

**EDUCATION, OREGON DEPARTMENT of**  
**Annual Performance Progress Report (APPR) for Fiscal Year (2013-2014)**

Original Submission Date: 2014

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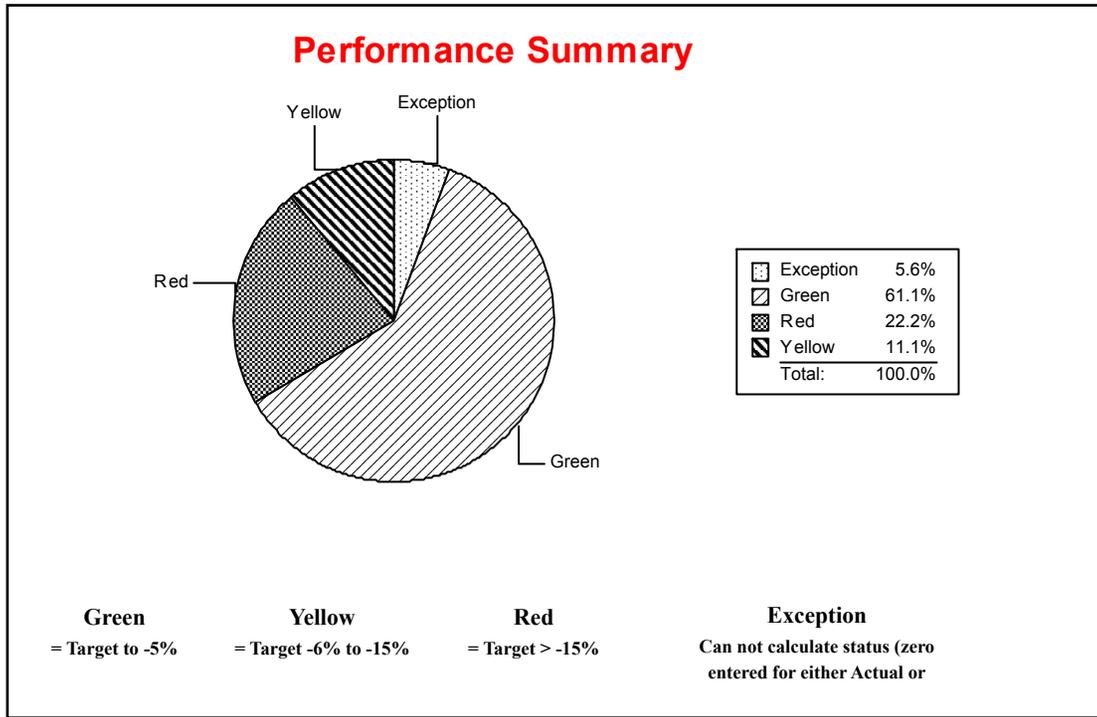








<b>EDUCATION, OREGON DEPARTMENT of</b>		<b>I. EXECUTIVE SUMMARY</b>	
<b>Agency Mission:</b> Increase Achievement for All Students			
<b>Contact:</b> Doug Kosty, Assistant Superintendent		<b>Contact Phone:</b> 503-947-5825	
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**1. SCOPE OF REPORT**

The priorities and initiatives of the Oregon Department of Education for student success are imbedded within the Oregon Department's high-level goals of Quality Schools and Accountable Systems. ODE's Key Performance Measures (KPMs) reflect these goals by monitoring ODE's work pertaining to the Oregon PK-12 education enterprise, as well as ODE's internal operational efficiency. ODE's KPMs 1 - 15 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 - 18 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, KPM 2 - Early Intervention / Early Childhood Special Education Service Levels, KPM 3 - Early Intervention / Early Childhood Special Education Outcomes, and KPM 4 - Kindergarten Readiness. OBM 19 and 20: 3rd and 8th Grade Reading & Math relate to ODE's KPM 5 - Student Achievement and KPM 6- Student Growth. OBM 22 and 23: High School Dropout and High School Completion relate to ODE's KPM 7 - High School Graduation. OBM 24: Some College Completion relates to ODE's KPM 8 - College Readiness. Agency Partners in Related Work: In achieving its goals for Oregon's PK-12 education enterprise, ODE collaborates with the Oregon Youth Authority, the Commission on Children and Families, the Department of Human Services, Community College and Workforce Development, and the Oregon University System. Other Education Partners: ODE also collaborates with Oregon's Education Service Districts, School Districts, the Confederation of School Administrators, and the Oregon School Boards Association.

## **3. PERFORMANCE SUMMARY**

The performance summary chart above reflects performance on ODE's 18 KPMs. For 2013-14, 12 (66.7%) of ODE's measures are "green," indicating that those measures are within 5% of the target; 2 (11.1%) of ODE's measures are "yellow," indicating that this measure is between 6% and 15% of the target; and 4 (22.2%) of ODE's measures are "red," indicating that those measures are more than 15% off from the target. Due to a limitation in the reporting mechanism, the status for KPM 12 appears incorrectly in the performance summary chart above. The status for KPM 12 - Safe Schools incorrectly appears as an "Exception." This KPM should be categorized as "Green" since performance for this KPM met the target.

## **4. CHALLENGES**

1. Assisting schools and districts to continue supporting improved student performance in light of increasing targets and reduced funding at both the state and district level.
2. Increasing awareness among ODE management and staff of the importance of performance management as part of ODE's budget planning and policy development process.
3. Involving ODE's key partners and stakeholders in ODE's efforts to make progress on ODE's KPMs and the underlying goals of student success, quality schools, and accountable systems.

4. Integrating the KPMs and their related activities into ODE's functions/operations. ODE has responded by developing a new strategic plan, which ODE is in the process of implementing. As implementation continues, ODE will evaluate its KPMs to ensure alignment moving forward.

## **5. RESOURCES AND EFFICIENCY**

The following is ODE's actual budget for 2013-14 by fund type. The assumption is all fund types are split roughly 50% in the first year and 50% in the second year of the biennium, with the exception of \$100 million in General Fund appropriated by the Legislature during the September 2013 Special Session. This funding is for the State School Fund only for the 2014-15 school year. In actuality, some types of funds may be spent in a different proportion between the two years because of the flow of fund sources.

General Fund: \$3.338 billion

Lottery Funds: \$163.69 million

Lottery Funds - Debt Service: \$21.19 million

Other Funds - Limited: \$69.36 million

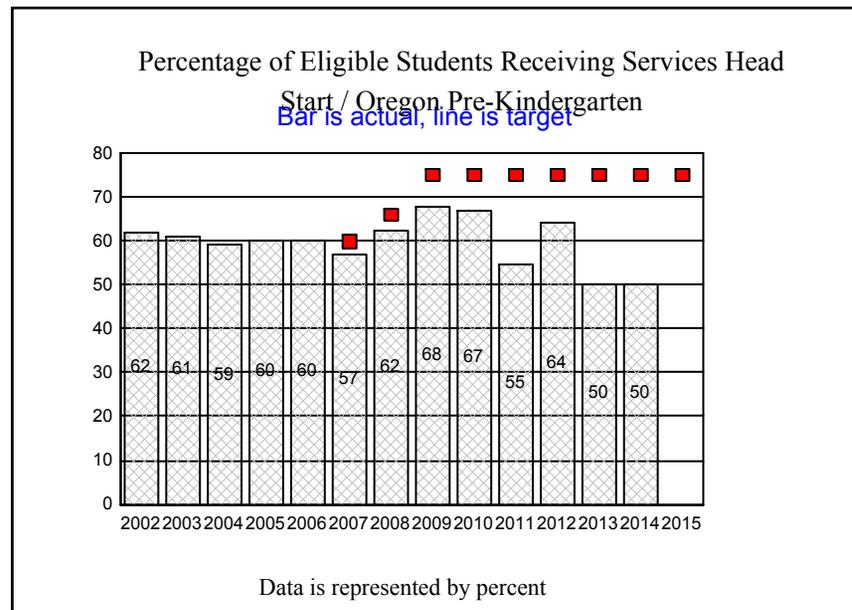
Other Funds - Non-Limited: \$47.17 million

Federal Funds - Limited: \$502.71 million

Federal Funds - Non-Limited: \$175.0 million

Total Funds: \$4.317 billion

<b>KPM #1</b>	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.	2002
<b>Goal</b>	STUDENT SUCCESS: Each young child is ready for kindergarten	
<b>Oregon Context</b>	STUDENT SUCCESS: eligible children receive Head Start / Oregon Pre-Kindergarten services	
<b>Data Source</b>	The Head Start / OPK Child Count	
<b>Owner</b>	Dawn Barberis, Early Learning Division (ELD), 503-947-0867	



**1. OUR STRATEGY**

HB 3234, which took effect July 1, 2013, consolidated early learning within the state government and established the Early Learning Division within the Oregon Department of Education. The goals of the new early learning system are to ensure: all children are ready for kindergarten and reading at grade level in 3rd grade, children are raised in stable and attached families, and resources and services are integrated statewide. Increasing the

number of eligible children who have access to Head Start and Oregon Pre-Kindergarten (HS/OPK) programs has been a priority of both the Oregon Legislature and the Governor. HS/OPK targets some of the most vulnerable children and families in the state and provides comprehensive services including education, health, dental, family support, mental health, and nutrition .

### 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), Office of Learning – Student Services Unit, Early Intervention/Early Childhood Special Education (EI/ECSE) programs, Oregon Early Learning Council, Oregon Education Investment Board, Office of Child Care, Oregon Child Development Coalition (OCDC) Migrant/Seasonal Head Start (Region XII), Tribal Head Start (Region XI), Advisory Team on Underrepresented and Minority Student Achievement, Schools and Kindergarten Teachers, State Advisory Council for Special Education (SACSE), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Oregon Head Start Association, Confederation of Oregon School Administrators (COSA), Office of Special Education Programs (OSEP), Children’s Institute, State Interagency Coordinating Council (SICC)

## **2. ABOUT THE TARGETS**

These targets have been based on a threshold of 80% actual access to services, which means that 80% of the eligible population will actually access services and the remaining 20%, despite being eligible, would not seek services. While the goal has been to provide HS/OPK services to 80% of the eligible population, ODE set the target of 75% of eligible children receiving HS/OPK services based on historic funding levels.

## **3. HOW WE ARE DOING**

During the 2013-2014 program year, 49.64% of age and income eligible children received HS/OPK services. Last year, 49.86% of eligible children were served. While HS/OPK enrollment held steady, the number of children served through the Region X Office of Head Start was reduced due to sequestration. The estimated poverty rate for children under age six remained at 26.20% in 2013, but the estimated number of children in this age group in Oregon dropped from 96,034 in 2012-13 to 94,528 in 2013-14, resulting in approximately the same percentage of children served in 2013-14.

## **4. HOW WE COMPARE**

While HS/OPK enrollment held steady, the number of children served through the Region X Office of Head Start was reduced due to sequestration. The estimated poverty rate for children under age six remained at 26.20% in 2013, but the estimated number of children in this age group in Oregon dropped from 96,034 in 2012-13 to 94,528 in 2013-14, resulting in approximately the same percentage of children served in 2013-14.

## 5. FACTORS AFFECTING RESULTS

Major factors affecting the percentage of eligible children who receive HSOPK services :

Poverty Rate. The estimated state poverty rate for children under age six remained the same in 2013, but the estimated number of children ages 3-4 in Oregon dropped from 96,034 in 2012-13 to 94,528 in 2013-14, resulting in approximately the same percentage of children served in 2013-14. Estimates of the 2013 population and poverty rate for Oregon children ages 3-4 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, Oregon Department of Administrative Services. Age group population was estimated for September 2013 based on 2013 Population: Office of Economic Analysis. The poverty rate for children under the age of six was based on the 2012 American Community Survey.

Continuous Funding. While the number of children served through the Region X Office of Head Start was reduced due to sequestration, reductions in the total number of eligible children in Oregon resulted in approximately the same percentage of children served in 2013-14.

## 6. WHAT NEEDS TO BE DONE

The state will need to continue to explore funding options and models of service delivery to provide quality early education opportunities to greater numbers of children living in poverty.

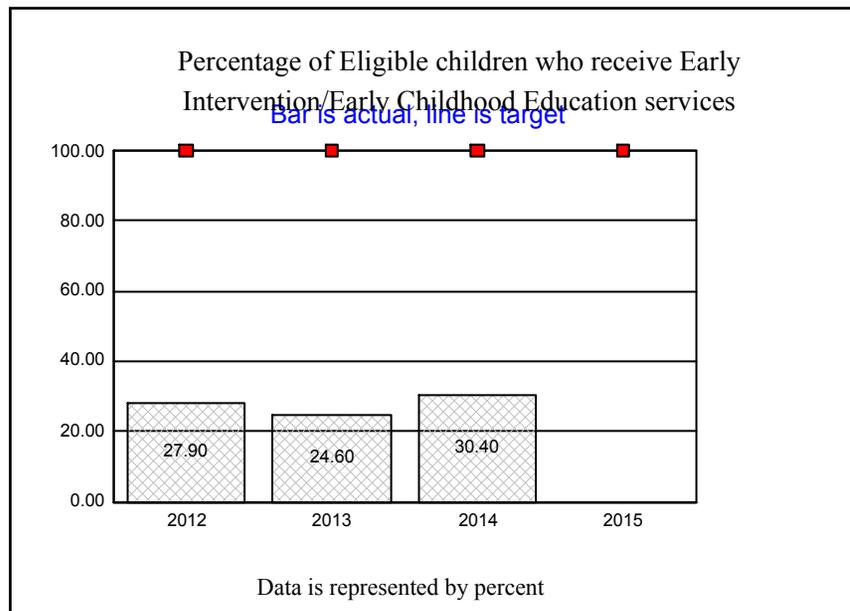
## 7. ABOUT THE DATA

The number of children receiving Head Start/Oregon Pre-Kindergarten is reported annually and includes children funded through state pre-kindergarten; federal Head Start (Region X Office of Head Start, Region XI American Indian Head Start and Region XII Migrant and Seasonal Head Start) and local funding sources, when applicable.

For the purposes of this performance measure, eligible children are defined as being:

- at least three years of age but not yet five years of age by September 1, 2013,
  - from families living at or below the federal poverty level, and
- served in programs that provided children and their families with at least 32 weeks of service per year.

<b>KPM #2</b>	Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.	2010
<b>Goal</b>	STUDENT SUCCESS: Each young child is ready for kindergarten	
<b>Oregon Context</b>	STUDENT SUCCESS: eligible children receive Early Intervention / Early Childhood Special Education (EI/ECSE)services	
<b>Data Source</b>	Individual Family Service Plans	
<b>Owner</b>	Nancy Johnson-Dorn, Office of Learning, Student Services Unit, 503-947-5703	



**1. OUR STRATEGY**

:  
 Increasing the number of infants, toddlers, and preschoolers with disabilities receiving Early Intervention and Early Childhood Special Education (EI/ECSE) at service

levels considered beneficial is a priority to the Oregon Department of Education and the Oregon State Legislature.

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

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

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

- assumptions about the program and EI/ECSE services;
- the percentages of children in the program with low, moderate, and high needs;
- the service levels and caseload standards required to provide benefit to children in the program;
- personnel compensation standards;
- multipliers, or costs incurred by every program related to rent, property services, etc.;
- direct staff supervision costs; and
- indirect costs.

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

- EI: One time a week home or community-based visit where an Early Intervention Specialist consults with the parent or child care provider on intervention strategies to be implemented with the infant or toddler on a daily basis. It was assumed that any infant or toddler with a disability requires at least one home visit a week by a professional (comparable to Healthy Start programs).
- ECSE for children with low needs: One time a week specialized ECSE service in the child's setting (home, child care, and preschool or skill group).
- ECSE for children with moderate needs: Preschool three times a week or 12 hours a week with one time a week ECSE consultation. Parent education or a home visit one time a month.
- ECSE services for children with high needs: Preschool for 15 hours a week with a teacher to student ratio of 1:4. One time a week

direct service or consultation from related service personnel (physical therapist, occupational therapist, vision teacher, etc). Parent education or home visit one time a month.

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

at: [http://www.ode.state.or.us/gradelevel/pre\\_k/eiecse/proposedeiecsefunding-modelfinal.pdf](http://www.ode.state.or.us/gradelevel/pre_k/eiecse/proposedeiecsefunding-modelfinal.pdf)

#### Key Partners

Oregon Early Learning Council; Federal Office of Special Education Programs (OSEP); Federal Region X Head Start Office, Administration for Children and Families (ACF); Oregon Department of Education, Early Learning Division; Oregon Home Visiting Program; Oregon Child Development Coalition; Oregon Head Start Association; Migrant/Seasonal Head Start; Tribal Head Start; Oregon School Districts; State Advisory Council for Special Education (SACSE); Oregon Education Association (OEA); Oregon School Boards Association (OSBA); Confederation of Oregon School Administrators (COSA); Children's Institute; State Interagency Coordinating Council (SICC).

## 2. ABOUT THE TARGETS

This is a new KPM with data reported for the first time. The goal for this KPM is to reach service level standards required to provide benefit to children in this program.

## 3. HOW WE ARE DOING

All individual child service levels are reviewed for: 1) children receiving EI services; 2) children with low need receiving ECSE services; 3) children with moderate need receiving ECSE services; and 4) children with high need receiving ECSE services. Data are collected only from programs close to the state average percentage of children receiving these services to minimize the possibility of over-representing children with low need. The 2013 data indicate:

- 30.4% of infants and toddlers with disabilities receive the EI service level standard;
- 64.1% of preschoolers with low needs receive the ECSE service level standard;
- 6.9% of preschoolers with moderate needs receive the ECSE service level standard; and
- 1.4% of preschoolers with high needs receive the ECSE service level standard.

**4. HOW WE COMPARE**

The data show that service levels for three of the four groups of children increased in 2013-14. Service levels for preschoolers with low needs decreased slightly. While the increase is positive, Oregon still needs to improve its service levels to young children with disabilities.

**5. FACTORS AFFECTING RESULTS**

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

**6. WHAT NEEDS TO BE DONE**

Ensure improved funding for this program so all eligible children receive a level of service designed to provide educational benefit. It is anticipated that including EI/ECSE in the newly established Early Learning System will help children with disabilities and their families obtain needed services and resources.

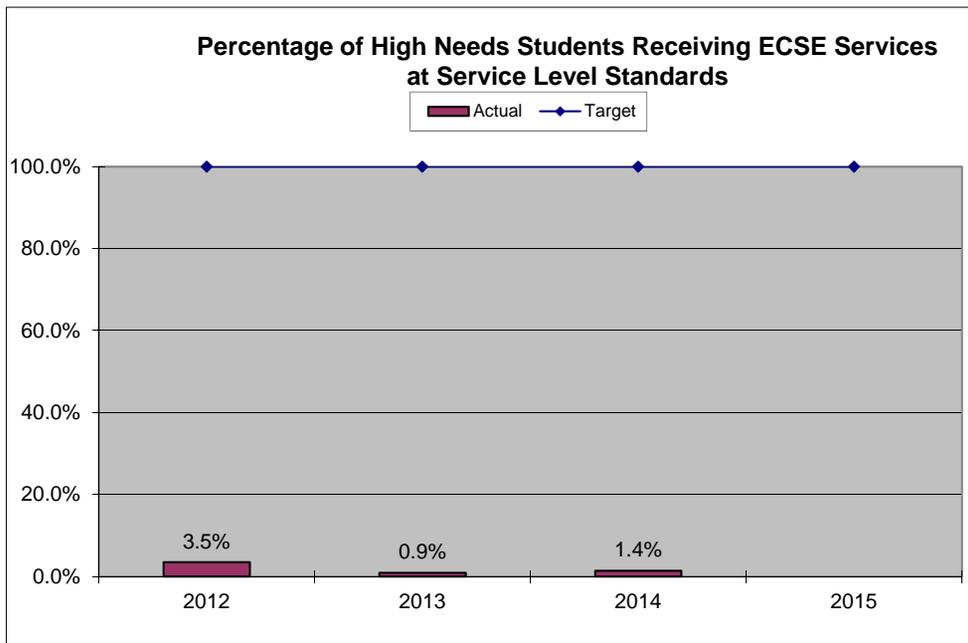
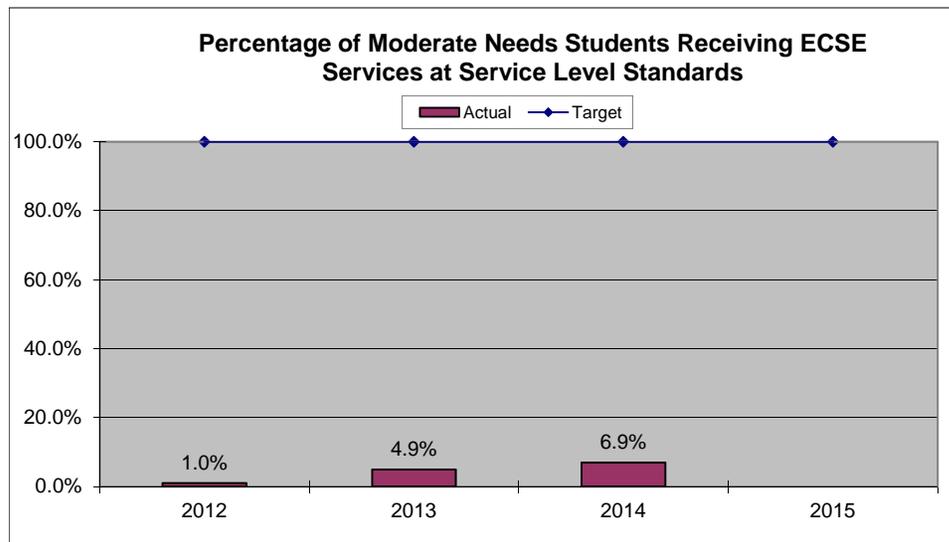
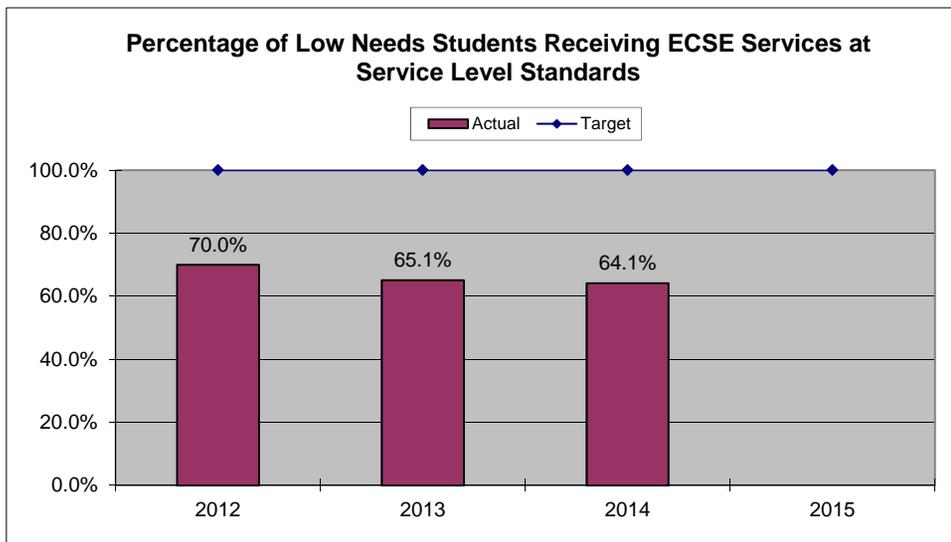
**7. ABOUT THE DATA**

ODE based the percentages in this report on the total number of children receiving services in programs close to the state average percentage of children receiving these services. Data were collected only from these programs to minimize the possibility of over-representing children with low need. It is worth noting that, while the 2012 data were reviewed and analyzed manually, the 2013 and 2014 data were processed through an electronic data program programmed to identify and categorize by specified criteria.

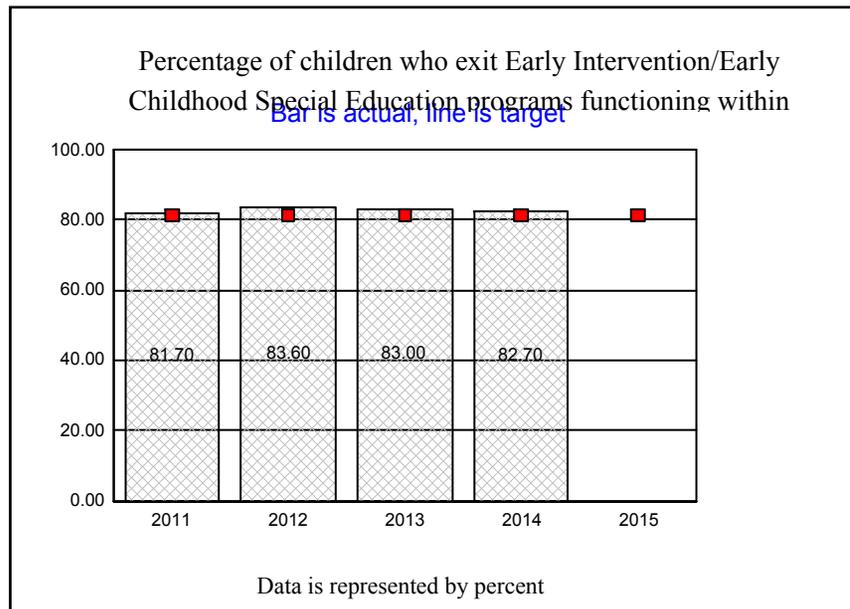
# OREGON DEPARTMENT OF EDUCATION

Agency Mission: Increase Achievement for All Students.

## II. KEY MEASURE ANALYSIS



<b>KPM #3</b>	Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.	2010
<b>Goal</b>	STUDENT SUCCESS: Each young child is ready for kindergarten	
<b>Oregon Context</b>	STUDENT SUCCESS: eligible children receive Early Intervention / Early Childhood services	
<b>Data Source</b>	Assessment, Evaluation, and Programming System (AEPS) and the Ages and Stages Questionnaire (ASQ) reported through ecweb (a web-based application)	
<b>Owner</b>	Nancy Johnson-Dorn, Office of Learning, Student Services Unit, 503-947-5703	



1. OUR STRATEGY







































































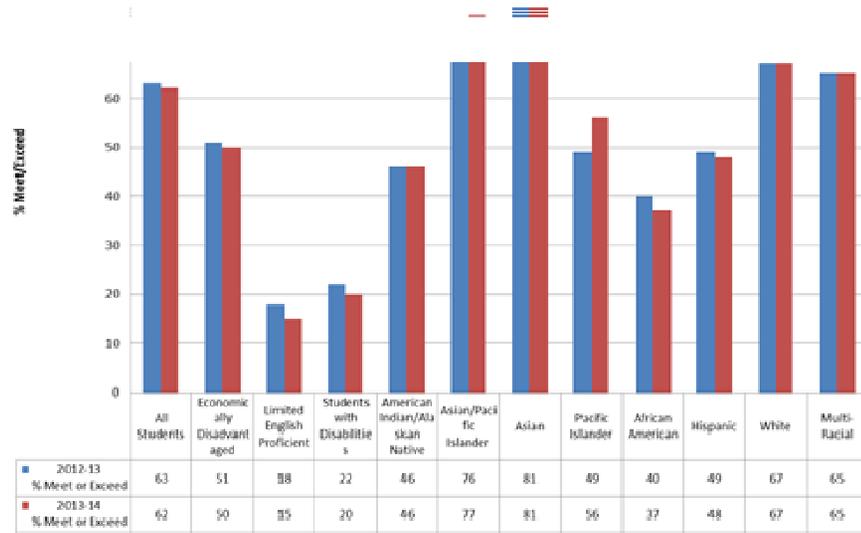




**OREGON DEPARTMENT OF EDUCATION**

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**II. KEY MEASURE ANALYSIS**



**8th Grade Reading**

