School Graduation

OBM 24 – Some College Completion relates to ODE's KPM 6 – College Readiness

OBM 63 – Students Carrying Weapons relates to ODE's KPM 11 – Suspension, Expulsion, and Truancy and KPM 12 – Safe Schools

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

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

3. PERFORMANCE SUMMARY

The performance summary chart above reflects performance on the 25 total 2007-09 Adopted KPMs for which ODE is reporting. 6 measures are "green," indicating that those measures are within 5% of the target; 5 measures are "yellow," indicating that those measures are between 6% and 15% of the target; 6 measures are "red," indicating that those measures are more than 15% off from the target; and 8 measures are "pending," indicating that 2008 data is not currently available for those measures.

KPM 2 – Kindergarten Readiness is currently marked as “pending” because ODE derives this KPM's data from a survey administered on a biennial basis. ODE did not administer the survey in 2007-08, so there is no new data to report. Also, ODE still has one “developmental” KPM: KPM 6 – College Readiness. This KPM is also currently marked as “pending.” KPMs 20–25, which relate to the electronic transcript, are also

marked as "pending." These KPMs were developmental KPMs for 2007-09, and ODE has since requested their deletion for 2009-11. The Legislative Fiscal Office and the Budget and Management Division of the Department of Administrative Services have expressed support for the deletion of KPMs 20–25, but deletion still needs the official approval of the Legislature.

4. CHALLENGES

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

5. RESOURCES AND EFFICIENCY

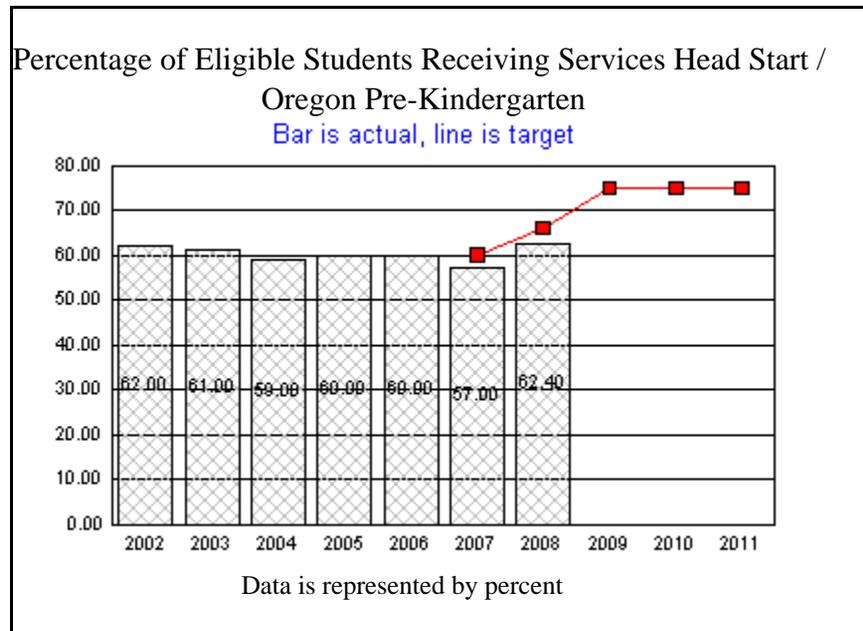
The following are ODE’s actual expenditures for 2007-08 by fund type:

General Fund \$2.9 billion
Lottery Funds \$315.0 million; Lottery Funds - Debt Service \$4.5 million
Other Funds - Limited \$31.2 million; Other Funds - Nonlimited \$29.6 million
Federal Funds - Limited \$326.3 million; Federal Funds - Nonlimited \$126.7 million
Total Funds \$3.7 billion

The following is ODE’s estimated budget for 2008-09 by fund type. The assumption is that all fund types are split roughly 49% in the first year, roughly 51% in the second year of this biennium. (In actuality, this may not be the case because of the flow of funds.):

General Fund \$3.0 billion
Lottery Funds \$339.1 million; Lottery Funds - Debt Service \$51.9 million
Other Funds - Limited \$28.0 million; Other Funds - Nonlimited \$84.9 million
Federal Funds - Limited \$417.4 million; Federal Funds - Nonlimited \$144.0 million
Total Funds \$4.1 billion

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



1. OUR STRATEGY

Increasing the number of eligible children who have access to Head Start and Oregon Pre-Kindergarten (HSOPK) programs is a priority of the Superintendent of Public Instruction and the Governor of Oregon. The Legislature showed their support in 2007 by increasing funds, allowing more

of Oregon's young children who live in poverty access to the comprehensive services of HSOPK programs. These services include health, dental, parent support and classes, mental health, and nutrition.

ODE administers the HSOPK programs, supervising the programs for quality assurance to ensure that age appropriate developmental practices and research-based curricula and assessments are used. Other ODE responsibilities include providing technical assistance and training to program personnel, ensuring that fiscal records are maintained and audited, and assisting the programs with local community collaboration.

Key Partners

Federal Region X Head Start Office, Administration for Children and Families (ACF) (Region X), Training and Technical Assistance for Head Start (Region X), Early Childhood Special Education (ECSP) programs, Oregon Commission for Children and Families (OCCF), Oregon Child Development Coalition (OCDC), Migrant and Tribal Head Start, Advisory Team on Underrepresented and Minority Student Achievement , Schools and Kindergarten Teachers, Leaders Roundtable, State Advisory Council for Special Education (SACSE), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Confederation of Oregon School Administrators (COSA), Office of Special Education Programs (OSEP), Children's Institute, State Interagency Coordinating Council (SICC)

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

For 2008, the percentage of eligible children and families accessing services was 62.4%, falling slightly below the target of 66%. The goal is to reach the target of 75% by 2009. The increase in funds for the 2007-09 biennium allowed ODE to provide HSOPK services to an additional 1,732 children in 2007-08, with an additional 1,336 to be added in 2008-09. While this increase in funding is helping Oregon and ODE to reach the goal of providing HSOPK services to more eligible children, at the same time the current economic downturn has had the effect of increasing the total number of children living in poverty, broadening the pool of eligible children.

4. HOW WE COMPARE

The number of children receiving HSOPK services has increased by 1,532 children since 2006-07. While ODE increased the number of children receiving services in 2006-07, there was a reduction of 200 children receiving services by federal Head Start programs and other funding sources.

5. FACTORS AFFECTING RESULTS

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

Poverty Rate. The state poverty rate used in 2008 was 19.5%. Subsequently, data obtained from the Children's Institute (a private research organization) and the Population Research Center at Portland State University in summer 2008, indicated a different state poverty rate of 23.1%. This recalculated poverty rate will be used in 2009. Typically, if the economic indicators show a waning in the economy, the poverty rate increases. This results in a larger number of children eligible for HSOPK services.

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

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

Continuous Funding. Continuous and improved funding of HSOPK programs is required for Oregon to meet its target of providing 75% children in poverty with access to HSOPK services in 2008-09. As the poverty rate increases, expanding the number of children eligible for HSOPK services, the number of children that receive services will need to increase in order for ODE to meet its target.

6. WHAT NEEDS TO BE DONE

Ensure continuous and sustainable funding allowing:

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

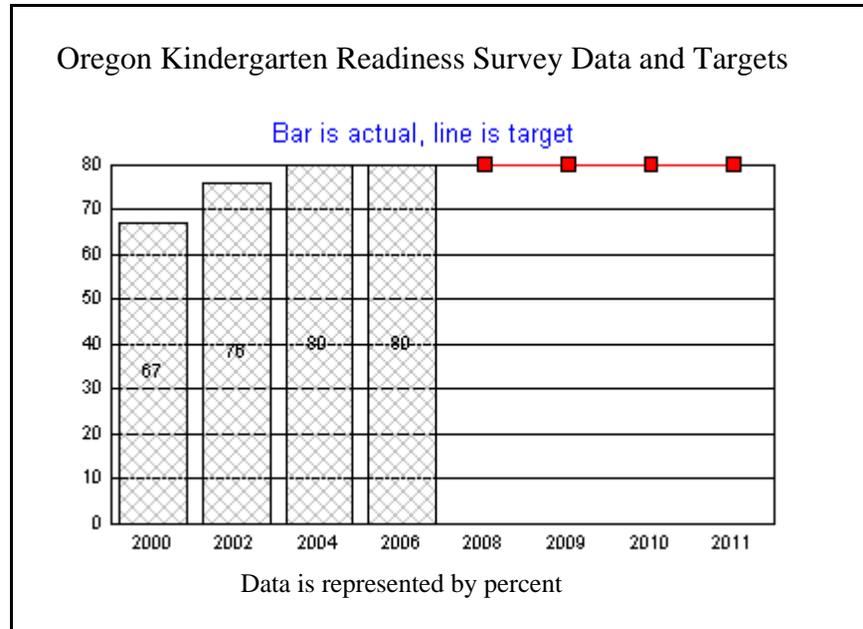
As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 110 - Oregon Pre-Kindergarten. ODE believes that passage of POP # 110 will improve ODE's ability to meet its targets for KPM 1 - Access to Pre-Kindergarten during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP # 110's impact on future performance for this KPM.

7. ABOUT THE DATA

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

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

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



1. OUR STRATEGY

ODE influences Oregon Head Start Pre-Kindergarten programs and services through its leadership and accountability roles. ODE contributes to the quality of programs and services by interpreting federal and state legislation and rules; by monitoring program quality and reporting the results; and by training service providers on child development, care, family services, and research-based practices.

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

Key Partners

Federal Region X Head Start Office, Administration for Children and Families (ACF) (Region X), Training and Technical Assistance for Head Start (Region X), Oregon Commission on Children and Families (OCCF), Oregon Child Development Coalition (OCDC), Migrant and Tribal Head Start, Advisory Team on Underrepresented and Minority Student Achievement, Schools and Kindergarten Teachers, Leaders Roundtable, State Advisory Council for Special Education (SACSE), State Interagency Coordinating Council (SICC), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Confederation of Oregon School Administrators (COSA), Office of Special Education Programs (OSEP), Children’s Institute

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

Results of the Oregon Kindergarten Readiness Survey show that the percentage of children that attended pre-school programs and met all six developmental domains increased since 2000, but the percentage has been relatively uniform for the last two data points (2004 and 2006). The 2006 data, the most recent year for which data are available, show that 80% (N=26,618) of kindergarten children met the criteria for six developmental domains: physical well-being, language and literacy, approach to learning, cognitive/general knowledge, motor development, and social/emotional development. The data represent a snapshot of kindergarten teachers’ perceptions about their students at a point in time.

4. HOW WE COMPARE

Although there may be similarities between the “ready to learn” or “school readiness” surveys of different states, methods and content vary

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

Oregon currently uses five one-word descriptors for its rating scale, and children are rated on twelve indicators of readiness. In the newly-revised 2008 Oregon Kindergarten Survey, teachers will rate children on sixteen indicators using a four-point scale with levels of observed behavior quantified by percentages of time. Year-to-year comparisons within Oregon will be possible after 2008 baseline data have been collected.

5. FACTORS AFFECTING RESULTS

There are at least three notable methodological factors that affect the results of the Oregon Kindergarten Readiness Survey:

- 1) Kindergarten teachers volunteer to complete the Kindergarten Readiness Survey.
- 2) The survey has been administered every two years, and the teachers differ from survey to survey.
- 3) The groups of children from survey to survey are different in size and composition, and the survey outcomes are not adjusted to account for group differences.

6. WHAT NEEDS TO BE DONE

ODE has worked with kindergarten teachers and stakeholders to update the survey content and rating codes. Beginning in 2008, the survey will be conducted annually in December with results due in April. However, participation will continue to be voluntary. Because the survey results are critical to ODE's Key Performance Measures, the Oregon Progress Board's Oregon Shines Benchmark Report, and the reports of numerous agencies, ODE needs to require participation.

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

As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 110 - Oregon Pre-Kindergarten. ODE believes that passage of POP # 110 will improve ODE's ability to meet its targets for KPM 2 - Kindergarten Readiness during the 2009-11 biennium. ODE is still in the

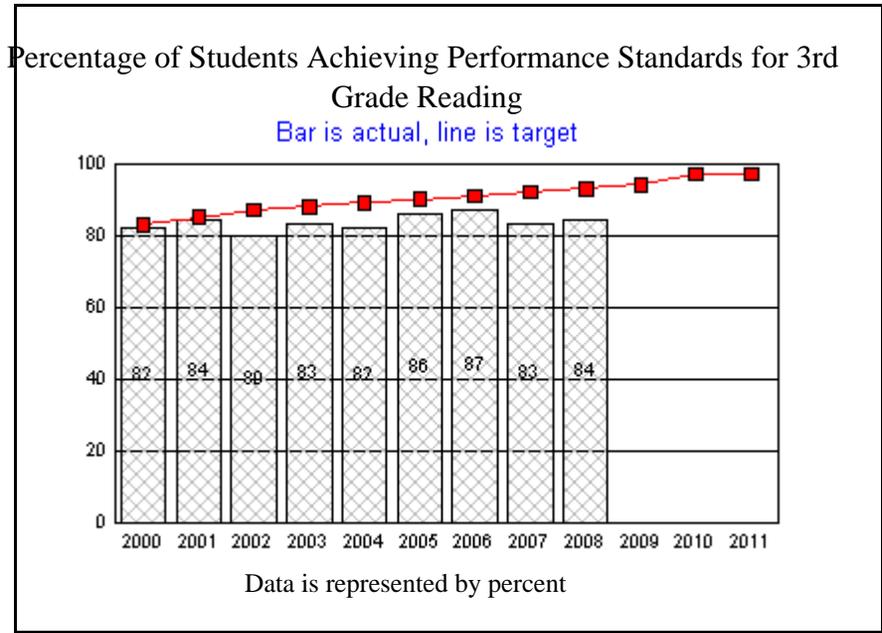
process of identifying the expected degree of POP # 110's impact on future performance for this KPM.

7. ABOUT THE DATA

The survey method affects how data should be interpreted. The Kindergarten Readiness Survey is a voluntary, student-level survey of kindergarten teachers' perceptions about the children in one of each teacher's classes of kindergarten students and all of the students who participated in Early Childhood Special Education during the year prior to entering kindergarten. In 2006, 1,294 teachers gave their impressions of 26,618 children. The data represent a snapshot of these teachers' perceptions about these students at a point in time. Survey results have not been adjusted for group size or composition. Caution should be used when comparing results (percentages) from group to group and from year to year.

Beginning in 2008, there will be a complete break in comparability due to the implementation of the new Oregon Kindergarten Readiness Survey. ODE's goals for updating the survey were to provide clarity to the indicators and rating codes. Currently, Oregon uses five one-word descriptors for its rating scale, and children are rated on twelve indicators of readiness. In the newly-revised 2008 Oregon Kindergarten Survey, teachers will rate children on sixteen indicators using a four-point scale with levels of observed behavior quantified by percentages of time. See the newly revised Oregon Kindergarten Readiness Survey (located at <http://www.ode.state.or.us/search/page/?id=1356>) for more information.

KPM #3	STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.	2000
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards.	
Oregon Context	STUDENT SUCCESS: Improvement is shown for all students.	
Data Source	Annual Statewide Assessments	
Owner	Office of Assessment and Information Services, (OAIS) Scoring and Reporting Section, Jessica Barr, 503-947-5828	



1. OUR STRATEGY

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

Recognition for schools making significant headway to close achievement gaps
School and district leadership training
School improvement professional development
Accountability requirements for schools and districts
School Improvement Fund & application process

Accountability and leadership are ODE functions that are related to student academic achievement. Through its expectations and support of schools and districts, ODE contributes to the positive outcomes districts and schools are making toward the success of all students. One accountability and leadership function is the development and administration of the Statewide Assessment System, namely the Oregon Assessment of Knowledge and Skills (OAKS).

Key Partners

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

2. ABOUT THE TARGETS

In December 2006, a representative group of Oregon educators, parents, and other members of the public gathered together to determine how well students need to do on the OAKS tests to be identified as having mastered the state content standards. Based on this review, some grade levels have higher expectations for students this year than in previous years. At a small number of grades, mostly high school, the expectations are lower based on the review of actual test items used in our state tests. Due to the change in Oregonians' expectations for students, the percent of students meeting the standard in 2006-07 is not comparable to previous year's results.

ODE adjusted the targets for 2008 and 2009 to reflect changes in the statewide standards change in 2006-07. For 2010, ODE has aligned its targets for KPM 3 – Student Achievement to the corresponding targets for OBMs # 19a, 19b, 20a, and 20b. The No Child Left Behind (NCLB) legislation requires that all students reach 100% proficiency by 2014. ODE plans to increase its targets each year between 2008 and 2014 to gradually work toward a target of 100% proficiency.

3. HOW WE ARE DOING

The assessment results presented in this report are for 3rd grade reading and math, and 8th grade reading and math. 2007-08 data for 3rd grade reading appear in the graph above. 2007-08 data for 3rd grade math, 8th grade reading, and 8th grade math appear in supplemental graphs at the end of the analysis for KPM 3 – Student Achievement. The actual percentages for both grade levels and for both subjects are below target. For 3rd grade reading, actual performance was at 84% compared to the target of 93%. For 3rd grade math, actual performance was at 77% compared to the target of 88%. For 8th grade reading, actual performance was at 65% compared to the target of 83%. For 8th grade math, actual performance was at 69% compared to the target of 80%. As explained below in Section 5. Factors Affecting Results, the expectations for grade levels have been adjusted according to how well students must do to master the content standards. (Note: See Section 5. Factors Affecting the Results before comparing the 2006-07 data with data from previous years.) Future data points are necessary to determine how well Oregon students are doing in meeting individual performance targets and in moving toward meeting the goal of 100% proficiency by 2014.

Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at www.ode.state.or.us/search/page/?=1821). Additionally, www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx contains a breakdown of test results for districts and statewide performance by grade level, (3,4,5,6,7,8, and 10), and grade level and ethnic group by performance category (meets or exceeds, nearly meets, low, very low). Currently, the Statewide Report Card and Test Result links above contain data from 2007-08.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

The percent of students meeting the standard in 2006-07 is not comparable to previous years' results. In December 2006, Oregon educators, parents, and members of the public met to determine how well students must do on the OAKS tests to be identified as having mastered the state content standards. Based on this review, some grade levels have higher expectations for students starting in 2006-07 than in previous years. This might explain the decrease in the percentage of 3rd graders that achieved math standards in 2006-07 (70%) compared to 3rd graders in 2005-06 (87%).

6. WHAT NEEDS TO BE DONE

ODE will continue to work towards student success by aligning the Oregon Statewide Assessments with Oregon's content standards, providing research-based school improvement practices, and performing sound accountability practices.

Much of ODE's work is focused on student success as measured by student academic achievement. ODE's work on the Student Growth Model will allow ODE to track academic performance data at the student level and provide a longitudinal description of growth and learning. See [KPM 4 – Student Growth](#) for more information.

As part of its 2009-11 Budget Request, ODE is proposing [Policy Option Package # 103 – Targeted Intervention to Improve Student Achievement](#) and [# 107 – Support for High Performing Students](#). ODE believes that passage of POP #s 103 and 107 will improve ODE's ability to meet its targets for [KPM 3 – Student Achievement](#) during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP #s 103 and 107's impact on future performance for this KPM.

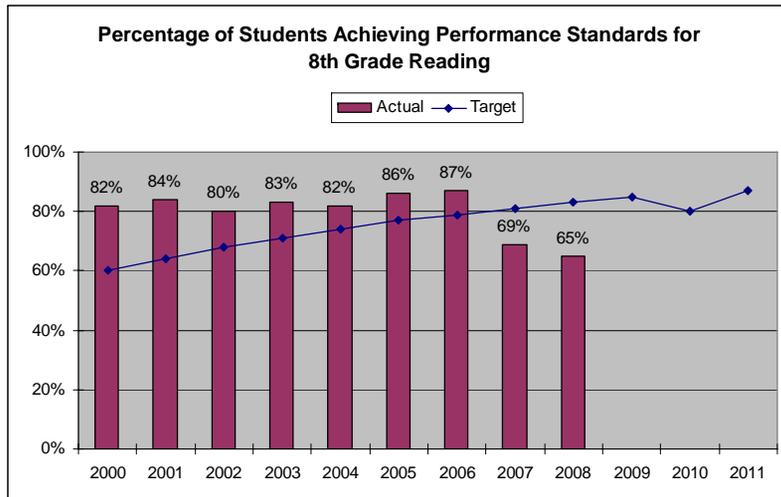
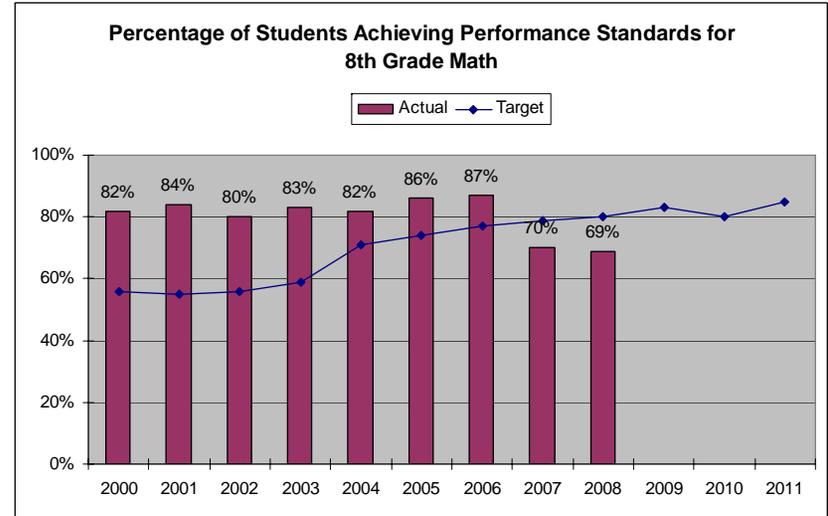
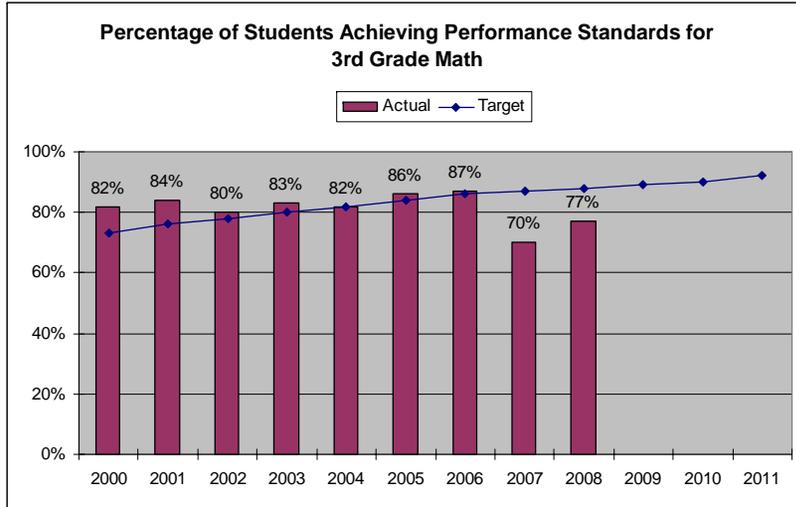
7. ABOUT THE DATA

The percent of students meeting the standard in 2006-07 and 2007-08 is not comparable to previous years' results. The method used to calculate the percentage of students meeting or exceeding grade level benchmarks has changed slightly between 2002 and 2005 in response to changing federal requirements. The 2007-08 data reflect a 10% increase in the academic performance targets used to make AYP determinations for both reading and mathematics.

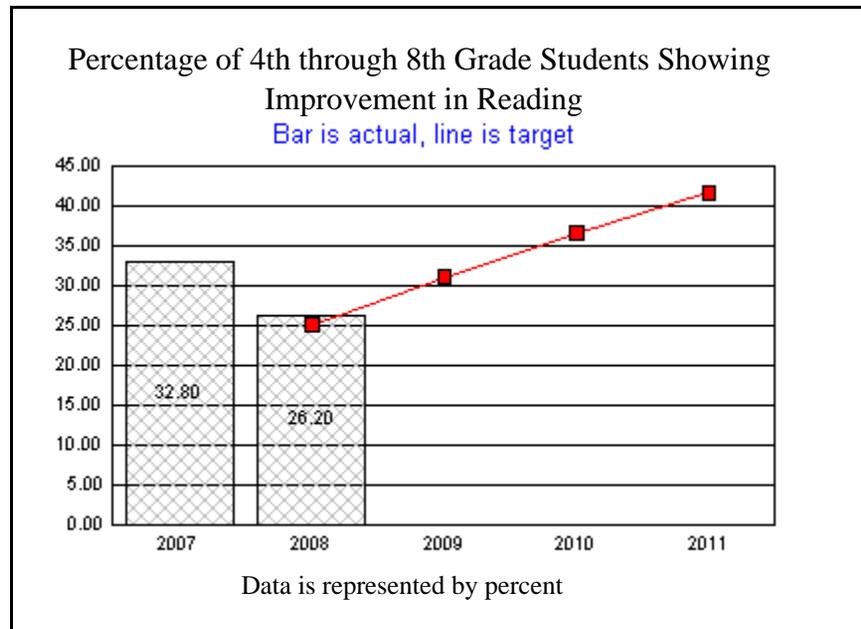
OREGON DEPARTMENT OF EDUCATION

Agency Mission: Increase Achievement for All Students.

II. KEY MEASURE ANALYSIS



KPM #4	Developmental Measure related to longitudinal student growth (data process in development, expected to be available in 2007).	2007
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards.	
Oregon Context	STUDENT SUCCESS: improvement is shown for all students.	
Data Source	Annual Statewide Assessments	
Owner	Office of Assessment and Information Services, (OAIS) Assessment Section, Jonathan Wiens, 503-947- 5764	



1. OUR STRATEGY

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

Recognition of schools making significant headway to close achievement gaps
School and district leadership training
School improvement professional development
Accountability requirements for schools and districts
The School Improvement Fund (SIF) and its application process

Key Partners

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

2. ABOUT THE TARGETS

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

The targets set for 2008–2011 are based on benchmark data from the 2006-07 testing year and preliminary data from 2007-08. Growth targets are increased over time to support KPM 3 – Student Achievement.

3. HOW WE ARE DOING

The data presented in this report indicate the percentage of students in grades 4–8 showing improvement in reading and math. 2007-08 data for reading appear in the graph above. 2007-08 data for math appear in a supplemental graph at the end of the analysis for KPM 4 – Student Growth. For 2007-08, 26.2% of students who had previously not met reading performance standards transitioned to meeting standards, and 34.9% of students who had previously not met math performance standards transitioned to meeting standards.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

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

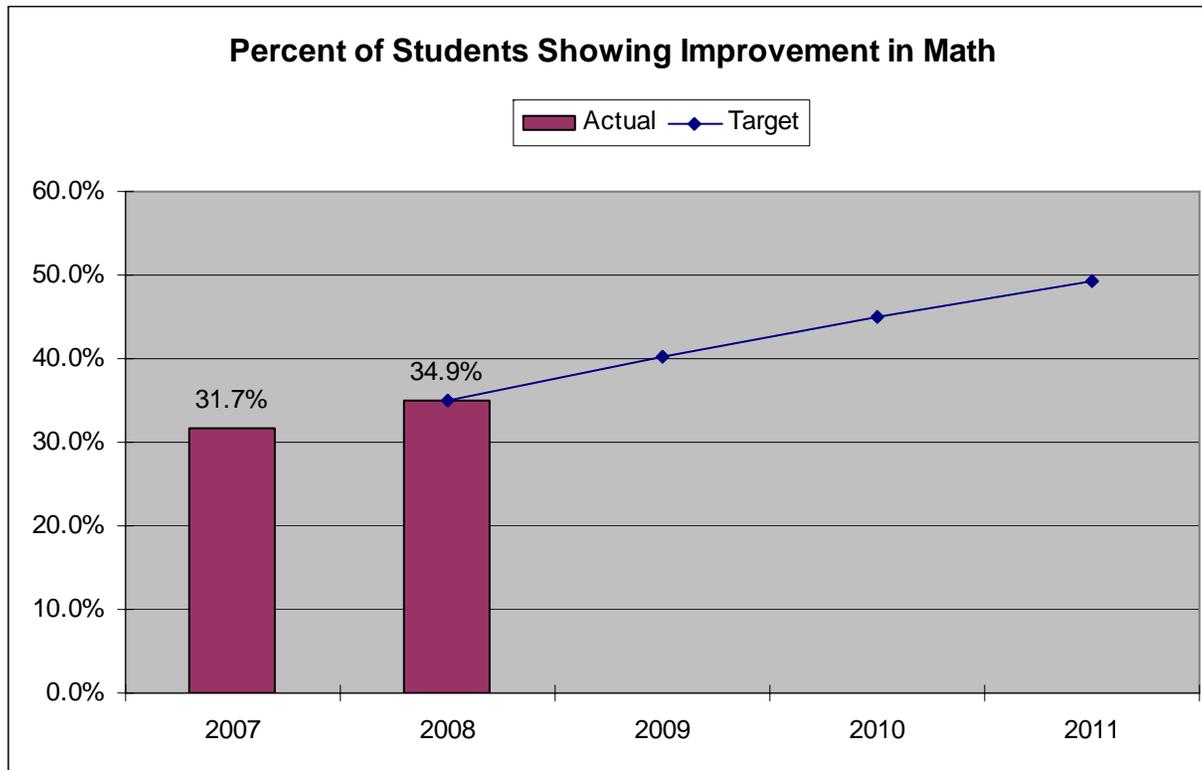
6. WHAT NEEDS TO BE DONE

Schools and districts should implement targeted intervention strategies whose goal is to help low performing students reach benchmarks. Many districts are already using various intervention strategies for their students, and ODE is partnering with the Oregon Association of Educational Service Districts (OAESD) to deliver intervention strategies that can work and professional development that will help districts identify students in need.

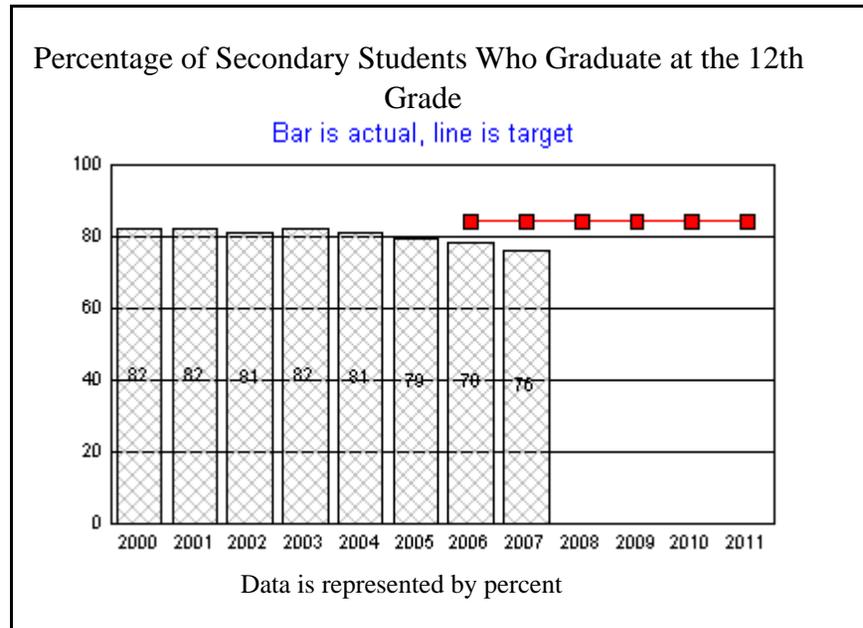
As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 103 – Targeted Intervention to Improve Student Achievement. ODE believes that passage of POP # 103 will improve ODE's ability to meet its targets for KPM 4 – Student Growth during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP # 103's impact on future performance for this KPM.

7. ABOUT THE DATA

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



KPM #5	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (four separate metrics).	2000
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
Oregon Context	STUDENT SUCCESS: All students graduate with a diploma	
Data Source	High School Completers Data Collection, CCWD	
Owner	Office of Assessment and Information Services, (OAIS), Scoring and Reporting Section, Jessica Barr, 503-947-5828	



1. OUR STRATEGY

ODE develops and administers the Oregon Assessment System (Oregon Assessment of Knowledge and Skills – OAKS) and reports the results.

The State Board of Education recently increased the graduation requirements to prepare students for the demands of college and the work place. Now that the policy is established, ODE is engaged in the rollout work required to better prepare schools and districts to implement the new diploma requirements. This work involves a broad representation of ODE staff, education partners, and other stakeholders.

Key Partners

Schools and Districts, ESDs, Advisory Team on Underrepresented and Minority Student Achievement, Diploma Implementation Advisory Committee, Oregon University System (OUS), Community College and Workforce Development (CCWD), State Advisory Council for Special Education (SACSE), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Confederation of Oregon School Administrators (COSA), State Board of Education

2. ABOUT THE TARGETS

Graduates An increase in the percentage of students graduating with a regular diploma is desired. The new diploma requirements add more academic rigor to the high school program, with the intent of better preparing students for future education /training, the workforce, and for citizenship.

GED An increase in the number of students obtaining a GED could mean a decrease in high school dropouts (a positive outcome); however, it could also mean a decrease in high school diploma recipients (a negative or less than positive outcome). ODE set its targeted number of GEDs at 4,216 for 2008-11 by averaging the actual number of GEDs for 2002-03 through 2005-06.

Dropout A decrease in the number of students dropping out of high school is the desired outcome. ODE revised its targeted percentage of drop-outs to 4% for 2010 and 2011 to align KPM 5 – High School Graduation with OBM # 22 – High School Dropout Rate.

9th Grade Cohort This metric is the percentage of students graduating with a regular diploma within four years after 8th grade. Analyzing the data overtime for cohorts will reveal the student's journey through high school. At what point do students begin to leave school before they have graduated? This and other questions can help educators identify potentially vulnerable times when students need additional support. Before ODE can begin tracking data for this metric, ODE will need at least four years of data (representing students' 9-12 grade years). ODE will have sufficient data to begin reporting on this metric in 2008-09.

3. HOW WE ARE DOING

2006-07 High School Graduation data are presented in the graph above. 2007-08 data for GEDs and 2006-07 data for dropouts appear in

supplemental graphs at the end of the analysis for KPM 5 – High School Graduation. Overall, the dropout percentages have remained fairly steady over the past three years, increasing slightly from 4.1% in 2005-06 to 4.2% in 2006-07. This is above ODE's 2006-07 targeted dropout rate of 3%. However, when the data are disaggregated into subgroups there are gaps in the rate for some subgroups of students who dropout. The disaggregated results are in the Statewide Report Card (located at <http://www.ode.state.or.us/search/page/?=1821>). ODE collects graduation and dropout data in the fall of the following school year. This means that ODE will report graduation and dropout data for 2007-08 in its 2009 APPR. The 9th grade cohort data will be available starting in 2008-09.

4. HOW WE COMPARE

Cross-state comparability is difficult using Graduation and Dropout rate data. In Spring 2009, ODE will calculate a new cohort graduation and dropout rate consistent with the National Governors Association (NGA) Compact Graduation Rate. The new calculation will provide a more accurate rate to assist schools, districts, and the state in developing education policies, and, ultimately, help greater numbers of students to succeed in school and earn a diploma. In addition, the new method meets the accountability requirements of the No Child Left Behind Act of 2001 and the national standards set forth in the NGA compact graduation rate formula. This new method will also allow ODE to begin calculating cross-state comparability starting in 2008-09.

5. FACTORS AFFECTING RESULTS

What will be the impact of the policy to increase the diploma requirements? What will be the impact for students, schools, and communities? It will be interesting to watch how the new graduation requirements affect the data over time as the schools and districts roll out their implementation plans. It is possible that implementation efforts will take some time before a change in the data is seen.

6. WHAT NEEDS TO BE DONE

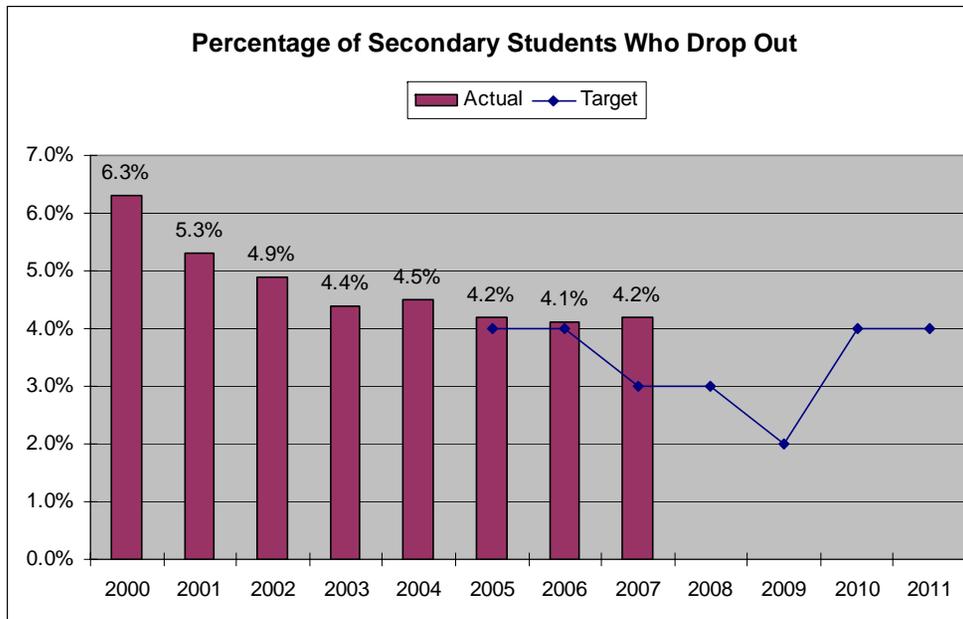
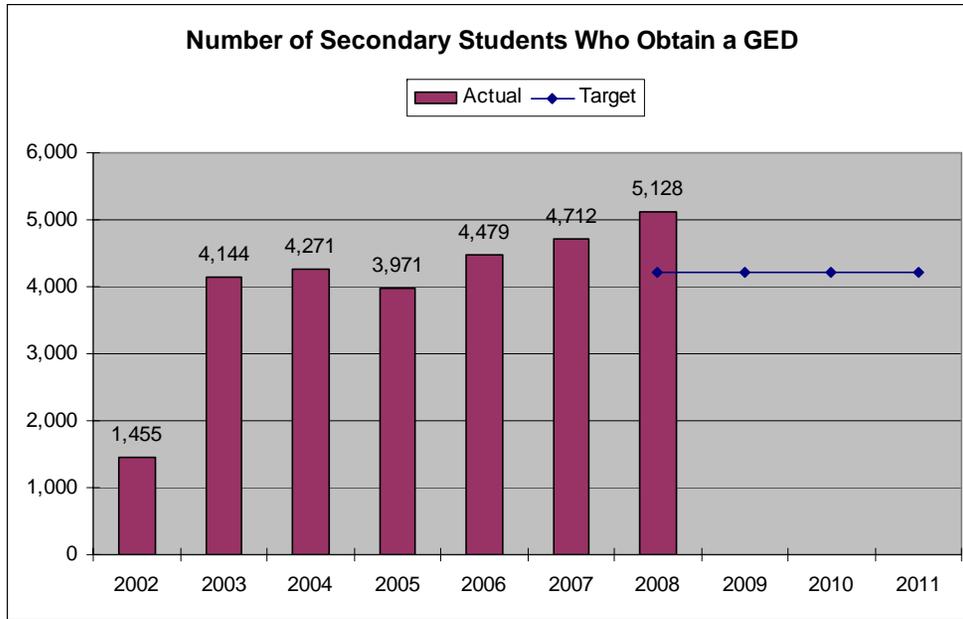
There must be continued diligence on the part of ODE , districts, and schools to reduce the number of dropouts. The data should be disaggregated at the group level (groups of students) and the school level to better identify elements of student and school success, and those elements that are troublesome.

As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package #101 – Oregon Diploma and # 107 – Support for High Performing Students. ODE believes that passage of POP #s 101and 107 will improve ODE's ability to meet its targets for KPM 5 – High School Graduation during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP #s 101and 107's impact on future performance for this KPM.

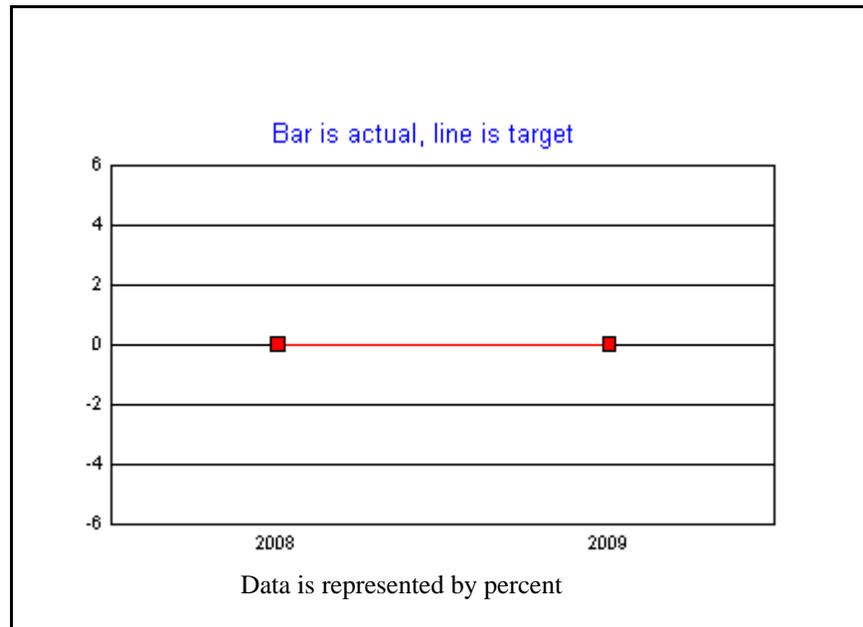
7. ABOUT THE DATA

ODE uses four metrics for this performance measure: 12th grade students who graduate with a regular diploma, students who earn a GED (General Education Diploma), students who drop out of school, and 9th grade cohort. ODE uses these four metrics to tell a more complete story about Oregon's adolescent students.

The graphs included in this analysis display 2006-07 data for graduation and drop-out rates. The graph for GEDs displays 2007-08 data. Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at <http://www.ode.state.or.us/search/page/?=1821>). The data for 2006-07 shows a slight decrease in the percentages for all graduates from the prior three years. As explained in Section 3. How We Are Doing, ODE collects graduation and dropout data in the fall of the following school year, so there will be a one-year reporting lag for those metrics.



KPM #6	COLLEGE READINESS—Developmental : Participation rate, success rate, and second year persistence rate of Oregon PK-12 students into the Oregon University System, or the Community College System (Shared Measure with OUS and CCWD. Data available 2007).	2007
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
Oregon Context		
Data Source	ODE is currently working with the Oregon University System (OUS) and the Department of Community Colleges and Workforce Development (CCWD) to match data records for Oregon high school graduates with their success in OUS and CCWD institutions	
Owner	Office of the Superintendent, Brian Reeder, 503-947-5670	



1. OUR STRATEGY

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

Key Partners

The Department of Community Colleges and Workforce Development (CCWD), The Oregon University System (OUS)

2. ABOUT THE TARGETS

ODE must obtain baseline data on student participation in post-secondary education before it can set targets for this measure. Once ODE obtains the necessary data, the targets set by ODE will be used to forecast probable performance.

3. HOW WE ARE DOING

This performance measure is a developmental measure that was initially intended to be available in 2007. The data required to link high school performance with post-secondary success, however, was not available at that time.

ODE is currently working with OUS and CCWD to match data records for Oregon high school graduates with their success in OUS and CCWD institutions. With data made available by this match, ODE will work with OUS and CCWD to develop measures of college readiness such as the post-secondary participation rate, success rate, and second year persistence rate in OUS and CCWD institutions. In the future, if resources allow, ODE will explore matching Oregon high school graduate data with data maintained by the National Student Clearinghouse. This would provide data for students attending private post-secondary institutions in Oregon as well as public and private institutions outside of Oregon.

4. HOW WE COMPARE

ODE does not currently have access to the data necessary to track performance on this measure. As discussed in [Part 3. How We Are Doing](#), ODE is currently working with OUS and CCWD to obtain the necessary data.

5. FACTORS AFFECTING RESULTS

ODE does not currently have access to the data necessary to track performance on this measure. As discussed in [Part 3. How We Are Doing](#), ODE is currently working with OUS and CCWD to obtain the necessary data.

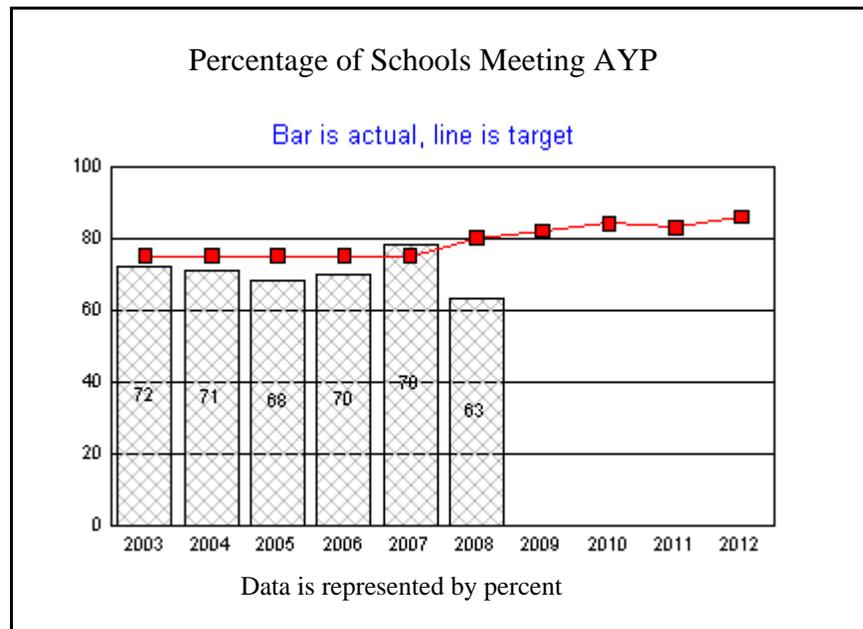
6. WHAT NEEDS TO BE DONE

ODE is currently working with OUS and CCWD to match data records for Oregon high school graduates with their success in OUS and CCWD institutions. With data made available by this match, ODE will work with OUS and CCWD to develop measures of college readiness such as the post-secondary participation rate, success rate, and second year persistence rate in OUS and CCWD institutions. In the future, if resources allow, ODE will explore matching Oregon high school graduate data with data maintained by the National Student Clearinghouse. This would provide data for students attending private post-secondary institutions in Oregon as well as public and private institutions outside of Oregon.

7. ABOUT THE DATA

ODE does not currently have access to the data necessary to track performance on this measure. As discussed in [Part 3. How We Are Doing](#), ODE is currently working with OUS and CCWD to obtain the necessary data.

KPM #7	SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria.	2003
Goal	QUALITY SCHOOLS: Schools and districts are engaged in continuous school improvement.	
Oregon Context	QUALITY SCHOOLS: Schools and districts meet and sustain a high rating of annual progress	
Data Source	Annual Statewide Assessments for individual students are administered October - May, data are verified and aggregated by ODE, and results are available	
Owner	Office of Assessment and Information Services (OAIS), Scoring and Reporting Section, Jessica Barr, 503-947 -5828	



1. OUR STRATEGY

Adequate Yearly Progress (AYP) is the annual determination of whether schools and districts have made progress based on specific criteria toward

the goal of all students meeting rigorous standards by 2014. Closing the achievement gap is a priority of the Superintendent of Public Instruction, and the determination of the AYP of schools and districts is related to decreasing the academic differences among students. ODE's responsibility is to analyze and report the AYP data and make the results public. The results point to the schools that need improvement and whether progress is being made over time. ODE also recommends effective support strategies and research-based educational practices. Another important ODE role is to recommend and/or provide assistance to schools and districts when necessary.

Key Partners

State Board of Education, Schools and Districts, ESDs, Universities, Oregon Association of Colleges of Teacher Education (OACTE), Teachers Standards and Practices Commission (TSPC), Northwest Regional Education Lab (NWREL), Advisory Team on Underrepresented and Minority Student Achievement, Chalkboard, Stand for Children, Oregon Education Association (OEA), Center for Teaching and Learning, Confederation of Oregon School Administrators (COSA), Oregon School Boards Association (OSBA)

2. ABOUT THE TARGETS

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

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

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

3. HOW WE ARE DOING

2007-08 data for the percentage of schools meeting AYP appear in the graph above. 2007-08 data for the percentage of districts meeting AYP appear in a supplemental graph at the end of the analysis for KPM 7 – Schools and Districts Meeting AYP. The percentage of schools meeting AYP in 2007-08 was 63% compared to the target of 80%. The percentage of districts meeting AYP in 2007-08 was 41% compared to the target

of 60%.

4. HOW WE COMPARE

Although all states are striving toward the goal of 100% of students meeting/exceeding standards by 2014, the method or rules chosen by each state may differ. Specifically, other states may have different academic performance targets during a given year and may have different additional indicators, making cross-state comparability difficult.

5. FACTORS AFFECTING RESULTS

Meeting AYP standards requires that schools show high levels of performance and improvement in several different areas. Schools must show that each subgroup of students (e.g., racial and ethnic groups or special education groups) has at least 95% participation and is making progress toward the determined performance targets. There are many ways for a school to fail to meet AYP criteria based on the strict federal guidelines. Schools may have high levels of achievement in many areas but still not meet AYP due to a small subgroup of students who do not meet AYP criteria.

6. WHAT NEEDS TO BE DONE

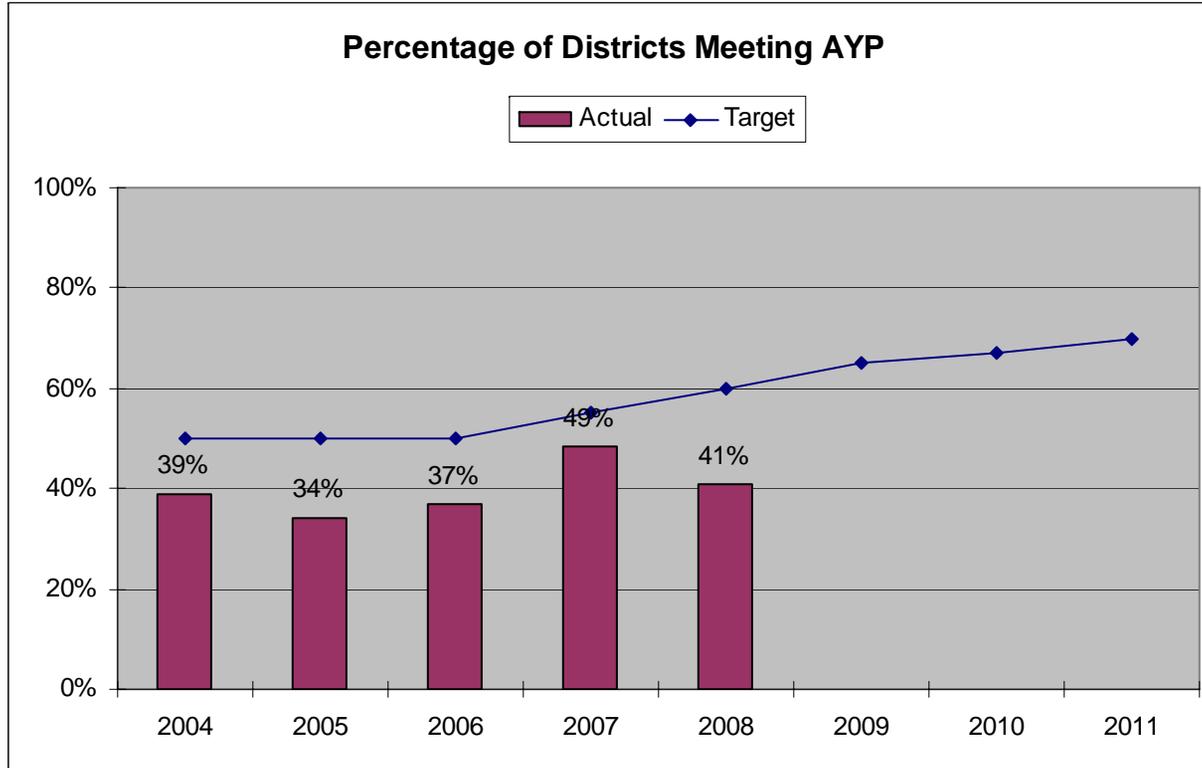
ODE needs to conduct deeper analysis into the schools that do not meet AYP criteria for three, four, and five consecutive years. Schools are measured against the annual student achievement targets. A school not making adequate progress indicates that the students or a subgroup of students are not making academic progress based on grade level benchmarks. The AYP destinations for elementary and middle school should be separate. There are several variables that make these two levels of school substantially different (e.g., student age and teaching practices). 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.

As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 103 – Targeted Intervention to Improve Student Achievement. ODE believes that passage of POP # 103 will improve ODE's ability to meet its targets for KPM 7 – Schools and Districts Meeting AYP during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP # 103's impact on future performance for this KPM.

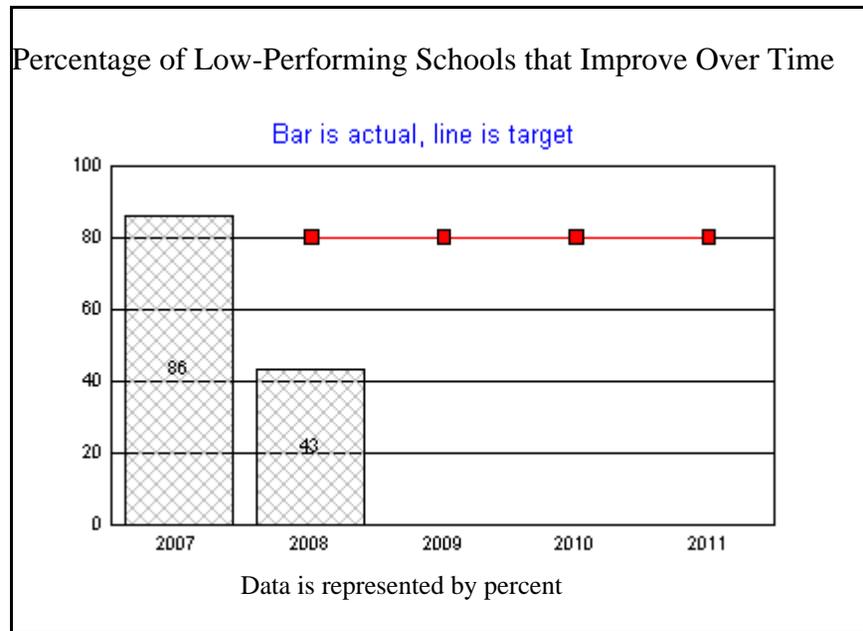
7. ABOUT THE DATA

From a total of 1,278 schools 1,240 schools received an AYP designation in 2007-08. (Thirty-eight schools were new in 2007-08 and did not receive an AYP designation.) Of the total number of schools that received an AYP designation, 63% (N=780) met AYP and 37% (460) did not

meet AYP. The percentage of schools meeting AYP has decreased compared to the 78% in 2006-07. The school AYP results roll up to form the district AYP results. The percentage of school districts meeting AYP is 41% (N=81), down from 49% in 2006-07. Refer to the Statewide Report Card (located at www.ode.state.or.us/search/results/?id=126) for the AYP results for Title I schools and non-Title I schools.



KPM #8	LOW-PERFORMING SCHOOLS IMPROVE—Number and percentage of low-performing schools and districts that improve over time based on Adequate Yearly Progress (AYP) guidelines.	2007
Goal	QUALITY SCHOOLS: Schools and districts are engaged in continuous school improvement.	
Oregon Context	QUALITY SCHOOLS: Schools and districts meet and sustain a high rating of annual progress	
Data Source	Annual Statewide Assessments	
Owner	Educational Improvement and Innovation (EII), Helen Maguire 503-947- 5877	



1. OUR STRATEGY

Schools must meet AYP goals for each and every student subgroup at each grade level in reading, mathematics, and one other category (either attendance or graduation). As the target for meeting AYP increases towards the federally established target of 100% in 2014, some schools are

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

Key Partners

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

2. ABOUT THE TARGETS

For 2008–2011, ODE has set its target as 80% of schools identified as in improvement status increasing the number of student subgroups meeting AYP each year. These targets will be used to forecast probable performance.

3. HOW WE ARE DOING

For 2006-07, Oregon saw significant progress with Oregon's elementary schools. Middle schools and high schools are having more difficulty with helping students learn rigorous content and achieve at the expected levels. 38 out of a total of 44 schools (86%) in improvement status in 2006-07 either met AYP for the second consecutive year or increased the number of subgroups meeting AYP. While this figure is greater than our target for 2008, the performance target for determining whether schools or student subgroups meet AYP has increased this last year, making it more difficult for schools to achieve the target. The 2007-08 data show a decrease in the number of schools showing an increase in the number of subgroups meeting AYP, with 15 out of 35 schools (43%) in improvement status. While this is not unexpected given the increase in the AYP target, it indicates we have more work to do. It is encouraging that 43% of the schools were able to show improvement which overcame the effect of raising the AYO bar.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

Factors that may negatively affect results include:

- 1) Inadequate funding over the past several years has negatively impacted the level of services available to low achieving students.
- 2) There has been an increase in the English Language Learner population.

Factors that may positively affect results include:

- 1) There has been an increase in the educational research available to help guide improvement efforts.
- 2) There has been a greater focus on the traditionally underserved populations.

6. WHAT NEEDS TO BE DONE

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

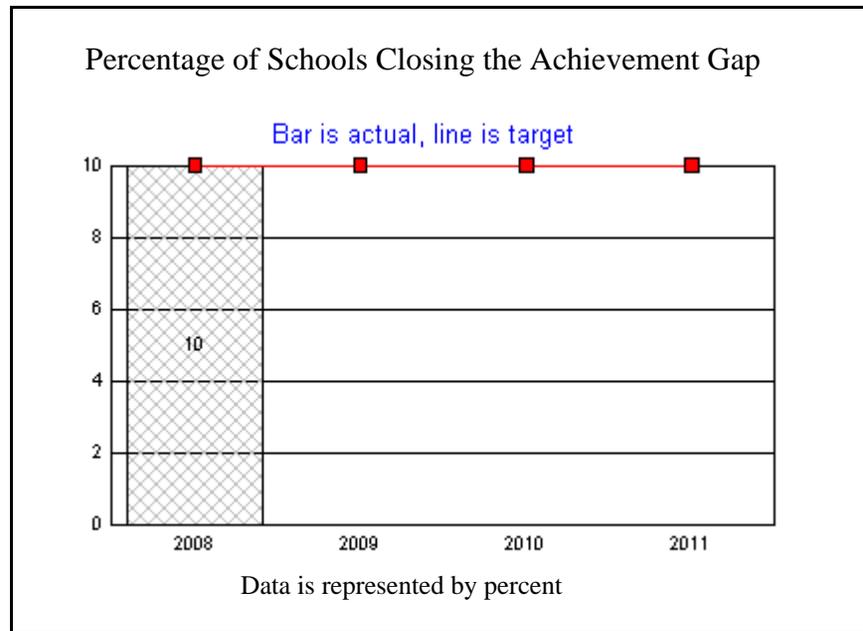
- 1) Schools need to become more focused on ensuring students are learning.
- 2) Instructional strategies need to be improved based on research of effective practices.
- 3) Districts need to be more intentional in working with their schools to ensure the implementation and evaluation of improvement efforts.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

As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 103 – Targeted Intervention to Improve Student Achievement. ODE believes that passage of POP # 103 will improve ODE's ability to meet its targets for KPM 8 – Low-Performing Schools Improve during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP # 103's impact on future performance for this KPM.

7. ABOUT THE DATA

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

KPM #9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Number and percentage of schools closing the academic achievement gap.	2007
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students.	
Oregon Context	QUALITY SCHOOLS: Schools close the achievement gap	
Data Source	Annual Statewide Assessments	
Owner	Educational Improvement and Innovation (EII), Helen Maguire 503-947- 5877	



1. OUR STRATEGY

Students that have been disadvantaged due to poverty, mobility, language barriers, learning disabilities, and other situational factors typically lag behind their advantaged peers. Even though they may make improvement each year, the achievement gap persists unless they make greater gains

than their advantaged peers. With the application of targeted interventions and supplemental learning opportunities, these students can accelerate their progress. By monitoring the progress schools are making with the various identified student subgroups, ODE is able to target its resources and efforts on specific strategies to help students in greatest need.

Key Partners

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

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

ODE has compiled baseline data using AYP figures from 2006-07. ODE chose not to use data from 2005-06 or earlier as its baseline data because the Oregon Statewide Assessments performance standards were reset in 2006-07. Because of this adjustment, the percentage of students meeting the standard in 2006-07 and 2007-08 is not comparable to previous years' results. The 2007-2008 data show that 10% of schools containing Hispanic students in the sixth grade made a ten percent or more improvement in closing the achievement gap between “white” and “Hispanic” students in English Language Arts.

4. HOW WE COMPARE

The achievement gap referenced in this KPM is based on student performance on the Oregon Knowledge and Skills (OAKS) Assessments. This is a statewide assessment used to comply with the AYP requirements of NCLB. Since each state has its own content standards and aligned assessments it is difficult to compare the results from one state to another.

5. FACTORS AFFECTING RESULTS

Factors that may negatively affect results include:

- 1) Inadequate funding over the past several years has negatively impacted the level of services available to low achieving students.
- 2) There has been an increase in the English Language Learner population.

Factors that may positively affect results would include:

- 1) There has been an increase in the educational research available to help guide improvement efforts.
- 2) There has been a greater focus on the traditionally underserved populations.
- 3) Implementing the statewide student growth model will provide needed information to determine student growth.

6. WHAT NEEDS TO BE DONE

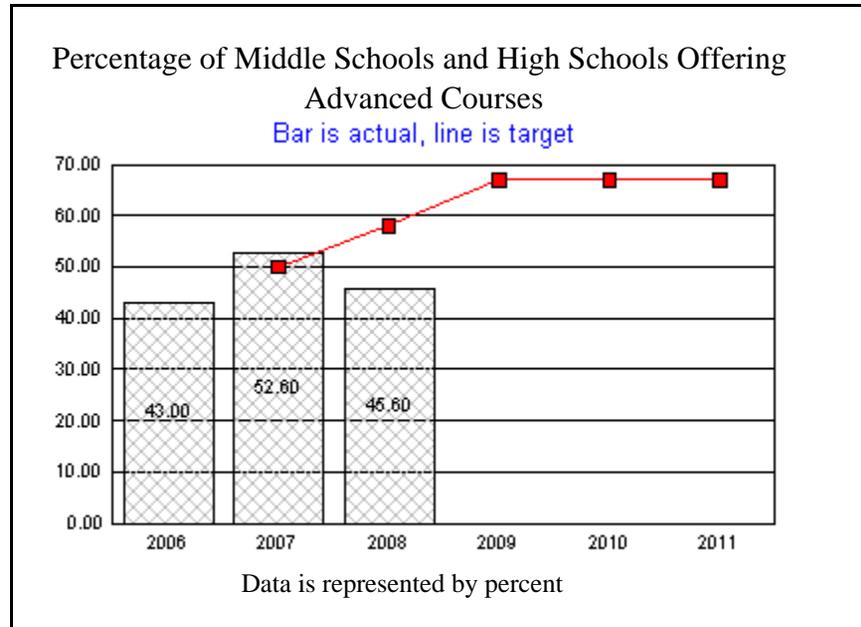
ODE needs to continue to expand its efforts to build capacity within districts and schools to implement and sustain improvements in instructional programs and practices to ensure greater student learning. With assistance from ODE, districts should take the following actions:

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

7. ABOUT THE DATA

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

KPM #10	SCHOOLS OFFERING ADVANCED COURSES—Number and percentage of schools offering advanced courses.	2006
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students.	
Oregon Context	QUALITY SCHOOLS: Students have access to learning opportunities for high ability learners	
Data Source	The Class Size data collection	
Owner	Office of Assessment and Information Services (OAIS), Scoring and Reporting Section, Lorene Nakamura, 503-947-5831	



1. OUR STRATEGY

ODE provides guidance and resources to schools and districts offering advanced curricula and instruction. The Oregon Advanced Placement Incentive Program (APIP) is an example of ODE’s support for schools and districts. The APIP is a 3-year project that provides training and support to students, teachers, counselors, and administrators in schools where 40% or more of the students are qualified for free and reduced lunch.

More information about the APIP and other advanced program resources is located at www.ode.state.us/search/results/?id=118.

Key Partners

The College Board, International Baccalaureate Organization, The Oregon Virtual School District, The USDOE for APIP Grant & Test Program grant, Western Interstate Commission on Higher Education, Consortium for Advanced Learning Opportunities, Advisory Team on Underrepresented and Minority Student Achievement, Oregon University System, Western Oregon University, Oregon APIP Sites (21 sites), Teaching Research Institute (WOU)

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

In 2007-08, 45.6% of schools offered advanced courses (AP or IB). While preparing this report, ODE noticed an error in the calculations reported in 2006-07 (please see [Section 7. About the Data](#)). For consistency, ODE recalculated the percentage of schools and programs offering advanced courses for 2006-07 using the methodology described in [Section 7. About the Data](#). These updated results reflect that 52.6% of schools offered advanced courses in 2006-07 rather than the 27% initially reported in error. This shows a decrease of 7% between 2006-07 and 2007-08. However, the data from 2006-07 Class Size collection is suspect for error as it was the first year of the collection.

4. HOW WE COMPARE

While other states publish data on advanced courses, the form and scope of the data does not readily lend itself to a meaningful comparison with ODE's data.

5. FACTORS AFFECTING RESULTS

It is probable that the fluctuation in the data from one year to the next is due to issues with the data collection. The course offering data is now part of the Class Size collection which was implemented in 2006-07 and there are several known errors in the collection that will affect the results. For this analysis, middle schools and high schools are both included in the denominator, however, a more accurate depiction may be extracted by using

only high school data.

6. WHAT NEEDS TO BE DONE

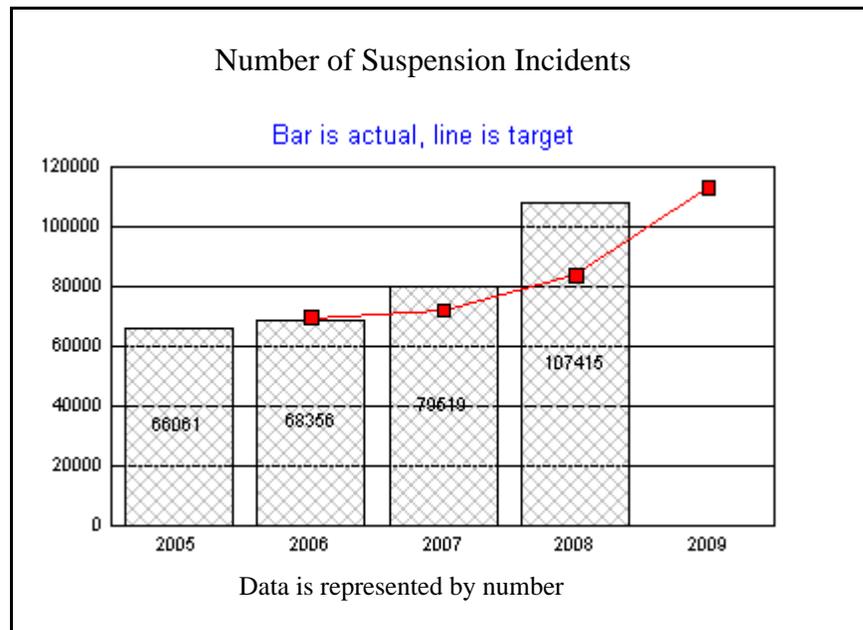
Although 2007-08 and preceding years used the Class Size collection for its data, in future years, ODE should use the data from the Staff Assignment collection which contains all the information needed without some of the reliability issues found with the Class Size collection.

7. ABOUT THE DATA

In both 2006-07 and 2007-08, ODE has defined advanced courses as AP and IB courses. It is unknown how the data were captured and evaluated in 2005-06. It could be that, in addition to AP and IB courses, the 2005-06 dataset may have also included TAG courses. As a result, comparable data for 2005-06 is unavailable.

ODE's 2007 Annual Performance Progress Report (APPR) reported the percentage of schools offering advanced courses in 2006-07 based on *all* Oregon schools (grades K-12), even though advanced placement courses are generally only offered to students enrolled in middle school and high school (schools that include at least grades 7-12). This caused the 2006-07 data to reflect an artificially low rate of only 27%. In order to capture a more accurate percentage of schools offering advanced courses, ODE calculated the percentage for 2007-08 by including only those schools offering any courses to students enrolled in grades 7-12. To allow for a meaningful comparison between years, ODE recalculated the data for 2006-07, including only schools offering courses to students enrolled in middle school or high school rather than *all* schools.

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



1. OUR STRATEGY

Data collection, analysis, and reporting are ODE’s primary activities related to this performance measure. ODE ensures that schools develop and

implement corrective action plans as necessary to ensure safe school environments.

Key Partners

Schools and Districts, ESDs

2. ABOUT THE TARGETS

ODE's target for this measure is used to forecast probable future performance; it indicates that the number of suspension, expulsion, and truancy incidents in a given school year should not increase more than 5% above the number of incidents in the preceding school year. However, less than a 5% increase is desired. In the graph above and in the supplemental graphs located at the end of KPM 11 – Suspension, Expulsion, and Truancy, ODE has presented the targeted number of incidents for 2006 through 2009 by calculating a 5% increase above the number of incidents in the preceding school year. For 2010 and 2011, the target will remain at no more than a 5% increase above the number of incidents in the preceding year. However, until ODE obtains data for the number of incidents in 2009 and 2010, respectively, ODE cannot determine what the targeted number of incidents for 2010 and 2011 should be. KPM 11 - Suspension, Expulsion, and Truancy has experienced some data collection changes in its 2007-08 data (see Section 7. About the Data). Given these methodological changes, ODE plans to begin collecting new baseline data through 2010 in order to explore establishing updated targets for 2011-13.

3. HOW WE ARE DOING

The number of suspension incidents in 2007-08 increased 35% from 79,519 incidents in 2006-07 to 107,445 incidents in 2007-08. (Note: as discussed in Section 7. About the Data, this includes both in and out of school suspension incidents.) Of the total number of suspension incidents, 55,058 were in-school suspension incidents and 52,357 were out-of-school incidents. In contrast to the increase in suspension incidents, both the number of expulsion and truancy incidents decreased from 2006-07 to 2007-08. The number of expulsion incidents decreased approximately 9.06% from 2,241 incidents in 2006-07 to 2,030 incidents in 2007-08, and the number of truancy incidents decreased approximately 1% from 45,282 incidents in 2006-07 to 44, 842 incidents in 2007-08. 2007-08 data for the number of suspension incidents appear in the graph above. 2007-08 data for the number of expulsion and truancy incidents appear in supplemental graphs at the end of the analysis for KPM 11 – Suspension, Expulsion, and Truancy. When considering the number of incidents in a given year, it is important to note that, rather than indicating an increase in inappropriate student behaviors, an increase in the number of incidents might indicate that schools and districts are being more diligent in their effort to curb and eliminate inappropriate student behaviors by applying consequences such as suspension or expulsion. To truly assess how Oregon is doing in providing its students with a safe school environment, KPM 11 – Suspension, Expulsion, and Truancy must be considered hand in hand with KPM 12 – Safe Schools. The expulsion data (weapons, violent behavior, or arrest for violent crimes) from KPM 11 – Suspension, Expulsion, and Truancy form the criteria used to designate a school as persistently dangerous in KPM 12 – Safe Schools. Schools on the “watch list” have two

years to demonstrate they are safe environments for students before they are designated as persistently dangerous. In spite of the increase in suspension incidents reported in 2007-08, the data for KPM 12 – Safe Schools indicate that the number of persistently dangerous schools has not increased in four years.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

Because schools and districts set their own policies for when to discipline students, the suspension, expulsion, and truancy data can vary widely between schools. Also, as noted in Section 2. About the Targets, the number of reported incidents in a given year may indicate that schools and districts are being more diligent in their effort to curb and eliminate inappropriate student behaviors by applying consequences such as suspension or expulsion rather than indicating an increase in the inappropriate student behaviors themselves.

6. WHAT NEEDS TO BE DONE

Efforts to identify and eliminate inappropriate student behavior must continue in tandem with more funding for prevention programs for students, schools, and communities. SDFS (Title-IV) funds are continuing to decrease and districts are experiencing a difficult time keeping evidence-based prevention programs going in their schools.

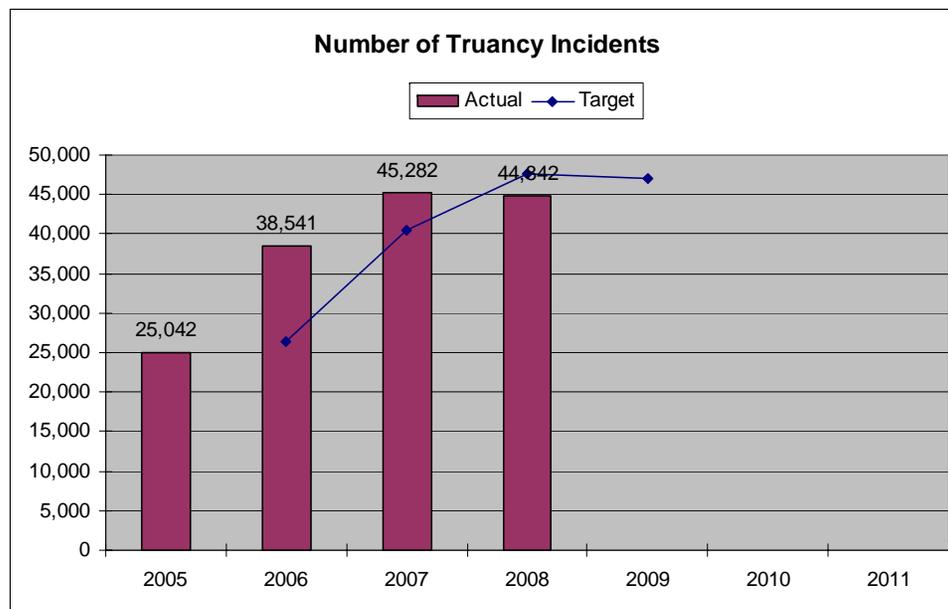
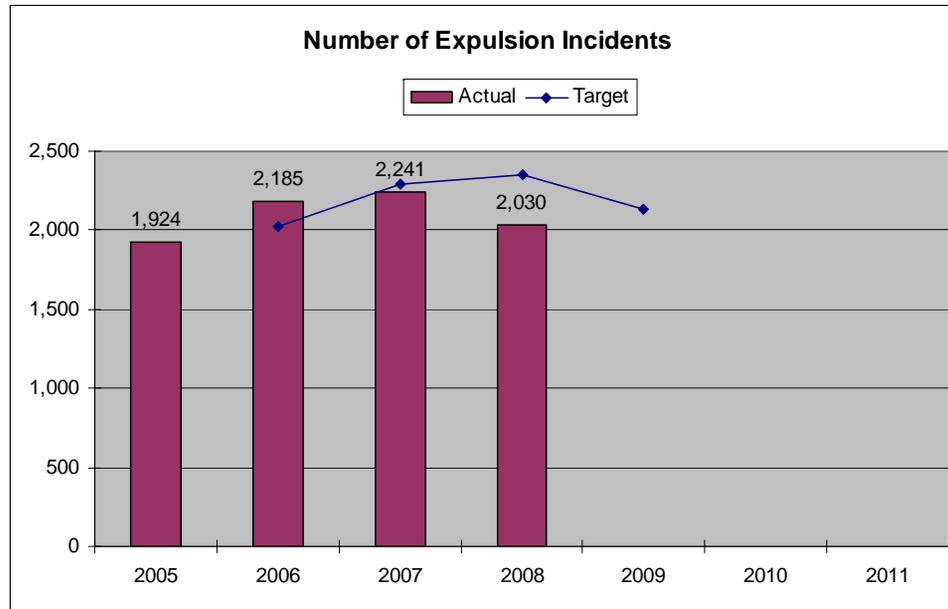
7. ABOUT THE DATA

The suspension, expulsion, and truancy data pertain to the total number of incidents, not to the number of students whose behavior results in such incidents. Data about student suspensions, expulsions, and truancy incidents are collected from districts at the student level. Starting with 2005-06, the suspension data represent in and out of school suspension incidents. All expulsions are out of school. Starting with 2007-08, the data collection used by ODE has changed from the Suspension, Expulsion, and Truancy collection to the Discipline Incidents collection.

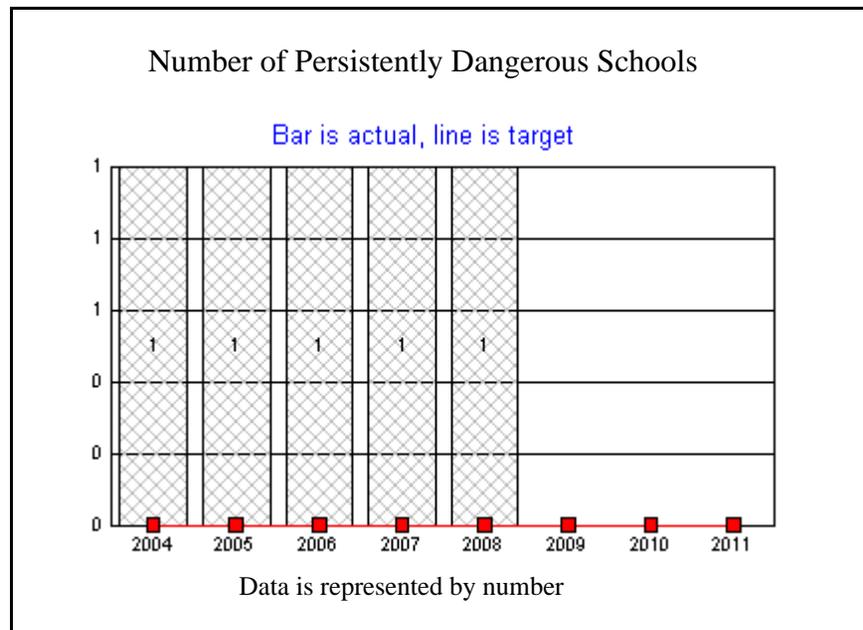
OREGON DEPARTMENT OF EDUCATION

Agency Mission: Increase Achievement for All Students.

II. KEY MEASURE ANALYSIS



KPM #12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list.”	2005
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol and violence.	
Oregon Context	QUALITY SCHOOLS: Students want to be in school, learning	
Data Source	Schools are named “persistently dangerous” based on number of expulsions.	
Owner	Office of Student Learning and Partnerships (OSLP), Special Education Section, Scott Hall, 503-947-5628	



1. OUR STRATEGY

ODE is required by NCLB to establish a “school choice policy” for students attending “persistently dangerous” schools. ODE has established criteria to identify schools that must offer students a choice because of weapons and/or violent behavior. In addition, ODE has established criteria to

identify schools that are at-risk for being dangerous. Both situations require that districts and schools take immediate action, and ODE is accountable to ensure that districts develop and implement corrective plans.

Key Partners

Schools and Districts, ESDs

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

2007-08 data for the number of persistently dangerous schools appear in the graph above. 2007-08 data for the number of schools on the watch list appear in a supplemental graph at the end of the analysis for KPM 12 – Safe Schools. Although Oregon does not meet the target of 0 persistently dangerous schools, the data for 2007-08 indicate that only 1 school in Oregon meets the criteria for designation as persistently dangerous. The number of persistently dangerous schools has not increased in four years. Also, the number of schools on the watch list has dropped from 13 in 2006-07 to 10 in 2007-08. This means that Oregon has met its target of 10 or fewer schools on the watch list.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

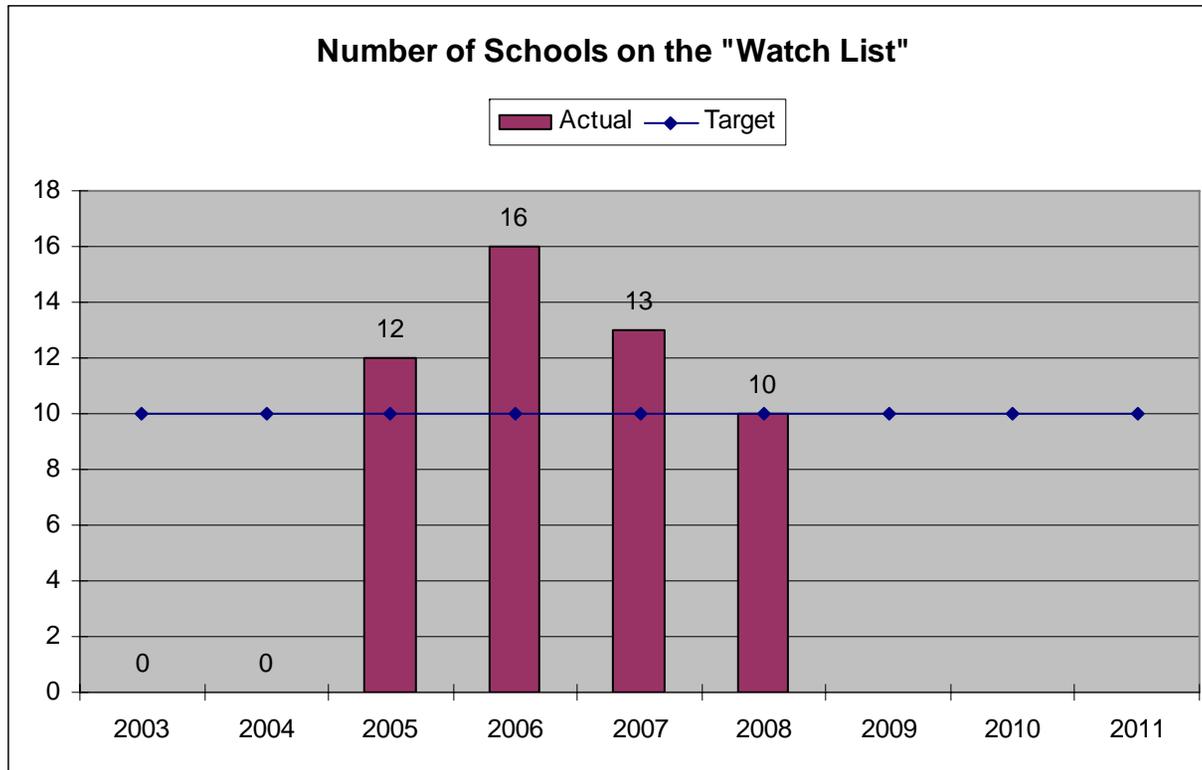
Schools and districts set their own policies for determining expulsion-worthy incidents, the major factor in the characterization of a school as "persistently dangerous." Also, as noted in KPM 11 – Suspension, Expulsion, and Truancy, the number of expulsions in a given year may indicate a heightened awareness of school safety rather than an increase in dangerous student behaviors.

6. WHAT NEEDS TO BE DONE

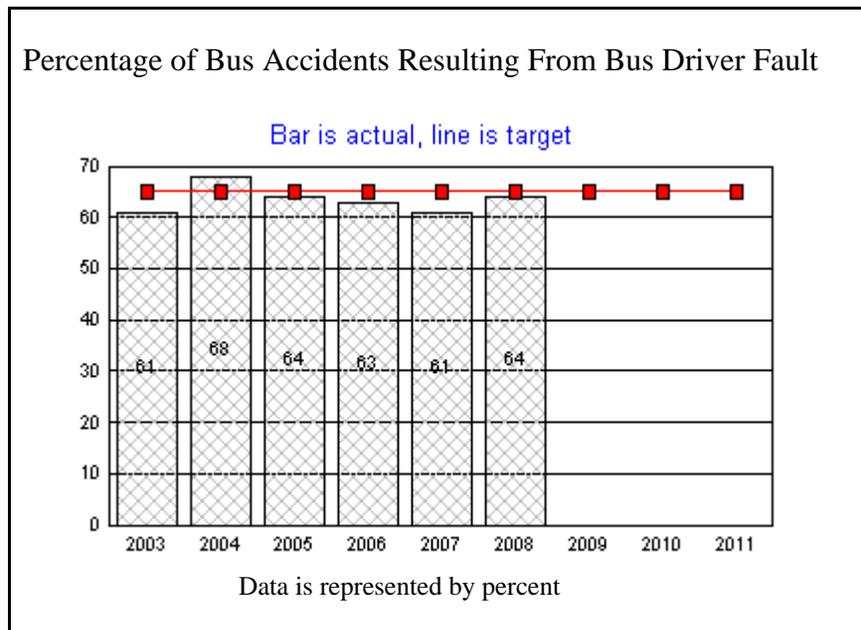
Schools identified as persistently dangerous or on the watch list should work with their district to make every effort to get off the “watch list,” and other schools should work toward staying off the watch list. Efforts to identify and eliminate inappropriate student behavior must continue, and funding is important for prevention programs for students, schools, and communities. SDFS (Title-IV) funds are continuing to decrease, and districts are experiencing a difficult time keeping evidence-based prevention programs going in their schools.

7. ABOUT THE DATA

The expulsion data (weapons, violent behavior, or arrest for violent crimes) used in KPM 11 – Suspension, Expulsion, and Truancy form the criteria used to designate a school as persistently dangerous. Data about student expulsion incidents are collected from districts at the student level. Schools must have a certain number of expulsions for three years in a row to be considered “persistently dangerous.” Schools on the “watch list” have two years to demonstrate they are safe environments for students before they are designated as persistently dangerous.



KPM #13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.	2003
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol and violence.	
Oregon Context	QUALITY SCHOOLS: Learning environments are safe and welcoming	
Data Source	Each bus incident is reported by school districts to ODE immediately and the data are aggregated annually for reporting.	
Owner	Office of Finance and Administration (OAF), Student Transportation Section, Deborah Lincoln, 503-947-5885	



1. OUR STRATEGY

ODE has a significant role in ensuring that the state operates safe bus transportation for public school children. ODE’s responsibilities include

certifying that drivers are eligible to drive, monitoring drivers' credentials ("S" & "P" endorsements), ensuring buses are inspected and re-inspected, issuing license approvals, providing interpretation to the field, writing administrative rules, and providing training using a train-the-trainers model. Through administrative rules, ODE spells out exactly what qualifications drivers must meet and continue to meet in order to maintain their certifications. ODE identifies qualification criteria for driving records, criminal records, and the physical condition of the driver. During the 2007-08 school year, ODE certified 1,502 new drivers and renewed 3,635 school bus certificates. Each original certification and renewal requires ODE to check the applicant's criminal and driving record.

Key Partners

National Transportation Safety Board (NTSB), National Association of State Directors of Pupil Transportation Services (NASDPTS), Oregon Pupil Transportation Association (OPTA), Oregon Department of Transportation (ODOT), Oregon Department of Motor Vehicles (ODMV), Operation Lifesaver (National and Local), Oregon Legislature, State Board of Education, Various school bus contractors within the state, Oregon Department of Environmental Quality (ODEQ), Local Physicians regarding driver qualifications, Oregon Department of Justice, Schools and School Districts

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

2007-08 data for the percentage of bus accidents for which the bus driver was at fault appear in the graph above. 2007-08 data for the number of bus accidents appear in a supplemental graph at the end of the analysis for KPM 13 – Bus Safety. The total number of statewide bus accidents has remained fairly consistent since 2003, although the number of accidents for 2007-08 increased slightly compared to earlier years, from 477 in 2006-07 to 493 in 2007-08. Of the 493 total number of statewide bus accidents in 2007-08, only 312 (64%) resulted from driver fault. This means that ODE is meeting its target of 65% or fewer accidents in which the driver was at fault. In addition, Oregon should be proud that there have been no fatalities due to school bus accidents in the last 32 years.

4. HOW WE COMPARE

Because there are no national pupil transportation safety standards and states vary significantly regarding definitions, criteria, policies, and administrative rules, direct comparison data are not currently available. However, it should be noted that national data from 2002 indicate that, of

the 25 million children who rode school buses to and from school, only about 5 students died in school bus crashes. Conversely, of the 25 million children who walk, bike, ride, or drive to and from school in other vehicles, 817 children were killed while going to and from school. These national data indicate that school buses continue to be the safest form of pupil transportation. ** Source: National Research Council, National Academy of Sciences.

5. FACTORS AFFECTING RESULTS

Oregon School Buses travelled approximately 64 million miles in 2007-08, transporting students to and from school and to school-related activities. Of the 493 bus accidents which occurred statewide over the course of these 64 million miles, 181 were caused by drivers of other vehicles.

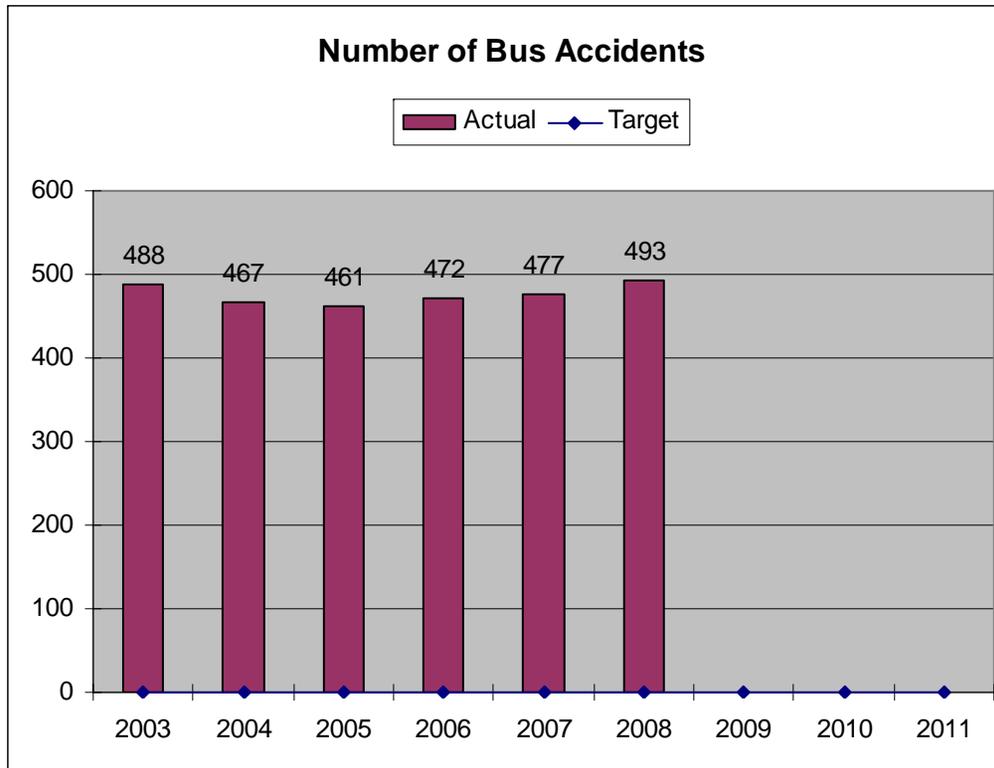
Another factor affecting results is the criteria ODE uses to define bus accidents. ODE has chosen to set the accident criteria low so that we may look for patterns that are leading to more serious accidents. ODE considers any damage to property or another vehicle or at least \$750 damage to the pupil-transporting vehicle as an accident. The Department of Motor Vehicles, on the other hand, does not require an accident report until an accident hits the threshold of \$1500.

6. WHAT NEEDS TO BE DONE

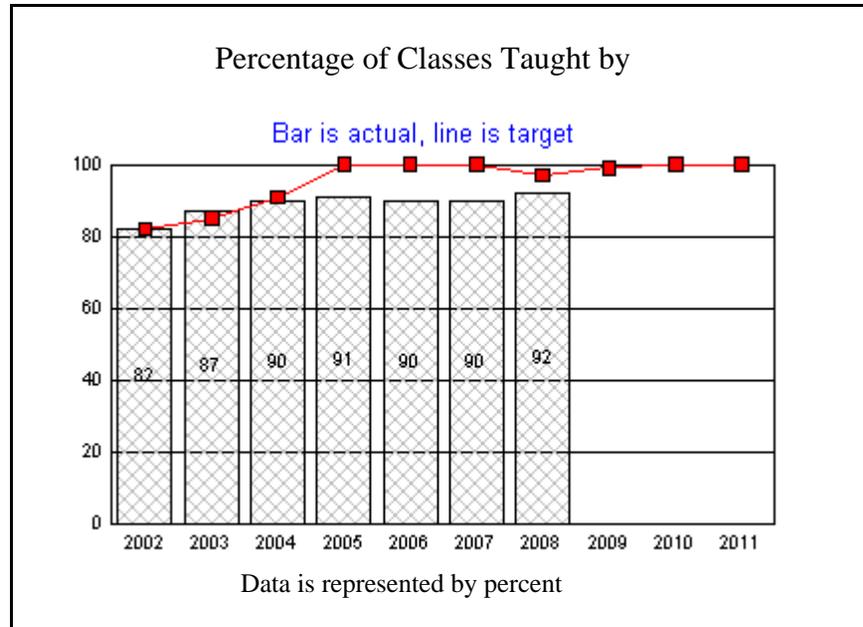
ODE will follow a risk reduction strategy by continuing bus driver training.

7. ABOUT THE DATA

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



KPM #14	HIGHLY QUALIFIED TEACHERS —Percentage of classes taught by highly qualified teachers.	2003
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
Oregon Context	QUALITY SCHOOLS: All students have qualified teachers	
Data Source	Staff Assignment Data Collection	
Owner	Office of Education and Improvement (OEII), School Improvement and Accountability, Bev Pratt, 503-947-5806	



1. OUR STRATEGY

ODE engages in collaborative work with teacher education programs to encourage a closer alignment between the federal requirements and the program content and requirements. ODE does not hire or assign teachers. However, ODE does provide leadership and hold districts accountable to increase the number of teachers that are qualified to teach the classes to which they are assigned. Communicating the policy and expectations

surrounding implementation of No Child Left Behind (NCLB) has also been an ongoing role of ODE.

Key Partners

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

2. ABOUT THE TARGETS

NCLB requires that 100% of teachers be highly qualified to teach the core subjects to which they are assigned. The targets for 2008–2011 reflect ODE’s goal of working toward 100% of core classes taught by highly qualified teachers.

3. HOW WE ARE DOING

With 92% of classes taught by highly qualified teachers in 2007-08, Oregon is close to having all teachers qualified to teach the classes to which they are assigned, particularly at the elementary level.

4. HOW WE COMPARE

In 2006-07, the percentage of classes taught nationwide by highly qualified teachers (HQTs) for all schools ranged from 57% (District of Columbia) to 100% (North Dakota). Thirty-three states reported rates of 95% or greater. Forty-two states, including Oregon, reported that 90% or more of core academic classes were taught by HQTs. (Note: The 50 states, the District of Columbia, and the Bureau of Indian Affairs submitted data. Puerto Rico did not submit data and is not included in these analyses.)

The gap between high-poverty and low-poverty schools was greatest in Maryland (66% in high-poverty elementary schools compared to 95% in low-poverty elementary schools; 63% in high-poverty secondary schools compared to 89% in low-poverty secondary schools). In Oregon elementary schools, the percentage of HQT in low-poverty schools was 90.12% compared to 96.43% in high-poverty schools. In Oregon secondary schools, the percentage of HQT in low-poverty schools was 89.77% as compared to 87.49% in high-poverty schools. At the elementary level, Oregon had a higher percentage of classes taught by HQT in high poverty schools as compared to low poverty schools. At the secondary level, the percentage between high and low poverty schools was less than 2%. (Nationwide HQT data for the 2007-08 school year is not currently available.)

5. FACTORS AFFECTING RESULTS

Although the ODE is not directly involved in the hiring or assigning of teachers, ODE does hold districts accountable to increase the number of classes taught by highly qualified teachers. ODE requires districts to submit a plan to increase the numbers of highly qualified teachers by re-assigning teachers or encouraging continued professional development. Teachers can obtain provisional credentials while they work toward gaining the required qualifications in order to teach certain classes.

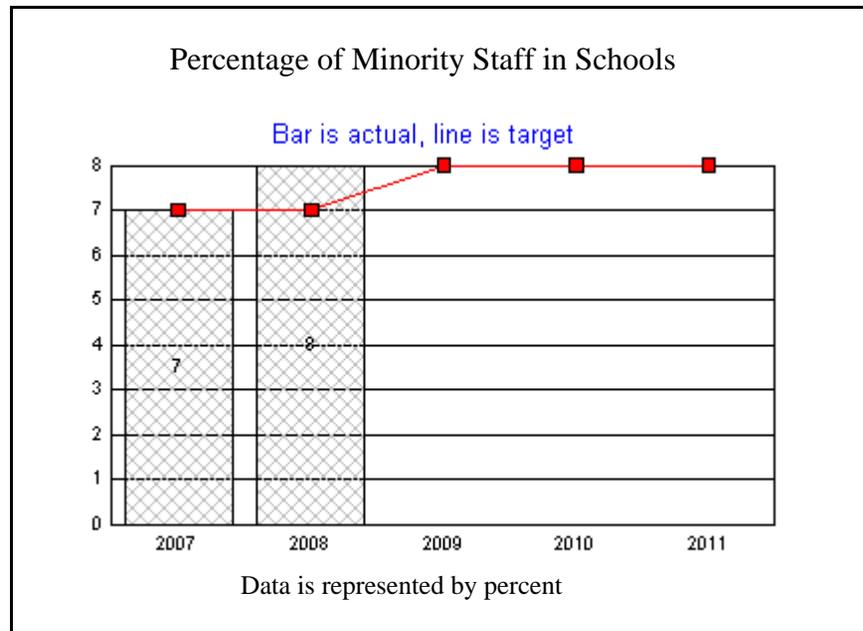
6. WHAT NEEDS TO BE DONE

This is an important measure because citizens want to know that qualified teachers are working with students. NCLB required ODE to have a “state plan” by 2005-06 that “ensures” an annual increase of teachers who are “highly qualified” in each district and each school, and an annual increase of teachers who receive “high quality” professional development. The revised state HQT and Equity plans, which were updated in January 2008, are available at <http://www.ode.state.or.us/search/results/?id=102>.

7. ABOUT THE DATA

The data in the table above represent the total percentage of teachers that are qualified to teach the classes that they are assigned. This total percentage includes teachers working in Title I schools and non-Title I schools, and elementary and secondary classes.

KPM #15	MINORITY STAFF—Number and percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).	2007
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
Oregon Context	QUALITY SCHOOLS: Oregon’s education workforce is diverse	
Data Source	Staff Position Data Collection	
Owner	Office of Assessment and Information Systems (OAIS), Scoring and Reporting, Lorene Nakamura, 503-947-5831	



1. OUR STRATEGY

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

are:

- 1) ODE partners with nine Confederated Tribes to preserve and teach Native American indigenous language and culture in schools.
- 2) The ODE State Action for Educational Leadership (SAELP) funded by the Wallace Foundation has sponsored a number of summits and school demonstration sites that focus on cultural competency and comprehensive literacy. These activities include state policy makers, college and university teacher and administrator preparation programs, and K-12 teachers and administrators.
- 3) The Oregon Mexico Education Partnership (OMEP) effort to bring Spanish language content materials to Oregon students.
- 4) New standards as of 2006 for administrative licensure include knowledge and skills related to equity and cultural competence.

Key Partners

Schools and School Districts, ESDs, Advisory Team on Underrepresented and Minority Student Achievement, Teachers Standards and Practices Commission (TSPC), Oregon Association of Colleges of Teacher Education (OACTE), NW Regional Educational Laboratory (NWREL), Confederation of Oregon School Administrators (COSA), Oregon Education Association (OEA)

2. ABOUT THE TARGETS

The targets for 2008–2011 have been set to more accurately represent the information requested in this KPM. Prior to 2006-07, staff data was only available for certificated staff; however, as of 2006-07, ODE began collecting data on classified staff as well. ODE's targets for 2008–2011 are forecasts based on 2006-07 data as compared to 2007-08. These targets will be used to forecast probable performance.

3. HOW WE ARE DOING

Minority staff increased by .72%, from nearly 7% in 2006-07 to nearly 8% in 2007-08. However, the percentage of minority staff is not quite keeping pace with the increase in minority students, which increased by 1.3% in 2007-08.

605 institutions (39%) of the 1,547 institutions represented in the 2007-08 Staff Position Collection that have comparative data from 2006-07 employed a higher percentage of minority staff in 2007-08 as compared to 2006-07. (Note: This percentage is based on institutions that reported in the Staff Position Collection for both 2006-07 and 2007-08. Of the 1,614 institutions represented in the 2007-08 Staff Position Collection, 67 institutions reported in 2007-08 but did not report in 2006-07. This may be the result of reorganization, new institutions, or error.)

In the 2007-08 Staff Position Collection, 7.61% of the total staff and 5.35% of the teachers employed in the 1,614 institutions represented are

minorities. This is an increase from 6.89% and 5.19%, respectively in 2006-07. Of the 1,614 institutions included in the 2007-08 Staff Position Collection, 108 institutions (6.7%) employ 20% or more minority staff.

Of the 1,408 institutions contained in the 2007-08 Staff Position Collection that serve students directly, 407 institutions (29%) have comparable staff and student minority percentages (within 10%), and 55 institutions have a higher percentage of minority staff than percentage of minority students. (Note: 1,408 institutions in the 2007-08 Staff Position Collection also have records in 2007-08 Fall Membership collection. The remaining institutions either do not serve students directly (e.g., District offices) or they have incorrectly reported in Staff Position or Fall Membership.)

4. HOW WE COMPARE

Washington State had 9.5% minority education staff in 2005-06 (more recent data was not available via their Web site). However, according to the U.S. Census report for 2006, Washington State had a minority population of 20% , whereas in the same report Oregon has a minority population of only 14% . The population diversity of Washington State will influence the diversity of its workforce. (See http://factfinder.census.gov/servlet/ADPTable?_bm=y&-geo_id=04000US53&-qr_name=ACS_2006_EST_G00_DP5&-ds_name=ACS_2006_EST_G00_&-_lang=en&-redoLog=false&-_sse=on and http://factfinder.census.gov/servlet/ADPTable?_bm=y&-geo_id=04000US41&-qr_name=ACS_2006_EST_G00_DP5&-ds_name=ACS_2006_EST_G00_&-_lang=en&-_sse=on for more information)

5. FACTORS AFFECTING RESULTS

- 1) 2.8% of staff did not identify an ethnicity.
- 2) Staff data not only includes K-12 staff but also special education, early intervention, and early childhood staff.
- 3) The ratio of minority staff to non-minority staff can be volatile in smaller institutions. For example, a small elementary school might have two teachers that represent a minority and if one teacher leaves, the school has lost 50% of their minority staff.
- 4) Due to the personal nature of ethnicity and how it is perceived, the data regarding ethnicity may be inconsistent from year to year on an individual basis. For instance, 3,675 students identified themselves as not being a minority in 2006-07, but in 2007-08 identified themselves as being a minority. Alternatively, 1,847 students identified themselves as being a minority in 2006-07, but in 2007-08 identified themselves as not being a minority.

6. WHAT NEEDS TO BE DONE

Oregon's minority population is not evenly dispersed throughout the state. Instead of focusing on the percentage of minority teacher statewide,

special notice should be paid to those institutions with extreme minority student populations, and efforts should be targeted at reducing the gap between the proportion of teachers who represent minority populations and the proportion of minority students in those institutions.

Also, we should not lose sight of our ultimate goal which is providing high quality teachers regardless of race or ethnicity.

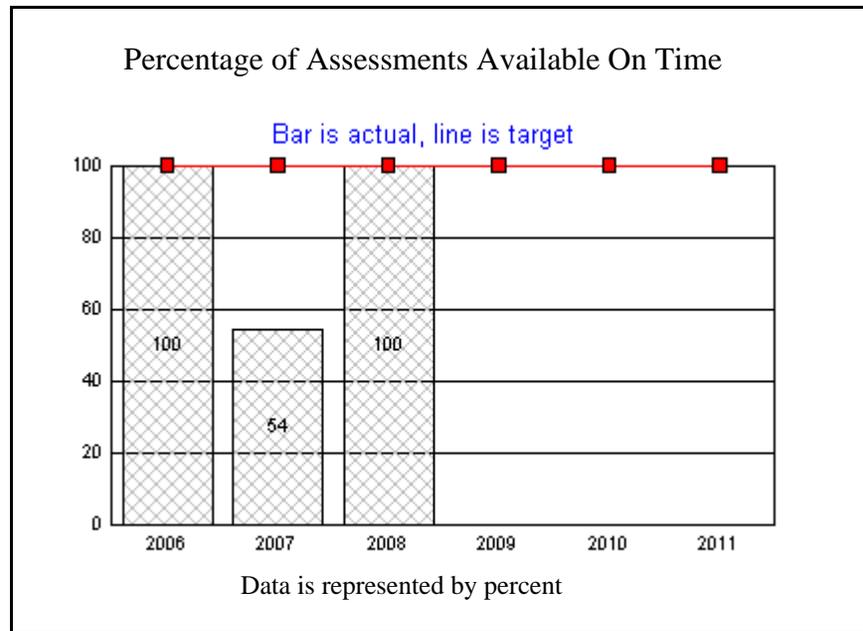
7. ABOUT THE DATA

Teacher data are collected from the 2006-07 and 2007-08 Staff Position Collections by FTE, and the percentages have been rounded. Prior to 2006-07, data was available for licensed staff only. Student data for comparison was extracted from the 2007-08 Fall Membership Collection. As of August 1, 2008, the 2007-08 Staff Position Collection is still in validation and may be subject to change.

Teachers, for the purpose of this report, include Head Teachers, Non-Special Education Teachers, Special Education Teachers, and Special Education PE teachers.

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

KPM #16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Number and percentage of statewide assessment and statewide assessment results provided to districts on time (data available 2007)	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: ODE administers assessments and provides results on time	
Data Source	Annual Statewide Assessments	
Owner	Office of Assessment and Information Services, Scoring and Reporting Section, Jessica Barr, 503-947-5828	



1. OUR STRATEGY

ODE is dedicated to providing the Oregon Statewide Assessments and assessment results to districts on time. As part of ODE’s work to improve the Oregon Assessment of Knowledge and Skills (OAKS)—the newly adopted name for the larger Oregon Statewide Assessment System—Oregon

partnered with American Institute for Research to create a new online testing system that will assess students' mastery of Oregon content standards. This OAKS Online system is available in mathematics, reading/literature, science, and social sciences. It has many features that will improve the assessment experience for students, teachers, administrators, and the state as a whole.

Key Partners

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

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

ODE is doing exceptionally well in this area and making progress in administering the Oregon Statewide Assessments on time, as should be the case for future years. 2007-08 data for the percentage of assessments available on time appear in the graph above. 2007-08 data for the percentage of assessment results available on time appear in a supplemental graph at the end of the analysis for KPM 16 – Timely Assessments and Assessment Results. The percentage of assessments available on time in 2007-08 was 100% (14 out of 14) compared to the target of 100%. The percentage of assessment results available on time in 2007-08 was 86% (12 out of 14) compared to the target of 100%.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

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

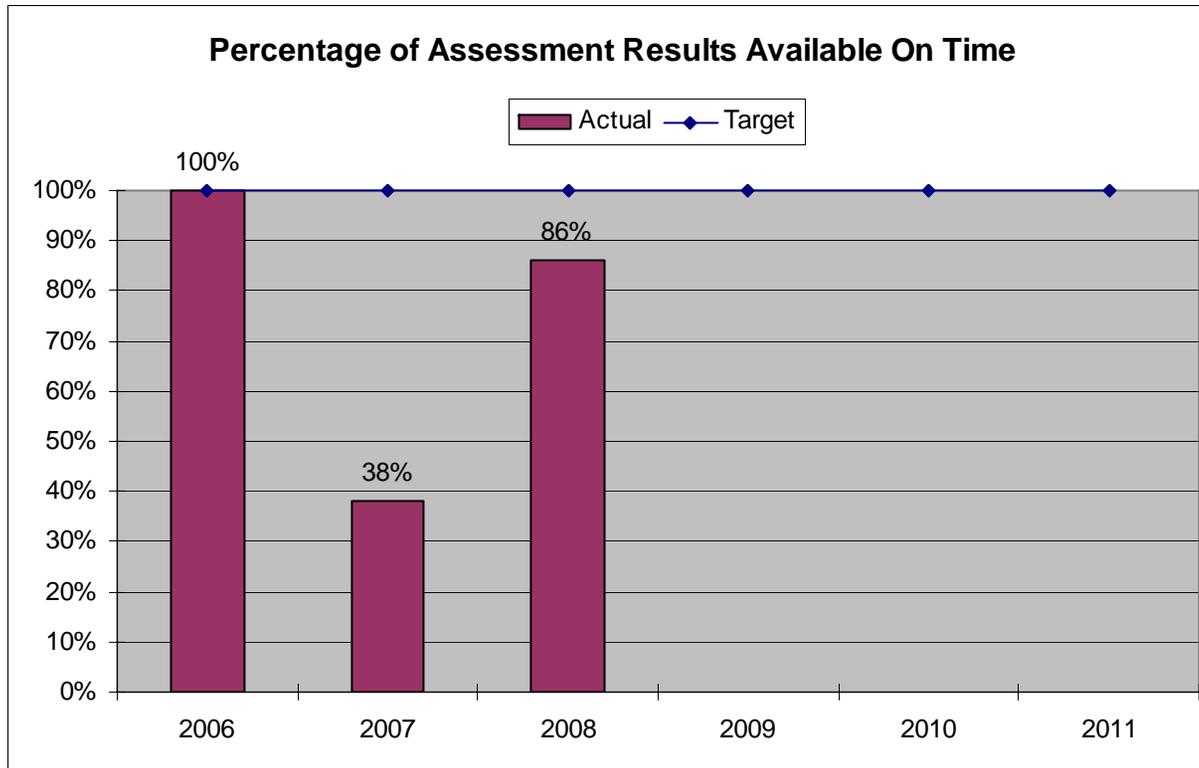
6. WHAT NEEDS TO BE DONE

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

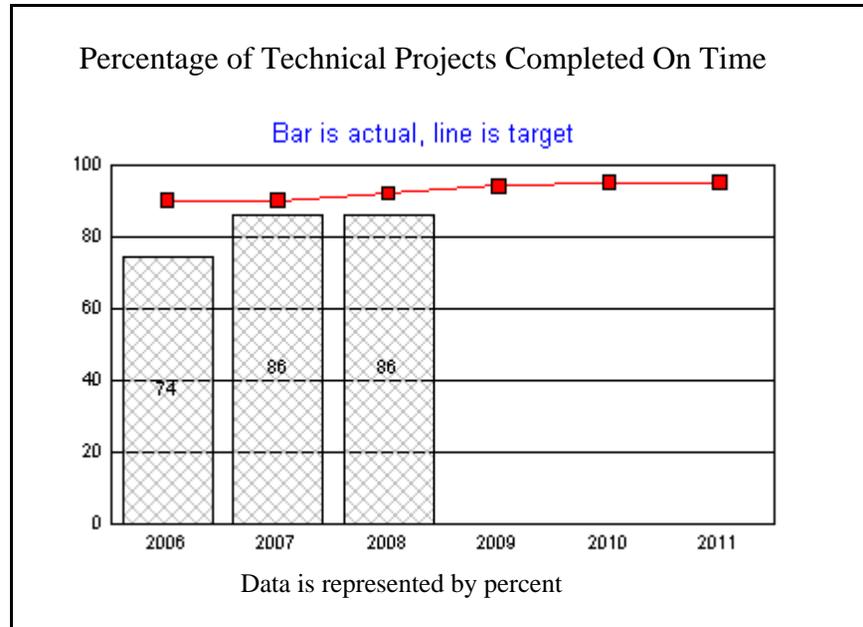
As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package #101 – Oregon Diploma, # 102 – OAKS Online, and # 105 – Improving Data Quality. ODE believes that passage of POP #s 101, 102, and 105 will improve ODE’s ability to meet its targets for KPM 16 – Timely Assessments and Assessment Results during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP #s 101, 102, and 105’s impact on future performance for this KPM.

7. ABOUT THE DATA

The number of available tests represents the Oregon Statewide Assessments by subject that a district can administer to a student. This includes a total of 14 available tests: OAKS Online Reading, OAKS Online Math, OAKS Online Science, OAKS Online Social Sciences, OAKS Paper/Pencil Reading, OAKS Paper/Pencil Math, OAKS Paper/Pencil Science, OAKS Writing Performance (Winter administration), OAKS Writing Performance (Spring administration), OAKS Extended Reading, OAKS Extended Math, OAKS Extended Science, OAKS Extended Writing Performance, and the English Language Proficiency Assessment.



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



1. OUR STRATEGY

ODE prepares a data collection schedule each December for the upcoming school year. That schedule is approved internally and provided in draft form to the Data Collection Committee, comprised of district and ESD data submitters, in January. The final schedule is published in April. Data collection project “tickets” are created in June for the upcoming school year. Projects are managed and prioritized based on the published deadline.

Progress of each data collection is documented in the appropriate ticket, and these ticket data are analyzed to determine the number and percentage of technology projects met on schedule.

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

In 2006-07, ODE revised its definition of “on time” (see [Section 7. About the Data](#)). For consistency, ODE recalculated the percentage of on-time technical projects for 2005-06 using the updated definition. Updated data for the 2005-06 school year included 31 separate data collections, of which 23 (74%) were completed on time. Under the previous definition of “on time”, only 17 (55%) were completed on time. ODE achieved significant improvement during the 2006-07 school year, completing 31 of 36 (86%) data collections on time. The 2007-08 school year yielded similar results with ODE completing 30 of 35 (86%) data collections on time.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

Data collections are late for a variety of reasons. Among these are: late changes to project scope, underestimating of required time, unplanned resource shortages (e.g. staff vacancy), reprioritization of work by executive management, emergent state and federal mandates, and unanticipated system outages. During the 2007-08 school year, the open dates for several data collections were moved forward six weeks (when compared to the prior year). This timeline proved to be too ambitious, causing three staff-related data collections to open after the planned date. Additionally, two data collection open dates were moved backward (when compared to the planned open date) to coincide with the May 1 open dates of several other data collections. This change was necessary to accommodate a system-wide change to the student-level data collection system. This

change was needed for other pending data collections scheduled to open on May 1.

6. WHAT NEEDS TO BE DONE

Adjustments must be made to future data collection schedules to benefit from the lessons learned from previous data collections. Changes have been made to the 2008-09 data collection schedule to prevent reoccurrence of delays due to planning.

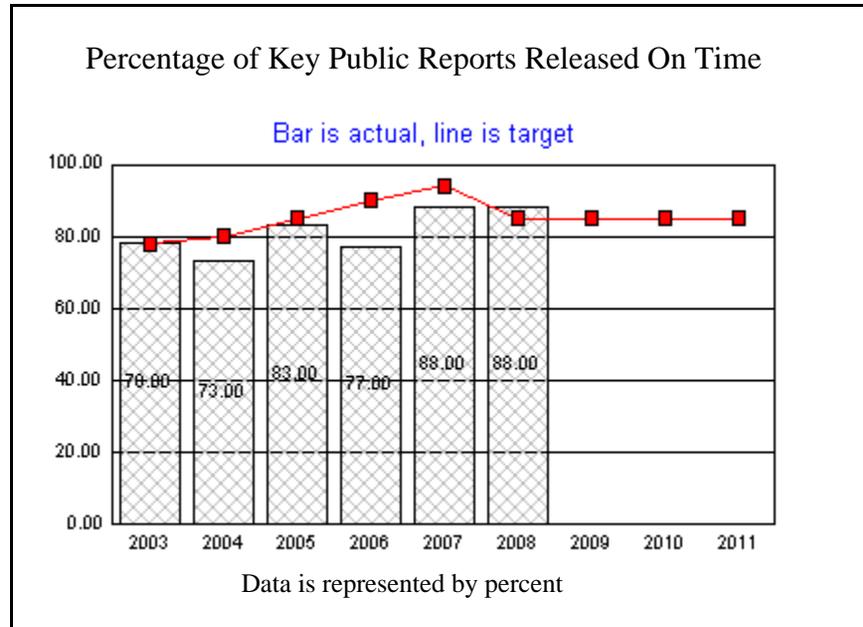
As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 105 – Improving Data Quality. ODE believes that passage of POP # 105 will improve ODE's ability to meet its targets for KPM 17 – On-Time Technical Projects during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP # 105's impact on future performance for this KPM.

7. ABOUT THE DATA

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

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

KPM #18	TIMELY PUBLIC REPORTS—Number and percentage of key public reports released on time.	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: Public reports are produced on time and are made available to the public	
Data Source	Schedule of ODE Key Public Reports	
Owner	Office of the Superintendent, Communications Section, Gene Evans, 503-947-5737	



1. OUR STRATEGY

The ODE Communications Director monitors the schedule of annual key reports and informs ODE staff of any issues that may impact the timely release of accurate information. The key reports represent important work of ODE and include the ACT College Placement Test, AMAO Report (English Language Proficiency), Statewide Assessment Results (reading, writing, mathematics, science), Dropout report/Graduation Rate, Fall

Membership Data (October 1 Report), Final AYP for title I Schools and Districts in Improvement, High School Completers Report, Highly Qualified Teacher Report, Homeless Student Report, Oregon School Directory, Oregon Standards Newspaper, Persistently Dangerous Schools Report, Preliminary AYP Report for All Schools and Districts, SAT College Placement Test Scores Release, School Calendar for Upcoming School Year, School/District Report Cards, Special Education Child Count (SECC), and Statewide Report Card.

2. ABOUT THE TARGETS

The desire is to have all ODE reports released to the public on time. ODE set its target of 85% or more reports released on time for 2008–2011 based on past performance. This target also reflects ODE’s commitment to improving future performance.

3. HOW WE ARE DOING

The data indicate that for both 2007 and 2008, 16 out of 18 (88%) annual key reports were released on time. This means that ODE exceeded its target of 85% for 2008. Oregon has seen a significant increase in the volume of data collection and reporting required by state and federal reporting, legislative requests for information, media requests, and internal operational needs. During Oregon’s recent recession, ODE has had fewer resources to provide necessary staffing levels to data collection and reporting. ODE has had three high-profile incidents where reports had to be corrected because of data errors. The goal for the coming year is to have all reports issued accurately, requiring no corrections.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

Releasing reports on time depends to some extent on the pace and accuracy of data collection. Data collection is not strictly an in-house activity as most of the reports originate from schools and districts and involve a variety of people. When schools or districts are late in providing data to ODE, or when the data provided by schools or districts include errors, it can create a deviation from the planned schedule and result in late reporting. Even such seemingly insignificant circumstances as the hiring of new data entry staff at the district or school level can ultimately lead to a delay in the release of reports. Similarly, as noted above, when ODE’s resources are limited due to budgetary restraints, it is difficult for ODE to provide necessary staffing levels to data collection and reporting. This can also impact ODE’s ability to release reports in a timely fashion.

6. WHAT NEEDS TO BE DONE

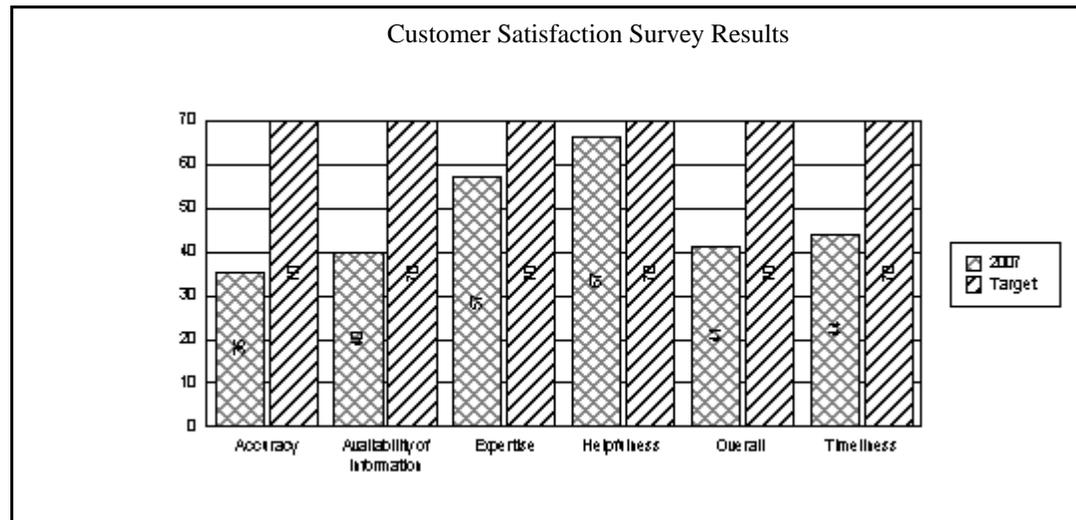
ODE should continue to schedule the work and assist school and district personnel and others in the field to submit their reports to ODE in a timely manner. Internally, staff has been reallocated to support core services to ensure that information is gathered efficiently and reports are generated early enough to allow for quality assurance checks to be run.

As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 105 - Improving Data Quality. ODE believes that passage of POP # 105 will improve ODE's ability to meet its targets for KPM 18 - Timely Public Reports during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP # 105's impact on future performance for this KPM.

7. ABOUT THE DATA

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

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



1. OUR STRATEGY

ODE’s strategy is to foster excellent customer service, which links to ODE’s strategic goal of excellent customer service.

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

Because the 2007 survey was ODE's first customer satisfaction survey, ODE currently has only one year of data. In 2007, the percentage of customers rating ODE's overall customer service as good or excellent was 41%. Ratings were highest for helpfulness (66.5%) and lowest for accuracy (35.5%). This indicates a need to take action to improve. Examples of actions taken by ODE in 2007-08 to improve customer service include contracting with Education Service Districts (ESDs) to provide six regional help desks to support schools and districts with assessments and key accountability data; increasing training of ODE staff to improve accuracy, timeliness, and helpfulness in responding to customer inquiries; increasing communications to customers through list-servs, newsletters, and ODE Web sites; establishing advisory groups populated with external customers; creating administrative rules and improving technical manuals to more clearly communicate ODE's policies and compliance expectations; and providing customers with additional technical and compliance-related training, including web-based training opportunities.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

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

6. WHAT NEEDS TO BE DONE

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

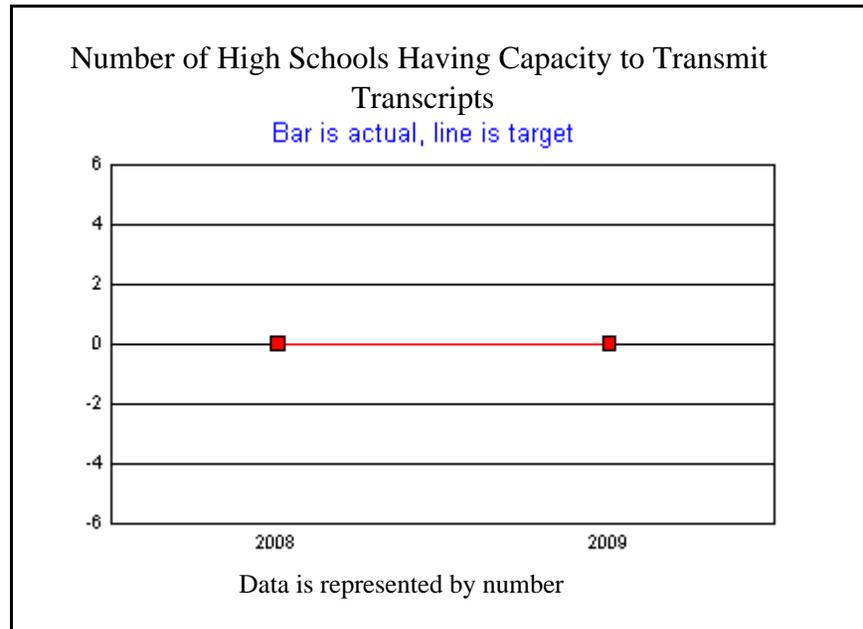
Finally, ODE strives to improve the survey itself to encourage greater participation and gather more customer feedback.

As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 104 - Accounting Services, # 105 - Improving Data Quality, and # 106 - Indian Education Specialist. ODE believes that passage of POP #s 104, 105, and 106 will improve ODE's ability to meet its targets for KPM 19 - Customer Service during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP #s 104, 105, and 106's impact on future performance for this KPM.

7. ABOUT THE DATA

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

KPM #20	ELECTRONIC TRANSCRIPT SCHOOLS—Number of high schools having in place the administrative processes to transmit and upload high school transcripts using Electronic Data Interchange (EDI), and the total number of public high schools in the state.	2007
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data Source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947-5825	



1. OUR STRATEGY

ODE initially created this developmental KPM as part of a Policy Option Package in 2007. In joint meetings between ODE, the Department of

Community Colleges and Workforce Development (CCWD), and the Oregon University System (OUS), each of the three agencies came up with slightly different sets of performance measures, each reflecting their own role in their related data projects. When OUS and CCWD brought their related performance measures back to the Legislature on July 6, 2006 for final approval, they were directed to present the data contained in the measures to the Legislature with their agency budget request, but not to include them as Key Performance Measures. For consistency, ODE requests deletion of this KPM for 2009-11. Instead, ODE plans to track progress on this measure as an internal performance measure.

2. ABOUT THE TARGETS

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, no targets have been set.

3. HOW WE ARE DOING

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

4. HOW WE COMPARE

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

5. FACTORS AFFECTING RESULTS

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

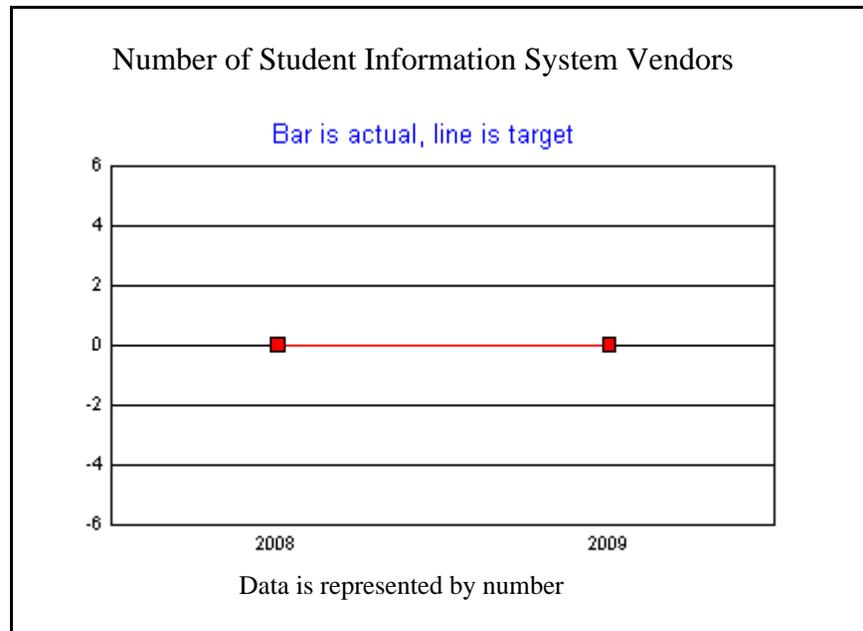
6. WHAT NEEDS TO BE DONE

ODE requests deletion of this KPM for 2009-11 and plans to track progress on this measure as an internal performance measure. The Legislative Fiscal Office and the Budget and Management Division of the Department of Administrative Services have expressed support for the deletion of this KPM, but deletion still needs the official approval of the Legislature.

7. ABOUT THE DATA

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

KPM #21	ELECTRONIC TRANSCRIPT VENDORS—Number of unique Student Information System vendors participating in electronic transcript transfer.	2007
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data Source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947-5825	



1. OUR STRATEGY

ODE initially created this developmental KPM as part of a Policy Option Package in 2007. In joint meetings between ODE, the Department of Community Colleges and Workforce Development (CCWD), and the Oregon University System (OUS), each of the three agencies came up with

slightly different sets of performance measures, each reflecting their own role in their related data projects. When OUS and CCWD brought their related performance measures back to the Legislature on July 6, 2006 for final approval, they were directed to present the data contained in the measures to the Legislature with their agency budget request, but not to include them as Key Performance Measures. For consistency, ODE requests deletion of this KPM for 2009-11. Instead, ODE plans to track progress on this measure as an internal performance measure.

2. ABOUT THE TARGETS

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, no targets have been set.

3. HOW WE ARE DOING

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

4. HOW WE COMPARE

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

5. FACTORS AFFECTING RESULTS

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

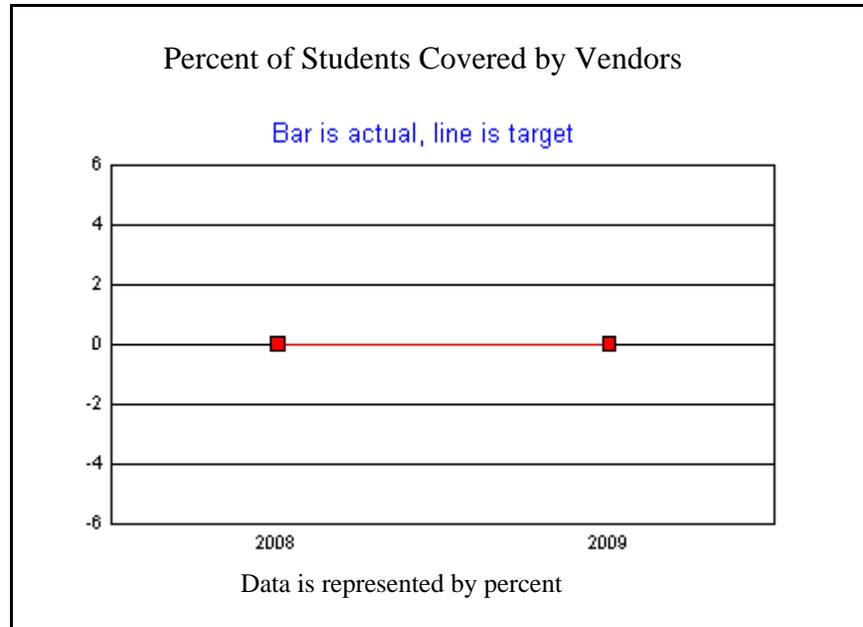
6. WHAT NEEDS TO BE DONE

ODE requests deletion of this KPM for 2009-11 and plans to track progress on this measure as an internal performance measure. The Legislative Fiscal Office and the Budget and Management Division of the Department of Administrative Services have expressed support for the deletion of this KPM, but deletion still needs the official approval of the Legislature.

7. ABOUT THE DATA

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

KPM #22	ELECTRONIC TRANSCRIPT STUDENTS—Percent of students covered by participating vendors.	2007
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data Source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947-5825	



1. OUR STRATEGY

ODE initially created this developmental KPM as part of a Policy Option Package in 2007. In joint meetings between ODE, the Department of Community Colleges and Workforce Development (CCWD), and the Oregon University System (OUS), each of the three agencies came up with slightly different sets of performance measures, each reflecting their own role in their related data projects. ODE’s measures were first approved in

January 2006. When OUS and CCWD brought their related performance measures back to the Legislature on July 6, 2006 for final approval, they were directed to present the data contained in the measures to the Legislature with their agency budget request, but not to include them as Key Performance Measures. For consistency, ODE requests deletion of this KPM for 2009-11. Instead, ODE plans to track progress on this measure as an internal performance measure.

2. ABOUT THE TARGETS

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, no targets have been set.

3. HOW WE ARE DOING

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

4. HOW WE COMPARE

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

5. FACTORS AFFECTING RESULTS

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

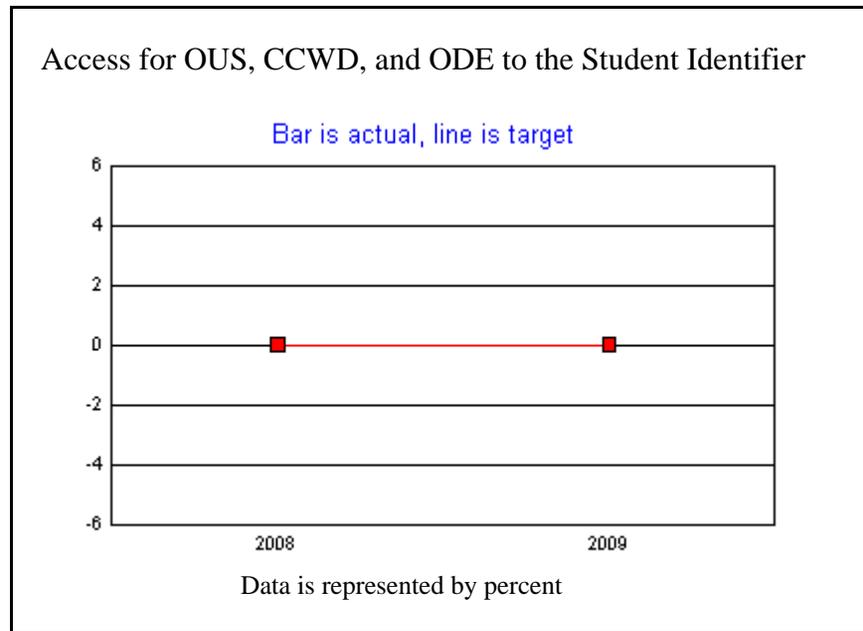
6. WHAT NEEDS TO BE DONE

ODE requests deletion of this KPM for 2009-11 and plans to track progress on this measure as an internal performance measure. The Legislative Fiscal Office and the Budget and Management Division of the Department of Administrative Services have expressed support for the deletion of this KPM, but deletion still needs the official approval of the Legislature.

7. ABOUT THE DATA

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

KPM #23	SINGLE STUDENT IDENTIFIER—Access is provided for OUS, CCWD, and ODE to a single student identifier (related to Oregon high school transcripts) for linking academic data records across postsecondary sectors.	2007
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data Source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947-5825	



1. OUR STRATEGY

ODE initially created this developmental KPM as part of a Policy Option Package in 2007. In joint meetings between ODE, the Department of Community Colleges and Workforce Development (CCWD), and the Oregon University System (OUS), each of the three agencies came up with

slightly different sets of performance measures, each reflecting their own role in their related data projects. ODE's measures were first approved in January 2006. When OUS and CCWD brought their related performance measures back to the Legislature on July 6, 2006 for final approval, they were directed to present the data contained in the measures to the Legislature with their agency budget request, but not to include them as Key Performance Measures. For consistency, ODE requests deletion of this KPM for 2009-11. Instead, ODE plans to track progress on this measure as an internal performance measure.

2. ABOUT THE TARGETS

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, no targets have been set.

3. HOW WE ARE DOING

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

4. HOW WE COMPARE

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

5. FACTORS AFFECTING RESULTS

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

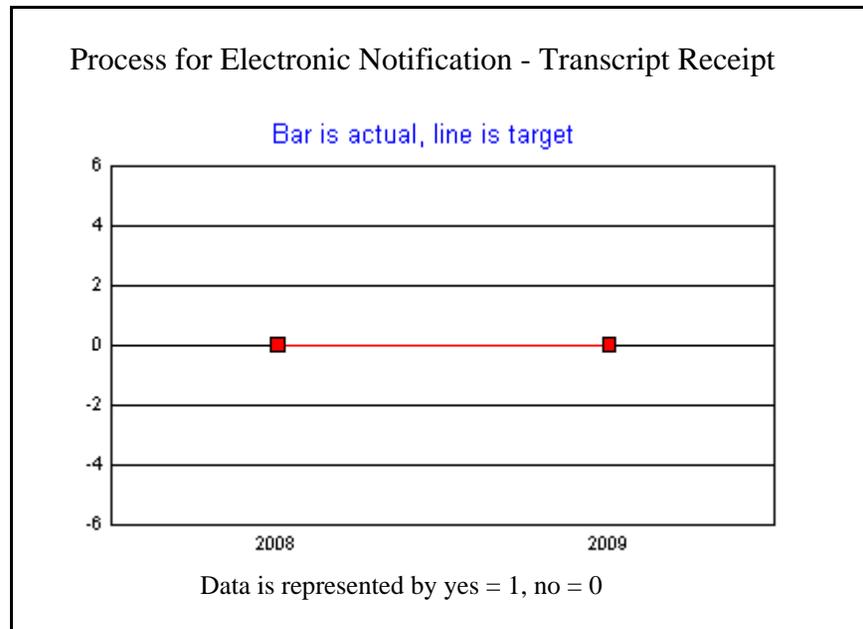
6. WHAT NEEDS TO BE DONE

ODE requests deletion of this KPM for 2009-11 and plans to track progress on this measure as an internal performance measure. The Legislative Fiscal Office and the Budget and Management Division of the Department of Administrative Services have expressed support for the deletion of this KPM, but deletion still needs the official approval of the Legislature.

7. ABOUT THE DATA

This KPM was developmental in 2006-07. Because ODE requests its deletion for 2009-11, ODE currently has no data to report for this measure.

KPM #24	ELECTRONIC TRANSCRIPT NOTIFICATION—Process for the electronic notification of transcript receipt is in place and functioning.	2007
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data Source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947-5825	



1. OUR STRATEGY

ODE initially created this developmental KPM as part of a Policy Option Package in 2007. In joint meetings between ODE, the Department of Community Colleges and Workforce Development (CCWD), and the Oregon University System (OUS), each of the three agencies came up with

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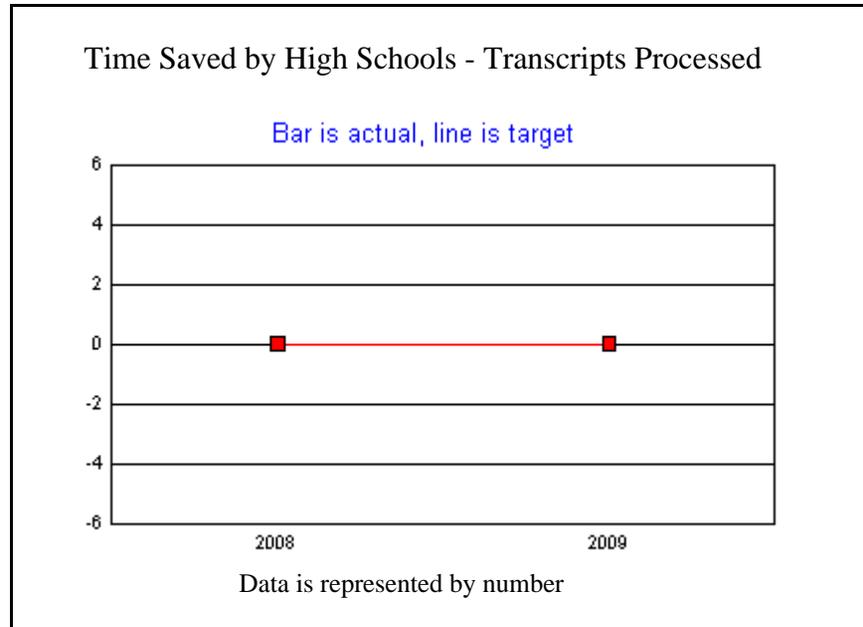
6. WHAT NEEDS TO BE DONE

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7. ABOUT THE DATA

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KPM #25	ELECTRONIC TRANSCRIPT EFFICIENCY—Time saved by Oregon high schools per high school transcript processed.	2007
Goal	ACCOUNTABLE SYSTEMS: PK-20 Integrated Data Transfer System (IDTS) helps connect the education enterprise	
Oregon Context	ACCOUNTABLE SYSTEMS: Students send transcripts to OUS or CCWD institutions where they can be easily interchanged	
Data Source	Data will be generated and transferred through an integrated system	
Owner	Office of Assessment and Information Services, Assistant Superintendent, Doug Kosty, 503-947-5825	



1. OUR STRATEGY

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Agency Mission: Increase Achievement for All Students

Contact: Doug Kosty, Assistant Superintendent

Contact Phone: 503-947-5825

Alternate: Holly Edwards, Performance Measure Coordinator

Alternate Phone: 503-947-5739

The following questions indicate how performance measures and data are used for management and accountability purposes.

<p>1. INCLUSIVITY</p>	<p>* Staff : Approximately 60 ODE staff contributed to the development of the ODE Strategic Framework and the 2007-09 Key Performance Measures (KPMs).</p> <p>* Elected Officials: The KPMs included in this report were reviewed and approved by the Legislature.</p> <p>* Stakeholders: The State Board of Education and representatives from Oregon School Boards Association, Willamette Education Service District, a former legislator, Exec. Director of the Progress Board, and others informed the development of ODE’s Strategic Framework and the 2007-09 KPMs.</p> <p>* Citizens: Development of the 2007-09 KPMs did not include citizen input.</p>
<p>2 MANAGING FOR RESULTS</p>	<p>The importance of the KPMs and their influence on the management of ODE has become more obvious to ODE’s Management Team, Directors, and staff. To integrate the KPMs and their related activities into ODE’s functions/operations, ODE has worked to align its KPMs with the agency Strategic Plan. This is an ongoing effort.</p>
<p>3 STAFF TRAINING</p>	<p>ODE has worked with its KPM Owners to increase their understanding of the importance of performance measurement as part of ODE’s budget planning and policy development process. In addition, ODE has provided staff with performance measurement and management training.</p>
<p>4 COMMUNICATING RESULTS</p>	<p>* Staff : ODE has strived to increase staff awareness of and participation in ODE’s performance measurement activities. Communication efforts have included offering training opportunities to involved staff and educating Management about the role of performance measurement in ODE’s operations, budget planning, and policy development.</p>

	<p>* Elected Officials: Annual Reports, Website.</p>
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* **Stakeholders:** Website and other reports the agency releases such as the Dropout Report and the State Report Card.

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