

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

Original Submission Date: 2014

Finalize Date: 8/20/2014

2013-2014 KPM #	2013-2014 Approved Key Performance Measures (KPMs)
1	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.
2	Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.
3	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.
4	KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.
5	STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.
6	STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.
7	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).
8	COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.
9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap.
10	SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses.
11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.
12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list.”
13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.

2013-2014 KPM #	2013-2014 Approved Key Performance Measures (KPMs)
14	HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.
15	MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).
16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Percentage of statewide assessment and statewide assessment results provided to districts on time
17	ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule
18	CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2015-2017
NEW	<p>Title: QUALITY LEARNING ENVIRONMENTS---Increase the number of early learning and development programs participating in the statewide Quality Rating and Improvement System</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1.</p>
NEW	<p>Title: QUALITY LEARNING ENVIRONMENTS---Increase the percentage of high quality early learning and development programs as measured by the statewide Quality Rating and Improvement System (rated as 3, 4, or 5 star)</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
NEW	<p>Title: KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten students on the Kindergarten Assessment: Increase in the average number of letter names that children are able to identify in one minute.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten students on the Kindergarten Assessment: Increase in the average number of letter sounds that children are able to identify in one minute.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten children on the Kindergarten Assessment: Increase in the average number of math questions that children are able to correctly respond to.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten children on the Kindergarten Assessment: Increase in the average Approaches to Learning score that children receive</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: EARLY LITERACY---Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading: All Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>

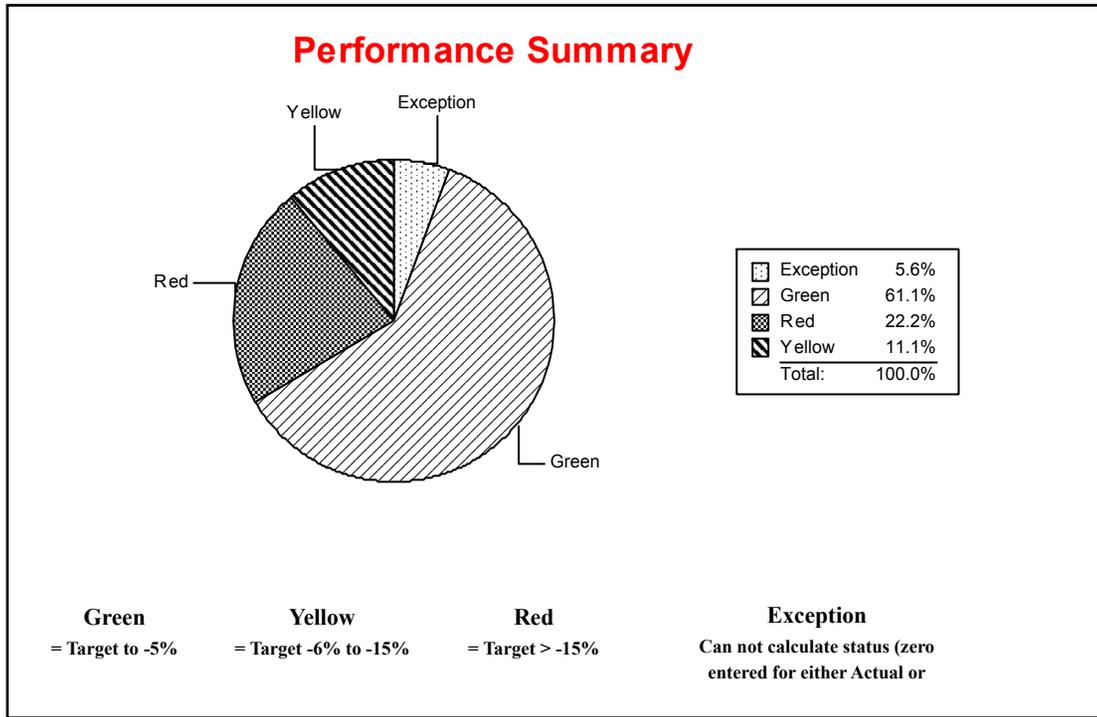
New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2015-2017
NEW	<p>Title: EARLY LITERACY---Percentage of students meeting or exceeding statewide achievement standards in 3rd grade reading: Students of Color</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: EARLY LITERACY---Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading: SpEd Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: All Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: Students of Color</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: SpEd Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: All Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: Students of Color</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>
NEW	<p>Title: HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: SpEd Students</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1</p>

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2015-2017
NEW	<p>Title: COLLEGE GOING---College-going rate of Oregon residents into post-secondary institutions</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 1 and Goal 3</p>
NEW	<p>Title: PRIORITY AND FOCUS SCHOOLS---Percentage of priority and focus schools achieving sufficient growth for all students such that they would no longer be identified as a priority and focus school based on the criteria used for their original identification</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 3</p>
NEW	<p>Title: HIGH QUALITY STAFF---Percentage of ODE staff performing at or above standard on evaluation</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 5</p>
NEW	<p>Title: STAFF SATISFACTION---Percentage of ODE staff rating their satisfaction with internal customer service as "good" or "excellent"</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan. This KPM aligns to Goal 5</p>
DELETE	<p>Title: ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
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DELETE	<p>Title: STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>

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DELETE	<p>Title: SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the “watch list.”</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
DELETE	<p>Title: HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).</p> <p>Rationale:</p>
DELETE	<p>Title: SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
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DELETE	<p>Title: TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Percentage of statewide assessment and statewide assessment results provided to districts on time</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</p>
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DELETE	<p>Title: 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.</p> <p>Rationale: ODE is proposing a new set of KPMs to align to its strategic plan</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 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

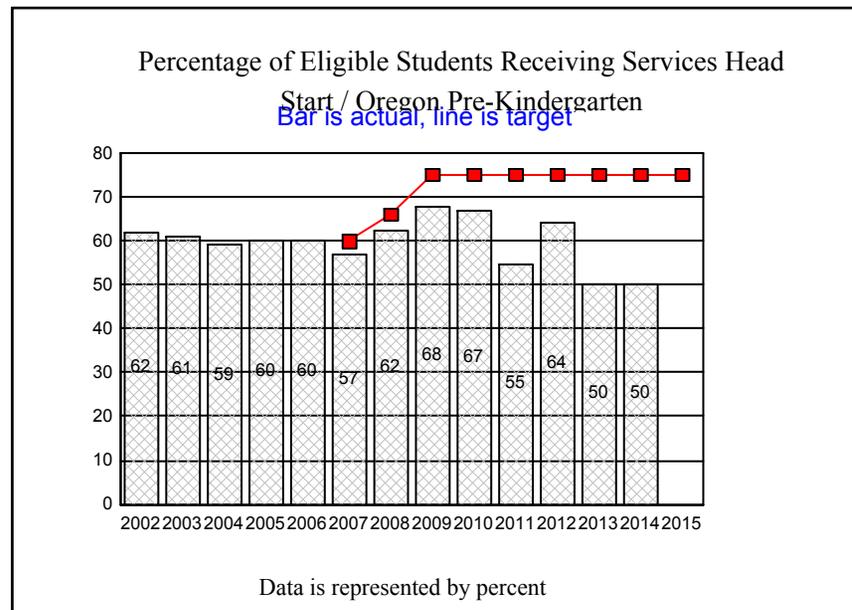
Other Funds - Non-Limited: \$47.17 million

Federal Funds - Limited: \$502.71 million

Federal Funds - Non-Limited: \$175.0 million

Total Funds: \$4.317 billion

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	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.

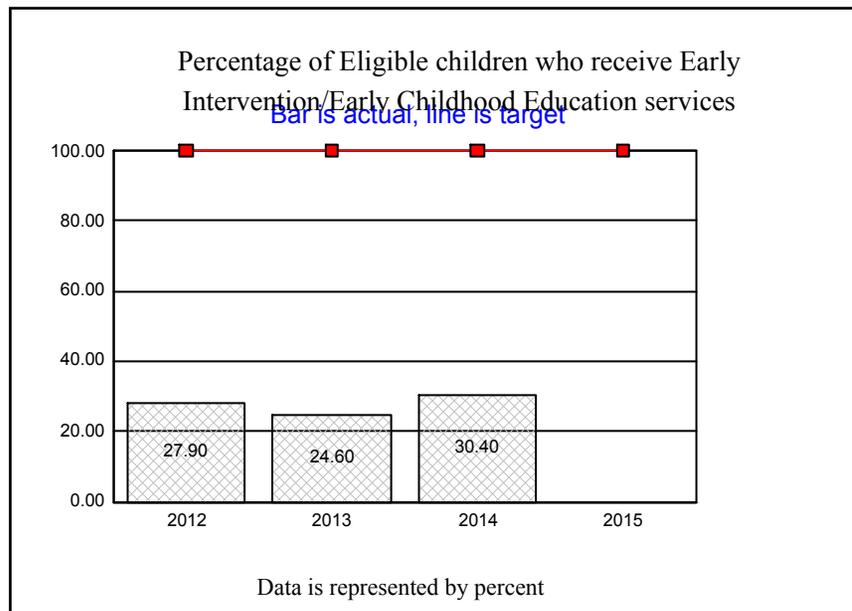
7. ABOUT THE DATA

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.

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

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.

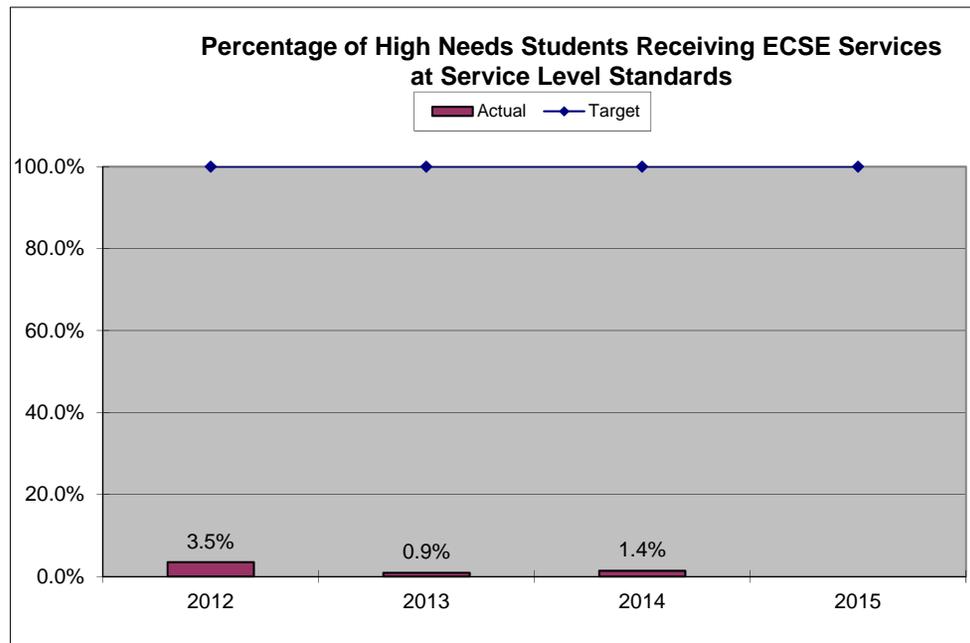
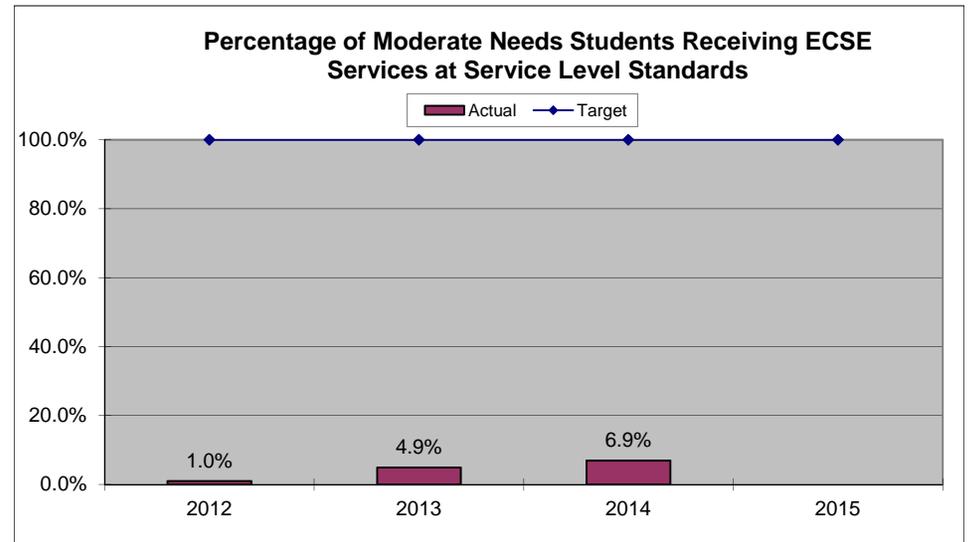
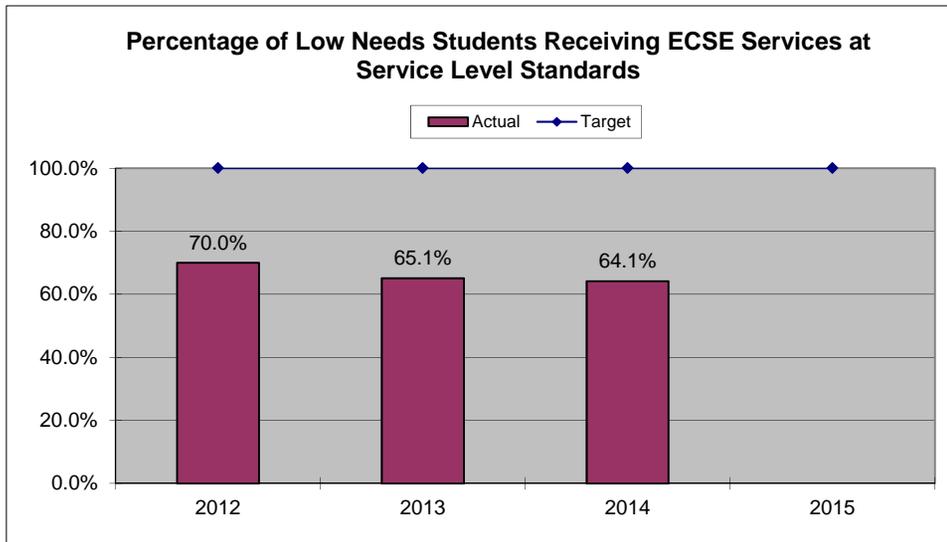
7. ABOUT THE DATA

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.

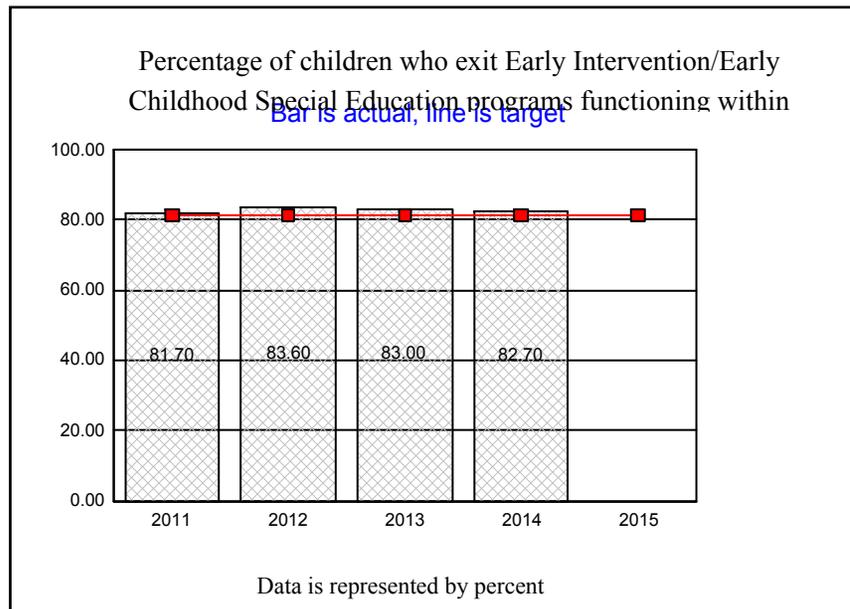
OREGON DEPARTMENT OF EDUCATION

Agency Mission: Increase Achievement for All Students.

II. KEY MEASURE ANALYSIS



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



1. OUR STRATEGY

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

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

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

Key Partners

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

2. ABOUT THE TARGETS

ODE set preliminary targets for 2014 and 2015 based on actual data from 2009-10 and 2010-11. These targets are currently aligned to the 2012 target established for federal reporting purposes.

3. HOW WE ARE DOING

The preliminary 2014 data show Oregon meeting or exceeding three of the six targets, although the data decreased in five of the six areas since 2013.

4. HOW WE COMPARE

Children in both programs are showing a greater than expected growth in the area of social relationships. The majority of children receiving these services improved developmental functioning during their time in the program. Data improved from 2011 in the use of knowledge and skills (thinking,

reasoning, problem solving).

5. FACTORS AFFECTING RESULTS

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

6. WHAT NEEDS TO BE DONE

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

National data from 2011-12 (most recent data from the Early Childhood Outcomes Center, 2012-13 data will be published later in August) show that Oregon children with disabilities are below (from 8.4 to 38 percentage points) their peers with disabilities in other states in all areas except social relationships. These data, when reviewed with KPM 2 service level data, suggest that in order to improve student outcomes Oregon must improve its service levels to young children with disabilities.

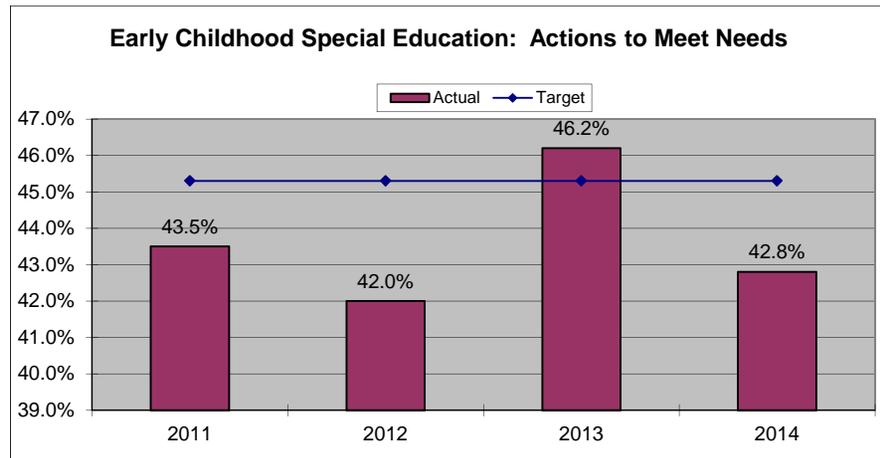
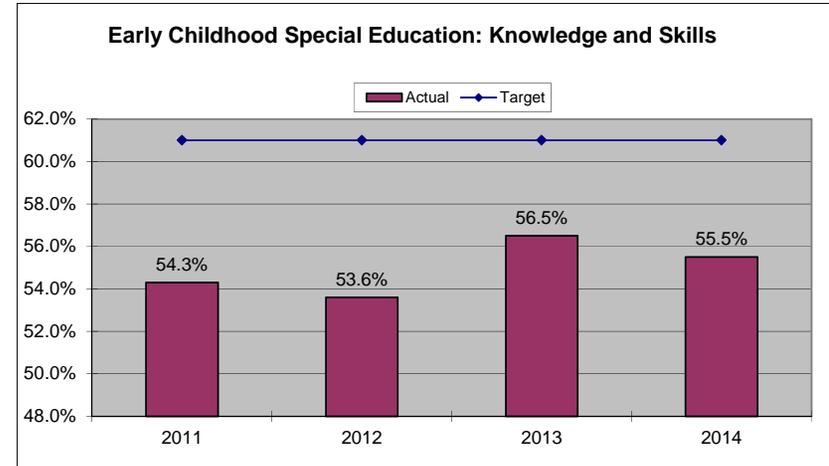
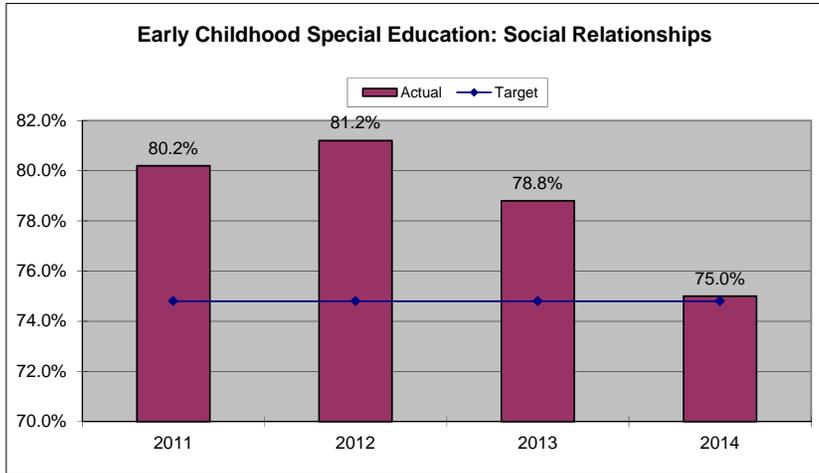
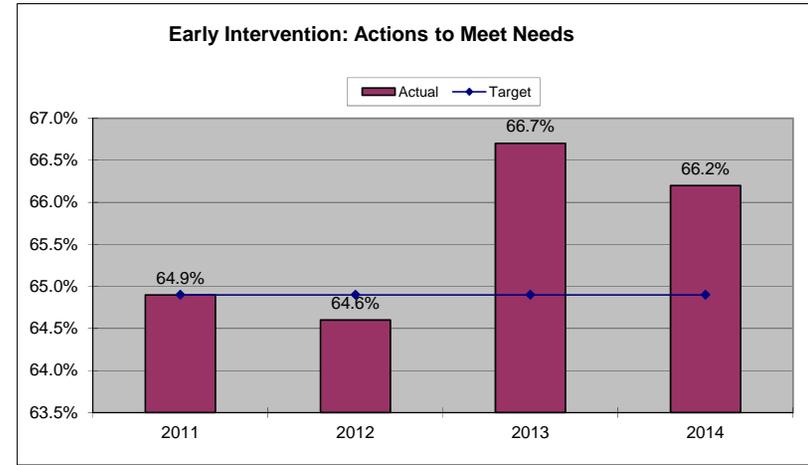
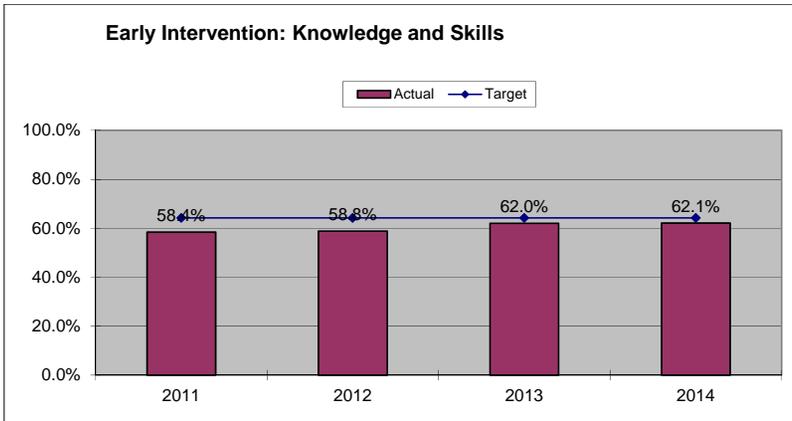
7. ABOUT THE DATA

All EI/ECSE programs in the state are required to report pre- and post-assessment data on infants, toddlers, and preschoolers who have been in the program at least six months. The assessment is conducted at program entry and again when they exit the program (become age ineligible, move, or no longer qualify for services). Data are reported in three outcome areas: Social Emotional Skills, Knowledge and Skills (includes language and literacy), and Actions to Meet Their Needs. Data reporting began in May 2008 starting with all children new to the program (to obtain accurate entry data), so initially there were too few data to establish an accurate baseline. Over time the number of children with both entry and exit data has increased, therefore increasing the accuracy of the data. The percentage of infants, toddlers, and preschoolers leaving EI or ECSE services have *narrowed or closed* the developmental gap. This does not include the percentage of children who started the program at age expectations and maintained that level of functioning at program exit. The purpose of this metric is to focus on the children demonstrating a growth rate that is greater than before intervention. Final data for 2014 will be available in October 2014. ODE will submit an updated report at that time should the final data differ from the preliminary data.

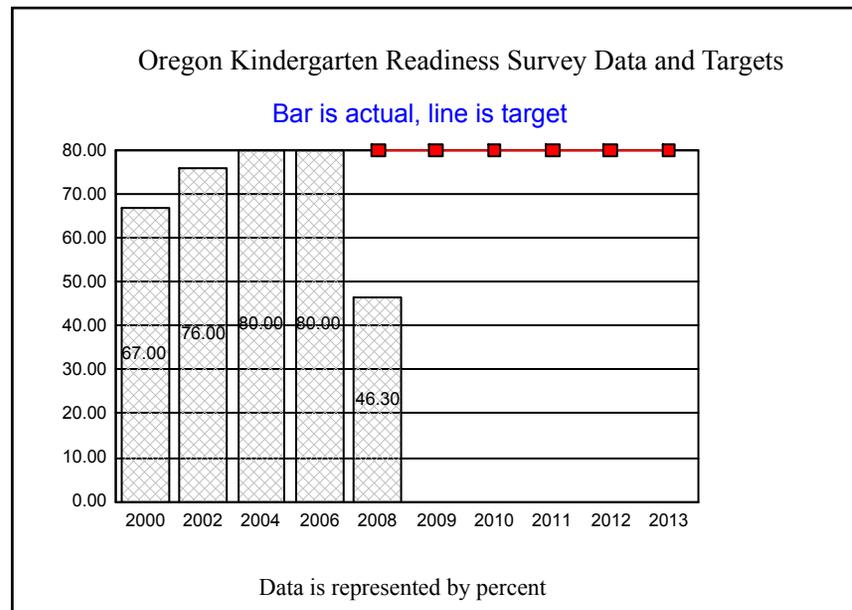
OREGON DEPARTMENT OF EDUCATION

Agency Mission: Increase Achievement for All Students.

II. KEY MEASURE ANALYSIS



KPM #4	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 Assessment.	
Owner	Kara Williams, Office of Learning, Student Services Unit, (503)947-5728	



1. OUR STRATEGY

In 2012, the Legislature directed the Early Learning Council and the Oregon Department of Education (ODE) to jointly develop a kindergarten assessment. ODE and

the Early Learning Council developed and piloted the kindergarten assessment in fall 2012. On March 8, 2013 the State Board of Education adopted OAR 581-022-2130 which directs all school districts to administer the Oregon Kindergarten Assessment to students enrolled in kindergarten beginning with the 2013-14 school year. The statewide assessment provides a state-level perspective on some of the skills that students have when they enter kindergarten so that progress can be measured in the years to come. Additionally, the information can help school districts, communities and Early Learning Hubs coordinate an approach to early childhood education and school readiness.

In the 2013-14 school year, over 95% of entering kindergarteners participated in Oregon's new statewide Kindergarten Assessment which focuses on early literacy, early math, and approaches to learning with an emphasis on self-regulation, and inter-personal skills. Upon completion of the first round of statewide assessment an Interpretive Panel, comprised of kindergarten teachers, early childhood educators, school and district administrators, Head Start leaders, and researchers specializing in early literacy, was convened to review data and reporting formats. Panelists reviewed the assessment data and provided feedback on report prototypes, score interpretation, assessment data uses, and messaging. One of the many outcomes of the panel was recommendations for report formats, communications, and ways that the data should and should not be used.

In fall 2014, school districts will again administer the Oregon Kindergarten Assessment to all entering kindergarteners in the first six weeks of school. In addition to the standard early literacy, early math, and approaches to learning measures, the 2014-15 Kindergarten Assessment will also include an Early Spanish Literacy assessment for Spanish-speaking English learners. This assessment encourages the early identification of, and provides a baseline in both English and Spanish for, Spanish-Speaking English Learners.

2. ABOUT THE TARGETS

The 80% targets for 2011-2013 are based on Oregon Kindergarten Readiness Survey data through 2006. In fall 2013, ODE administered a new Kindergarten Assessment measuring early literacy, early math, and approaches to learning. Pending the results of the new assessment, ODE did not establish legislatively approved targets for 2014 or 2015. Starting in 2016, targets for this KPM will be based on baseline data from the 2013 Kindergarten Assessment.

3. HOW WE ARE DOING

In the 2013-14 school year, over 95% of entering kindergarteners participated in Oregon's new statewide Kindergarten Assessment. The results demonstrated that different populations of children are arriving at kindergarten with different levels of exposure to early literacy, early math, and approaches to learning.

·Early Literacy: On average, students could identify 18.5 letter names in one minute but 33% of entering kindergarteners could name 5 or fewer letters, and 14% couldn't name a single letter. For English letter sounds, students were spread across a wide range of performance. On average, students could name 6.7 English letter sounds in one minute, but 37% could not identify a single letter sound.

·Early Math: The math results were more evenly spread, with students correctly answering an average of 8 out of 16 questions. 47% of entering kindergarteners answered less than half of the questions correctly.

Approaches to Learning: The measures of self-regulation and interpersonal skills showed less variation between populations, but did reveal that significant numbers of

children are arriving without some of the basic social-emotional resources needed for success in school. Approximately 25% of entering kindergarteners did not regularly demonstrate self-regulatory skills such as completing tasks and following directions.

4. HOW WE COMPARE

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

The selection of the statewide Oregon Kindergarten Assessment takes place in the context of significant education reform in Oregon. The Oregon Education Investment Board has been charged with creating an integrated P-20 education system in which early childhood and K-12 are strongly linked. The Kindergarten Assessment stands between these two systems, offering an opportunity to look backwards to early childhood and forwards to K-12 and providing an opportunity to bridge the two entities of education. Implementation of a statewide assessment in 2013-2014 is a critical component of Oregon's efforts towards an integrated Preschool to Workforce (P-20W) system.

Many states are in the process of developing and implementing Kindergarten Entry Assessments. Some multi-state consortia are forming to collaborate in this work. Nationally, there is work underway to develop and test new kindergarten entry assessment instruments, and state-of-the-art instruments are likely to emerge in the next few years

5. FACTORS AFFECTING RESULTS

Implementation of a statewide assessment will provide a state-level perspective on some of the skills that students have when they enter kindergarten so that progress can be measured in the years to come. Additionally, the information can help school districts, communities and Early Learning Hubs coordinate an approach to early childhood education and school readiness. The point in time, "snapshot" assessment of students upon entry to kindergarten can contribute to and help address important policy questions:

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

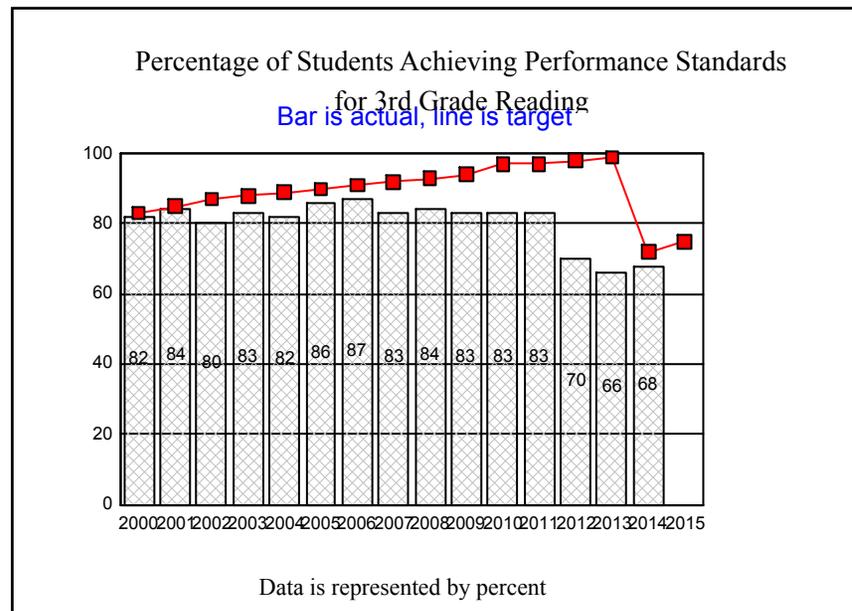
6. WHAT NEEDS TO BE DONE

- Address recommendations by the 2013 Interpretive Panel. While many of the recommendations made by the 2013 Interpretive Panel have been addressed, there are still many more to consider regarding data/score interpretation and communication and data sharing with parents, districts, Early Learning Hubs, and other stakeholders.
- Develop efficient and effective data protocols to link kindergarten readiness assessment data longitudinally to early childhood and the K-12 educational data systems to support both a “backward” and “forward” analysis of what is working and where additional attention is needed.
- Develop targets for future years based on baseline data collected in 2013-2014 and 2014-2015.
- Collaborate to refine and improve assessment practices and identify resources to meet the needs of Oregon’s English learners.

7. ABOUT THE DATA

The 2013-14 Kindergarten Assessment was an operational field test of the measures and did not establish performance levels at which a child may be considered adequately prepared for school success. The 2013-14 data is reported in averages; benchmarks or composite scoring is not available. The Interpretive Panel provided strong recommendations that, while the kindergarten assessment data can be a useful tool for learning more about individual students and groups of students, it is important to address the limited nature of the “snapshot” data. While constructs included in the assessment are closely related to later academic success, it is important to consider other sources of information to create a more complete picture of student strengths and potential areas for growth.

KPM #5	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	Mark Freed, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, (503)947-5610	



1. OUR STRATEGY

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

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

- Raising the achievement standards (aka “cut scores”) on OAKS for Mathematics (2011) and Reading (2012) for grades 3 - 8 to create better alignment between the lower grades and the Essential Skills high school graduation requirements for math and reading. Higher achievement standards now on OAKS will help districts and schools prepare for the first CCSS common assessment in spring 2015.

- The ODE strategic plan includes the following objectives: Implement statewide literacy programs so all students read by third grade; Systematically help districts implement Common Core, Next Generation Science Standards, and new statewide assessments; Align and develop statewide capacity to identify, disseminate, and help districts implement effective practices in order to close achievement gaps for ELL students and other historically underserved students; Close the educator equity gap to ensure equitable distribution of the most effective educators in high poverty schools, bi-lingual educators where needed, and educator diversity reflects the student population of schools; Identify and improve Oregon’s chronically underperforming schools; and Launch regional networks focused on developing exceptional educators and implementing effective practices. (<http://www.ode.state.or.us/search/page/?id=3933>)

- The Oregon Equity Lens. The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. (<http://www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf>)

- The new Office of Educational Equity in the ODE is focused on eliminating the achievement gap and ensuring that every student meets or exceeds high standards and fulfills his or her potential through the seven keys to success. (<http://www.ode.state.or.us/search/results/?id=187>)

- Continuing support of the Oregon mentor program that will provide support and services for teachers and administrators with less than three years of experience that results in quality instruction and leadership, student achievement, and retention of new teachers and administrators.

- Providing additional supports to schools identified as Priority and Focus schools in the state. This includes working with identified Model schools to serve as mentors and models for other schools around the state. (<http://www.ode.state.or.us/search/page/?id=3742>)

- Providing professional development on the use of data to inform instruction (Oregon DATA Project grant).

- Implementing school improvement professional development (Title I).

- Implementing accountability requirements for schools and districts (ESEA).

Accountability and leadership are both ODE functions related to student academic achievement. By establishing expectations and supports for schools and districts, ODE contributes to the progress that districts and schools are making toward successful outcomes for all students. One accountability and leadership function is the development and administration of the Statewide Assessment System, namely the Oregon Assessment of Knowledge and Skills (OAKS)

Key Partners

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

2. ABOUT THE TARGETS

In December 2006, a representative group of Oregon educators, parents, and other members of the public gathered together to determine how well students need to do on the OAKS tests to be identified as having mastered the state content standards. ODE adjusted the targets for 2008 and 2009 to reflect the changes in statewide standards that occurred in 2006-07. Because the No Child Left Behind (NCLB) legislation required that all students reach 100% proficiency by 2014, ODE set its targets for 2008 - 13 to gradually work toward a target of 100% proficiency. Starting in 2014, ODE will apply targets aligned to the new Annual Measurable Objective (AMO) targets included in Oregon's ESEA waiver. These new targets will still require Oregon schools to show improvement to help students succeed.

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. 2013-14 data for 3rd grade reading appear in the graph at the beginning of this report. 2013-14 data for 3rd grade math, 8th grade reading, and 8th grade mathematics appear in supplemental graphs at the end of the analysis for KPM 5 – Student Achievement. Please note that the calculations of actual performance for 2013-14 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 5 – Student Achievement in September 2014.

The actual 2013-14 performance for both grade levels and for both subjects remains below target. 3rd grade reading performance increased slightly from 66% in 2013 to 68% in 2014, and 8th grade reading performance also increased slightly from 67% in 2013 to 68% in 2014; however, performance in both grades remained below the target of 72%. Mathematics performance in both 3rd and 8th grade mathematics did not change from 2013 to 2014 and remained at 61% and 63% respectively. As with reading, math performance levels for both grades were below the target of 69%. Continued professional support is clearly needed, particularly as all districts fully implement the CCSS and transition to a new summative assessment with more rigorous standards during the 2014-15 school year.

Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at www.ode.state.or.us/search/page/?=1821). Additionally, a breakdown of test results for districts and statewide performance by grade level (3, 4, 5, 6, 7, 8, and high school), and grade level and ethnic group by performance category (meets or exceeds, nearly meets, low, and very low) is available online at www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx. Currently, the Statewide Report Card and Test Result links above contain data from 2003-04 to 2010-11.

4. HOW WE COMPARE

The National Assessment of Education Progress (NAEP) provides a national perspective on student achievement for reading and mathematics. The most recent data is from the 2012-13 school year. (NAEP data are only available for 4th and 8th graders.) In 2013, Oregon 4th grade students performed as well as 4th grade students

in the nation's public schools in both mathematics and reading. 81% of the Oregon 4th grade students were at or above the NAEP Basic level in mathematics, and 66% achieved the NAEP basic or above level in reading which both represent a non-significant change from the 2011 NAEP assessment.

In reading, Oregon 8th grade students performed higher than students in the nation's public schools, which was a significant improvement from the 2011 NAEP assessment. 79% of the Oregon 8th grade students were at or above the NAEP Basic level in 8th grade reading. Oregon 8th grade students performed as well as 8th grade students in the nation's public schools in mathematics with 73% of the Oregon 8th grade students at or above the NAEP Basic level in mathematics. This was a non-significant change from the 2011 NAEP assessment

5. FACTORS AFFECTING RESULTS

The change in achievement standards is a primary factor affecting the change in performance trends starting in 2010-11 for mathematics and 2011-12 for reading, making it difficult to compare recent years' results to prior years. However, mathematics performance has essentially stayed the same for the past four years since the change in mathematics achievement levels. Reading scores have also essentially remained the same over the past three years since the change in the reading achievement levels. These findings are consistent with those found from the NAEP, which underscore the importance of providing quality opportunities for educators to refine and improve their practice. Additionally, new content standards for mathematics and English language arts were adopted in 2010 (Common Core State Standards), though statewide assessments aligned to these standards will not be implemented until 2014-15.

6. WHAT NEEDS TO BE DONE

In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board proposed key strategic investments to support Oregon's attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by the Oregon State Legislature in HB 3233, the Network provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.

One component of the Network is to help implement the CCSS; comply with core teaching standards; provide professional learning for teachers; create collaboration opportunities for teachers; obtain assessments; and develop plans to meet school improvement objectives, educator needs, and close achievement gaps.

The purpose of the Network support for Educator Effectiveness (SB290 evaluation and CCSS implementation) is to improve educator practice (teaching and leading) and increase student achievement. Combining Network support for these two strategic initiatives increases coherence and integration of policies and practices. These two initiatives are inextricably linked and call for fundamental changes in curriculum, instruction, and assessment. The Common Core and new educator evaluation systems each demand professionals learn new content, new skills, and new approaches to teaching. Integrating CCSS and educator effectiveness efforts has a greater potential to improve outcomes and equity for all students.

During the 2013-15 school years, ODE will use funds to support District and ESD Professional Learning Teams to attend ODE-sponsored regional professional learning conferences based on the national Standards for Professional Learning. Additional funds will be allocated to each participating school district by ADMw to support educator effectiveness (SB290) and CCSS implementation based on district-identified needs. In addition, opportunities will be provided for district teams to participate in regional professional networking with the other districts to share best practices. ODE will collaborate with non-profit organizations, postsecondary institutions, and other professional learning providers to support district implementation.

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 6 – Student Growth](#) for more information

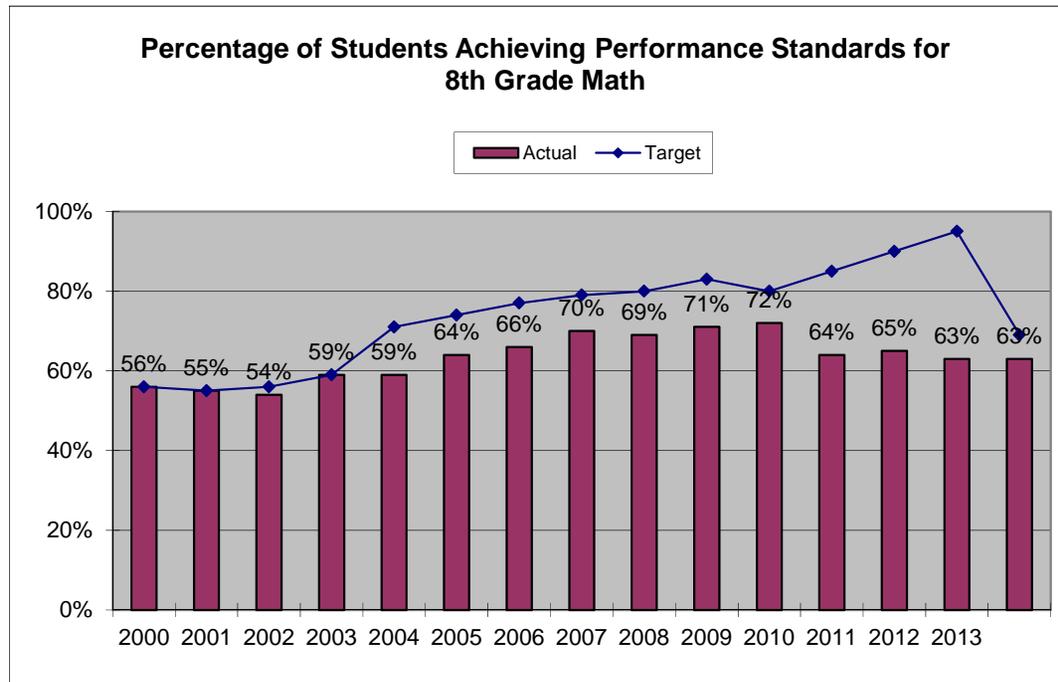
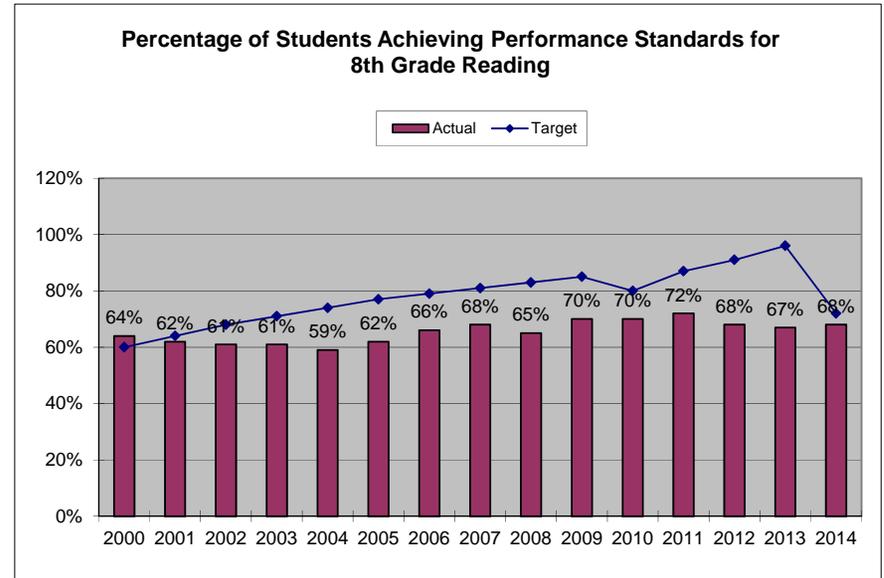
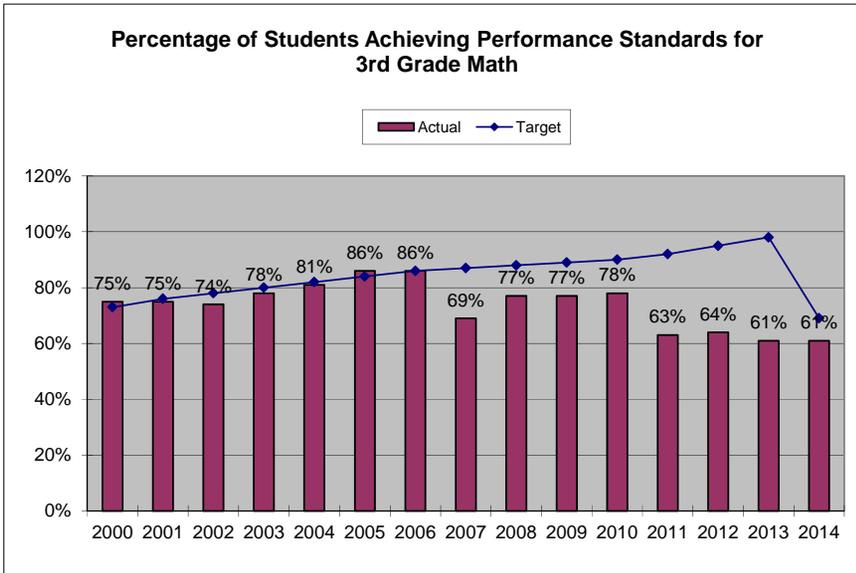
7. ABOUT THE DATA

Achievement standards which establish the minimum scores (“cut scores”) required to meet on the assessments have changed over time and affect the comparability of the results. Mathematics achievement standards were changed most recently in 2010-11, and reading cut scores were changed most recently in 2011-12. As a result, the percent of students meeting in mathematics in 2011 and later years, and the percent of students meeting reading in 2012 and later years are not comparable to earlier years' results.

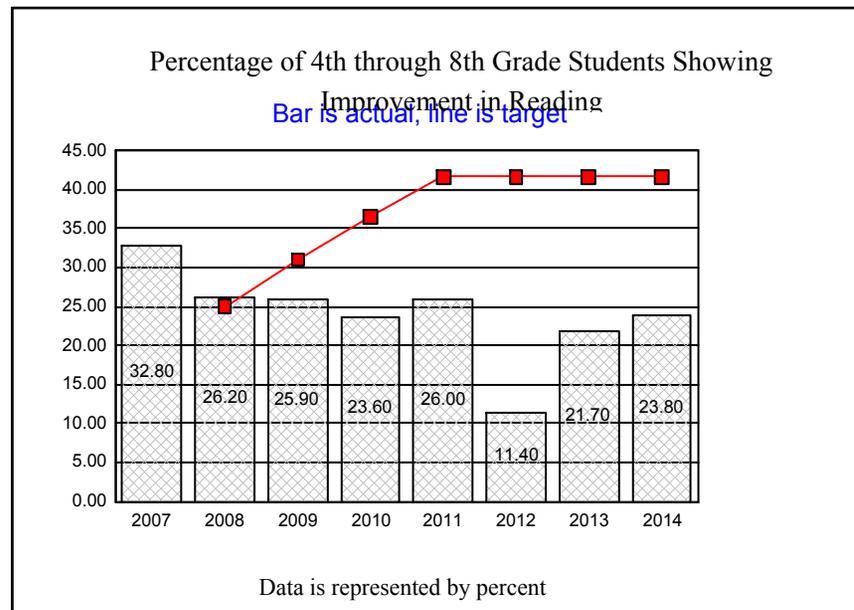
OREGON DEPARTMENT OF EDUCATION

Agency Mission: Increase Achievement for All Students.

II. KEY MEASURE ANALYSIS



KPM #6	STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.	2007
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards	
Oregon Context	STUDENT SUCCESS: improvement is shown for all students	
Data Source	Annual Statewide Assessments	
Owner	Nicole Dalton, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5603	



1. OUR STRATEGY

Closing the achievement gap is a priority for the Superintendent and Deputy Superintendent of Public Instruction, and the Oregon Department of Education (ODE).

exerts great effort toward improving student achievement. The newly articulated ODE Mission and Values include:

Equity for Every Student. We strive to eliminate Oregon's achievement gap. We expect every student will meet or exceed high standards and fulfill his or her potential in an adaptive environment of respect and skilled instruction.

and

High Quality Education. We support our education partners in delivering high quality curriculum and instruction, while fostering a love of learning and attending to the needs and wellness of the whole child. We accomplish this by promoting excellent teaching, effective leadership, and continuous improvement at all levels of the system.

Key examples of ODE's strategies to meet these values and goals are:

- The ODE strategic plan includes the following objectives: Implement statewide literacy programs so all students read by third grade; Systematically help districts implement Common Core, Next Generation Science Standards, and new statewide assessments; Align and develop statewide capacity to identify, disseminate, and help districts implement effective practices in order to close achievement gaps for ELL students and other historically underserved students; Close the educator equity gap to ensure equitable distribution of the most effective educators in high poverty schools, bi-lingual educators where needed, and educator diversity reflects the student population of schools; Identify and improve Oregon's chronically underperforming schools; and Launch regional networks focused on developing exceptional educators and implementing effective practices. (<http://www.ode.state.or.us/search/page/?id=3933>)

- The Oregon Equity Lens. The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. (<http://www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf>)

- The new Office of Educational Equity in ODE is focused on eliminating the achievement gap and ensuring that every student meets or exceeds high standards and fulfills his or her potential through the seven keys to success. (<http://www.ode.state.or.us/search/results/?id=187>)

- Oregon Framework for Educator Evaluation and Support Systems (<http://www.ode.state.or.us/search/page/?id=3637>)

- School Improvement Assistance for Focus and Priority Schools through Oregon's new Accountability System (<http://www.ode.state.or.us/search/page/?id=3742>)

- Accountability requirements for schools and districts including the Achievement Compact requirement (http://www.oregon.gov/gov/Pages/oeib/OregonEducationInvestmentBoard.aspx#Achievement_Compacts)

- The Oregon K-12 Literacy Framework (<http://www.ode.state.or.us/search/page/?id=2568>)

- The Oregon Data Project (<http://data.k12partners.org/>)

- Oregon's Response to Intervention Initiative (Or-RTI) (<http://www.ode.state.or.us/search/page/?id=315>)

- Resources and Support for Implementation of the Common Core State Standards (<http://www.ode.state.or.us/search/page/?id=2860>)

Key Partners

Regional Education Service Districts, School Districts and schools, teachers and other school and district staff, Advisory Team on Underrepresented and Minority Student Achievement, Literacy Leadership State Team, Accountability Advisory Committee, Content and Assessment Panels, State Board of Education, Oregon Education Investment Board, Oregon Education Association, Oregon Association of Educational Service Districts, Confederation of Oregon School Administrators, Oregon School Board Association, Oregon STEM Council, Oregon Early Learning Council

2. ABOUT THE TARGETS

The goal of this performance measure is to track the rate at which Oregon students transition from “not meeting” to “meeting” performance standards on the Oregon Statewide Assessments for reading and math . By increasing this percentage of individual student growth, schools will also have demonstrated progress in closing the achievement gap. The targets set for 2008–2011 were based on benchmark data from 2006-07 and preliminary data from 2007-08 and were aligned to the No Child Left Behind (NCLB) goal of 100% proficiency by 2014. However, with the U.S. Department of Education’s approval of Oregon’s ESEA Waiver, ODE now uses a norm-referenced growth model for state and federal accountability purposes.

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. 2013-14 data for reading appear in the graph above. 2013-14 data for math appear in a supplemental graph at the end of the analysis for [KPM 6 – Student Growth](#). For 2013-14, 23.8% of students who had previously not met reading performance standards transitioned to meeting standards, and 22.3% of students who had previously not met math performance standards transitioned to meeting standards. The 2013-14 data for both reading and math show a slight increase over 2012-13, reflecting slightly higher state performance (see KPM 5). Please note that the calculations of actual performance for 2013-14 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for [KPM 6 – Student Growth](#) in September 2014.

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

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

Oregon raised reading performance standards in 2011-12. This lowered the percent of students meeting academic benchmarks, and lowered the percent of students who met or exceeded in 2011-12 among those students who did not meet in 2010-11. Additionally, new content standards for mathematics and English language arts were adopted in 2010 (Common Core State Standards), though statewide assessments aligned to these standards will not be implemented until 2014-15.

Low performing students may need targeted intervention strategies to assist them in meeting academic benchmarks. Districts and schools should be using data-driven decision-making to identify students in need of targeted assistance and using research-based intervention strategies to assist these students. Districts and schools should have policies in place to provide targeted assistance to students in meeting benchmarks and to provide professional development to educators to assist them in using research-based intervention strategies. In addition, as districts become more successful at helping their lower performing students meet benchmarks, they may face increasing challenges in moving the remaining students, those who require the most intervention, up to benchmark. This may lead to a situation where performance for this measure declines even as performance for KPM 5 – Student Achievement (the percentage of students meeting benchmark) increases

6. WHAT NEEDS TO BE DONE

Data-driven decision-making: Schools and districts should implement targeted intervention strategies whose goal is to help low performing students reach benchmarks. Many districts are already using various intervention strategies for their students, and ODE is partnering with the Oregon Association of Educational Service Districts (OAESD) to deliver intervention strategies that can work and professional development that will help districts identify students in need. ODE partnered with the statewide Education Enterprise Steering Committee on The [Oregon DATA Project](#) statewide initiative designed to improve student achievement by collecting, analyzing, and using longitudinal data to inform individual instruction. More than 200 school district and ESD educators from all over the state have completed a three-day certification training on using data in the classroom, school, and district to improve instruction through the Oregon DATA Project. ODE has developed a student growth model that is being applied on school and district report cards. Seventy-five percent of the rating is based on growth (50% total academic growth and 25% subgroup growth), and 25% of the rating is based on academic achievement. This model rewards schools not just for students who meet benchmarks, but for students that show significant growth toward meeting benchmarks. This model also rewards schools that demonstrate high rates of learning in addition to high rates of achievement. In particular, schools that are successful with the targeted intervention strategies can be rewarded with higher school ratings.

Evidence-based and Standards-based Instruction: ODE provides targeted assistance to districts and schools to create Title IIA professional development plans to assist educators in delivering research-based targeted intervention strategies for low performing students. [Oregon's Response to Intervention Initiative \(Or-RTI\)](#) is a partnership intended to provide skills and knowledge districts need to build systemic, accurate, and sustainable academic support for all students through RTI, tiered instruction designed to meet every students needs. OrRTI also provides guidance to districts to support implementation of IDEA policy. The goal of [Effective Behavioral and Instructional Support Systems \(EBISS\)](#), a five-year federal grant and an RTI model, is to increase student outcomes by assisting school districts and early childhood programs to implement a continuum of effective and sustainable school-wide academic and behavioral support systems. The [Oregon K-12 Literacy Framework](#) is guidance for districts and schools on how to implement a comprehensive reading program that is an RTI model. The Oregon State Board of Education adopted the Framework in December 2009 as a tool for the state, districts, and schools to support reading proficiency, a requirement of the Oregon Diploma. The purpose of the Framework and RTI models for reading is to ensure that all students read at grade level or above as soon as possible after entering school, all students continue to advance in grade-level reading skills each year across the instructional areas in grades 4-12, and all students reading below grade-level receive the strongest reading instruction and interventions possible to help them read at grade level.

The Oregon State Board of Education adopted the **Common Core State Standards (CCSS)** for English Language Arts and Mathematics in October 2010. The Oregon Department of Education (ODE) has formed a Stewardship Team of more than 100 educators and education partners from across the state to lead the implementation of the CCSS that served through July of 2013. CCSS information and resources are provided on the ODE website at <http://www.ode.state.or.us/search/page/?id=2860>. These resources include toolkits and guidance on developing implementation plans that ensure all students are provided instruction in the CCSS and professional development plans to ensure that all administrators and educators have the knowledge and skills to implement the CCSS in all Oregon classrooms. ODE provided a series of 9 webinars throughout the 2011-12 school year and 11 webinars throughout the 2012-13 school year to support implementation of the CCSS (<http://www.ode.state.or.us/search/page/?id=3750>). In addition, ODE partnered with the Confederation of Oregon School Administrators (COSA) to provide 14 regional workshops on the CCSS in 2011-12 and in 2012-13.

In 2013, under the leadership of Governor John Kitzhaber, the Oregon Education Investment Board proposed key strategic investments to support Oregon's attainment of 40/40/20. Key to this work is a revitalization of the education profession and the establishment of a Network of Quality Teaching and Learning. Conceptualized and passed by legislature in HB 3233, the Network provides funding for a comprehensive system of support for educators that creates a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system.

One component of the Network is to help implement the CCSS; comply with core teaching standards; provide professional learning for teachers; create collaboration opportunities for teachers; obtain assessments and develop plans to meet school improvement objectives and educator needs and close achievement gaps.

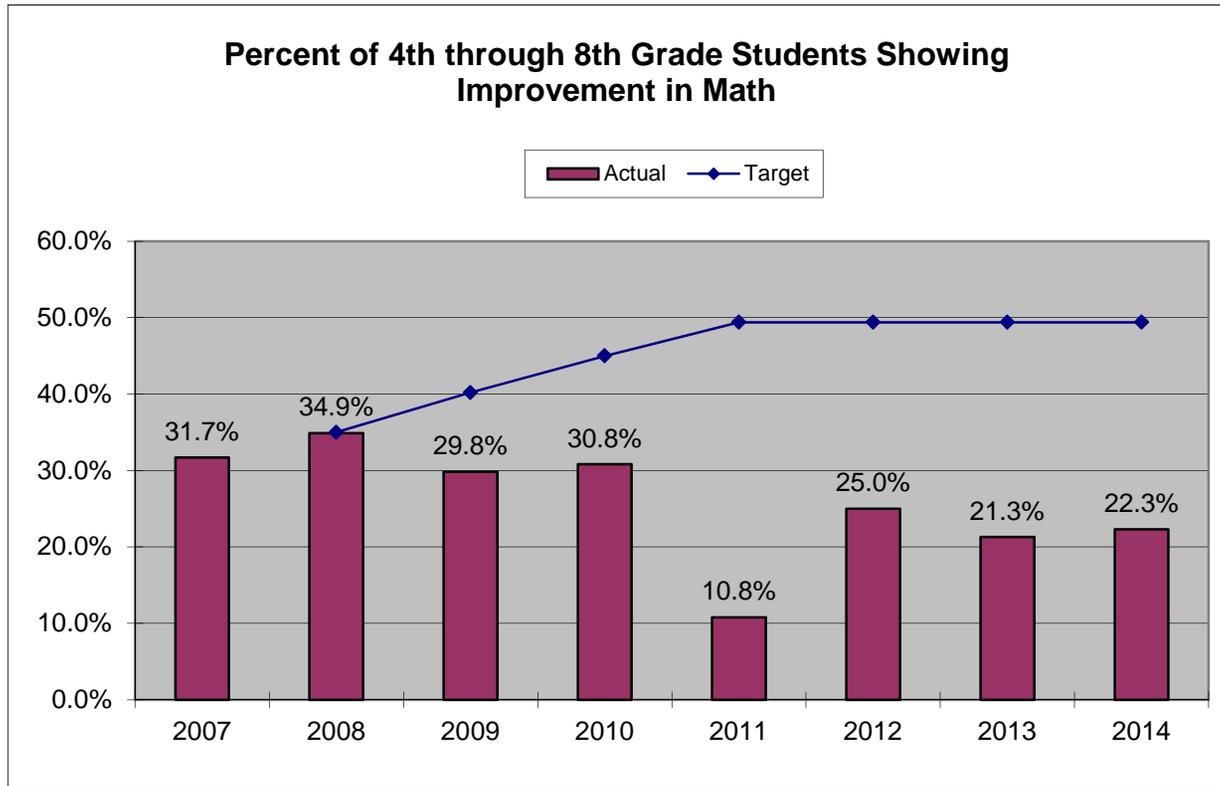
The purpose of the Network support for Educator Effectiveness (SB290 evaluation and CCSS implementation) is to improve educator practice (teaching and leading) and increase student achievement. Combining Network support for these two strategic initiatives increases coherence and integration of policies and practices. These two initiatives are inextricably linked and call for fundamental changes in curriculum, instruction, and assessment. The CCSS and new educator evaluation systems each demand professionals learn new content, new skills, and new approaches to teaching. Integrating CCSS and educator effectiveness efforts has a greater potential to improve outcomes and equity for all students.

During the 2013-15 school years, ODE will use funds to support District and ESD Professional Learning Teams to attend ODE-sponsored regional professional learning conferences based on the national Standards for Professional Learning. Additional funds will be allocated to each participating school district by ADMw to support educator effectiveness (SB290) and CCSS implementation based on district identified needs. In addition, opportunities will be provided for district teams to participate in regional professional networking with the other districts to share best practices. ODE will collaborate with non-profit organizations, postsecondary institutions, and other professional learning providers to support district implementation.

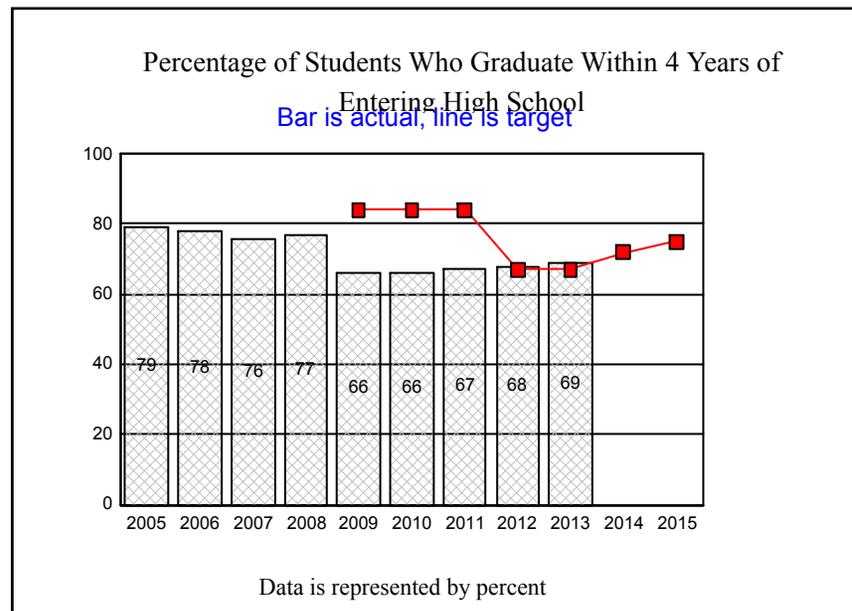
7. ABOUT THE DATA

In determining the percentage of students transitioning from “not meeting” to “meeting” performance standards on the Oregon Statewide Assessments, ODE

set the denominator as the number of current 4th through 8th grade students who tested in each of the last two years and did not meet standard in the previous year. The numerator is those who did not meet the first year, but met in the second year. All student test scores are compared to the performance standards in effect for 2006-07 and beyond. Final data for each year is not available until September, following the release of final accountability data.



KPM #7	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).	2000
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps	
Oregon Context	STUDENT SUCCESS: All students graduate with a diploma	
Data Source	High School Completers Data Collection, Early Leaver Collection, October 1 Fall Membership Collection, Community Colleges and Workforce Development (CCWD) Data System	
Owner	Bob Salazar, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5981	



1. OUR STRATEGY

Key Partners

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

The State Board of Education adopted new higher graduation requirements in 2008 to prepare students for the demands of college and the work place. The new graduation requirements went into effect with the graduating class of 2012. ODE has been engaged with 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, a network of school improvement coaches, education partners, and other stakeholders.

Oregon's 40/40/20 goal aims for 40% of adult Oregonians with a Bachelor's degree or higher; 40% with an Associate's degree or post-secondary credential; and the remaining 20% with their high school diploma, an extended or modified diploma, or an equivalent by 2025. To help achieve this outcome, the 2013 Legislature funded HB 3232 which provides a strategic investment for Guidance and Support for Post-Secondary Aspirations. This strategic investment will support the 40-40-20 goal by supporting students through their middle and high school careers to keep students on track to graduate and supporting programs aimed at providing students with post-secondary opportunities and inspiring students' motivation and sense of potential. In addition, this strategic investment will provide support to expand the Access to Student Assistance Programs in Reach of Everyone (ASPIRE) to additional middle schools, high schools, and community programs across the state. Additionally, to ensure that earning an Oregon high school diploma signifies that students leave high school ready for college or career, the 2013 Legislature has provided funding to support Oregon's implementation of the college- and career-ready Common Core State Standards.

2. ABOUT THE TARGETS

Graduates (9th Grade Cohort): The Oregon Department of Education and State Board of Education have set a goal that every Oregon student will graduate from high school. New diploma requirements approved by the Board set more rigorous academic standards to better prepare students to compete in the global economy and fully participate in our society. ODE recognizes achieving that aspirational goal under the new diploma requirements will require a substantial increase in student academic achievement and expanded support for reducing dropout rates and boosting graduation rates. In moving Oregon towards that goal, ODE set its current targeted percentage of high school graduates at 67% for 2012. Starting in 2014, Oregon has requested adjusted targets that align with federal Adequate Yearly Progress targets and reflect the new graduation rate calculation described in Section 3. How We Are Doing below. For 2014, the graduation target is 72%, and for 2015 the target is 75%. These targets support Oregon's progress toward the 40-40-20 goal to have of 40% of high school students earning a bachelor's degree or higher, 40% earning an associate's degree or other postsecondary credential, and 20% earning at least a high school diploma or its equivalent by 2025. In addition, these targets will be used for both state and federal accountability for schools and districts.

General Educational Development (GED) Test: The new GED test which has been aligned with the common core has brought a higher skill level necessary for those students to pass the test. This may have contributed to a drop in the number of students taking the test. It could also be a reflection of the GED/ Options program which allows a student to continue progressing towards a diploma while studying for their GED test. Increasing the number of students obtaining a GED is a positive alternative to those students dropping out or failing to achieve a degree, but is inferior to those students obtaining a regular high school diploma. Hence, ODE set its current targeted number of GEDs by averaging the number of GEDs awarded for 2002-03 through 2005-06 for a target of 4,216. This target will continue for 2014 and 2015. A new GED assessment on computer aligned with the Common Core State Standards is projected to be in place starting in 2014. ODE will take this new, more rigorous assessment into consideration when developing future targets for this metric.

Dropouts: The state seeks to reduce the number of students who drop out of school as those individuals will typically earn far less during their lifetime and are more likely to require public services and assistance. ODE revised its targeted percentage of dropouts to 4% for 2010 to 2012 to align KPM 7 – High School Graduation with OBM # 22 – High School Dropout Rate. As Oregon continues to transition to more rigorous graduation requirements, Oregon will continue to aim for 4% or fewer drop-outs for 2014 and 2015.

3. HOW WE ARE DOING

2012-13 High School Graduation data shows slight improvement from 68.4% to 68.7% and are presented in the graph above. It did not result in a lower dropout rate, however, which may have been due to the improved data reporting efforts. Previous reports did not include students who dropped out during the month of June. Thus we have a more accurate count of dropouts than previous reports and should be considered a new baseline for future reports. Oregon will continue to aim for 4% or fewer dropouts for the 2014-15 school year. 2012-13 data for dropouts appear in a supplemental graph at the end of the analysis for KPM 7 – High School Graduation. Pursuant to federal guidelines, ODE is reporting cohort graduation rates. The cohort graduation rate we are reporting is the percentage of students who graduate with a regular high school diploma within four years of first entering high school. We produce a rate for each cohort of first time high school students. The cohort we are reporting on in 2012-13 are those students who were first time high school students in 2009-10. Students are added to the cohort if they transfer into the Oregon public K-12 system and are removed if they transferred out of the system, emigrated to another country, or are deceased. This cohort model allows the state to track student progress over time. By using this dynamic tracking, educators will be able to identify periods in a high school education where students are at higher risk of dropping out and direct additional support to help keep students in school.

Under this measure, 68.7% of students entering high school in 2009-10 graduated with a regular diploma within four years. Last year the rate was 68.4%. While this is above ODE's target of 67%, there were differences in graduation rates for racial/ethnic subgroups. The White graduation rate was 71%, and the Asian/Pacific Islander graduation rate was 84% for Asian students and 64% for Pacific Islander students. The graduation rate for African American students saw an increase from 53.3% to 57%, the Hispanic rate increased from 60% to 61%, and the American Indian/Alaskan Native rate was 52%. Please note that reported performance prior to 2008-09 is not directly comparable to current data due to the change in methodology. A category of critical concern is the Students with Disabilities drop from a significant low of 66% to 64%. A more thorough understanding of the challenges faced by these students' should be addressed to provide resources needed to

improve student success.

Dropout rates are one-year dropout rates. This year ODE is reporting the dropout rate for 2012-13, which is computed by dividing the number of dropouts in 2012-13 by the high school enrollment in fall 2012-13. The dropout rate has increased from 3.4% in 2011-12 to 4.0% in 2011-12. This is still below ODE's targeted dropout rate of 4%—a positive outcome; however, when the data are disaggregated into subgroups there are differences in the dropout rates between some subgroups. The disaggregated results are in the Statewide Report Card (located at <http://www.ode.state.or.us/go/ReportCard>). ODE collects graduation and dropout data in the summer and fall following each school year. This means that ODE will report 2013-14 data for KPM 7 – High School Graduation in its 2015 APPR

4. HOW WE COMPARE

The graduation rate and dropout rates provide a more accurate reflection of student success to assist schools, districts, and the state in developing education policies, and, ultimately help greater numbers of students succeed in school. States are in phases of implementing cohort graduation rates, so direct national comparisons are premature. However, based on methodological differences several groups have produced rates that approximate national cohort graduation rates, and these provide some indication of national trends in graduation rates. The goal of 100% of students completing high school by 2025 will be seriously challenged by current results; meaningful systemic change will take time. It will require the deep alignment of essential skills K-12 in preparing students early for academic success and being aware of the characteristics that bring sustained growth for all students.

5. FACTORS AFFECTING RESULTS

The graduation rate is slightly above Oregon's target rate but disaggregated data show lower graduation rates and higher drop-out rates for American Indian, Pacific Islander, African American, and Hispanic students. There are a wide range of factors that impact the dropout and graduation rates, such as socioeconomic status, academic difficulties, behavioral and disciplinary problems, and disengagement from school. National surveys report that students leave school early because they don't like school and are not engaged, they are not learning enough, or are failing. In Oregon, the reason cited most frequently for students dropping out was being too far behind in credits to catch up.

While social and demographic factors matter, the students' educational experience plays a significant role in shaping graduation and dropout rates. Key education-related risk factors fall under academic performance and educational engagement. Students who struggle academically (particularly in math and language arts) and fall behind in credits, and students who are disengaged from school, exhibit disciplinary problems, and have poor relationships with teachers and peers are likely to fall off track and are less likely to graduate.

Dropping out is a cumulative process that occurs over time and often is the end result of unsuccessful transitions throughout the educational experience. Key academic transition points begin in early childhood as students enter kindergarten, transition from elementary to middle school, and enter high school. At these critical junctures institutional and social factors can have a positive or negative influence on students' educational careers

6. WHAT NEEDS TO BE DONE

To increase Oregon's graduation rate, it is important to recognize that graduation from high school is a PK-12 phenomenon, not just a high school occurrence. Policies and practices designed to increase graduation need to be implemented throughout the system and should focus on key transition points, beginning with the transition into kindergarten. (For early childhood policies and practices see [KPM 1 – Access to Pre-Kindergarten](#) and [KPM 4 – Kindergarten Readiness](#)). Policies and practices identified to improve middle and high school transitions include diagnostic, targeted interventions and school-wide intervention strategies. Districts need to collaborate with ODE to implement data systems that most accurately identify reasons for students leaving school early to identify the problem. This should include regular monitoring to follow students and parents as needed. There must also be continued diligence on the part of ODE, districts, schools, and educational programs to reduce the number of dropouts.

Diagnostic Interventions:

ODE needs to continue building “early warning systems” into the PK-20 longitudinal data system for tracking post-high school student outcomes and providing feedback to the state and to school districts. Data should include: attendance, behavior, and academic performance to identify students who are at risk of dropping out. Districts need to implement systems that identify students that are at high risk for dropping out using data on attendance, course failures, grade retention, and behavioral problems and collect more accurate data on reasons for students leaving school early to understand the scope of the problem. This should include regular monitoring and following up with students when needed.

Targeted Interventions:

Districts need to provide academic support and enrichment to improve academic performance and re-engage students in school (e.g. additional academic classes, enrichment programs, extended learning time, tutoring, remedial programs, credit recovery). ODE currently assists districts with implementation of Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS), academic and behavioral support systems that provide high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals, and applying child response data to important educational decisions. PBIS is intended to design systemic behavior support systems which will allow students to focus on instruction and be successful in school. In addition to RTI and PSIS, ODE has implemented the CTE program which is Career and Technical Education. Students involved in the program have exceeded the graduation standards by 21%. The 2011-12 statewide “all students” 4-year cohort of 65% and five year cohort rate of 72.4% barely met the State goals. The CTE Concentrators which are any secondary students who have earned one or more credits in a technical skill course as part of an Oregon State-approved CTE program of which at least one-half of .5 must be designated as a required CTE course for program completion. The cohort data for CTE students is based on the 2011-12 graduates The CTE concentrators 4-year cohort graduation rate was 86.06% and the 5-year graduation rate was 89.52%.The CTE concentrations has similar positive impacts on improving graduation rates for some of our sub-populations as well . As one might expect, the completers graduation rates are even higher. An additional benefit for students is transition to Post-Secondary Education. The collaboration between high school and college officials allows students access to career pathways as modeled by Lane Community College. <http://www.ode.state.or.us/search/page/?id=2901>. School-wide

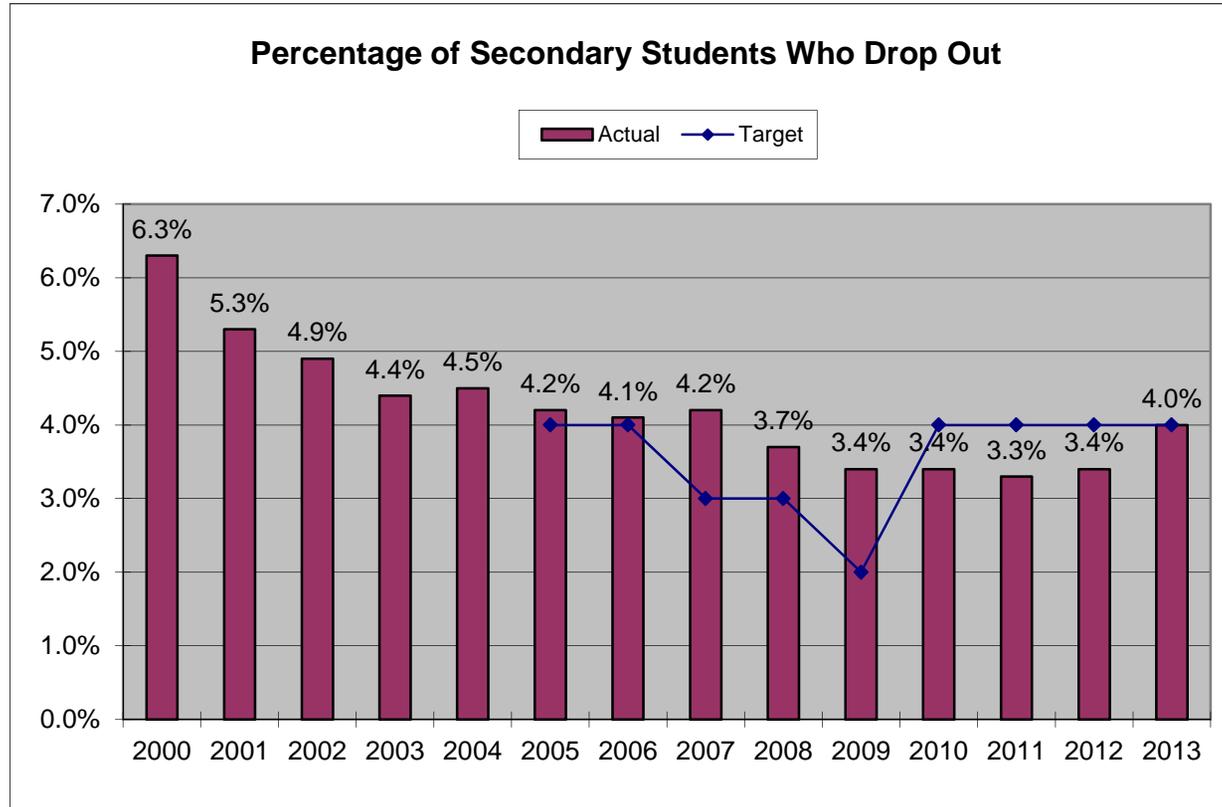
Interventions:

Schools need to personalize the learning environment and instructional process to create a sense of belonging and foster a school climate where students and teachers get to know one another and can provide academic, social, and behavioral management. Oregon's education plan and profile, supported by a comprehensive guidance and counseling program, can help to personalize learning. Schools also need to provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate.

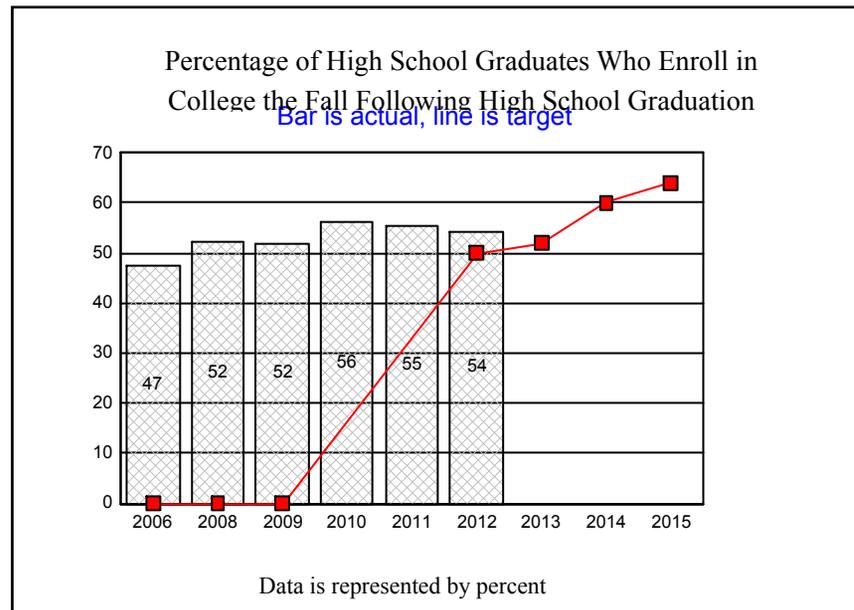
7. ABOUT THE DATA

ODE used three metrics for this performance measure this year: 4-year cohort graduation rate, students who earn a GED Certificate and students who drop out of school. Data is lagged by one year, so the 2014 KPM report includes data on the 2012-13 school year.

The cohort model is the formula required by the federal government to calculate graduation rates. This year's cohort is made up of the students who first entered high school in 2009-10. The cohort is adjusted for students who move into or out of the system, to and from home schooling, private school, other states, emigrate to another country, or are deceased. The cohort graduation rate is calculated by taking the number of students in the cohort who graduated with a regular diploma within four years (by September 1st, 2012) and dividing that by the total number of students in the cohort. GED recipients, as defined by Oregon law, are neither public high school graduates nor dropouts. The percentage of secondary students who dropout is calculated by the count of students enrolled in grades 9 to 12 who dropped out during the 2012-13 academic year (and did not reenroll by September 1st, 2012), divided by the count of students enrolled in grades 9 to 12 on the first school day in October of 2012 in the public schools. ODE uses these three metrics to tell a more complete story about Oregon's secondary students. The graphs included in this analysis display data through the 2012-13 school year. Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at <http://www.ode.state.or.us/go/ReportCard>). As explained in [Section 3. How We Are Doing](#), ODE collects some of the data included in the graduation and dropout rates in the fall of the following school year, so there will be a one-year reporting lag for those metrics



KPM #8	COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.	2007
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
Oregon Context		
Data Source	ODE matches data records for Oregon high school graduates with college-going data maintained by the National Student Clearinghouse. ODE also works with the Oregon University System (OUS) and the Department of Community Colleges and Workforce Development (CCWD) to match data records for Oregon high school graduates with their success in OUS and CCWD institutions. ODE supplements these data with college graduation data from the National Center for Higher Education Management Systems.	
Owner	Brian Reeder, Office of Research and Analysis, 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 provides information on how well Oregon high school graduates are prepared for post-secondary education, allowing ODE to learn how to better assist school districts prepare K-12 students for their next steps.

Key Partners

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

2. ABOUT THE TARGETS

ODE obtained baseline data by matching information for 2005-06 high school seniors to databases maintained by CCWD and OUS. ODE also matched student records to data maintained by the National Student Clearinghouse to obtain data for students enrolled in private colleges in Oregon as well as public and private colleges in other states. Based on these data matches and additional data compiled by the National Center for Higher Education Management Systems, ODE has calculated the following baseline measures for Oregon high school graduates. The Baseline Participation Rate is 47.3%. This is the percentage of high school graduates who enroll in a 2-year or 4-year college the fall following high school graduation. The Baseline Extended Participation Rate is 56.6%. The Extended Participation Rate is the percentage of high school graduates who enroll in a 2-year or 4-year college within 16 months of high school graduation. The Baseline Second Year Persistence Rate is 76.7%. The Second Year Persistence Rate is the percentage of first-time college freshmen in 4-year institutions returning their second year. The Baseline Graduation Rate—Bachelor’s degree is 56.6%. The graduation rate for a Bachelor’s degree is the percentage of students receiving their Bachelor’s degree within 6 years. The Baseline Graduation Rate—Associate’s degree is 28.4%. The graduation rate for an Associate’s degree is the percentage of students receiving their Associate’s degree within 3 years.

Based on these baseline data, ODE has proposed the following targets for 2014 and 2015:

Participation rate: 60% (2014), 64% (2015)

Extended participation rate: 70% (2014), 74% (2015)

Second year persistence rate: 82% (2014), 85% (2015)

Graduation Rate— Bachelor’s: 63% (2014), 65% (2015)

Graduation Rate— Associate’s: 33% (2014), 35% (2015)

3. HOW WE ARE DOING

Oregon's current rates for these measures, although improving, are not high enough or improving fast enough to get Oregon to its year 2025 goal of 40% of high school students earning a bachelor's degree or higher, 40% earning an associate's degree or other postsecondary credential, and 20% earning a high school diploma (the "40-40-20 goal"). The one bright spot is the second year persistence rate, which was 83* in 2011-12, slightly above target. Oregon's college participation rate, in particular, must increase dramatically if the state is to reach the 40-40-20 goal.

4. HOW WE COMPARE

Following are Oregon's rates for the five measures. These data are for 2011-12 with the exception of the Graduation Rates: they are for 2010-11 for bachelor's degrees and 2008-09 for associate's degrees. Updated national data for comparison currently are not available:

Participation Rate: 54.2%

Extended Participation Rate: 65.3%

Second Year Persistence Rate: 83%

Graduation Rate— Bachelor's degree: 56.5%

Graduation Rate— Associate's degree: 29.3%

Oregon's participation rate has historically been below the national average and has remain around 55% for the past 5 years compared to the prior year. This suggests that better high school preparation and efforts to improve the affordability of college in Oregon deserve policy focus . In recent years Oregon has been slightly above the national average on the Second Year Persistence Rate and the Graduation Rate for both Bachelor's and Associate's degrees, but there is still considerable room for improvement. There are not comparable national data for the Extended Participation Rate .

5. FACTORS AFFECTING RESULTS

A number of factors affect the college participation and success of Oregon high school graduates . Principal among them is the quality of preparation that students receive in high school and in the early grades. A number of other factors, however, also affect the rate at which students enter college and the success they have there, including the impact students' financial and family circumstances has on their ability to attend college and to remain there once they start.

6. WHAT NEEDS TO BE DONE

Improving performance on these measures will require that students leave Oregon's high schools better prepared for the challenges of college . The increased rigor of Oregon's high school graduation requirements , along with the support ODE provides districts in helping students meet those requirements, will be the primary focus of ODE in its efforts to improve the state's performance on these measures . Additional resources made

available by the 2013 Oregon Legislature, with a sharper focus on programs that are the most effective at promoting student learning , should also provide a longer-term boost in high school graduation and college participation, persistence, and graduation. Oregon is also initiating a set of programs to improve kindergarten readiness and early grade literacy, which over the long-run will improve high school graduation rates and college readiness. College participation and persistence also depend on the ability of students to afford college . Oregon must work to reduce the rate of growth in college costs and college tuition, and the state must also find ways to provide financial aid to students most in need .

7. ABOUT THE DATA

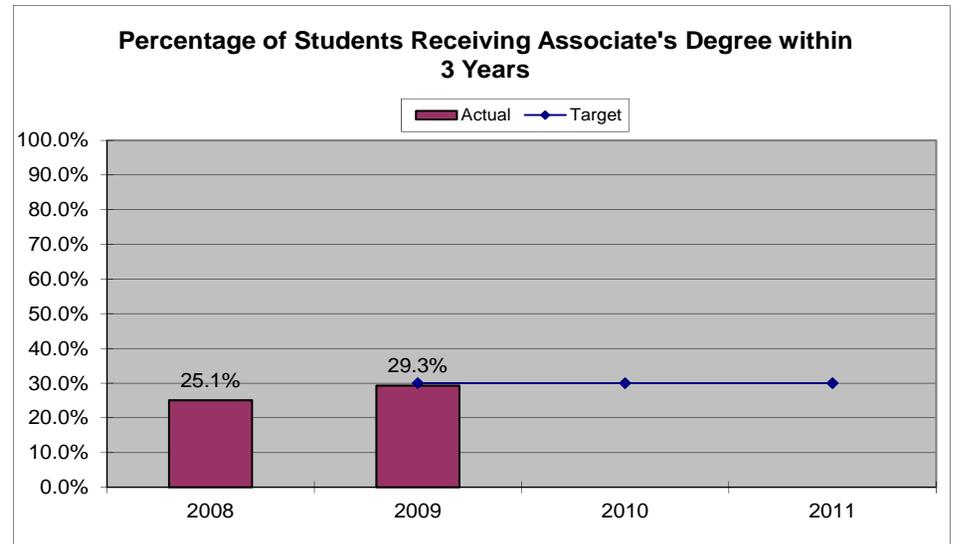
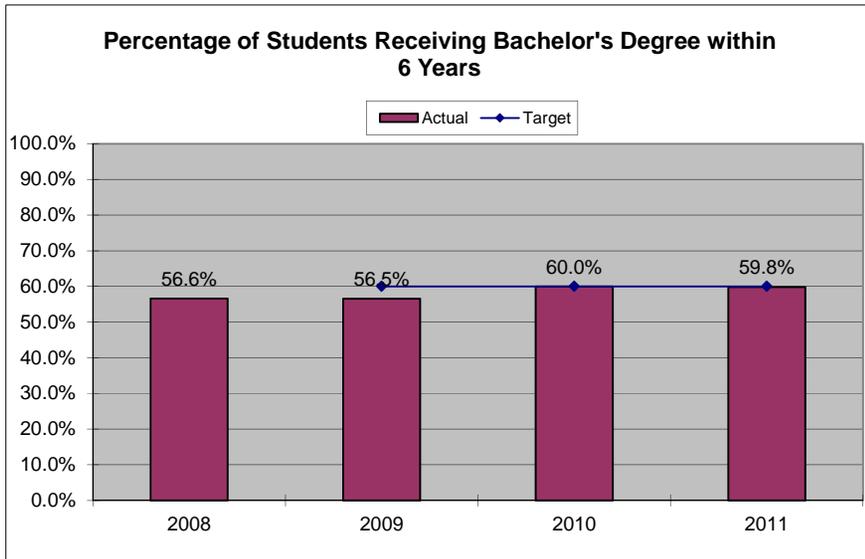
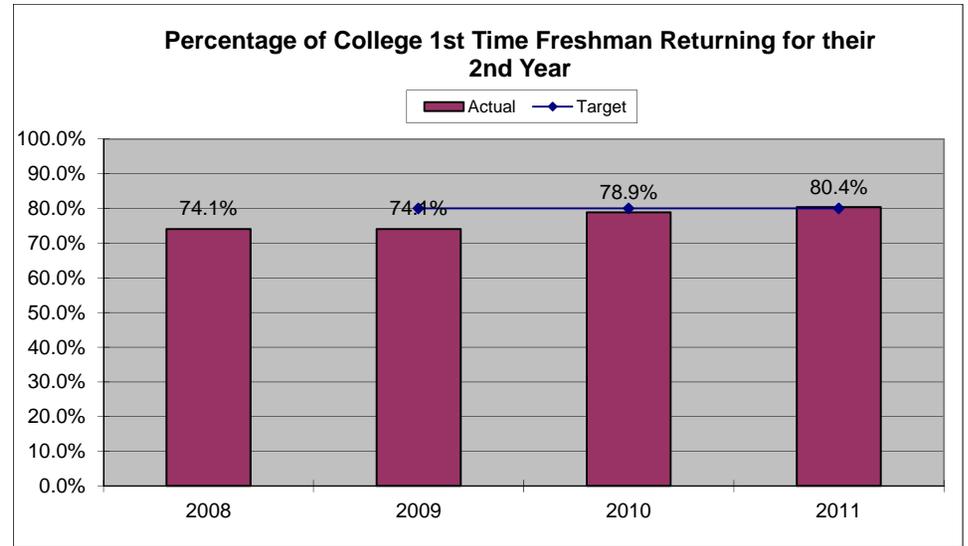
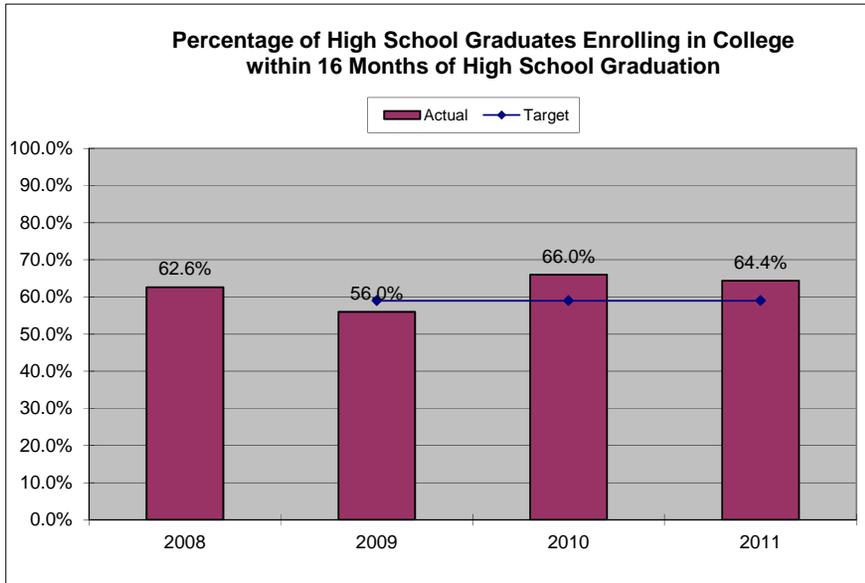
In early 2008 ODE entered into agreements with CCWD and OUS to match data for Oregon high school students with enrollment data maintained by CCWD and OUS. Once those matches were complete, ODE entered into an agreement with the National Student Clearinghouse (NSC) to match data to the databases maintained by NSC. Because NSC maintains data for most private and public colleges and universities in the country, ODE was able to determine which Oregon high school students enrolled in private colleges in Oregon and public and private colleges in other states (the CCWD and OUS matches do not capture students in Oregon private colleges or students attending colleges in other states). This allowed ODE to get a nearly comprehensive accounting of the college-going activity of a cohort of Oregon high school students (we are not able to get information on students who enroll in colleges in other countries). Again in 2010, 2011, 2012, and 2013 ODE matched Oregon high school graduates against data in the National Student Clearinghouse, capturing data for students attending colleges both inside and outside of Oregon, making a separate match against OUS and CCWD data unnecessary.

Using these data, supplemented with data compiled by the National Center for Higher Education Management Systems, ODE calculated the measures presented above. The data compiled by National Center for Higher Education Management Systems is based on a survey done for the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics. Since the IPEDS data are available for all states, it allows us to make comparisons of Oregon to other states and to the national average for four of the five measures presented above. The fifth measure, the Extended Participation Rate, was developed by ODE and, therefore, is not available for other states. The Extended Participation Rate captures the participation of students who delay their enrollment in college for a year after they graduate from high school

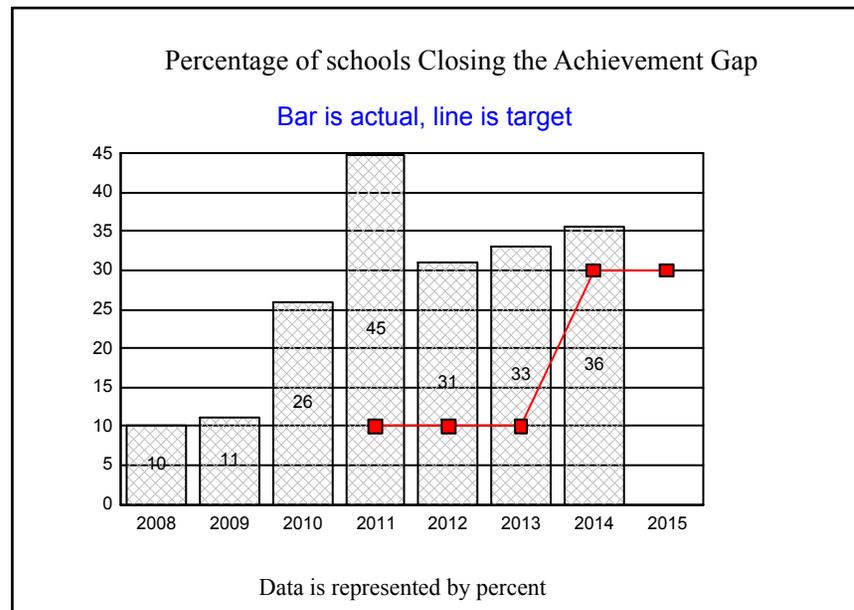
OREGON DEPARTMENT OF EDUCATION

Agency Mission: Increase Achievement for All Students.

II. KEY MEASURE ANALYSIS



KPM #9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap.	2007
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students	
Oregon Context	QUALITY SCHOOLS: Schools close the achievement gap	
Data Source	Annual Statewide Assessments	
Owner	Markisha Smith, Office of Learning, Equity Unit, 503-947-5669	



1. OUR STRATEGY

Students disadvantaged due to race, ethnicity, poverty, mobility, language barriers, learning disabilities, and other situational factors typically lag behind their

advantaged, White peers. Even though they may make improvement each year, the achievement gap persists unless they make greater gains. 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.

Oregon's 40/40/20 goal aims for 40% of adult Oregonians with a Bachelor's degree or higher; 40% with an Associate's degree or post-secondary credential; and the remaining 20% with their high school diploma, an extended or modified diploma, or an equivalent by 2025. Recognizing that closing the achievement gap and ensuring equity and excellence for every learner is essential if Oregon is to reach its 40/40/20 goal by 2025, ODE has established a new Equity Unit within the Office of Learning. The Equity Unit is charged with providing culturally responsive resources, offering technical assistance, and monitoring accountability for schools and districts working on systemic issues around equity and access. In addition, funding from the 2013 legislative session for HB 3233 established a Network of Quality Teaching and Learning; one of this network's key initiatives is supporting efforts in Oregon's schools and districts to close the achievement gap by providing support and resources for improved professional development for educators with an emphasis on equity and cultural responsiveness and competency; promoting an increased focus on data-driven decision-making and the development of best practice communities for educators to better support students. This includes supporting the development and implementation of a standards-based curriculum with accessibility supports for all students, including English language learners and students with disabilities. This approach will help the Network to ensure that those students who have been traditionally underserved have meaningful access to the same high quality education as their peers and are supported on their journey toward a high school diploma and college- and career-readiness.

Key Partners

Schools and Districts, Education Service Districts, Post-Secondary Institutions, Community-Based Organizations, Northwest Regional Education Laboratory, education professional groups, local businesses, and the community at large

2. ABOUT THE TARGETS

ODE has set its target at 10% of schools making progress in closing the achievement gap between White students and ethnically, racially, culturally, and linguistically diverse student subgroups in 3rd grade reading, 5th grade math, 6th grade reading and math, and 8th grade reading and math. ODE's targets will be used to forecast probable performance. Additionally, in past KPM reports we have considered the ODE target of 10% of schools making progress in closing the achievement gap between "white" and "Hispanic" student subgroups at the 6th grade level in English Language Arts. ODE's targets will be used to forecast probable performance for this specific demographic.

3. HOW WE ARE DOING

For the 2012-13 school year, students in all subpopulations only showed minimal gains in all categories. The same is true for the 2013-14 school year. These data clearly indicate that significant gaps exist between each subpopulation and White students. Additionally, White students surpassed the overall state average in both 2012-13 and 2013-14. Another interesting aspect of the data is that Asian/Pacific Islander and Asian students in some instances had a higher overall percentage than White students; it would be important to consider what supports exist to move achievement for these students in a positive direction. Overall, with only small gains, Pacific Islander students showed the most growth out of all subpopulations in both years with 5%-7% gains in each grade level and subject reported in this

KPM. There is still much work to do. The data shared here speaks to the persistent gap between diverse student populations and White students which directly speaks to state average. The gap is not only one about achievement; there are also clear opportunity gaps impacting student performance that must be addressed. As the demographics of the state continue to evolve, ODE must stay committed to providing equitable supports and services to ALL students. Specifically for the Hispanic/White gap at the 6th grade level in English/Language Arts, for the 2013-14 school year, Oregon exceeded the target, with 35.6% of schools attended by Hispanic students in the 6th grade (135 out of 379) lowering the 6th grade reading achievement gap (white vs Hispanic) by at least 10 percentage points. This is clear evidence that gaps still persist, and this is a specific example using one of the demographics used in considering gaps in student populations.

4. HOW WE COMPARE

The achievement gap referenced in this KPM is based on student performance on the Oregon Knowledge and Skills (OAKS) Assessments. This is a statewide assessment used to comply with federal accountability requirements. Since each state currently has its own content standards and aligned assessments it is difficult to compare the results from one state to another. Further, other states use alternative definitions which make direct comparisons impossible.

5. FACTORS AFFECTING RESULTS

Inadequate funding over the past several years has negatively impacted the level of services available to Oregon's diverse student population. In addition, the English Learner (EL) population as a proportion of all students has been increasing over the past several years. From a positive perspective, there has been an increase in the educational research available to help guide improvement efforts and a greater focus on the traditionally underserved populations. Implementing the statewide student growth model will provide needed information to determine student growth. Finally, a significant staff development effort has been made statewide in providing professional development opportunities for teachers to better address the needs of students of color and EL students.

6. WHAT NEEDS TO BE DONE

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

Schools need to become more focused on fostering excellence for every learner.

Districts need to focus on culturally responsive pedagogy and practices to better address the needs of all learners.

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

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

Research-based resources need to be readily and equitably available to all schools and districts in the state.

High quality professional development needs to be provided for teachers and administrators.

Teacher and administrator preparation programs need to be better aligned with the needs of the districts and schools

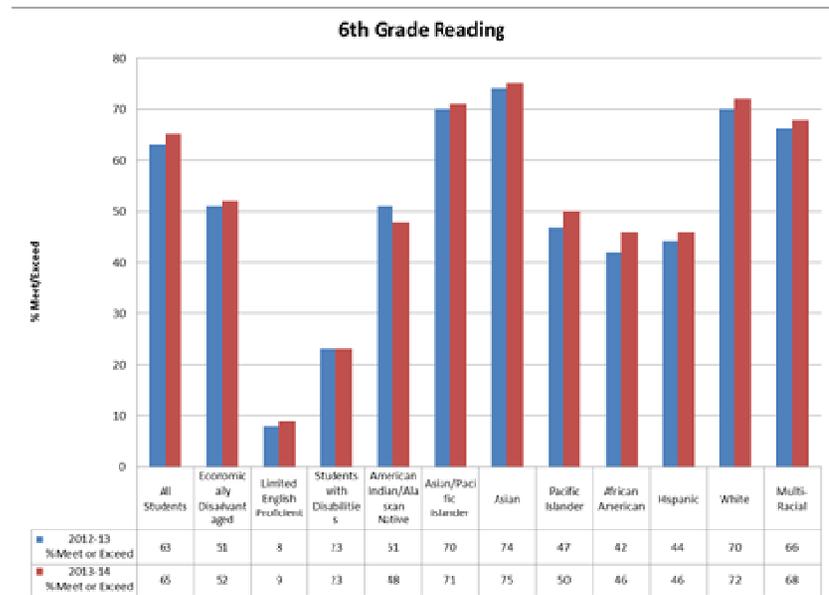
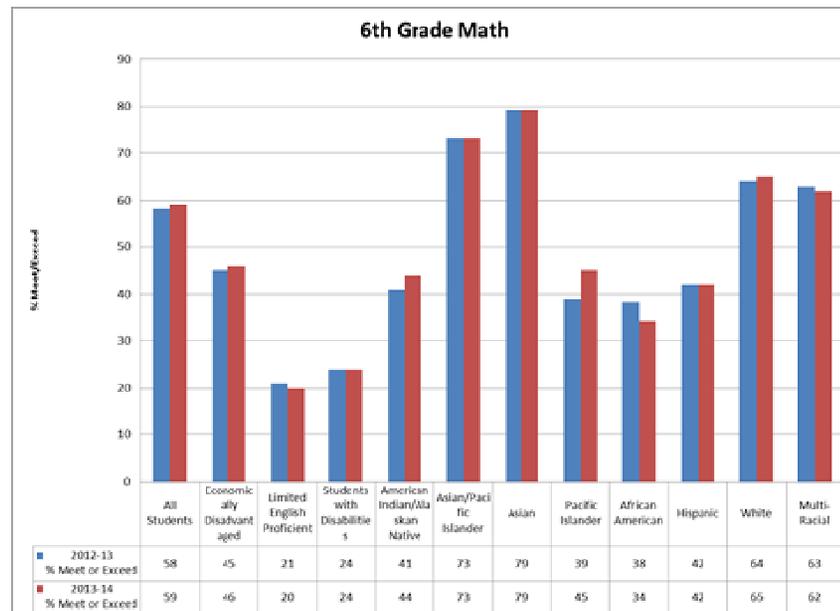
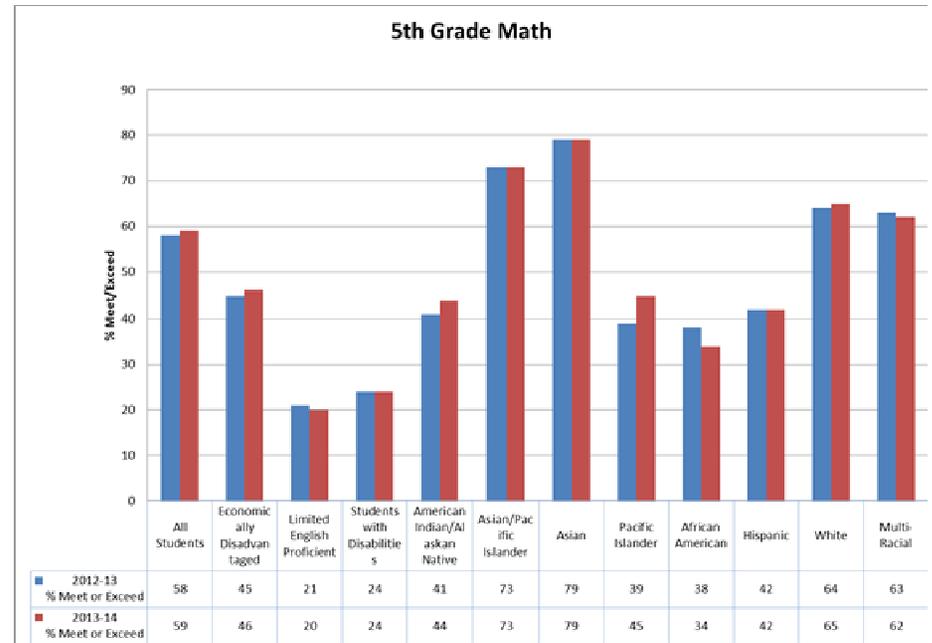
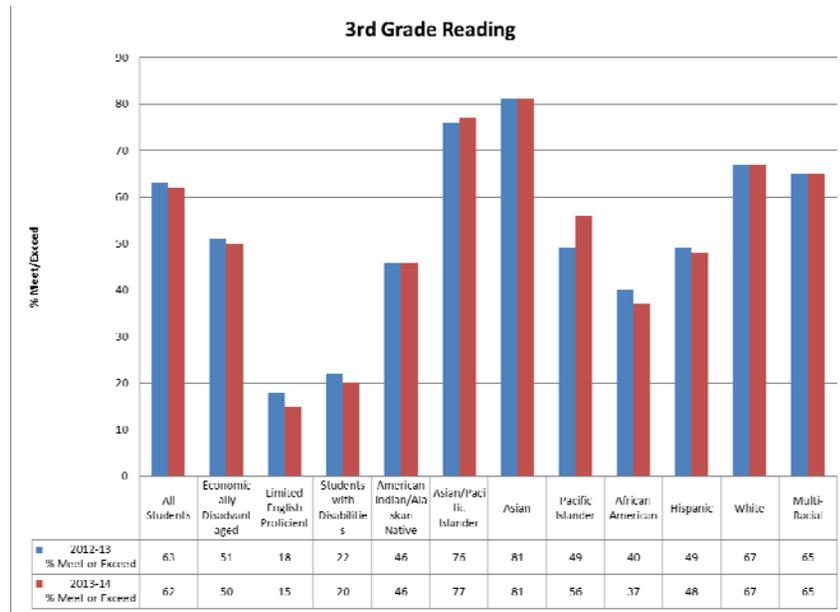
7. ABOUT THE DATA

When calculating performance for this KPM, ODE included the statewide data for students in 3rd, 5th, 6th, and 8th grade who were economically disadvantaged, students with disabilities, and racially/ethnically diverse students as compared to White students at these grade levels. This is a broader definition than that used in the past, which compared the performance of Hispanic students and White students in 6th grade reading. Broadening the focus of this KPM to include a statewide picture highlights the urgency of providing support and services across the state to close gaps students in underserved populations. The nature of this KPM focuses on an overall picture of what gaps exist and how outcomes can be improved for a highly diverse student population. As ODE gathers additional years' data on this KPM, we will consider whether to revise the methodology used in calculating performance for this KPM in future years. The graphs below provide a visual presentation of the data used for this KPM.

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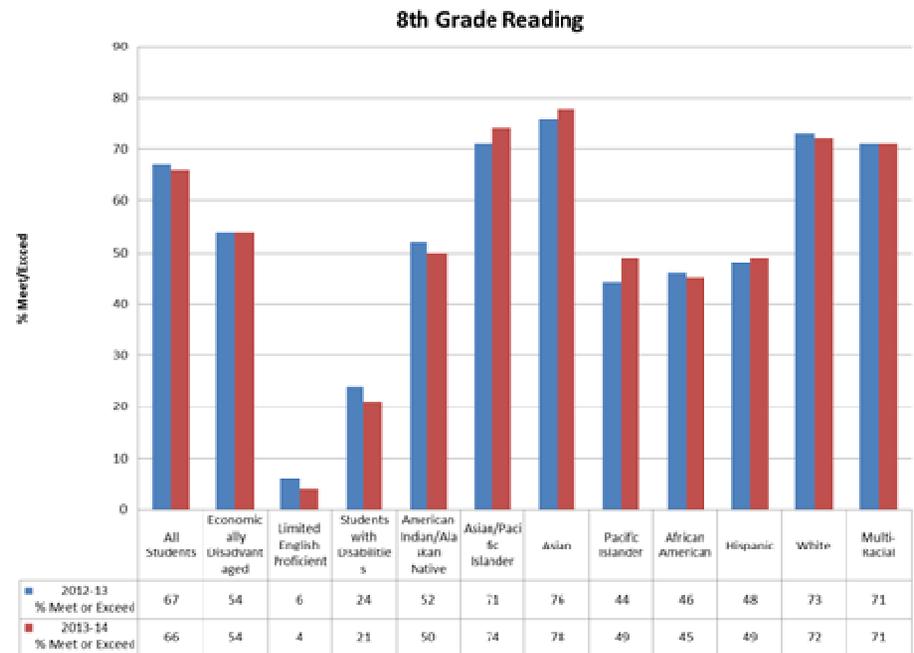
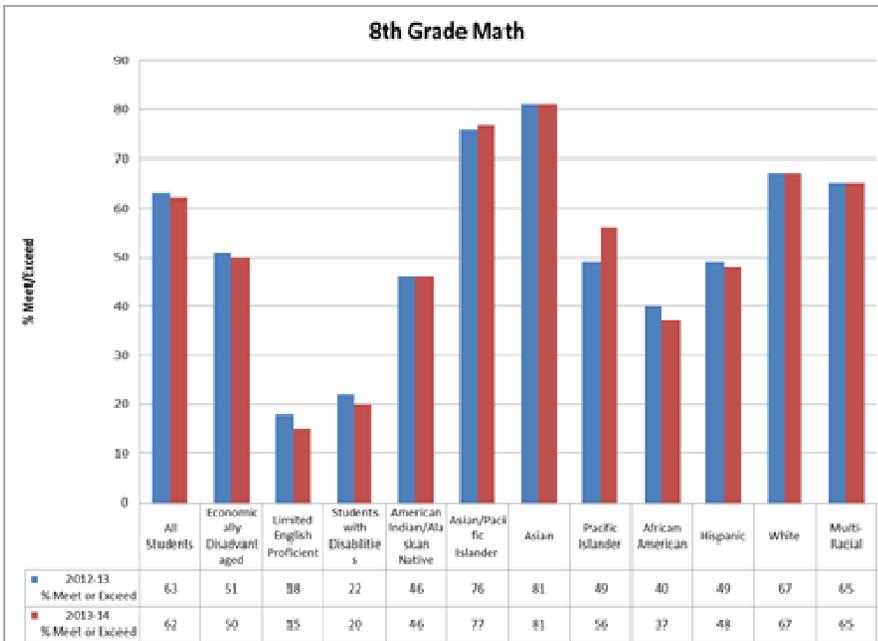
II. KEY MEASURE ANALYSIS



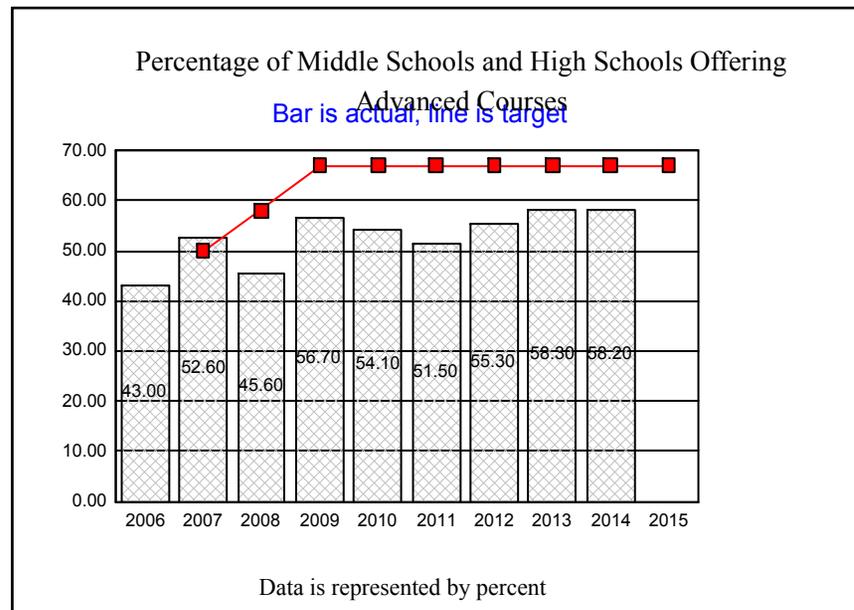
OREGON DEPARTMENT OF EDUCATION

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II. KEY MEASURE ANALYSIS



KPM #10	SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses.	2006
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students	
Oregon Context	QUALITY SCHOOLS: Students have access to learning opportunities for high ability learners	
Data Source	Staff Assignment Collection	
Owner	Andrea Morgan, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5772	



1. OUR STRATEGY

ODE provides guidance and resources to schools and districts offering advanced curricula and instruction. The Oregon Advanced Placement Incentive Program

(APIP) is an example of ODE's support for schools and districts. Oregon has twice applied for and received 3-year grants (2003-2006 and 2006-2009) from the USDOE that provided Advanced Placement and International Baccalaureate training and support to students, teachers, counselors, and administrators in schools where 40% or more of the students are qualified for free and reduced lunch. APIP grant competitions were not offered by the USDOE in 2009 or 2010, so ODE was not able to offer funding to schools and districts. ODE submitted a proposal in the USDOE's 2011 APIP grant competition but was not one of the 12 proposals funded. No APIP competition was offered by the USDOE since 2012. ODE also secures Test Fee Program funding from the USDOE to pay the AP and IB examination fees for income-qualified AP and IB test-takers.

More information about the Oregon APIP, the Test Fee Program, and other advanced program resources are located at <http://www.ode.state.or.us/search/results/?id=118>

Key Partners

The College Board, The International Baccalaureate Organization (IBO), the Oregon Virtual School District, the USDOE for APIP Grant and Test Program Grant, Western Interstate Commission on Higher Education, Consortium for Advanced Learning Opportunities, Advisory Team on Underrepresented and Minority Student Achievement, Oregon University System.

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

In 2013-14, out of 335 schools that offer courses to students enrolled in middle or high school, 195 (58.2%) offered advanced courses (AP or IB). While this is below ODE's target of 67% of schools, it is consistent with the previous year's data. It should be noted that the number of schools offering advanced courses (195) has increased by 3 while the number of schools has increased by 6. Oregon and its school districts have faced extremely challenging budgets resulting in some consolidations and closures, and new state investments in advanced courses have just begun. For more information, please see [Section 7. About the Data.](#)

KPM 10 – Schools Offering Advanced Courses looks at the specific measure of the percentage of schools offering AP and IB courses. To gain a fuller perspective of how Oregon is doing in offering advanced courses to its students, it may be useful to consider additional measures as well. For instance, concurrent enrollment/dual credit opportunities also provide students with rigorous college-level curriculum and instruction. Unlike students in other states, nearly 19,000 Oregon students earned college academic credit through programs that partner community colleges, colleges, or state universities with local schools to provide college courses at high schools. In 2012-13, the most recent year for which data is currently available, 18,749 Oregon students earned concurrent enrollment/dual credit (an increase of 9.4% from

2011-12). These students might also have been AP or IB test-takers. (Additional information about concurrent enrollment/dual credit opportunities available to Oregon students is located at <http://www.ode.state.or.us/search/results/?id=222>.)

It is also worth noting that in the 5th Annual AP Report to the Nation (page 6) released February 4, 2009, Oregon was one of the top five states with the greatest expansion of AP Scores 3+ since 2003. This means that Oregon has shown growth in the number of students that score at the level at which higher education institutions grant credit. This is a significant accomplishment since Oregon has also increased the number of students taking AP examinations, particularly the number of students from under-represented groups. Typically, when states increase the pool of test-takers, the number of students scoring 3+ on the exams decreases. (The 5th Annual AP Report is located at http://www.collegeboard.com/html/aprtn/pdf/ap_report_to_the_nation.pdf.)

Oregon saw a slight decrease in the number of high schools that offer the International Baccalaureate Diploma Programme. Eighteen (18) Oregon high schools offered IB courses. (Washington currently has 21 IB high schools. Idaho currently has 5 IB high schools.) In 2013-14, 2,036 students took 5,106 IB examinations and 4,137 exams received scores of 4-6 (the range to receive college credit). This reflects a decrease over 2011-12 when 2,091 students took 6,585 IB examinations.

In 2012-13 Oregon's 8,382 Advanced Placement (AP) test-takers took 21,436 exams and 16,056 exams scored 3-5 (the range to receive college credit). 2013-14 data will be available in August or September of 2014.

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

4. HOW WE COMPARE

While other states publish data on advanced courses, the form and scope of the states' data does not readily lend itself to a meaningful comparison with ODE's data. The College Board publishes data comparing Oregon with other states with regards to AP test-takers (http://www.collegeboard.com/html/aprtn/pdf/state_reports/AP_State_report_OR.pdf). The IBO has resumed sharing data with ODE, however it no longer provides a document comparing Oregon students' performance on IB examinations with that of students from other states and nations as they did as recently as 2008 (<http://www.ibo.org/ibna/media/documents/2008datasum.pdf>). None of the current data reports take into consideration Oregon's robust concurrent enrollment/dual credit participation.

5. FACTORS AFFECTING RESULTS

There are several factors that affect schools' abilities to offer advanced courses. Some factors are directly related to funding while others are related to long-held attitudes by district administrators, teachers, and students.

The 2013 budget note attached to HB 3232 funding, identifying \$2.6 million for students' AP and IB examination fees and IB registration fees for low-income students, is most likely to create increased demand for advanced courses. While news of the funding came after students had enrolled in courses and signed up for the examinations during the 2013-14 school year, numbers did not increase significantly. It is expected that knowing the examinations and registrations will be supported for low-income students and partially paid for all other students will motivate more students to take the rigorous courses and examinations and attempt to earn college credit from the examinations.

During the 2012 Legislative Session (SB 254), \$241,250 was first appropriated to support the implementation and enhancement of the accelerated college credit programs within Oregon's educational system. The request from a single eligible recipient could not exceed \$2,000 per annual application cycle (the current biennium has one application cycle for the 2011-12 and 2012-13 school years). Currently, a total of 24 grants ranging between \$2,000 and \$16,000 are awarded. Recipients are allowed to use the funds for:

- a) Providing (related or relevant) education or training to teachers who will provide or are providing instruction in accelerated college credit programs (not to exceed one-third of the total cost of the education or training),
- b) Assisting students in paying for books, materials, and other costs (except student tuition), other than test fees, related to accelerated college credit programs; and
- c) Providing classroom supplies for accelerated college credit programs.

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

Until 2013, there were no other state funds, and there have been limited federal funds available (only to Oregon APIP participants, schools with 40% or more of the students qualified for Free and Reduced Lunch, or GEAR UP where schools that also must meet high-poverty criteria) for teacher/administrator/counselor professional development for advanced courses. Oregon's "middle income" districts had the least opportunity to develop advanced courses since they are "too rich" for programs for poverty schools, but "too poor" to have their own funding for such a project. Budget reductions at many Oregon school districts were reflected with a decrease in the number of AP or IB courses offered in 2011-12. Increased funding for 2013 holds promise for Oregon schools. Dual credit, early college credit, and accelerated learning programs have been given \$3 million as part of the Strategic Initiatives included in HB 3232 (2013 session). Also passed during the 2013 legislative session were initiatives to provide mentors for at-risk middle school and high school students, to replicate the Eastern Promise accelerated learning system, and to increase science, technology, engineering, and mathematics instruction (STEM). These initiatives also provide support for the development of advanced courses and will impact KPM 10 in the future.

While the College Board does not require that teachers have specific AP training before teaching AP courses, the training is highly recommended in order to give teachers the tools needed to ensure student success. (Teachers must, however, submit an acceptable course syllabus to the College Board through the Course Audit system before a teacher can offer an AP course.) The International Baccalaureate Organization requires that any teacher in an IB program be certified by the IBO. Professional development for administrators and counselors is also necessary in many cases to eliminate the practices within schools that work against access and equity in AP classes. Funding for professional development for late elementary/middle school teachers in pre-AP techniques is also needed to make certain that appropriate rigor is established in curriculum preparing students to take advanced courses. In many cases, students may have the intellectual ability to take advanced

courses, but they have not had rigorous prerequisite courses that allow students to accumulate knowledge and skills necessary for success in the advanced courses.

Local district budget issues also lead to limiting or eliminating advanced courses. Districts report that AP, IB, and concurrent enrollment courses tend to have fewer students enrolled than regular course-of-study classes. When faced with budget and staffing issues, districts are inclined to eliminate these small sections and require students to take regular course-of-study classes instead of trying to increase enrollment in the advanced courses. Staff reductions can also influence whether a school has staff available for advanced courses.

Small districts may not have enough students to create a separate advanced course, or they might not have staff qualified or interested in teaching advanced courses. School and district budgets also can be a factor. While online advanced courses are readily available, they typically cost between \$200 and \$1,500 per student per course.

Schools can also be challenged by long-held beliefs about which students should take advanced courses. For years, the Advanced Placement and International Baccalaureate programs were seen as appropriate for only the most accomplished students. Today, while both programs believe that with appropriate supports all students should have access to these highly rigorous courses, some schools are still following the earlier practice

6. WHAT NEEDS TO BE DONE

ODE, partnering with the College Board, should encourage districts to take full advantage of tools and resources available to determine which students show potential for advanced courses. The Oregon Legislature supports Oregon students taking the PSAT as 10th graders, and districts should leverage the resulting PSAT data by using the free AP Potential program that goes with the PSAT to identify students that demonstrate the ability to, with instruction, earn 3+ on AP exams. ODE intends to send AP Potential –type communications to all students that show potential on the PSAT in 2014. ODE, partnering with Advancement Via Individual Determination (AVID), and other programs, should provide information to districts about how to support student success in advanced courses, particularly students from underrepresented populations. ODE, partnering with districts that have successfully increased advanced course offerings and student success in these courses, should provide models for other districts to follow as they work to increase their own offerings.

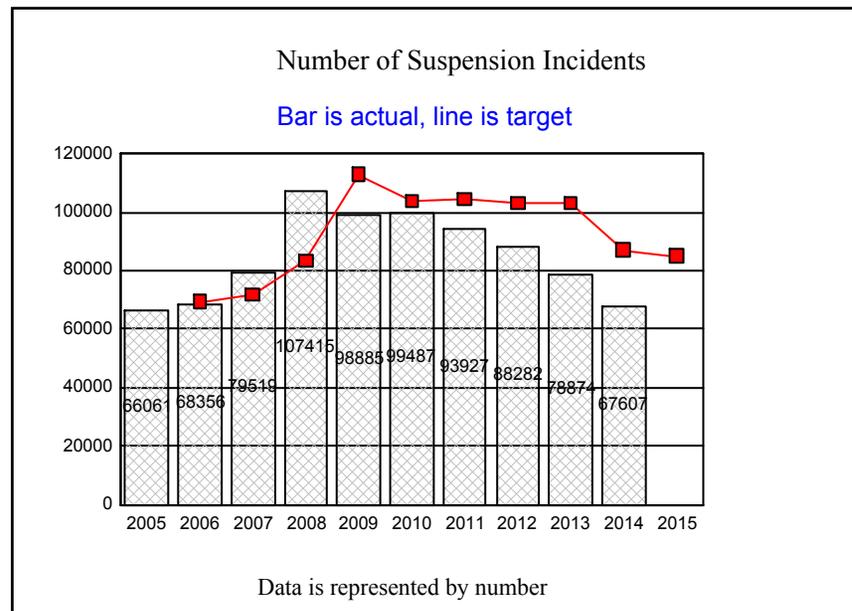
7. ABOUT THE DATA

Although 2007-08 and preceding years used the Class Size collection for its data, starting in 2008-09 ODE has used the data from the Staff Assignment collection which contains all the information needed without some of the reliability issues found with the Class Size collection. The calculation includes all schools that had a high grade of 10, 11, or 12. In 2012-13, there were 335 schools in the Staff Assignment collection that included grades 10, 11, or 12; 195 of them offered at least one AP or IB course.

For this analysis, middle schools and high schools are both included in the denominator because, while most AP and IB courses are offered at the high school level, there are now four Oregon middle schools that provide the IBO's Middle Years Programme. A more accurate depiction may be extracted by using only high school

data, with the exception of the middle schools that offer the IBO Middle Years Programme. In the future, ODE may also want to redefine this KPM to include the data about high school students' concurrent enrollment/dual credit participation in post-secondary academic programs

KPM #11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.	2005
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol, and violence.	
Oregon Context	QUALITY SCHOOLS: Students want to be in school, learning	
Data Source	Discipline Incidents collection	
Owner	Mitch Kruska, Office of Learning, Student Services Unit, (503)947-5634	



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, Districts, Educational Service Districts (ESDs), Juvenile Justice, Oregon Youth Authority (OYA), Department of Human Services (DHS), and Youth Development Council (YDC)

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

In the 2013-14 school year, decreases were noted from the previous year in the number of expulsions, suspensions, and trancies statewide. (Note: as discussed in Section 7. About the Data, suspension data includes both in and out of school suspension incidents.) Incidents of suspension decreased by approximately 14.2% overall from 78,874 in 2013 to 67,607 suspensions in 2014. The incidence of truancy events decreased by approximately .4% overall from 32,705 to 31,327. Moreover, incidents of expulsion decreased approximately 12.7% from the previous year from 1,508 to 1,315. This means that Oregon continues to meet the target for all three metrics, and actually continues to demonstrate significant decreases in the number of incidents from year to year. 2013-14 data for the number of expulsions and truancy events appear in supplemental graphs at the end of the analysis for KPM 11 – Suspension, Expulsion, and Truancy. 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 and 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 have established a safe and healthy learning environment for students or they are designated as persistently dangerous. The data for KPM 12 – Safe Schools continues to indicate that the type and number of disciplinary incidents and resulting actions that would designate a school as persistently dangerous or as unsafe and on the watch list are not occurring. Oregon continues to have zero (0) schools on the watch list as unsafe and none are designated as persistently dangerous.

4. HOW WE COMPARE

It is difficult to make comparisons with other states because the criteria used by schools in other states regarding the use of expulsions or suspensions can vary greatly. Moreover, the kinds of student behaviors resulting in expulsions, suspensions, and truancy events vary from state to state, and the definitions of various behaviors can vary a lot from state to state as well. Given these facts, making meaningful comparisons might not be possible or valid.

5. FACTORS AFFECTING RESULTS

Because schools and districts set their own policies for when to discipline students, as well as what constitutes suspension, expulsion, and unexcused absences resulting in truancy events, data between Oregon schools also varies. The composition and demographics of schools across the state further impacts the disciplinary actions taken and subsequently, the data as well. As a result, changes in the number of reported incidents in a given year may indicate schools and districts are becoming more cognizant and diligent in their efforts to eliminate problematic student behavior and are using positive alternatives to suspension or expulsion to address problem behavior. In addition, the changes may also be reflective of situational occurrences and changing demographics influencing the incidents of problematic student behavior. In recent years, school- and district-wide initiatives have been implemented using research-based prevention programs, applying more proactive and positive alternatives for disciplining students. These prevention programs and alternative strategies could be associated with decreases in behavior problems and the use of suspension and expulsion. Additionally, familiarity with the discipline data collection and its relevant specifications has increased in recent years, which serves to raise awareness and assist school districts in more effectively intervening, monitoring, regulating, and disciplining students.

6. WHAT NEEDS TO BE DONE

Efforts to identify and eliminate problematic student behavior through prevention and the incorporation of positive, restorative, and proactive behavioral strategies must continue. Furthermore, there needs to be a focus on school climate, school culture, and the use of Social-Emotional curricula in schools, including the promotion of positive relationships to effectuate healthy and safe learning environments. Resources and funds are needed to support programs focusing on the prevention of violence, substance abuse, and bullying behaviors amongst students. Moreover, student wellness and positive relationships need to be promoted, established, and maintained. Providing multi-tiered data-driven responsive systems to encourage relationships and pro-social behavior is imperative for districts and school communities. In order to continue the trend of reducing suspensions, expulsions, and truancy events, the availability of resources will be crucial for our districts to continue to provide efficient, data-driven, and responsive practices. The provision of best practices and research-based prevention/intervention programs must persist; it is critical for the continuance of safe learning environments and the

success of each and every student. ODE and its partners have developed an online website that provides a clearinghouse of resources to educate, guide, and support safe schools' prevention and intervention efforts. The information provided supports school personnel, parents, students, and community members alike across the state of Oregon.

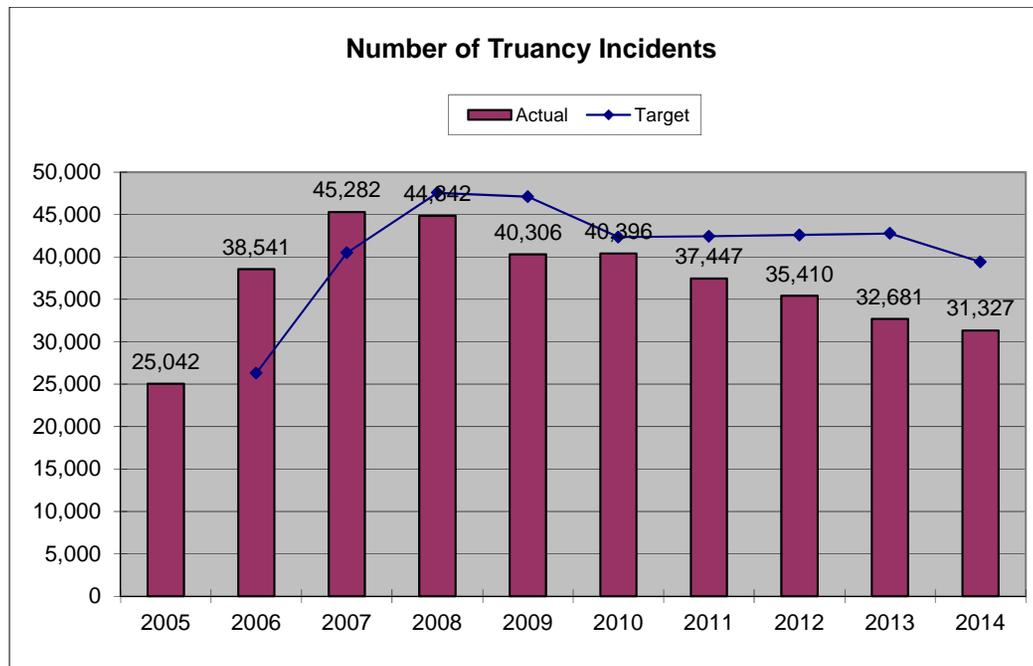
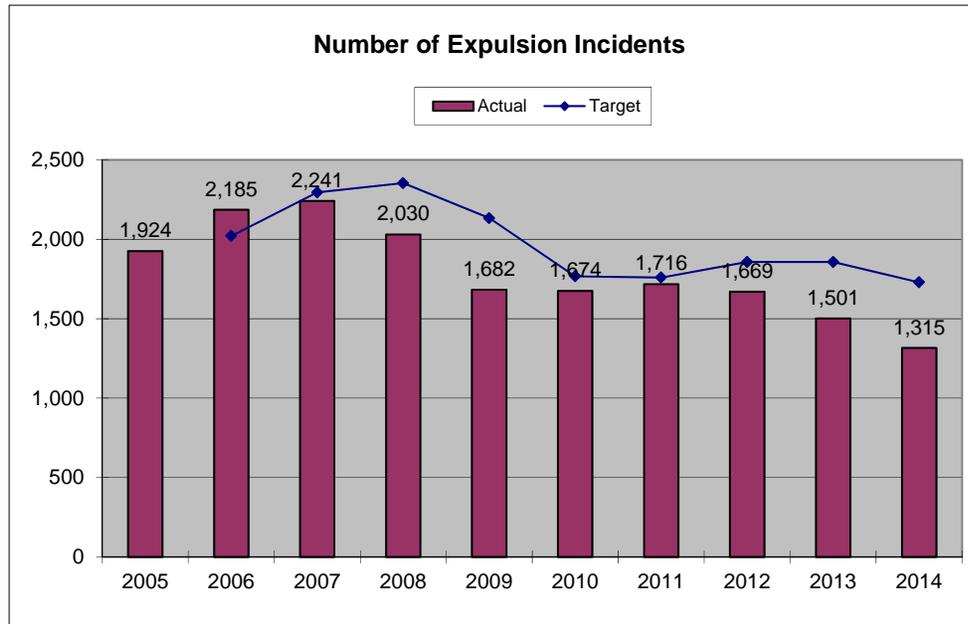
7. ABOUT THE DATA

The 2013-14 suspension, expulsion, and truancy event data pertain to the total number of unduplicated incidents, not to the number of students whose behavior resulted in such incidents. Data about student suspensions, expulsions, and truancy incidents are collected from districts at the student level. Starting with 2005-06, the suspension data represent in and out of school suspension incidents. All expulsions are out of school, and truancy events are a form of self-exclusion. Starting with 2007-08, the data collection used by ODE changed from the Suspension, Expulsion, and Truancy collection to the Discipline Incidents collection. Getting schools and districts to understand the data collection, as well as reporting and submitting the data accurately to the collection has been an ongoing process. Schools and school districts both continue to demonstrate great improvement in their data quality.

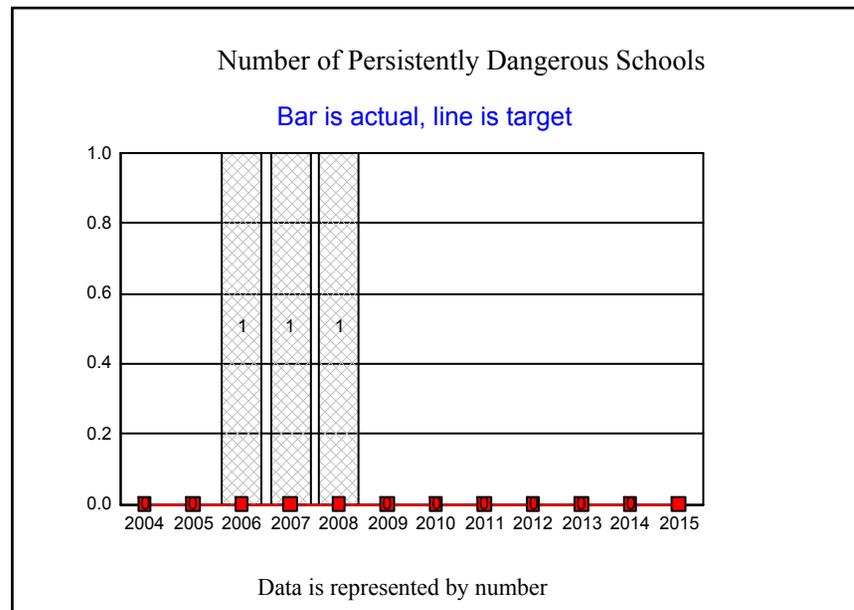
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II. KEY MEASURE ANALYSIS



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	Mitch Kruska, Office of Learning, Student Services Unit, (503)947-5634	



1. OUR STRATEGY

The Oregon Department of Education (ODE) is required by the Elementary and Secondary Education Act (ESEA) of 2001 to establish a “school choice” policy for students attending “persistently dangerous” schools. ODE has established criteria to identify schools that must

offer students a choice of where they wish to attend school if their resident school has had to issue a certain number of expulsions for weapons and violent criminal offenses over three consecutive school years. In addition, ODE has established criteria to identify schools that are at risk for being “unsafe” or dangerous. Unsafe status includes schools with fewer than three hundred enrolled students having nine or more expulsions for weapons and/or violent criminal offenses, or three expulsions for weapons and/or violent criminal offenses for every one hundred students in larger schools.

If the number of expulsions with the above criteria in any given school identify it as “unsafe,” the district and school are required to take immediate action to remedy the situation. ODE is accountable to ensure that a school or district develops and implements a corrective action plan to reduce the number of expulsions and address the “unsafe” situation. If a school or district remains unsafe for three consecutive years, as noted above, they are deemed persistently dangerous, and parents and students have the option of re-enrolling in another school. In December 2008, at the request of legislators, schools, and other partners, ODE went through the process of refining Oregon’s definition and criteria for identifying an unsafe school, as indicated above. This definition went into effect in the 2009-10 school year.

Key Partners

Schools and Districts, ESDs, Oregon Health Authority (OHA), Oregon Youth Authority (OYA), Juvenile Justice Department, Youth Development Council (YDC)

2. ABOUT THE TARGETS

ODE believes that no school should be persistently dangerous and thus, ODE’s target is zero (0) Oregon identified as such. To help identify schools at-risk for future identification as persistently dangerous, ODE had previously set a target of 10 or fewer schools on the unsafe school “watch list.”

3. HOW WE ARE DOING

The 2013-14 data for the number of schools on the watch list appear in a supplemental graph at the end of this analysis for KPM 12 – Safe Schools. In 2013-14, Oregon met the target of zero (0) persistently dangerous schools. This is the sixth consecutive year that Oregon met its target. The number of schools on the watch list continues to remain at zero (0) as well for the 2013-14 school year, meaning that Oregon continues to meet its target.

4. HOW WE COMPARE

Each state is required to develop its own definition of “persistently dangerous” schools based on federal guidelines. The definitions vary greatly between the states and thus, a meaningful comparison would be difficult to obtain.

5. FACTORS AFFECTING RESULTS

Oregon's more recent definition and criteria for unsafe, as indicated above and first implemented in 2009-10, uses slightly less stringent standards in regards to the number of expulsions needed for schools to meet the criteria of being on the unsafe school watch list. Individual schools could have up to nine expulsions per three hundred students each year according to the current standards, as opposed to five expulsions per three hundred students prior to the 2009-10 school year. However, the types of offenses (violent criminal offenses and weapons offenses) associated with expulsion and a school being considered unsafe has remained the same. 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. Moreover, as schools and districts continue to refine their focus on the implementation of research-based prevention programs and continue to develop more proactive, alternative and positive ways of disciplining students, safer schools and learning environments will persist, and the number of incidents resulting in expulsions and suspensions will decrease. The current data suggest school districts in general are becoming more cognizant of alternative ways of disciplining students versus suspending or expelling them from school. Positive, proactive, and restorative forms of intervention seem to be assisting with the process. Furthermore, as schools and districts continue to acquire a better understanding of the discipline data collection, its purpose, and relevance, the data they submit becomes more accurate.

6. WHAT NEEDS TO BE DONE

The Safe and Drug-Free “Bridge” Grant, known as the Building State Capacity and Sustainability grant, funds were extended through March 2013 this past school year. These grant funds were allocated to assist with sustaining safe and drug-free schools efforts and initiatives. With the remainder of safe schools funding terminating, districts will need resources to continue to maintain Oregon's trend of zero (0) persistently dangerous and unsafe schools. Schools and districts will require added resources to support prevention/intervention programs and positive, proactive, and restorative practices that are evidence-based to best respond to and prevent bullying, violence, and substance abuse problems.

In addition, ODE in collaboration with OHA, OYA, JJ, districts, schools, and local partners will need resources to support prevention and responsive interventions. Efforts continue to be made to engage local community prevention coordinators through training, consultation, and networking. These partnerships and connections are critical to effectively providing support at the local school district level. Educating school personnel and parents about best practices to respond to and prevent bullying has also been ongoing and occurring through ODE; direct consultation with parents, community members and school personnel are provided through the department. Presentations, consultation, and partnerships have been forged as well to assist with bullying, violence, and gang violence prevention, and to address substance abuse concerns.

Other ongoing initiatives, such as the School-wide Positive Behavior Interventions & Supports (SWPBIS) approach, will continue to be advocated for and promoted

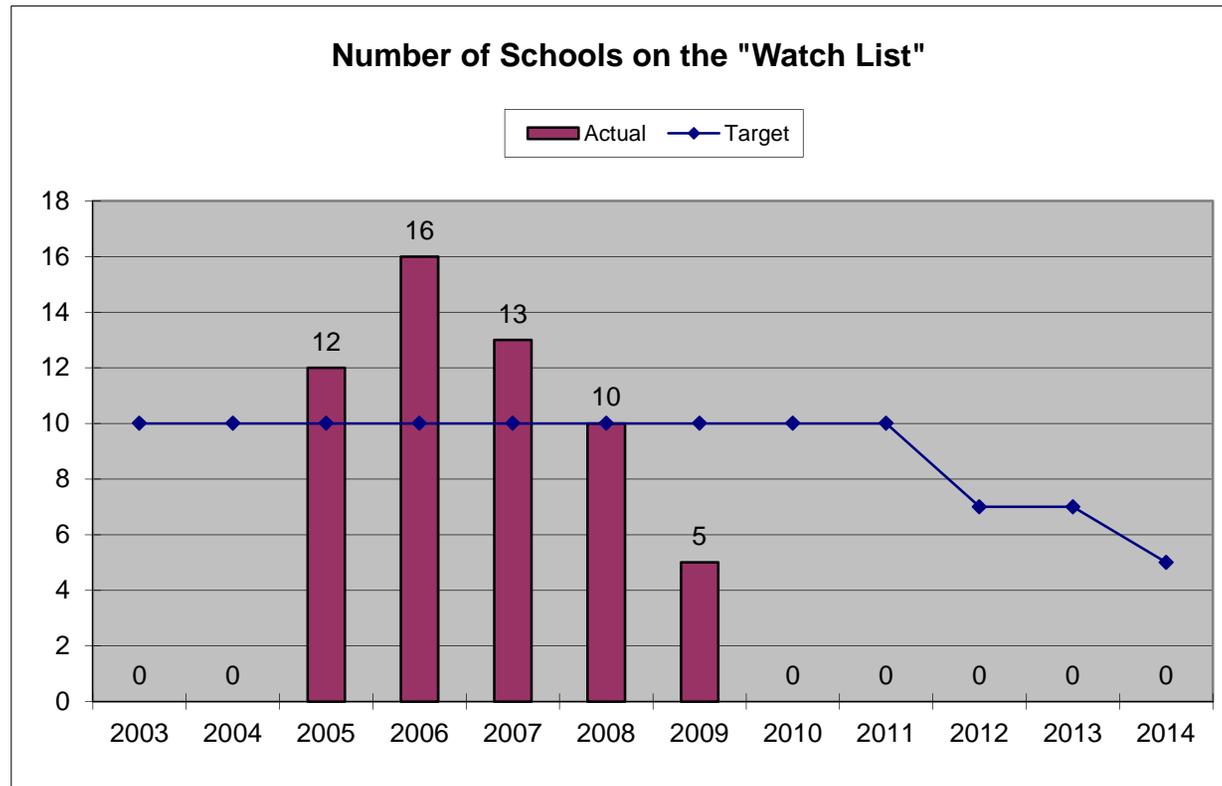
by ODE, as well as supported by a state-wide network if the resources are available. SWPBIS allows educators to provide support according to the intensity of school, classroom and individual student need. It uses a multi-tiered approach and data-driven decision-making model. Efforts to identify and eliminate problem student behavior must continue to decrease behavior/discipline problems as well as to increase academic achievement. ODE and its partners are also working with implementing Restorative Justice Practices (RJP) in some of Oregon's schools. There is promising evidence on the use of RJP, along with the use of Social-Emotional Learning (SEL) curricula and School-wide Positive Behavioral Interventions & Supports (SWPBIS).

Finally, in light of the recent tragic events that occurred at Reynolds High School, it would be important for the department to issue guidance to all districts emphasizing the need to have emergency response plans updated and available to all staff. It is clear from the aftermath of the Reynolds incident that the response plan, which was in place and immediately followed at the time, potentially saved many lives and demonstrated the value of not only having these plans, but also reviewing them regularly.

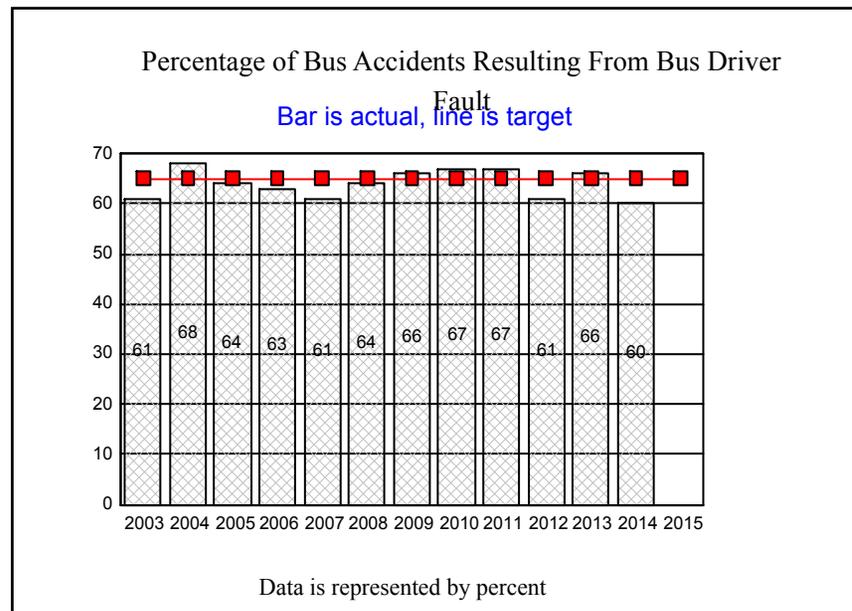
Schools and districts interested in implementing and sustaining the above programs to promote safe schools will need resources and monetary support for their efforts. In addition, schools and districts currently operating in maintenance mode of some of these positive programs will require continued technical support to support their efforts. ODE will provide the technical support and consultation. Our partners will further continue to engage in community networking to assist with these efforts as well. In order to continue the trend of zero (0) schools on the watch list and zero (0) schools identified as being persistently dangerous, it is critical that schools and districts continue to be equipped with professional development, skills acquisition, and sharpening of techniques to effectively implement prevention and intervention programs with fidelity. A focus on promoting positive school climate and culture will also be necessary, which will require professional development, surveying, and the implementation of school climate building activities. School climate and culture, or the types of values and behavior exhibited at school, respectively, is critical to sustaining safe and healthy learning environments

7. ABOUT THE DATA

The expulsion data (based on weapons and arrests for violent criminal behavior), used in KPM 11 – Suspension, Expulsion, and Truancy, dictate the criteria used to designate a school as persistently dangerous. Data about student expulsion incidents are collected from districts at the student level. Schools must have a certain number of expulsions (3 per 100 students; or 9 for schools with less than 300 hundred students) for weapons and violent criminal offenses to be put on the watch list as being unsafe. Once a school is on the watch list for three consecutive years, it is considered persistently dangerous. Schools on the watch list as unsafe must demonstrate each year, up to two years, via corrective action plans and the subsequent years' discipline data, that they made improvements and re-established a safe and healthy learning environment for students. It has been five years since an Oregon school has been identified as meeting the criteria for persistently dangerous and unsafe. The criteria for identifying a school persistently dangerous continues to require a school first gets identified for two consecutive years on the unsafe watch list; again, if a school continues to be identified as unsafe after two consecutive years, in the third consecutive year it would be classified 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 (OFA), School Finance and Pupil Transportation Unit, Michael Wiltfong, 503-947-5914	



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 identifies what qualifications drivers must meet in order to maintain their certifications. ODE identifies qualification criteria for driving records, criminal records, and the physical condition of the driver. During the 2013-14 school year, ODE issued 711 permits, certified 931 new drivers, and renewed 5,145 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

2013-14 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 2013-14 decreased as compared to last year, from 435 in 2012-13 to 423 in 2013-14 — the lowest number in this measure's history. Of the 423 total statewide bus accidents in 2013-14, 255 (60%) resulted where the bus driver was at fault. This is less than ODE's target of 65% of accidents in which the driver was at fault, and is fewer than the 287 accidents in which the driver was at fault during the 2012-13 school year.

The National Highway Traffic Safety Administration (NHTSA) reports that school buses keep an annual estimated 17.3 million cars off roads surrounding schools each morning. Not only are school buses saving lives, but the American School Bus Council estimates every school bus keeps 36 cars off the road, which translates to a national savings of 2.3 billion gallons of fuel, 6 billion dollars, and keeps 44.6 billion pounds of CO2 out of the atmosphere.

The U.S. Department of Transportation reports in a June 2013 report that since 2002 there were 355,834 fatal motor vehicle traffic crashes. Of those, 1,221 (0.34%) were classified as school transportation-related. On average, 17 school-age children die in school transportation-related crashes each year, with 5 occupants of school transportation vehicles and 12 pedestrians

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- 2011 indicate that, of the 25 million children who rode school buses to and from school each year, 49 students died while being occupants of school transportation vehicles. Conversely, of the 25 million children who walk, bike, ride, or drive to and from school in other vehicles, a little more than 300 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: U.S. DOT June 2013 report on Traffic Safety Facts 2002-2011 Data.

5. FACTORS AFFECTING RESULTS

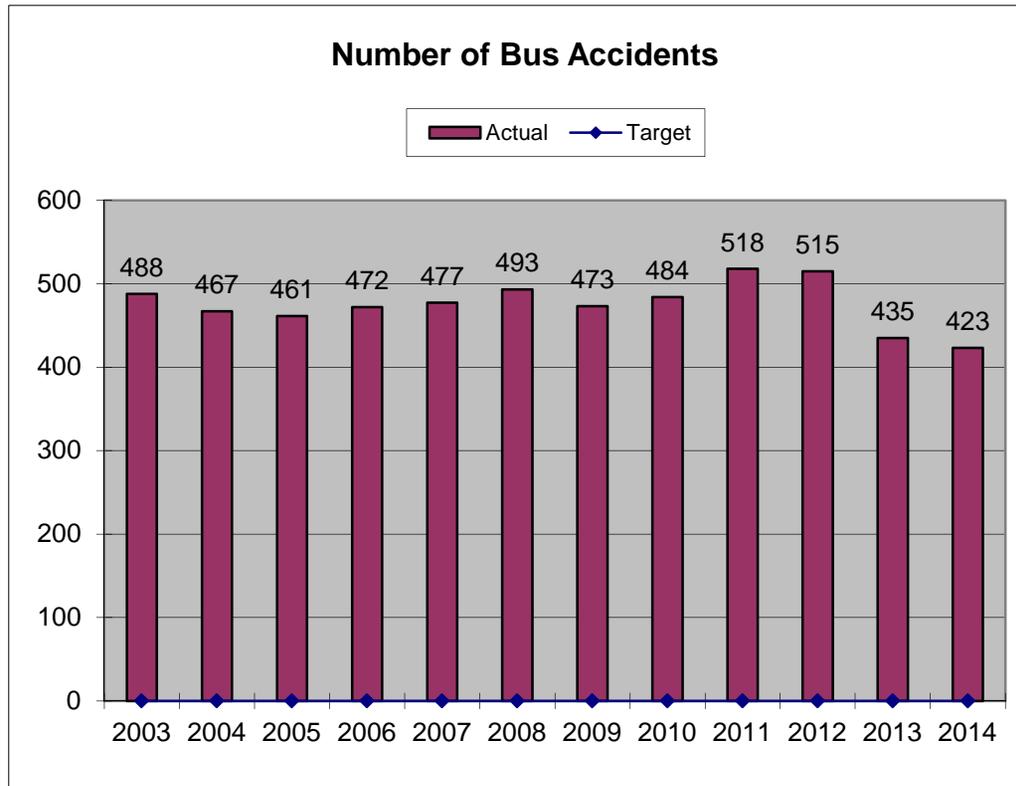
Oregon School Buses travelled 65,878,731 miles in 2012-13, transporting students to and from school and to school-related activities. Although the actual number of miles travelled in 2013-14 will not be available until December 2014, it is likely that the number will be similar to those noted for 2012-13. Of the 423 bus accidents which occurred statewide over the course of these approximate 66 million miles, 168 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 \$500 combined property damage to the pupil-transporting vehicle as an accident. The Department of Motor Vehicles of the Oregon Department of Transportation, on the other hand, does not require an accident report until an accident hits the threshold of \$1500 for a single vehicle

6. WHAT NEEDS TO BE DONE

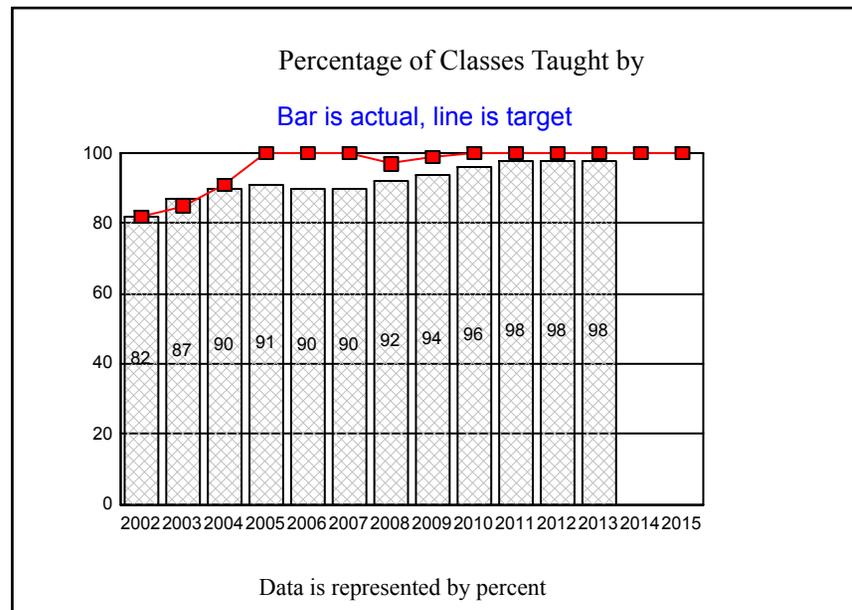
ODE will follow a risk reduction strategy by continuing bus driver training. We have changed the benchmarks for what we consider a reportable accident so we can better compare our data with other states. We will continue to encourage school districts to train from the new Reference Point manual in hopes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

7. ABOUT THE DATA

The data represent “after the fact reporting” as opposed to risk prevention outcomes. 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 core academic classes taught by highly qualified teachers.	2003
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce	
Oregon Context	QUALITY SCHOOLS: All students have qualified teachers	
Data Source	Staff Assignment Data Collection	
Owner	Janet Bubl, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5687	



1. OUR STRATEGY

The Oregon Department of Education (ODE) engages in collaborative work with leaders in Oregon’s teacher preparation programs to ensure a seamless pipeline of educators prepared to meet the challenges of today’s educational system . Our collaborative efforts also

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

Key Partners

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

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

In 2012-13, 98.2% of classes in Oregon were taught by highly qualified teachers. At the elementary level 98.9% of classes were taught by HQ teachers. Oregon has a higher percentage of classes taught by HQ teachers in high poverty schools than low poverty schools. At the secondary level, 98.1% of classes were taught by HQ teachers, and the percentage of classes taught by HQ teachers differed between high and low poverty schools by only 0.1%. Oregon has begun to close the gap between the percentage of classes taught by HQ teachers at high minority and low minority schools, as well. At the elementary level the difference is 0.7% while at the secondary level it is 1.0%.

4. HOW WE COMPARE

Comparative data for 2011-12 shows the percentage of classes taught nationwide by highly qualified teachers (HQTs) for all schools ranged from 82.6% for the District of Columbia to 99.99% (Iowa, New Jersey and North Dakota). Forty-three states, including Oregon, reported that 95% or more of core academic classes were taught by HQTs. Oregon has continued to increase the percentage of teachers deemed highly qualified to teach. Data is based on teacher quality data from the Department of Education www2.ed.gov/programs/teacherqual/2011-12hqtbrief.doc. (Note: the 50 states, the District of Columbia, Puerto Rico, and the Bureau of Indian Education submitted data and are included in the analyses.)

The gap between high-poverty and low-poverty elementary schools was greatest in Louisiana (80.9% in high-poverty schools versus 94.3% in low-poverty schools). The gap between high-poverty and low-poverty secondary schools was also greatest in Louisiana (78.6% in high-poverty

schools versus 91.7% in low-poverty schools). In Oregon, elementary schools, the percentage of HQT is 98.9% in high-poverty schools compared to low-poverty schools was 98.1%. In Oregon, secondary schools, the percentage of HQT is 98.4% in high-poverty schools as compared to low-poverty schools was 98.2%.

5. FACTORS AFFECTING RESULTS

ODE holds districts accountable to increase the number of classes taught by highly qualified teachers. ODE requires districts to have 100% of their core academic teachers teaching at Title I, Part A schools highly qualified. Additionally, districts that fail to have 100% of their core academic teachers highly qualified are required to increase the number of highly qualified teachers by re-assigning teachers, encouraging continued professional development, or taking and passing rigorous state exams. Districts are required to use their Title II, Part A funds to support these endeavors. Data from 2010-11 through 2012-13 have been impacted significantly due to the gathering of additional data sets measuring the entire year's HQT status of districts across the state. ODE and the TSPC are working together to provide a coordinated approach to the matter of licensure and how our current approach to licensing and highly qualified determinations impacts both districts and teachers .

6. WHAT NEEDS TO BE DONE

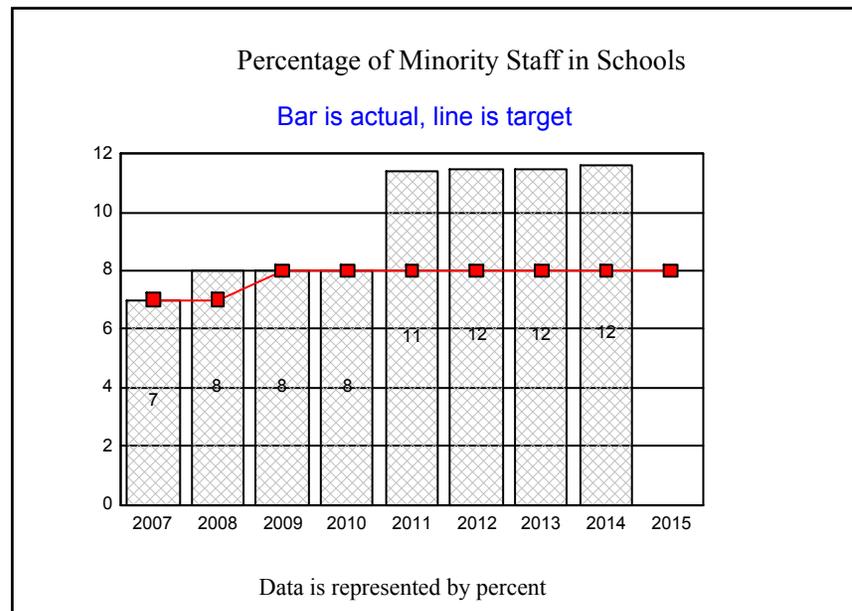
Annually, constituents across the state are apprised of the HQ status of educators working with students in the State and District Report Cards. The state will continue to help districts increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified through guidance, presentations, webinars, technical assistance, and compliance requirements. The state will continue to monitor districts' HQT percentages and require all core content teachers to be highly qualified at time of assignment.

The 2013 Legislature provided increased resources for educator professional development through HB 3233, which increases resources to develop increased teacher effectiveness. While not specifically directed to increase the number of Highly Qualified Teachers (HQT), that will likely result as teachers receive professional development in implementing and teaching to the Common Core State Standards (content-specific professional development), data-driven decision making, and cultural competency. HB 3233 also provides resources to support strengthening educator preparation programs, mentorship of new teachers and administrators, and professional development for early learning service providers.

7. ABOUT THE DATA

The data in the table below represent the aggregate percentage of teachers that are deemed qualified to teach the classes to which they are assigned. This total percentage includes teachers working in Title I schools and non-Title I schools in both the elementary and secondary settings. Due to the timing of data collection and validation for this measure, this report focuses on data from the previous year. The most recent year for which data is currently available is 2012-13. ODE will report on 2013-14 data in its 2015 report.

KPM #15	MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).	2007
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
Oregon Context	QUALITY SCHOOLS: Oregon's education workforce is diverse	
Data Source	Staff Position Data Collection	
Owner	Markisha Smith, Office of Learning, Equity Unit, (503)947-5669	



1. OUR STRATEGY

Key Partners

Schools and School Districts, ESDs, Oregon Public and Private Teacher Preparation Programs, Oregon Education Investment Board (OEIB), Oregon Department of Community Colleges and Workforce Development, Oregon Educator Equity Advisory Group, 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)

The Oregon Department of Education (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 education programs and involve district administrators, human resource personnel, classroom teachers, and others. Examples are:

- ODE partners with nine Confederated Tribes to preserve and teach Native American indigenous language and culture in schools and with the Spanish Embassy in a teacher exchange to develop increased cultural and language skills.
- New standards as of 2006 for administrative licensure include knowledge and skills related to equity and cultural competence.
- Strategic Investments (HB 3233) for the 2013-15 school years provided grant funding for school districts, post-secondary institutions, and community-based organizations to create either a minority teacher pipeline or focused efforts on retention of minority teaching staff. There are currently four Oregon Minority Educator Pipeline Models grantees and three Oregon Minority Education Retention grantees.
- The Oregon Educator Equity Advisory Group was formed in 2013 to assess, evaluate, and advocate for statewide educational policy with legislators, state organizations, schools, and communities on practices that prepare, recruit, and retain racially, ethnically, and linguistically diverse educators that contribute to the continuing success of diverse students, teachers, families, and communities.
- The Educator Workforce Data Team was formed to provide data for SB 755 (Minority Teacher Act) and to better coordinate the collection of data with consistent definitions, annual collection timelines, and in-depth analyses of diversifying Oregon's educator workforce.
- In 2012, Chalkboard Project awarded design grants to five university/district partnerships to design innovative models for preparing the next generation of teachers and to address the lack of diversity in the educator workforce. There are currently five projects with implementation funding. The educator preparation programs participating are responsible for between 65-70% of the new licensed teachers in Oregon and include multiple partners.
- Educational Assistant Career Pathway (HB 3254) charged the Oregon Education Investment Board with developing career pathways for educational assistants to become licensed teachers. There are currently three proposed models for Career Pathways Programs for educational assistants to earn their teaching license: Replicate or expand the exemplar Bilingual Teacher Pathway program housed at Portland State University; creation of a Credit for Prior Learning which would provide credit to educational assistants who have taken courses that closely align with the experiences and skills gained by educational assistants during their work; explore the use of a competency-based program through Western Governor's University which recognizes the knowledge and skills that educational assistants may have acquired during their time working in Oregon schools.

ODE, as part of the agency's reorganization, has added an Education Equity Unit to the Office of Learning. This unit, in collaboration with OEIB and other vested educational institutions and community advisory groups, will be positioned to bring focus to the issues of increasing the diversity in the Oregon educator workforce. ODE's Strategic Plan also emphasizes the need for diversity in the agency's work force. The model of creating a safe, collaborative, diversity-focused process for candidates of color will mirror the efforts ODE expects to see in school districts and teacher preparation programs across the state.

2. ABOUT THE TARGETS

The targets for 2012–15 have been set to more accurately represent the information requested in this KPM. The passage of the Minority Teacher Act in 1991 and its amendment in the 2013 legislative session changed the definition of “minority” to include educators whose first language is not English. Additionally, SB 755 set two targets related to increasing diversity in the Oregon workforce: (1) The number of minority teachers and administrators employed in Oregon school districts and education service districts increases by 10%. (2) The number of diverse teacher candidates enrolled in teacher preparation programs increases by 10%. In order to meet these targets, we would need 229 more teachers, 2 more administrators, and would need to remain stable or increase for the number of diverse teacher candidates enrolled in teacher preparation programs. 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. This is particularly important given the increased attention to the teaching license path for educational assistants.

3. HOW WE ARE DOING

The 2012-13 Statewide Report Card states that Oregon has made some progress in hiring and retaining a more racially and ethnically diverse set of teachers; however, this progress has not kept pace with the increasing diversity of Oregon’s student population. Oregon’s students of color now make up more than one-third of the K-12 population but in 2012-13 only 8.3% of Oregon’s teacher workforce were teachers of color. This indicates a slight percentage drop from the reported 8.4% in 2009-10 and 2011-12. The disparity between individual groups of minority students and educators has stayed relatively unchanged with the gap between Latino students and Latino educators being the most notable. In the 2012-13 data, White teachers comprised 91.7% of the teaching population in comparison to a 64.7% White student population. 2.5% of the student population is Black while 0.6% of the teaching population is Black; 21.5% of the student population is Latino while only 3.6% of the teaching population is Latino. The proportion of total staff who reported minority status increased by 3.1%, from 8.3% in 2009-10 to 11.4% in 2010-11, and has held steady at 11.5% for 2011-12 and 2012-13. The percentage of teachers who reported minority status for 2012-13 is 8.4% (a decrease of .1% from 2011-2012). These statistics for both groups exceed ODE's target of 8%, but represent very little change from 2010-11, for which total minority staff was reported at 11.4% and total minority teachers at 8.4%.

Of the 1,461 institutions reporting to the Staff Position Collection in 2012-13 and 2013-14 that have comparable data in 2011-12, 661 institutions (45%) employed a higher percentage of minority staff in 2012-13 compared to 2013-14. Conversely, 204 institutions (14%) reported no change in the ethnic composition of their staff between 2012-13 and 2013-14, and 596 institutions (41%) reported a decrease in minority staff between 2012-13 and 2013-14

4. HOW WE COMPARE

Washington State had 10.2% minority education staff in 2009-10 (The most recent year for which data is available via their website at <http://www.k12.wa.us/DataAdmin/pubdocs/personnel/positionandethnicity0910.pdf>) by FTE. However, according to the US Census report for 2010, Washington

State had a minority population of 22.7%, whereas, in the same report Oregon has a minority population of only 16.4%. (See <http://quickfacts.census.gov/qfd/index.html> for more information.)

While we can surmise that the population diversity of any state will influence the diversity of its workforce, research supports the idea that teachers of color serve as role models for all students; White students as well as students of color benefit from seeing culturally and linguistically diverse students; daily interactions could potentially dispel myths of racial inferiority that White students might have internalized about people of color from socializations outside of school.

5. FACTORS AFFECTING RESULTS

The following factors affect results:

- 1) Staff data includes Pre K through Postsecondary staff, including special education, early intervention, and early childhood staff.
- 2) The ratio of minority staff to non-minority staff can be volatile in smaller institutions. For example, a small elementary school might have two teachers that represent a minority and if one teacher leaves, the school has lost 50% of their minority staff.
- 3) Due to the personal nature of ethnicity and how it is perceived, the data regarding ethnicity may be inconsistent from year to year on an individual basis. Staff and students may change the ethnicity they identify with at will.
- 4) In 2009-10, race/ethnicity data was collected as a single question asking staff members to choose from a list of ethnicities. In 2010-11, the format changed, in order to align with USED guidelines, to a two-part question. The first part asked respondents if they identified as ethnically Hispanic. The second part asked them to choose at least one of five race options: White/Caucasian, Black/African American, American Indian/Alaskan Native, Asian, and/or Pacific Islander. Staff members were required to select at least one race, but could select up to all five if desired. Staff member responses were then used to calculate an ethnic code. For the purposes of this calculation, staff members who identified any race or ethnicity other than “White” (including those who selected “White” and other options, such as “Hispanic”) were considered minorities. This reporting change is likely responsible for the bulk of the increase in staff members reported as minorities between 2009-10 and 2010-11, especially in light of the stability of the data from 2010-11 through 2012-13.
- 5) In 2010-11, the Staff Position Collection expanded in order to meet federal reporting requirements. For the first time, the collection began to include extra duty assignments, such as coaching, and staff who were contracted instead of directly employed, such as some bus drivers and food preparation staff. This may have affected the percentage of minority staff, but the collection does not differentiate between contracted and directly employed staff, so the impact was not isolatable. No changes were made to the collection for 2011-12 or 2012-13.
- 6) Lack of teaching career appeal-A Social Policy and Politics Program Third Way report recently released notes that the teaching profession is not viewed by Millennials as a viable career option.
- 7) Although Oregon Opportunity Grants, Pell Grants, and specific institutional scholarships help students gather financial support needed to pursue bachelor’s and graduate level degrees leading to teacher licensure, the costs are still a barrier for many students.
- 8) Opportunities to advance and the salaries for those established in a career are key factors considered by individuals selecting their professional pathways. Too often limited career ladder and noncompetitive salaries are disincentives to those selecting professional careers.
- 9) A tension exists in the profession where critics of educator preparation are calling for higher admission standards (usually GPA and or test scores), and those who are seeking to recruit a more diverse workforce are concerned about additional barriers that could be impacted by a candidate’s ability to pass tests, particularly if

English is their second language.

10) There is a lack of preparation at middle and high school levels for a career in teaching. To date there is not even a state authorized website that provides clear and useful information allowing perspective candidates to compare and contrast teaching program options. A plan for a recruitment website is underway.

11) Some future candidates need supports and interventions to help them prepare for required exams. Currently, no statewide support or test preparation is easily available.

12) Although there are known best practices for retaining educators, particularly diverse educators, change starts at the building level with an educational leader who creates an inclusive environment, welcomes the added value that a diverse workforce brings to the education mission and advocates for policies and practices that eliminate the marginalization of educators from minority backgrounds

6. WHAT NEEDS TO BE DONE

Oregon's minority population is not evenly dispersed throughout the state. There needs to be a keen focus on the overall percentage of minority teachers statewide, with special notice paid to school districts large minority student populations, and efforts should be targeted at reducing the gap between the proportion of teachers who represent minority populations and the proportion of minority students. In 2010-11, 33.7% of Oregon students (by headcount) identified as minorities using the same 2-question format identification method that staff used (see the 2010 Fall Membership report), which increased to 34.7% in 2011-12 (2011 Fall Membership report). In 2012-2013, 35.3% of Oregon students identified as minorities. This is in stark contrast to the 2012-2013 data noting only 8.3% of teachers identify as minority. There is much work to be done in order to close the minority educator gap that currently exists. The promise is in the new targeted efforts to align this work through Strategic Investments and other initiatives.

7. ABOUT THE DATA

Starting in 2010-11, teacher data were collected from the Staff Position Collections by FTE, and the percentages have been rounded. Adjustments to FTE have been made for short contract lengths. Prior to 2006-07, data was available for licensed staff only. Teachers, for the purpose of this report, include Head Teachers, Non-Special Education Teachers, Special Education Teachers, and Special Education PE teachers. All staff includes classified and unclassified staff.

Figure 1: Oregon Minority Students and Teachers Comparison 1997/98-2011-2012

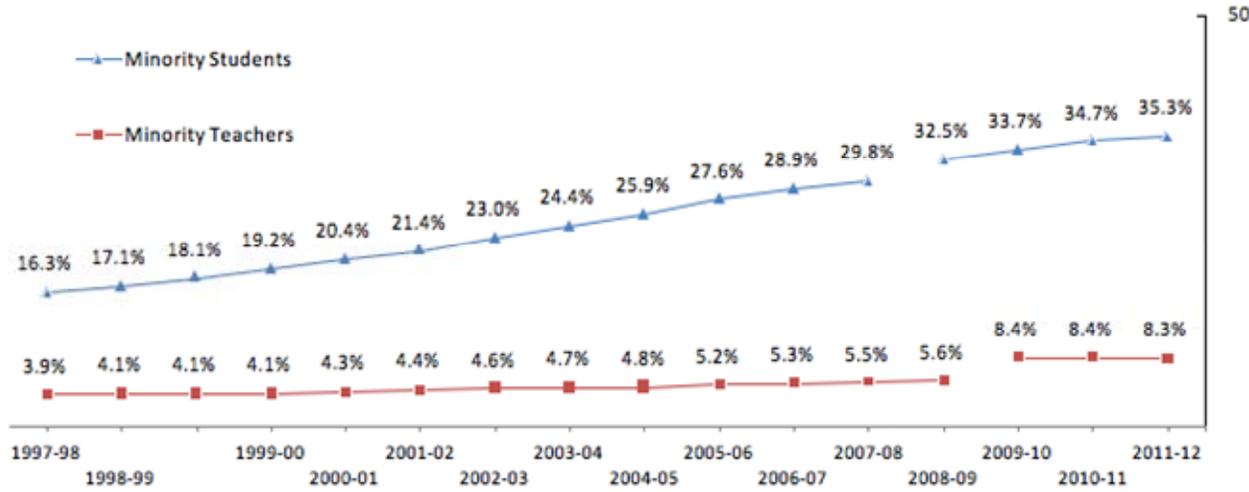
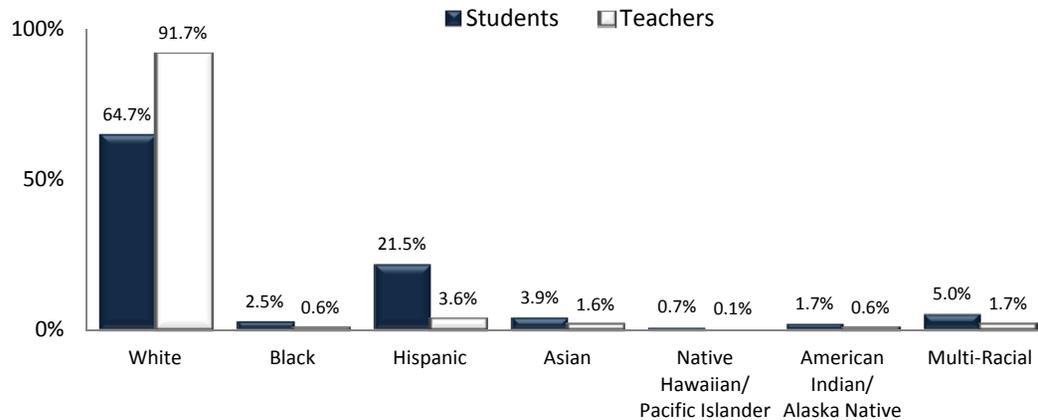
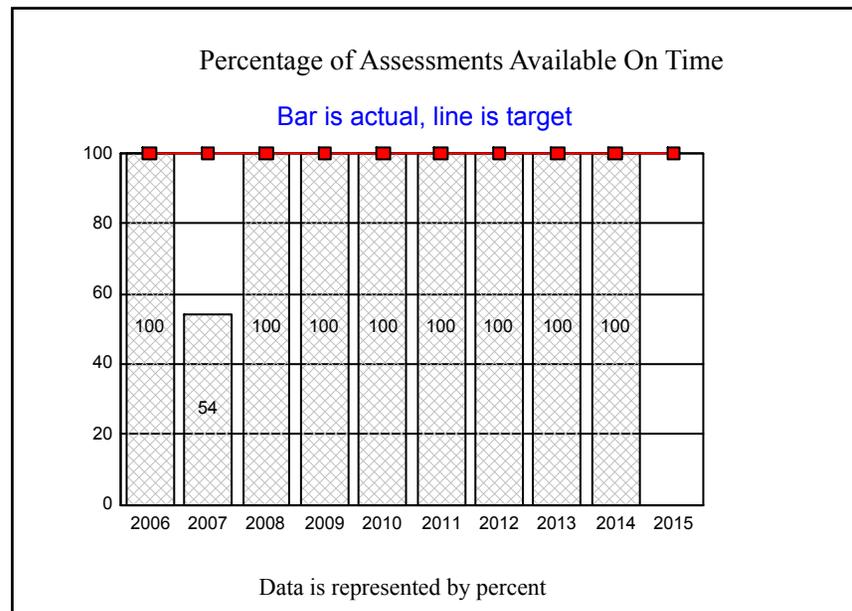


Figure 2: Oregon Demographic Gaps Between K-12 Public School Students and Public School Teachers

Race/Ethnicity of Students and Teachers
2012/13



KPM #16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Percentage of statewide assessment and statewide assessment results provided to districts on time	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: ODE administers assessments and provides results on time	
Data Source	Annual Statewide Assessments	
Owner	Jon Wiens, Office of Learning, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5764	



1. OUR STRATEGY

ODE is dedicated to providing the Oregon Statewide Assessments and assessment results to districts on time . As part of ODE’s work to improve the Oregon Assessment of Knowledge and Skills (OAKS), Oregon partnered with American Institutes for Research to create an

online testing system that will assess students' mastery of Oregon content standards. The OAKS Online system provides Oregon's online assessments in mathematics, reading/literature, science, social sciences, and writing, as well as Oregon's English Language Proficiency Assessment (ELPA). It has many features that will improve the assessment experience for students, teachers, administrators, and the state as a whole.

Key Partners

American Institutes for Research (AIR); the Assessment Advisory Committee; Educational Data Systems (EDS); Oregon Correctional Enterprises Printing Services; Regional Education Service Districts (Regional ESD Partners); school districts, schools, teachers, and other staff; University Partners.

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

ODE is doing well in this area and making progress in administering the Oregon Statewide Assessments on time, as should be the case for future years. 2013-14 data for the percentage of assessments available on time appear in the graph above. 2013-14 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 2013-14 was 100% (14 out of 14) compared to the target of 100%. The percentage of assessment results available on time in 2013-14 was 100% (14 out of 14) compared to the target of 100%.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

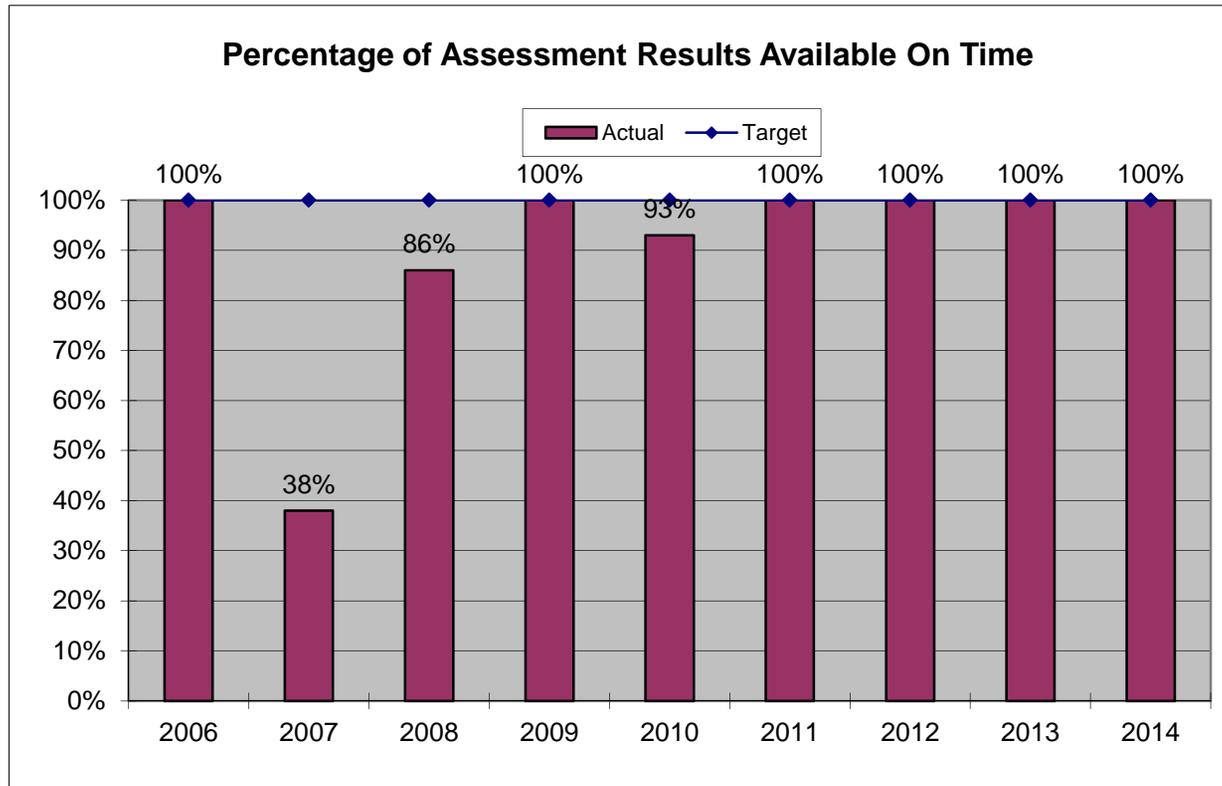
In 2009-10 one test was returned late by a vendor. ODE worked with this vendor to improve delivery times, and since then ODE has met all targets for release of test results to districts.

6. WHAT NEEDS TO BE DONE

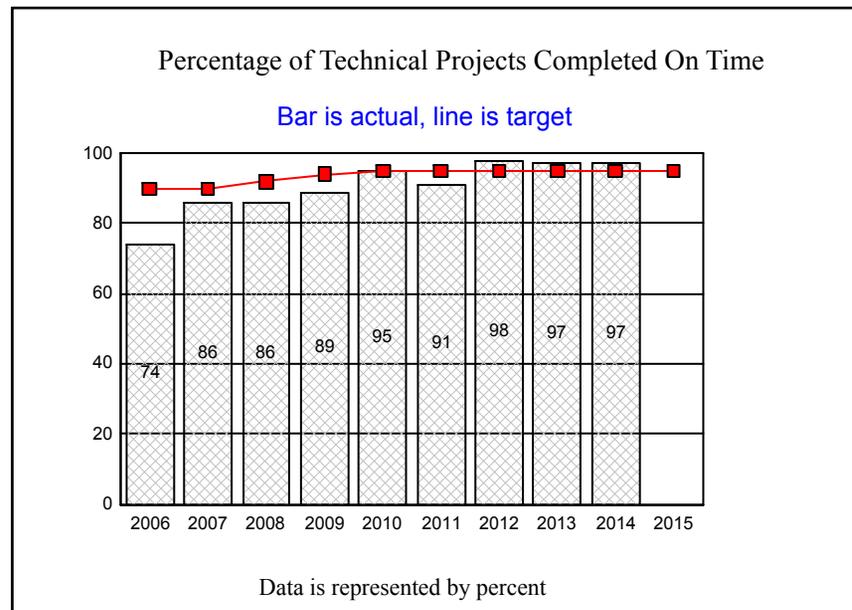
In collaboration with its test vendors, ODE must exercise continued diligence in administering assessments and reporting assessment results to districts on time.

7. ABOUT THE DATA

The number of available tests is comprised of the Oregon Statewide Assessments available by subject that a district can administer to a student . In 2013-14, this included a total of 14 tests: OAKS Online Reading, OAKS Online Math, OAKS Online Science, OAKS Online Social Sciences, OAKS Online Spanish Reading/Literature, OAKS Online Writing (Winter), OAKS Online Writing (Spring), OAKS Paper/Pencil Writing (Winter), OAKS Paper/Pencil Writing (Spring), OAKS Extended Reading, OAKS Extended Math, OAKS Extended Science, OAKS Extended Writing Performance, and the English Language Proficiency Assessment. Tests were reported as available on time if they were available at the start of the previously published testing window. Assessment results were available on time if they were available to districts within a week of the previously announced release date.



KPM #17	ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely.	
Oregon Context	ACCOUNTABLE SYSTEMS: Technology systems maintain scope, cost, and timeliness	
Data Source	Issue Management and Tracking System	
Owner	Sean McMullen, Office of Information Technology, 503-947-5837	



1. OUR STRATEGY

ODE prepares a data collection schedule each December for the upcoming school year. That schedule is approved internally and provided in draft form to the Data Collection Committee, comprised of district and ESD data submitters, in January. The final schedule is published

in April. Data collection project “tickets” are created in June for the upcoming school year. Projects are managed and prioritized based on the published deadline. Progress of each data collection is documented in the appropriate ticket, and these ticket data are analyzed to determine the number and percentage of technology projects met on schedule.

2. ABOUT THE TARGETS

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

3. HOW WE ARE DOING

ODE has shown continuous improvement on this measure since the KPM’s inception in 2006. In 2013-14, ODE completed 73 of 75 (97%) technical projects on time. Our current target is 95% which allows for little error throughout the year. Due to consistent staffing and resource availability, we were able to exceed our target this year.

4. HOW WE COMPARE

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

5. FACTORS AFFECTING RESULTS

Technical projects 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, reliance on third parties, and unanticipated system outages.

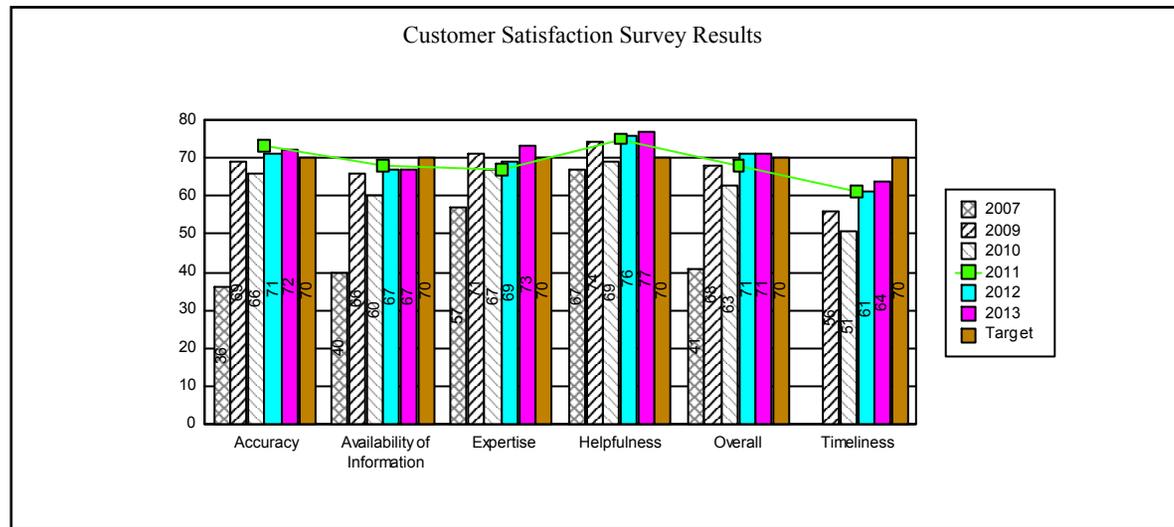
6. WHAT NEEDS TO BE DONE

ODE will continue early planning of collections to ensure timely completion, as well as working with internal staff and external stakeholders to mitigate risks throughout the data collection process.

7. ABOUT THE DATA

A data collection is determined to be on time if the technical work necessary to open the collection was completed within five (5) business days of the date the collection was originally scheduled to open. This definition was established in 2006-07. The previous definition stated that a collection was only on time if the collection opened on or before the scheduled date. This change in definition was made to provide a more balanced view of project timeliness. The previous definition combined small delays, having little or no consequences, with much longer delays having significant consequences. To allow for year to year comparability, ODE recalculated the data for 2005-06. The graph above includes the revised data. Each data collection is weighted evenly when computing the percentage. Some data collections require very little time to prepare for opening, while some require hundreds of hours of work. Each year some data collections are added, some are dropped, and some are combined with other data collections for efficiency. The impact of a late data collection on data submitters varies widely. Some delayed collections are planned to be late a month or more in advance, minimizing the impact. Some are delayed at the last minute due to unexpected circumstances. Some delays benefit districts by allowing additional time to prepare data submission systems and to submit data.

KPM #18	CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”	2007
Goal	Accountable Systems ODE provides excellent customer service	
Oregon Context	Accountable Systems ODE uses feedback from customers to improve services	
Data Source	Survey of key customers: ESD and District Superintendents, Principals, Office Managers, and Technology Directors	
Owner	Holly Carter, Office of Learning, (503)947-5739	



1. OUR STRATEGY

The Oregon Department of Education (ODE) fosters excellence for every learner through innovation, collaboration, leadership, and service to our education partners. As stated in ODE’s value statements, we know that excellent service to Oregon’s districts, schools, parents, youth, and communities is central to our work. We commit to timely, accurate, efficient, and reliable service.

2. ABOUT THE TARGETS

ODE set its target of 70% of customers rating ODE's customer service as good or excellent in 2008 based on the results of the initial customer service survey administered in 2007. This target reflected an aspirational goal to improve ODE's customer service given what had traditionally been viewed as a compliance-oriented relationship with its customers .

3. HOW WE ARE DOING

ODE completed its 2013 customer satisfaction survey in November – December 2013. ODE's 2013 ratings generally represent a trend of continuous improvement since 2007, the first year in which ODE administered a customer service survey. For the first time, ODE has exceeded its target of 70 percent for four of the six service criteria: accuracy (72%), expertise (73%), helpfulness (77%), and overall customer service (71%). While ODE has not yet reached its target for availability of information (67%) or timeliness (64%), it has seen continued improvement, with a 3 percentage point increase for timeliness compared to 2012.

4. HOW WE COMPARE

ODE's 2013 ratings demonstrate a trend of continuous improvement since 2007, the first year in which ODE administered a customer service survey. Since 2007, ODE's ratings for each service criteria have increased an average of 23 percentage points, with the greatest gains for accuracy, whose ratings doubled from 36% in 2007 to 72% in 2013.

5. FACTORS AFFECTING RESULTS

In 2012, ODE adopted new mission and value statements focused on fostering excellence for every learner, with an emphasis on providing excellent customer service to attain this goal. Through its newly stated mission and values, ODE committed to transitioning from what has traditionally been viewed as a compliance-oriented relationship with its customers to a service-oriented relationship. In January 2013, ODE rolled out an agency-wide strategic plan to guide ODE's work over the coming biennium and support ODE's ability to fulfill its mission . Throughout the strategic plan, ODE emphasizes the importance of providing clear and timely information to customers and stakeholders as a critical strategy in reaching our goals. In implementing the strategic plan, some of the first actions accomplished were the development and implementation of customer service norms across all staff and the embedding of these norms in staff evaluations . In addition, ODE has empowered staff at all levels across all offices to analyze their office's customer service ratings and develop customized approaches to improving their customer service . Through these efforts, ODE anticipates that it will continue to see improved customer satisfaction ratings moving forward .

6. WHAT NEEDS TO BE DONE

Based on the results of the 2013 survey, the two service criteria for which ODE has not yet reached its target are availability of information and timeliness. In addition to continuing to emphasize the importance of providing excellent customer service throughout its strategic plan, in July 2014 ODE formed a cross-office team comprised of staff in various positions across all offices to develop specific strategies focused on improving our agency's timeliness.

7. ABOUT THE DATA

ODE administered its fifth annual customer service survey from November 18 through December 13, 2013. The survey population included ODE's key customers, namely district administrators and staff, charter schools, advisory panel members, professional organizations, and the media. New for 2013 with the inclusion of the Early Learning Division within ODE, customers also included early childhood and childcare providers. ODE distributed the survey electronically via Survey Monkey to 6,425 ODE stakeholders. Of these, 603 stakeholders responded from 36 counties. This represents an increase in the number of respondents compared to prior years, with a response rate of 9 percent. Respondents rated ODE as a whole on each of the six customer service criteria. In addition, respondents had the opportunity to separately rate each of ODE's offices: the Office of Learning (including the Equity Unit; the Instruction, Standards, Assessment, and Accountability Unit; and the Student Services Unit), the Office of the Deputy Superintendent, the Office of Finance and Administration, the Office of Information Technology, and the Early Learning Division on each of the customer service criteria. The office selections included in the surveys reflect the ODE reorganization completed in 2013, including the incorporation of the Early Learning Division and the Youth Development Division into ODE. Note: The Office of Research and Analysis and Youth Development Division did not participate in the survey.

EDUCATION, OREGON DEPARTMENT of	III. USING PERFORMANCE DATA
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Agency Mission: Increase Achievement for All Students

Contact: Doug Kosty, Assistant Superintendent	Contact Phone: 503-947-5825
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Alternate: Holly Edwards, Performance Measure Coordinator	Alternate Phone: 503-947-5739
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The following questions indicate how performance measures and data are used for management and accountability purposes.

<p>1. INCLUSIVITY</p>	<p>* Staff: Approximately 75% of ODE staff contributed to the development of the ODE's new Mission & Values Statements and the new Strategic Plan which will guide ODE's work over the coming years. Implementation of the Strategic Plan also includes a process of reorganizing ODE to ensure successful, efficient communication and collaboration between ODE offices and units.</p> <p>* Elected Officials: The KPMs included in this report were reviewed and approved by the Legislature. ODE has also worked very closely with the Governor's Office and the Oregon Education Investment Board (OEIB) to identify the key bodies of work that ODE must prioritize in the coming years to reach the 40/40/20 goal and to develop its Strategic Plan to organize and support this work.</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 2011-13 KPMs.</p> <p>* Citizens: Development of the 2011-13 KPMs did not include citizen input. However, ODE collects input from its citizens and other stakeholders on how it is doing through the Customer Service Survey as well as through other venues.</p>
<p>2 MANAGING FOR RESULTS</p>	<p>The importance of strategic planning and identifying appropriate metrics for success has become a priority of ODE's Management Team, Directors, and staff. The process of implementing ODE's Strategic Plan will involve evaluating ODE's existing KPMs to ensure alignment to the Strategic Plan, and ODE's proposed 13-15 KPMs will reflect the priorities identified in the Strategic Plan.</p>
<p>3 STAFF TRAINING</p>	<p>ODE has worked with its KPM owners, the Strategic Plan goal leads and their teams, and with staff in general to increase understanding of the importance of performance measurement to implementing statewide education initiatives, as well as being part of ODE's budget planning and policy development process. In addition, ODE has provided staff with performance measurement and management training and taken steps to improve transparency and documentation</p>

	of our Strategic Plan and our KPMS.
<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> <p>* Stakeholders: Website and other reports the agency releases such as the Dropout Report and the State Report Card.</p> <p>* Citizens: Annual Reports, Website.</p>