

**EDUCATION, OREGON DEPARTMENT of**  
**Annual Performance Progress Report (APPR) for Fiscal Year (2014-2015)**

Original Submission Date: 2015

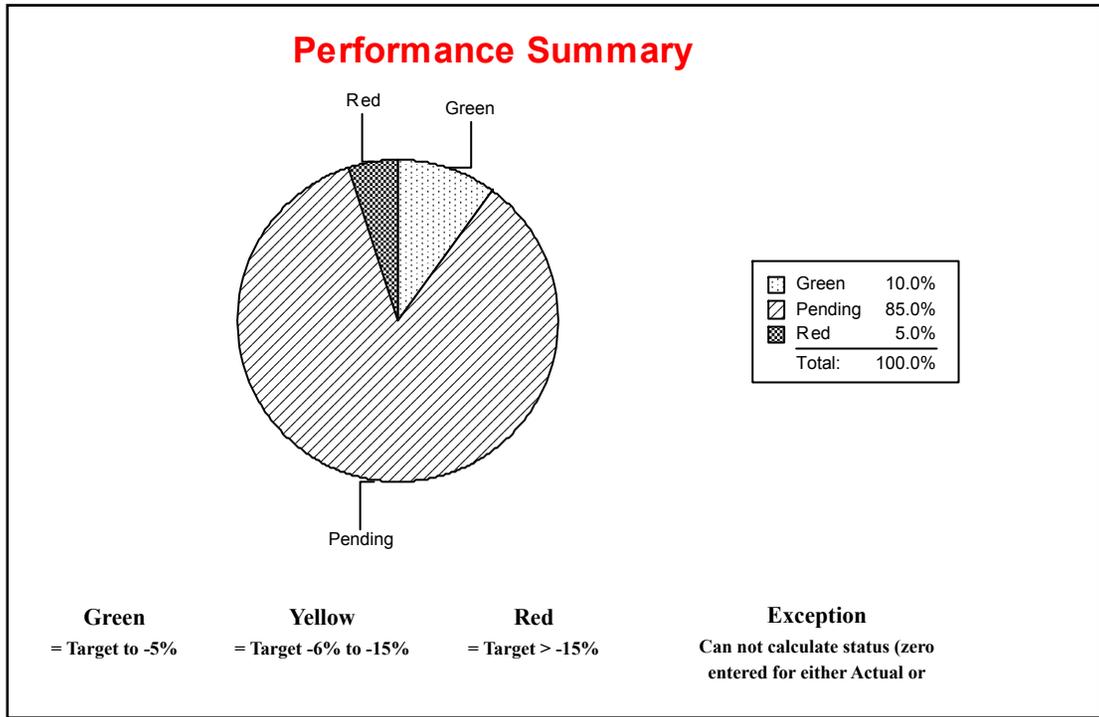
Finalize Date: 9/30/2015

2014-2015 KPM #	2014-2015 Approved Key Performance Measures (KPMs)
1	QUALITY LEARNING ENVIRONMENTS---Increase the number of early learning and development programs participating in the statewide Quality Rating and Improvement System
2	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)
3 a	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.
3 b	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.
3 c	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.
3 d	KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten children on the Kindergarten Assessment: Increase in the average Approaches to Learning score that children receive
4 a	EARLY LITERACY---Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading: All Students
4 b	EARLY LITERACY---Percentage of students meeting or exceeding statewide achievement standards in 3rd grade reading: Students of Color
4 c	EARLY LITERACY---Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading: SpEd Students
5 a	STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: All Students
5 b	STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: Students of Color
5 c	STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: SpEd Students
6 a	HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: All Students

2014-2015 KPM #	2014-2015 Approved Key Performance Measures (KPMs)
6 b	HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: Students of Color
6 c	HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: SpEd Students
7	COLLEGE GOING---College-going rate of Oregon residents into post-secondary institutions
7	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
9	HIGH QUALITY STAFF---Percentage of ODE staff performing at or above standard on evaluation
10	STAFF SATISFACTION---Percentage of ODE staff rating their satisfaction with internal customer service as "good" or "excellent"
18	CUSTOMER SERVICE – Percentage of customers rating the agency’s customer service as “good” or “excellent”

<b>New Delete</b>	<b>Proposed Key Performance Measures (KPM's) for Biennium 2015-2017</b>
	<b>Title:</b>  <b>Rationale:</b>

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



**1. SCOPE OF REPORT**

The priorities and initiatives of the Oregon Department of Education for student success are imbedded within the five goals of the Oregon Department's strategic plan. ODE's Key Performance Measures (KPMs) are aligned to these goals and monitor ODE's progress toward achieving improved outcomes for students. ODE's KPMs 1 - 8 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 ensuring equitable outcomes for all Oregon students. 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 9 - 11 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 - 3 and 8. OBM 19 and 20: 3rd and 8th Grade Reading & Math relate to ODE's KPM 4. OBM 22 and 23: High School Dropout and High School Completion relate to ODE's KPMs 5 and 6. OBM 24: Some College Completion relates to ODE's KPM 7. Agency Partners in Related Work: In achieving its goals for Oregon's PK-12 education enterprise, ODE collaborates with Oregon's Early Learning Hubs, 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 11 KPMs; KPMs 3, 4, 5, and 6 include multiple metrics. For 2014-15, 2 (10%) of ODE's measures are "green," indicating that those measures are within 5% of the target; and 1 (5%) of ODE's measures is "red," indicating that those measures are more than 15% off from the target. 17 (85%) of ODE's KPMs are new for 2015-17 and therefore do not have targets in place for 2014-15; these KPMs are marked as "pending."

## 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 are ODE's actual expenditures for 2014-15 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. 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: \$3.417 billion

Lottery Funds: \$267.37 million

Lottery Funds - Debt Service: \$13.57 million

Other Funds - Limited: \$65.98 million

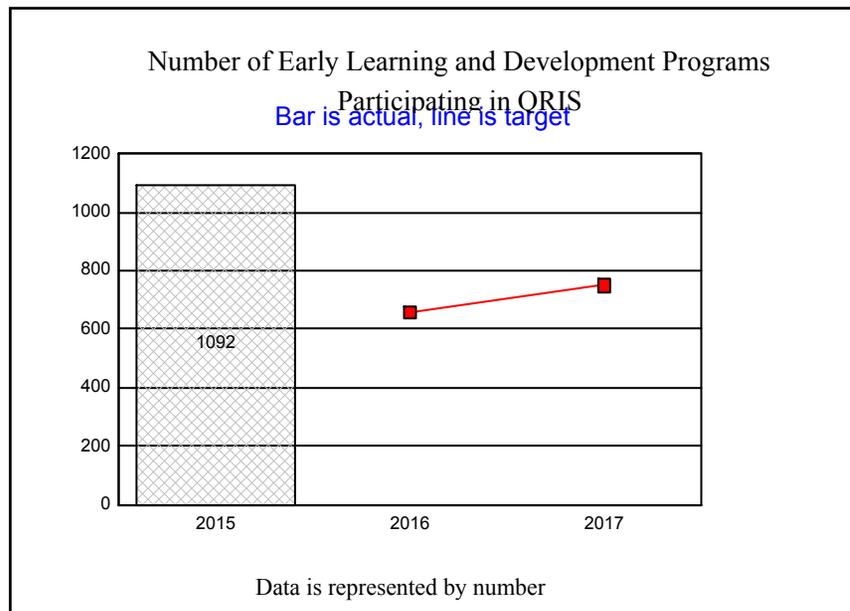
Other Funds - Non-Limited: \$53.65 million

Federal Funds - Limited: \$454.36 million

Federal Funds - Non-Limited: \$193.56 million

Total Funds: \$7.87 billion

<b>KPM #1</b>	QUALITY LEARNING ENVIRONMENTS---Increase the number of early learning and development programs participating in the statewide Quality Rating and Improvement System	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life.	
<b>Oregon Context</b>	STUDENT SUCCESS: Young children are successful in kindergarten programs.	
<b>Data Source</b>	QRIS	
<b>Owner</b>	Dawn Woods, Early Learning Division, 503-947-1418	



**1. OUR STRATEGY**

The Oregon Department of Education (ODE) is committed to ensuring that all children enter Kindergarten with the skills, experiences, and supports to succeed. Led by ODE’s Early Learning Division, ODE’s strategic plan has identified the following strategies to support children’s early learning success:

Develop a supply of high quality, community based early learning programs that support the diversity of family values and experiences in our state, across a variety of settings

Ensure equitable access for children and families to quality early learning and development programs, overcoming traditional barriers of race, culture, income and geography

Provide parents with the information and support they need to meet the developmental and educational needs of their children and the child care needs of their families

Develop robust educational and certification pathways for early learning providers

Build a consistent approach and aligned pathway between early childhood services (beginning at age 3) and K-3 education

## 2. ABOUT THE TARGETS

As this is a new measure, no targets were established for 2015. The following targets have been approved for the 2015-17 biennium: 656 (2016) and 750 (2017).

## 3. HOW WE ARE DOING

Oregon has effectively engaged over 25% of the early care and education programs in Oregon. Efforts continue to increase participation of early childhood programs. The Quality Rating and Improvement System is in a field test with current efforts refocusing on providing differential support to programs serving children who are furthest away from opportunity.

## 4. HOW WE COMPARE

There is no comparable data at this time.

## 5. FACTORS AFFECTING RESULTS

Using a collective impact approach, the Quality Rating and Improvement System relies on community partners to support access to high quality care and education. The Early Learning Hubs and Child Care Resource and Referral serve as components to engage and support programs to increase the quality of care and education within their communities.

## 6. WHAT NEEDS TO BE DONE

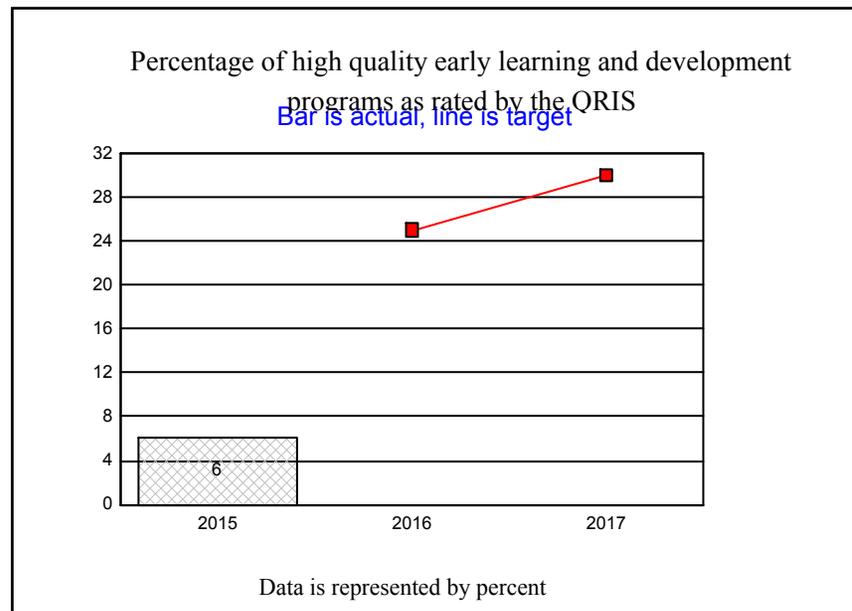
Continuing to engage communities to refine and improve the Quality Rating and Improvement System is essential to Oregon's success through a continuous

feedback loop. In addition, ODE and its partners need to engage families regarding access and support high quality care and education within their community.

**7. ABOUT THE DATA**

The data for this KPM come from Western Oregon University, TRI Data Facts June 30, 2015. The total number of programs at the Commitment to Quality, 3 Star, 4 Star and 5 Star rating.

<b>KPM #2</b>	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)	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: Young children are successful in kindergarten programs.	
<b>Data Source</b>	QRIS	
<b>Owner</b>	Dawn Woods, Early Learning Division, 503-947-1418	



**1. OUR STRATEGY**

The Oregon Department of Education (ODE) is committed to ensuring that all children enter Kindergarten with the skills, experiences, and supports to succeed. Led by ODE’s Early Learning Division, ODE’s strategic plan has identified the following strategies to support children’s early learning success:

Develop a supply of high quality, community based early learning programs that support the diversity of family values and experiences in our state, across a variety of settings

Ensure equitable access for children and families to quality early learning and development programs, overcoming traditional barriers of race, culture, income and geography

Provide parents with the information and support they need to meet the developmental and educational needs of their children and the child care needs of their families

Develop robust educational and certification pathways for early learning providers

Build a consistent approach and aligned pathway between early childhood services (beginning at age 3) and K-3 education

## 2. ABOUT THE TARGETS

As this is a new measure, no targets were established for 2015. The following targets have been approved for the 2015-17 biennium: 25% (2016) and 30% (2017).

## 3. HOW WE ARE DOING

6% of programs participating in the Quality Rating and Improvement System received a 3, 4, or 5 star rating as of June 2015. Efforts continue to increase participation of early childhood programs. The Quality Rating and Improvement System is in a statewide field test with current efforts focused on providing differential support to programs serving children who are furthest away from opportunity. Supporting the continuous quality improvements to programs serving children of color and children experiencing poverty is the focus to increase supply and therefore increasing access to high quality care and education.

## 4. HOW WE COMPARE

There is no comparable data at this time.

## 5. FACTORS AFFECTING RESULTS

Using a collective impact approach, the Quality Rating and Improvement System relies on community partners to support access to high quality care and education. The Early Learning Hubs and Child Care Resource and Referral serve as components to engage and support programs to increase the quality of care and education and support families regarding access to high quality care within their communities.

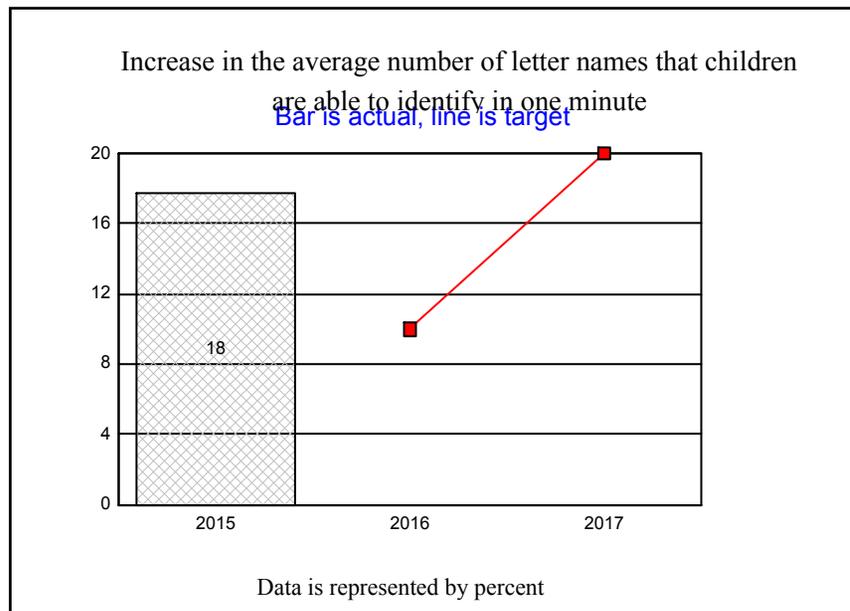
## 6. WHAT NEEDS TO BE DONE

Continuing to engage communities to refine and improve the Quality Rating and Improvement System is essential to Oregon's success through a continuous feedback loop. In addition, ODE and its partners need to engage families regarding access and support high quality care and education within their community.

**7. ABOUT THE DATA**

The data for this KPM come from Western Oregon University, TRI Data Facts June 30, 2015. The percentage of programs at a 3 Star, 4 Star, and 5 Star rating.

<b>KPM #3a</b>	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.	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	n/a	
<b>Data Source</b>	Kindergarten Assessment data	
<b>Owner</b>	Holly Peterson, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5727; Brett Walker, Early Learning Division, 503-378-5160	



**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. In March 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.

## 2. ABOUT THE TARGETS

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 fall 2014, 99.5% of entering kindergarteners participated in Oregon's statewide Kindergarten Assessment. The results demonstrated that different populations of children are entering kindergarten with different levels of exposure to early literacy, early math, and approaches to learning.

·Early Literacy: The average number of English letter names kindergartners could name in one minute was 17.7. The average number of English letter sounds kindergartners could name in one minute was 6.6.

·Early Spanish Literacy: The average number of Spanish letter names kindergartners could name correctly was 3.0.

·Early Math: The average number of math items that students answered correctly was 8.0.

·Approaches to Learning: The average rating on self-regulation was 3.6, based upon a 5 point scale. The average rating on interpersonal skills was 3.9. The total average number on Approaches to Learning was 3.7. The likert scale ranges from 1, never exhibiting the behavior to 5, always exhibiting the behavior.

## 4. HOW WE COMPARE

The development of the statewide Oregon Kindergarten Assessment takes place in the context of significant education reform in Oregon. The Oregon Education Investment Board was 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 was 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?

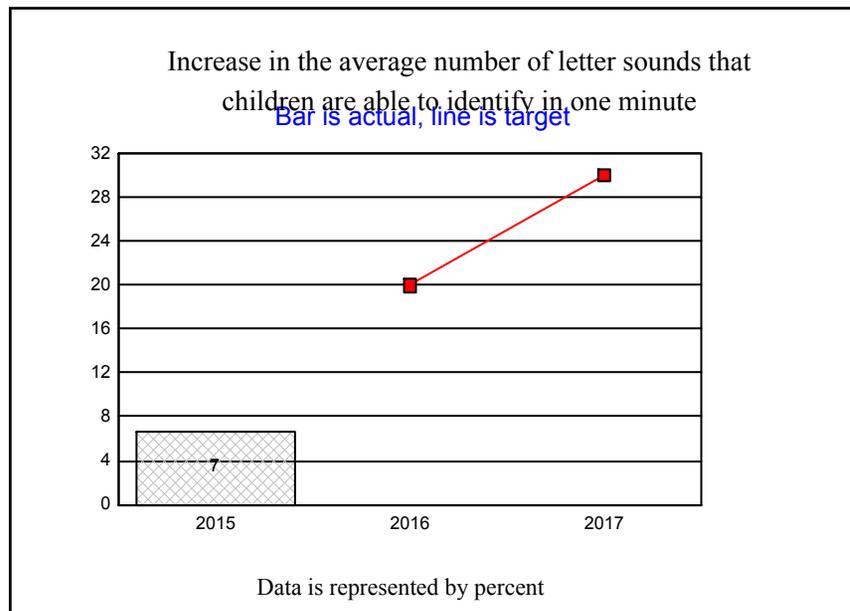
## 6. WHAT NEEDS TO BE DONE

- Address recommendations by the Kindergarten Assessment Interpretive Panel. While many of the recommendations made by the Kindergarten Assessment 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 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.
- Collaborate to refine and improve assessment practices and identify resources to meet the needs of Oregon’s English learners. Enable stakeholders to access the data collected from the KA in meaningful, relevant, and actionable ways
- Identification opportunity gaps that will allow schools, districts, early learning hubs, community members, and policy makers about the allocation of resources
- Align assessment to the Common Core State Standards and new early learning standards

## 7. ABOUT THE DATA

The 2014 Kindergarten Assessment 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.

<b>KPM #3b</b>	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.	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	n/a	
<b>Data Source</b>	Kindergarten Assessment data	
<b>Owner</b>	Holly Peterson, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5727; Brett Walker, Early Learning Division, 503-378-5160	



**1. OUR STRATEGY**

See analysis for KPM 3a.

**2. ABOUT THE TARGETS**

See analysis for KPM 3a.

**3. HOW WE ARE DOING**

See analysis for KPM 3a.

**4. HOW WE COMPARE**

See analysis for KPM 3a.

**5. FACTORS AFFECTING RESULTS**

See analysis for KPM 3a.

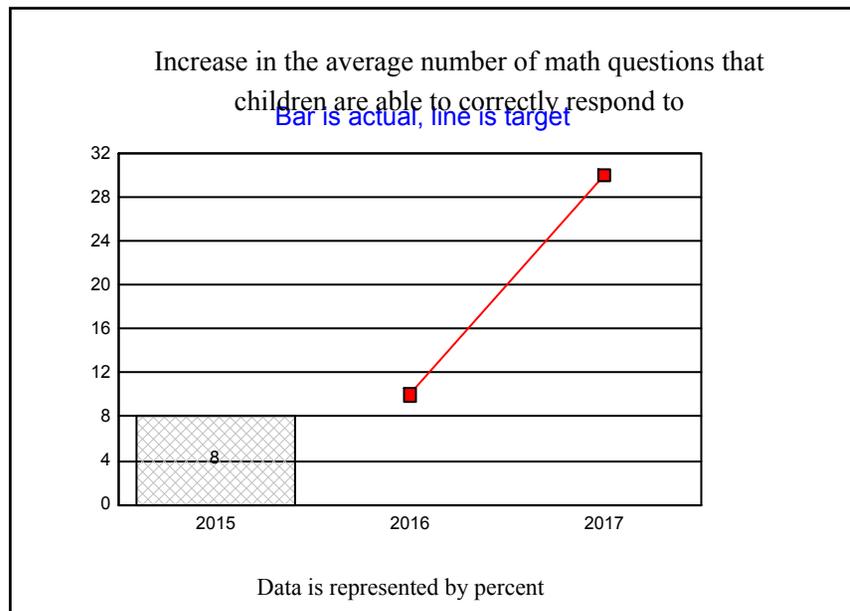
**6. WHAT NEEDS TO BE DONE**

See analysis for KPM 3a.

**7. ABOUT THE DATA**

See analysis for KPM 3a.

<b>KPM #3c</b>	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.	1999
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: Young children are successful in kindergarten programs.	
<b>Data Source</b>	Kindergarten Assessment data	
<b>Owner</b>	Holly Peterson, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5727; Brett Walker, Early Learning Division, 503-378-5160	



**1. OUR STRATEGY**

See analysis for KPM 3a.

**2. ABOUT THE TARGETS**

See analysis for KPM 3a.

**3. HOW WE ARE DOING**

See analysis for KPM 3a.

**4. HOW WE COMPARE**

See analysis for KPM 3a.

**5. FACTORS AFFECTING RESULTS**

See analysis for KPM 3a.

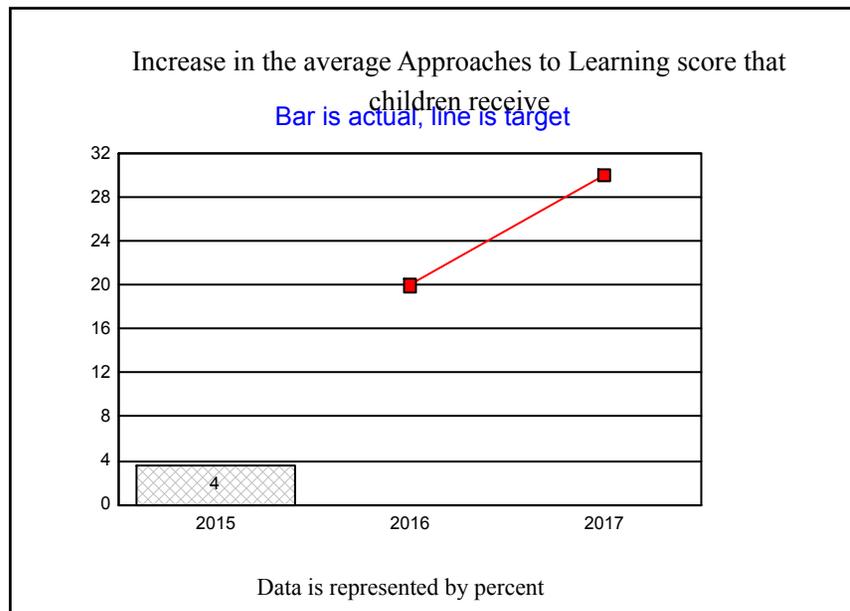
**6. WHAT NEEDS TO BE DONE**

See analysis for KPM 3a.

**7. ABOUT THE DATA**

See analysis for KPM 3a.

<b>KPM #3d</b>	KINDERGARTEN ASSESSMENT---Increase performance of entering kindergarten children on the Kindergarten Assessment: Increase in the average Approaches to Learning score that children receive	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: Young children are successful in kindergarten programs.	
<b>Data Source</b>	Kindergarten Assessment data	
<b>Owner</b>	Holly Peterson, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5727; Brett Walker, Early Learning Division, 503-378-5160	



**1. OUR STRATEGY**

See analysis for KPM 3a.

**2. ABOUT THE TARGETS**

See analysis for KPM 3a.

**3. HOW WE ARE DOING**

See analysis for KPM 3a.

**4. HOW WE COMPARE**

See analysis for KPM 3a.

**5. FACTORS AFFECTING RESULTS**

See analysis for KPM 3a.

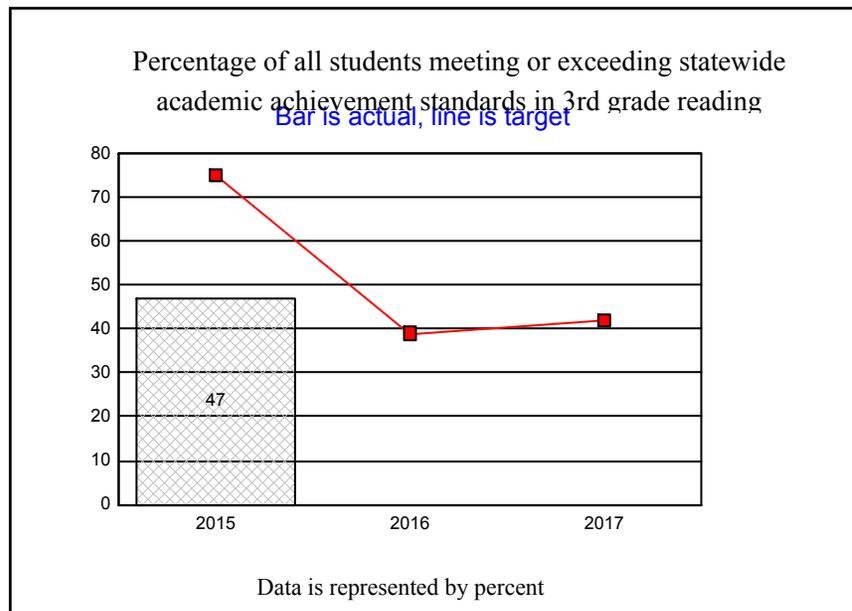
**6. WHAT NEEDS TO BE DONE**

See analysis for KPM 3a.

**7. ABOUT THE DATA**

See analysis for KPM 3a.

<b>KPM #4a</b>	EARLY LITERACY---Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading: All Students	2015
<b>Goal</b>	Learners: Every student graduates from high school ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: Improvement is shown for all students	
<b>Data Source</b>	Smarter Balanced English Language Arts Assessment data	
<b>Owner</b>	Nancy Johnson-Dorn, Student Services Unit, 503-947-5703	



### 1. OUR STRATEGY

The Oregon Department of Education (ODE) is committed to ensuring that all students read at grade level by third grade. ODE’s strategic plan has identified the following strategies to support early literacy for all students:

Support improved literacy outcomes for all students, with an emphasis on culturally and linguistically diverse students

Leverage OR RTI to improve literacy outcomes for all students

Provide professional development and best practice resources to support district and early learning providers' implementation of the CCSS-aligned Oregon standards in English Language Arts (ELA)

Implement community-based investment and family engagement strategies to improve literacy outcomes for students

KPMs 4b and 4c provide a more specific evaluation of the strategies in place to support early literacy for culturally and linguistically diverse students and students with disabilities, respectively.

## 2. ABOUT THE TARGETS

ODE's target for 2015 was 75% reading at grade level in third grade; this target was set in 2013 based on the then current trend in the percentage of students meeting achievement standards on the statewide reading assessment. The following targets have been approved for the 2015-17 biennium: 39% (2016) and 42% (2017).

## 3. HOW WE ARE DOING

47% of third grade students received a level 3 or 4 on the new Smarter Balanced ELA assessment administered for the first time in spring 2015. While this is below our 2015 target of 75%, that target had been established based on Oregon's previous OAKS Reading assessment which was not aligned to the Common Core State Standards that the Oregon State Board of Education adopted in 2010. As the state prepared to transition to the more rigorous Smarter Balanced assessments, Oregon had expected roughly 30 to 40% of students to meet the new higher standards this first year based on field test data from 2014. While students outperformed expectations for this first year, results still indicate that much work remains to be done to foster early literacy skills if Oregon is to reach its strategic goal of closing achievement gaps and ensuring that all students read at grade level by third grade.

## 4. HOW WE COMPARE

As part of a multi-state consortium, Oregon now has a better ability to measure how well Oregon schools are preparing students compared with other states. While not all states have released preliminary or final data as of this report, of those states who have released at least preliminary results, Oregon's performance was similar to that of Idaho and West Virginia, while Vermont, Washington, Connecticut, and Missouri performed higher. When reviewing comparison data, however, it is important to keep in mind that not all states implemented the new Smarter Balanced assessments in the same way, which could affect results.

## 5. FACTORS AFFECTING RESULTS

Implementation of more rigorous ELA standards and assessment

Over the past five years, educators in every K-12 classroom across the state have worked together to implement more rigorous standards that are designed to ensure students are ready for college and career by the time they graduate high school. This spring, more than 280,000 Oregon students in grades 3-8 and 11 took new tests, known as Smarter Balanced, aligned to these higher standards. These tests move beyond the rote memorization and fill in the bubble format of past multiple choice tests. Students are asked to write, reason, think critically, and solve multi-step problems that better reflect classroom learning and the real world. The results provide a clearer picture about what Oregon students know and can do – and where they need the most help – so the state can raise the bar for all students.

#### Increased training and support for districts

In the past two years, ODE has tightened its focus on supporting districts in implementing effective practices to promote reading by third grade. Levers that ODE has used to support district efforts include working with districts to implement and evaluate their continuous improvement plans, increasing intervention and supports for Focus and Priority schools, expanding district participation in the Oregon Response to Intervention (OR RTI) program, and providing intensive, ongoing professional development on the ELA standards to Professional Learning Teams comprised of educators from districts across the state.

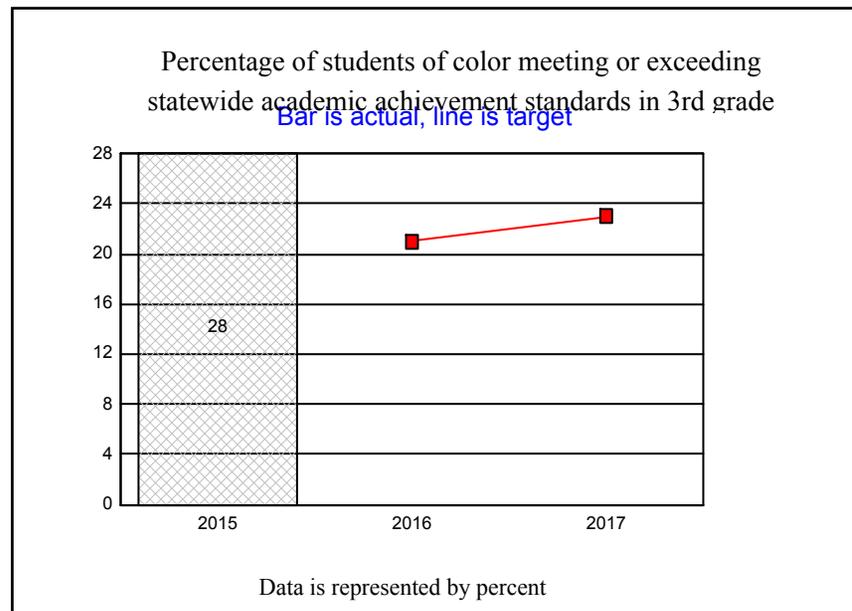
## 6. WHAT NEEDS TO BE DONE

Over the course of the next two years, ODE will focus its efforts on implementing the strategies to support early literacy for all students described in its 2015-17 strategic plan. This means taking a long-term approach to improving third grade reading and recognizing that interventions must begin long before students enter third grade. Specifically, ODE will continue to collaborate closely with the early learning community and families to promote early literacy skills for students before they enter the K-12 system, support districts in implementing full-day Kindergarten, leverage OR RTI, and provide professional development and best practice resources to support district and early learning providers' implementation of Oregon's rigorous ELA standards. Permeating all of these strategies and initiatives will be the guiding principle that, to improve literacy outcomes for *all* students, we must also retain a heightened focus on closing opportunity gaps and raising achievement for Oregon's culturally and linguistically diverse students and Oregon's students with disabilities.

## 7. ABOUT THE DATA

2014-15 marks the first year of Oregon's implementation of the Smarter Balanced ELA assessment which is aligned to the rigorous college-and career-ready content standards adopted by the Oregon State Board of Education in 2010. Because the new tests are aligned to new standards, the results from this year cannot be compared to previous years. The 2014-15 results represent a new baseline for our state. The state expects to see more students meeting these higher expectations in future years as students and teachers continue to rise to the challenge.

<b>KPM #4b</b>	EARLY LITERACY---Percentage of students meeting or exceeding statewide achievement standards in 3rd grade reading: Students of Color	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: Improvement is shown for all students	
<b>Data Source</b>	Smarter Balanced English Language Arts Assessment data	
<b>Owner</b>	Markisha Smith, Equity Unit, 503-947-5669	



### 1. OUR STRATEGY

ODE’s strategic plan has identified the following strategies specific to closing gaps for culturally and linguistically diverse students:

Promote development, expansion, and evaluation of dual language programs

Implement native language assessment options aligned to college- and career-ready standards for Spanish-speaking ELs

Support, monitor, and evaluate implementation of culturally responsive pedagogy initiatives to improve equitable outcomes for culturally and linguistically diverse students

Support districts in implementing ELP standards that correspond to college- and career-ready standards

Collaborate with CBOs, early learning hubs, and tribes to support culturally and linguistically diverse students

Implement improvements to our state accountability system for English Learners to support more meaningful measures of student growth

## 2. ABOUT THE TARGETS

The following targets have been approved for the 2015-17 biennium: 21% (2016) and 23% (2017).

## 3. HOW WE ARE DOING

28% of third grade students of color received a level 3 or 4 on the new Smarter Balanced ELA assessment administered for the first time in spring 2015, representing a 19% gap compared to all students. We need to look at the way we are instructing our students and the pedagogical practices used. A reflective practice will give the teachers time to rethink their instructional strategies and develop lessons that will be richer in critical thinking skills.

## 4. HOW WE COMPARE

At the time of this report, disaggregated results for specific student populations from other states are not available for comparison.

## 5. FACTORS AFFECTING RESULTS

In addition to the factors that impacted results for all students, ODE has applied the following strategies focused on improving outcomes for culturally and linguistically diverse students: the developing of State plans for Black African American students, the restructuring of the Native American plan and the English learner outcomes that will be focusing on targeting schools in order to change the outcomes for this students.

## 6. WHAT NEEDS TO BE DONE

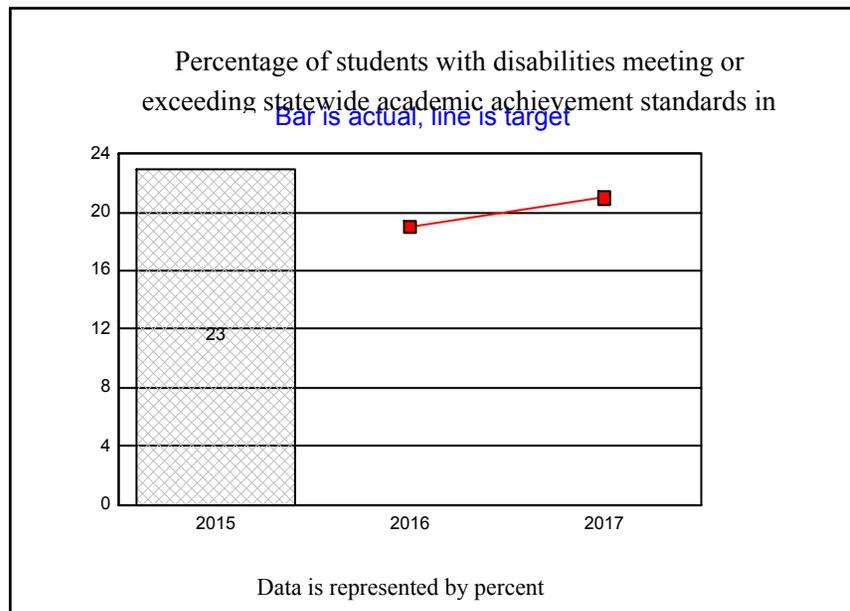
Over the course of the next two years, ODE will focus its efforts on implementing the strategies to support early literacy for all students described in its 2015-17 strategic plan, as well as the strategies focused specifically on closing gaps for Oregon's culturally and linguistically diverse students. Specifically, ODE will in the cultural part the emphasis on cultural responsive practices necessary to understand how children perceived reading and writing. In the linguistic side ODE will

continue to explore and develop ways for meaningful assessment in Spanish and portfolios in the other languages to have a better sense of what the student from a language other than English are capable of doing.

## **7. ABOUT THE DATA**

2014-15 marks the first year of Oregon's implementation of the Smarter Balanced ELA assessment which is aligned to the rigorous college-and career-ready content standards adopted by the Oregon State Board of Education in 2010. Because the new tests are aligned to new standards, the results from this year cannot be compared to previous years. The 2014-15 results represent a new baseline for our state. The state expects to see more students meeting these higher expectations in future years as students and teachers continue to rise to the challenge.

<b>KPM #4c</b>	EARLY LITERACY---Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading: SpEd Students	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: Improvement is shown for all students	
<b>Data Source</b>	Smarter Balanced English Language Arts Assessment data	
<b>Owner</b>	Lisa Darnold, Student Services Unit, 503-947-5786	



### 1. OUR STRATEGY

ODE’s strategic plan has identified the following strategies specific to closing gaps for students with disabilities:

Increase the number of districts implementing research/evidence- based strategies that ensure K-8 students are engaged in multi-tiered systems of ELA

data-based instruction

Increase the number of Early Intervention and Early Childhood Special Education programs implementing social/emotional and approaches to learning curricula with young children with disabilities

Provide integrated and targeted technical assistance to districts in support of Special Education services

## 2. ABOUT THE TARGETS

The following targets have been approved for the 2015-17 biennium: 19% (2016) and 21% (2017).

## 3. HOW WE ARE DOING

23% of third grade students with disabilities received a level 3 or 4 on the new Smarter Balanced ELA assessment administered for the first time in spring 2015, representing a 24% gap compared to all students.

## 4. HOW WE COMPARE

At the time of this report, disaggregated results for specific student populations from other states are not available for comparison.

## 5. FACTORS AFFECTING RESULTS

In addition to the factors that impacted results for all students, ODE has applied the following strategies focused on improving outcomes for students with disabilities:

- Increased training and support for districts beginning in 2013
- Schoolwide Integrated Framework for Transformation (SWIFT) framework implementation in four Oregon school districts (Redmond, Sisters, Portland Public, and Pendleton)

This is an evidence-based framework that when all components are implemented with fidelity, student achievement is expected to increase for ALL students. The one domain that is specific to students with disabilities is INCLUSIVE POLICY STRUCTURE AND PRACTICE. The other four domains are:

- Administrative leadership
- Multi-Tiered Systems of Supports
- Integrated Education Framework
- Family and Community Engagement

Using implementation science principles, the assessment tool titled District Capacity Assessment (DCA) as completed in a structured interview process with school district leadership indicates district capacity regarding implementation as of a specific date to be:

- 85% on 9/29/14 Pendleton
- 17% on 7/22/14 Portland
- 32% on 6/11/14 Redmond
- 31% on 8/13/14 Sisters

Using implementation science principles, the assessment titled Fidelity Implementation Tool (FIT) as completed by trained by an outside evaluator observing the implementation of the five domains in specific schools on a yearly basis indicates:

- 28% gain over two years Pendleton
- 18% gain over two years Portland
- 28% gain over two years Redmond
- 19% gain over two years Sisters

Expanding district participation in the Oregon Response to Instruction and Intervention (OrRTI) program to include culturally relevant pedagogical practices and Tier 3 interventions will increase student achievement for students with disabilities. In addition to the expectation for increased academic achievement, there is an expectation that implementation will also reduce the percentage of students identified as have a Specific Learning Disability. Data indicates the average reduction of students identified as SLD is 2% for districts implementing OrRTI for four or more years that have 100 or more students receiving special education services.

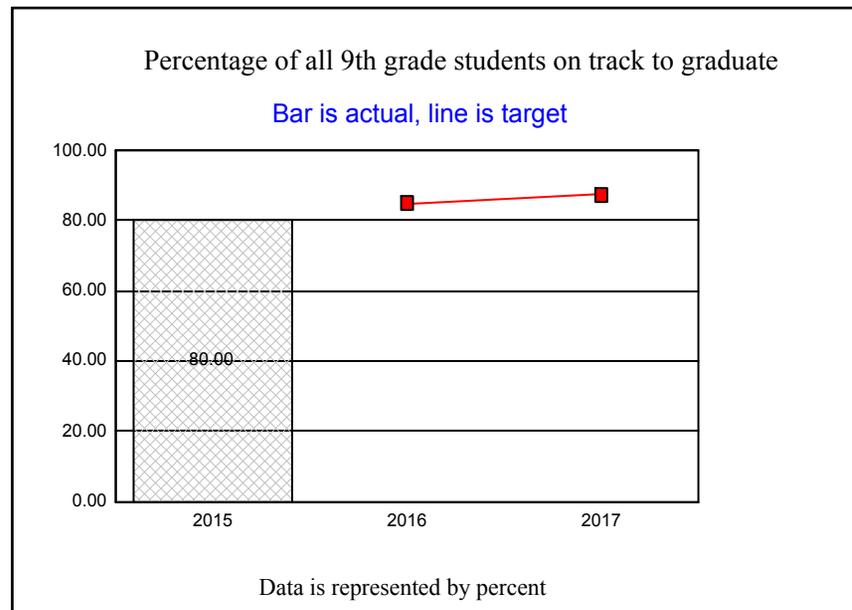
**6. WHAT NEEDS TO BE DONE**

Over the course of the next two years, ODE will focus its efforts on implementing the strategies to support early literacy for all students described in its 2015-17 strategic plan, as well as the strategies focused specifically on closing gaps for Oregon’s students with disabilities. Specifically, ODE will continue to expand professional development, coaching, and technical assistance for additional districts to implement coherent instructional strategies with fidelity. These strategies include braiding the SWIFT Framework, with OrRTI and EBISS systems into a coherent “Oregonized” evidence-based approach.

**7. ABOUT THE DATA**

2014-15 marks the first year of Oregon’s implementation of the Smarter Balanced ELA assessment which is aligned to the rigorous college-and career-ready content standards adopted by the Oregon State Board of Education in 2010. Because the new tests are aligned to new standards, the results from this year cannot be compared to previous years. The 2014-15 results represent a new baseline for our state. The state expects to see more students meeting these higher expectations in future years as students and teachers continue to rise to the challenge.

<b>KPM #5a</b>	STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: All Students	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: All students graduate with a diploma	
<b>Data Source</b>	9th Grade On Track data	
<b>Owner</b>	Jennell Ives, Instruction, Standards, Assessment and Accountability Unit, 503-947-5777	



**1. OUR STRATEGY**

The Oregon Department of Education (ODE) is committed to ensuring that all students graduate from high school ready for college, career, and civic life. ODE’s strategic plan has identified the following strategies to support student graduation outcomes:

Leverage CIP review process to identify model practices, deliver support to districts struggling to prepare students for graduation, and motivate districts to continuously improve

Implement ninth grade on track and Dual Credit initiatives to ensure HS students are on track to graduate college- and career-ready

Implement CTE and STEM initiatives to ensure HS students are on track to graduate college- and career-ready

Invest in community-based and school-based programs that result in increased educational and career success and reduced crime and violence for Priority and Opportunity Youth, ages 6-20

Identify, develop, and implement data collections needed to inform policies supporting graduation outcomes

KPMs 5b and 5c provide a more specific evaluation of the strategies in place to support successful graduation outcomes for culturally and linguistically diverse students and students with disabilities, respectively.

## 2. ABOUT THE TARGETS

As this is a new measure, no targets were established for 2015. The following targets have been approved for the 2015-17 biennium: 85% (2016) and 87.5% (2017).

## 3. HOW WE ARE DOING

80% of ninth grade students were identified as being on track to graduate at the end of the 2014-15 school year. While this is only the second year that ODE has systematically collected ninth grade on track data, this represents positive growth compared with 2013-14—our baseline year.

## 4. HOW WE COMPARE

Comparison data from other states is not readily available.

## 5. FACTORS AFFECTING RESULTS

- Student Mentoring Grants: 2,246 students received Ninth Grade on Track Mentoring for 2014-15 through the Student Mentoring Grants
- STEM Initiatives: 10,488 ninth graders were served through STEM Initiatives, including regional STEM Hubs, STEAM, CTE programs, and STEM Lab Schools

## 6. WHAT NEEDS TO BE DONE

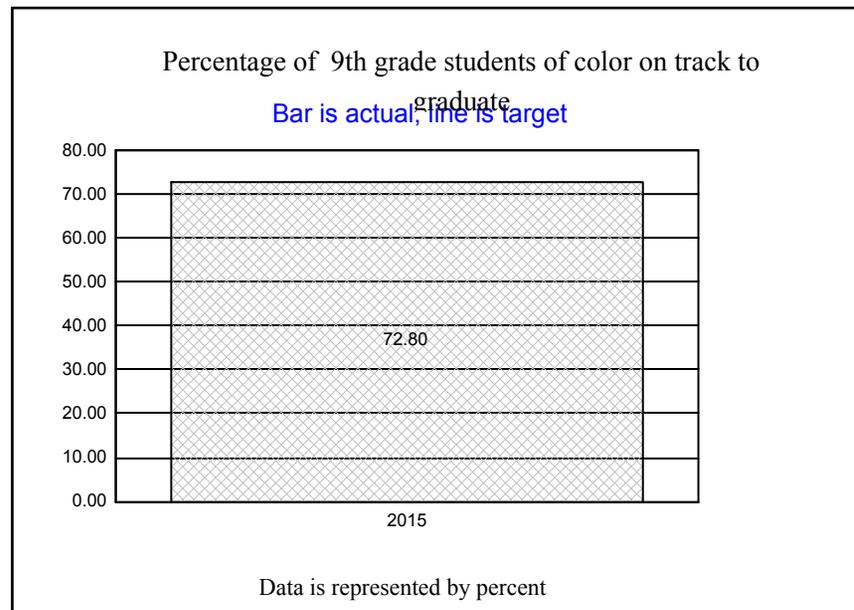
In order to meet the 40/40/20 goal to have all students graduate high school by 2025, with 40% going on to receive an associate's degree and 40% receiving a

bachelor's degree, then Oregon would need to see 100% of ninth graders on track to graduate by the 2021-22 school year. Over the course of the next two years, ODE will focus its efforts on implementing the strategies to ensure all students graduate high school ready for college, career, and civic life described in its 2015-17 strategic plan. In addition to growing ODE's and districts' capacity to use data to identify which students need support and evaluate which interventions are effective at improving student outcomes, this will include taking a holistic approach and involving not just schools and districts but communities and families in supporting our students on their path toward a high school diploma and post-graduation success. In addition, ODE can work with those districts and regions that have developed data systems around 9th grade on track to help disseminate strategies for other districts to use in creating and using data systems to ensure students stay on track to graduate.

## **7. ABOUT THE DATA**

ODE began collecting data on students on track to graduate by the end of ninth grade in 2013-14. This collection includes students who are part of the ninth grade cohort, enrolled at their district on the first school day in May, and have earned 6 or more credits that count for their district's graduation requirements by the end of their first year of high school (within 12 months of first entering 9th grade). The six credit criteria is based on the 24 credits required for the Oregon Diploma; districts that apply different diploma requirements count students as on track who have obtained a quarter of the necessary credits to meet the district's graduation.

<b>KPM #5b</b>	STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: Students of Color	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: All students graduate with a diploma	
<b>Data Source</b>	9th Grade On Track data	
<b>Owner</b>	Markisha Smith, Equity Unit, 503-947-5669	



**1. OUR STRATEGY**

ODE’s strategic plan has identified the following strategies specific to closing gaps for culturally and linguistically diverse students:

Promote development, expansion, and evaluation of dual language programs

Implement native language assessment options aligned to college- and career-ready standards for Spanish-speaking ELs

Support, monitor, and evaluate implementation of culturally responsive pedagogy initiatives to improve equitable outcomes for culturally and linguistically diverse students

Support districts in implementing ELP standards that correspond to college- and career-ready standards

Collaborate with CBOs, early learning hubs, and tribes to support culturally and linguistically diverse students

Implement improvements to our state accountability system for English Learners to support more meaningful measures of student growth

## 2. ABOUT THE TARGETS

As this is a new measure, no targets were established for 2015. The following targets specific to students of color have been approved for the 2015-17 biennium: 83% (2016) and 87.5% (2017). ODE's goal is to close the gap by 2017 and apply the same target across all student groups.

## 3. HOW WE ARE DOING

72.8% of ninth grade students of color were identified as being on track to graduate at the end of the 2014-15 school year. While this is only the second year that ODE has systematically collected ninth grade on track data, this represents positive growth compared with 2013-14—our baseline year. It is also worth noting that the percentage of students of color on track to graduate is growing at a rate that is more than double the rate of growth for all students; this is a positive sign if Oregon is to successfully close gaps for our culturally and linguistically diverse students.

## 4. HOW WE COMPARE

Comparison data from other states is not readily available.

## 5. FACTORS AFFECTING RESULTS

In addition to the factors that impacted results for all students, the strategic investment from the past biennium provided evidence of the work of teachers in the area of cultural responsive pedagogies. By looking at the ways students learn teachers understand the uniqueness of every student. Culture and language are big factors if not considered in the teaching of particular group of students.

## 6. WHAT NEEDS TO BE DONE

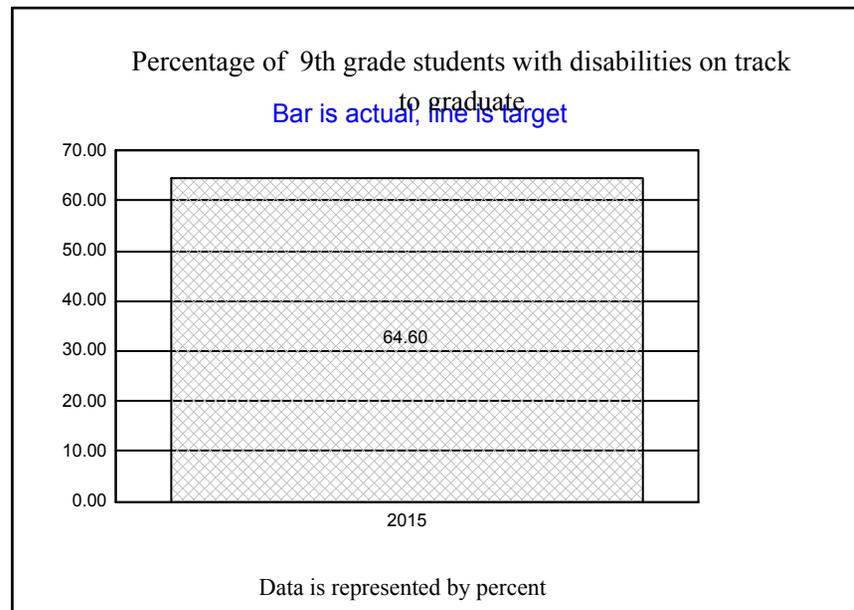
In order to meet the 40/40/20 goal to have all students graduate high school by 2025, with 40% going on to receive an associate's degree and 40% receiving a

bachelor's degree, then Oregon would need to see 100% of ninth graders on track to graduate by the 2021-22 school year. Over the course of the next two years, ODE will focus its efforts on implementing the strategies to ensure all students graduate high school ready for college, career, and civic life described in its 2015-17 strategic plan, as well as the strategies focused specifically on closing gaps for Oregon's culturally and linguistically diverse students. Specifically, ODE will continue to pursue different pathways to obtain high school credit as minimum and continue to support the development of dual credit courses for all students particularly those who have been marginalized for different reasons.

## **7. ABOUT THE DATA**

ODE began collecting data on students on track to graduate by the end of ninth grade in 2013-14. This collection includes students who are part of the ninth grade cohort, enrolled at their district on the first school day in May, and have earned 6 or more credits that count for their district's graduation requirements by the end of their first year of high school (within 12 months of first entering 9th grade). The six credit criteria is based on the 24 credits required for the Oregon Diploma; districts that apply different diploma requirements count students as on track who have obtained a quarter of the necessary credits to meet the district's graduation requirements.

<b>KPM #5c</b>	STUDENTS ON TRACK TO GRADUATE---Percentage of 9th grade students on track to graduate: SpEd Students	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: All students graduate with a diploma	
<b>Data Source</b>	9th Grade On Track data	
<b>Owner</b>	Mitch Kruska, Student Services Unit, 503-947-5634	



**1. OUR STRATEGY**

ODE’s strategic plan has identified the following strategies specific to closing gaps for students with disabilities:

Increase the number of districts implementing research/evidence- based strategies that ensure K-8 students are engaged in multi-tiered systems of ELA

data-based instruction

Increase the number of Early Intervention and Early Childhood Special Education programs implementing social/emotional and approaches to learning curricula with young children with disabilities

Provide integrated and targeted technical assistance to districts in support of Special Education services

## 2. ABOUT THE TARGETS

As this is a new measure, no targets were established for 2015. The following targets specific to students with disabilities have been approved for the 2015-17 biennium: 80% (2016) and 87.5% (2017). ODE's goal is to close the gap by 2017 and apply the same target across all student groups.

## 3. HOW WE ARE DOING

64.6% of ninth grade students with disabilities were identified as being on track to graduate at the end of the 2014-15 school year. While this is only the second year that ODE has systematically collected ninth grade on track data, this represents positive growth compared with 2013-14—our baseline year. It is also worth noting that the percentage of students with disabilities on track to graduate is growing at a rate that is more than double the rate of growth for all students; this is a positive sign if Oregon is to successfully close gaps for our students with disabilities.

## 4. HOW WE COMPARE

Comparison data from other states is not readily available.

## 5. FACTORS AFFECTING RESULTS

In addition to the factors that impacted results for all students, ODE has applied the following strategies focused on improving outcomes for students with disabilities:

- In cooperation with Vocational Rehabilitation, we have expanded the number of districts accessing the Youth Transition Program (YTP),
- Oregon offers three alternative diploma options for graduation that are individualized based upon a student's IEP determinations
- We have developed a statewide program, the Transition Technical Assistance Network that works with all districts to identify and overcome barriers to graduation by working to improve transition outcomes for students with disabilities
- We provide statewide technical assistance to all districts to ensure that the quality of special education services provides all students with disabilities access to the general educational program and that best practices are implemented

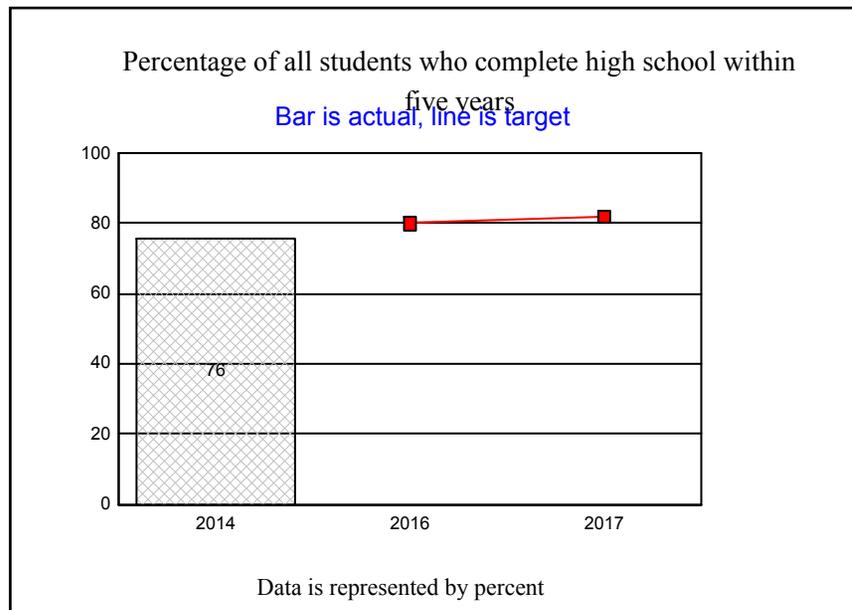
## 6. WHAT NEEDS TO BE DONE

In order to meet the 40/40/20 goal to have all students graduate high school by 2025, with 40% going on to receive an associate's degree and 40% receiving a bachelor's degree, then Oregon would need to see 100% of ninth graders on track to graduate by the 2021-22 school year. Over the course of the next two years, ODE will focus its efforts on implementing the strategies to ensure all students graduate high school ready for college, career, and civic life described in its 2015-17 strategic plan, as well as the strategies focused specifically on closing gaps for Oregon's students with disabilities. Specifically, ODE will continue to provide services and resources through the Transition Network Facilitators, statewide professional development opportunities, publication of the Transition Assistance Booklet, and outcome data through the Post-School Outcomes collection to districts that focus on developing and implementing transition goals for all students with disabilities so that these students can, not only identify their post high school goals, but also leave school with the skills and knowledge needed to meet their goals.

## 7. ABOUT THE DATA

ODE began collecting data on students on track to graduate by the end of ninth grade in 2013-14. This collection includes students who are part of the ninth grade cohort, enrolled at their district on the first school day in May, and have earned 6 or more credits that count for their district's graduation requirements by the end of their first year of high school (within 12 months of first entering 9th grade). The six credit criteria is based on the 24 credits required for the Oregon Diploma; districts that apply different diploma requirements count students as on track who have obtained a quarter of the necessary credits to meet the district's graduation requirements.

<b>KPM #6a</b>	HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: All Students	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: All students graduate with a diploma	
<b>Data Source</b>	5-year Completer data	
<b>Owner</b>	Jennell Ives, Instruction, Standards, Assessment and Accountability Unit, 503-947-5777	



**1. OUR STRATEGY**

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, ODE’s strategic plan has identified the following strategies to ensure that all students graduate from high school ready for college, career, and civic life:

Leverage CIP review process to identify model practices, deliver support to districts struggling to prepare students for graduation, and motivate districts to continuously improve

Implement ninth grade on track and Dual Credit initiatives to ensure HS students are on track to graduate college- and career-ready

Implement CTE and STEM initiatives to ensure HS students are on track to graduate college- and career-ready

Invest in community-based and school-based programs that result in increased educational and career success and reduced crime and violence for Priority and Opportunity Youth, ages 6-20

Identify, develop, and implement data collections needed to inform policies supporting graduation outcomes

KPMs 6b and 6c provide a more specific evaluation of the strategies in place to support successful graduation outcomes for culturally and linguistically diverse students and students with disabilities, respectively.

## 2. ABOUT THE TARGETS

The following targets have been approved for the 2015-17 biennium: 80% (2016) and 82% (2017).

## 3. HOW WE ARE DOING

75.9% of students graduated in the five-year cohort in 2013-14, the most recent year for which data is available. This represents a steady, upward trend in the graduation rate for Oregon students, from a rate of 72.4% in 2011-12, to 73.2% in 2012-13, to 75.9% in 2013-14.

## 4. HOW WE COMPARE

The graduation rate provides 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

### Student Mentoring Grants

2,246 students received Ninth Grade on Track Mentoring for 2014-15 through the Student Mentoring Grants.

STEM Initiatives

10,488 ninth graders were served through STEM Initiatives, including regional STEM Hubs, STEAM, CTE programs, and STEM Lab Schools.

Revised graduation rate methodology

New for 2013-14, the graduation rate includes students receiving a Modified Diploma and a new category called “Diploma Earned” which covers students who met all state and local diploma requirements but did not receive a diploma in order to retain eligibility for college credit funding while enrolled in high school.

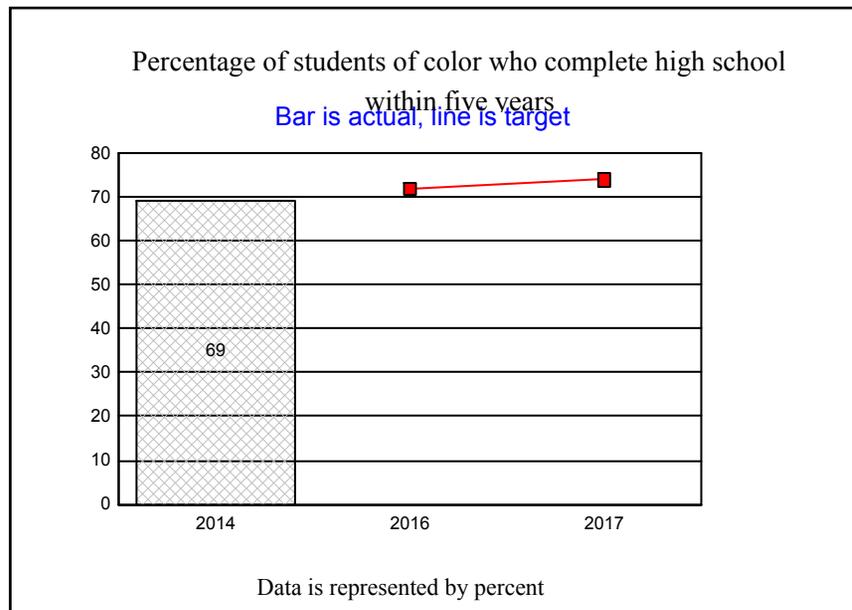
**6. WHAT NEEDS TO BE DONE**

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. ODE also recognizes that many students who earn a diploma may not be college and career ready. Strategies to better align K-12 expectations with post-secondary expectations both for work and college need to be developed. Strategies and resources to help schools accelerate learning and provide intensive support for high school students who are not ready for their next steps need to be developed.

**7. ABOUT THE DATA**

ODE uses 5-year cohort graduation rate. The cohort model is the formula required by the federal government to calculate graduation rates. 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 within five years and dividing that by the total number of students in the cohort. Data is lagged by one year, so the 2015 KPM report includes data on the 2013-14 school year.

<b>KPM #6b</b>	HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: Students of Color	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: All students graduate with a diploma	
<b>Data Source</b>	5-year Completer data	
<b>Owner</b>	Markisha Smith, Equity Unit, 503-947-5669	



**1. OUR STRATEGY**

ODE’s strategic plan has identified the following strategies specific to closing gaps for culturally and linguistically diverse students:

Promote development, expansion, and evaluation of dual language programs

Implement native language assessment options aligned to college- and career-ready standards for Spanish-speaking ELs

Support, monitor, and evaluate implementation of culturally responsive pedagogy initiatives to improve equitable outcomes for culturally and linguistically diverse students

Support districts in implementing ELP standards that correspond to college- and career-ready standards

Collaborate with CBOs, early learning hubs, and tribes to support culturally and linguistically diverse students

Implement improvements to our state accountability system for English Learners to support more meaningful measures of student growth

## 2. ABOUT THE TARGETS

As this is a new measure, no targets were established for 2015. The following targets specific to students of color have been approved for the 2015-17 biennium: 72% (2016) and 74% (2017).

## 3. HOW WE ARE DOING

69% of students of color graduated in the five-year cohort in 2013-14, the most recent year for which data is available. This represents a steady, upward trend in the graduation rate for Oregon's students of color, from a rate of 63.7% in 2011-12, to 65.1% in 2012-13, to 69% in 2013-14. Students of color have experienced an accelerated increase in graduation rates compared to all students which has also contributed to narrowing the gap in successful graduation outcomes between students of color and all students.

## 4. HOW WE COMPARE

The graduation rate provides 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

In addition to the factors that impacted results for all students, ODE has applied the following strategies focused on improving outcomes for culturally and linguistically diverse students:

- Making the graduation a high priority for all of our high schools and asking our leaders, teachers and staff to identify structural supports that can provide pathways

for graduation for students of color.

- Analyzing trends for students of color and identify the strategies that are making the mark.
- Asking students to voice their needs and partner with the school to find mechanisms that speak to their needs.

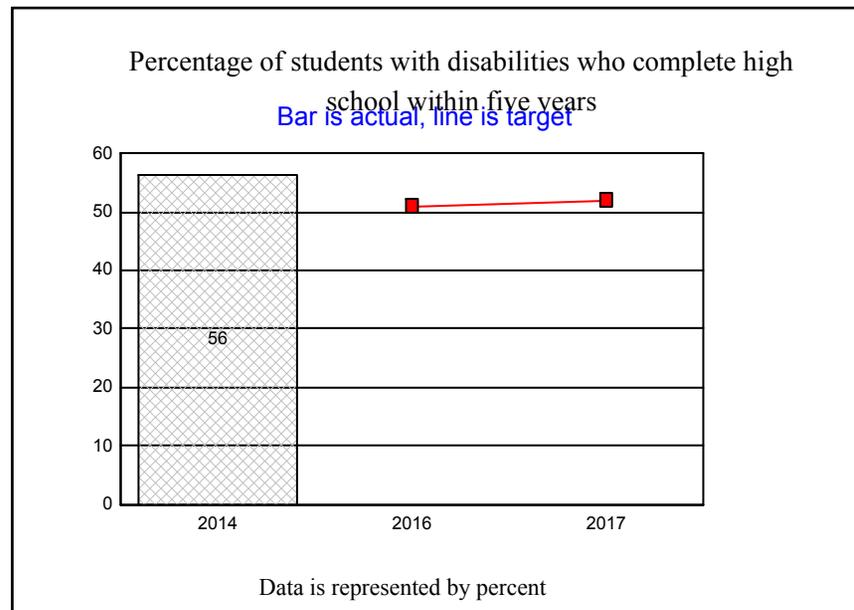
## 6. WHAT NEEDS TO BE DONE

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. In order to meet the 40/40/20 goal to have all students graduate high school by 2025, with 40% going on to receive an associate's degree and 40% receiving a bachelor's degree, 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. Over the course of the next two years, ODE will focus its efforts on implementing the strategies to ensure all students graduate high school ready for college, career, and civic life described in its 2015-17 strategic plan, as well as the strategies focused specifically on closing gaps for Oregon's culturally and linguistically diverse students. Specifically, ODE will support districts, school, community based organizations that are making a difference in the academic life of the student of color. Community Colleges and public and private Universities are in this partnership with replications of the Eastern Promise way.

## 7. ABOUT THE DATA

ODE uses 5-year cohort graduation rate. The cohort model is the formula required by the federal government to calculate graduation rates. 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 within five years and dividing that by the total number of students in the cohort. Data is lagged by one year, so the 2015 KPM report includes data on the 2013-14 school year.

<b>KPM #6c</b>	HIGH SCHOOL COMPLETION---Percentage of students who complete high school within five years: SpEd Students	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life	
<b>Oregon Context</b>	STUDENT SUCCESS: All students graduate with a diploma	
<b>Data Source</b>	5-year Completer data	
<b>Owner</b>	Mitch Kruska, Student Services Unit, 503-947-5634	



**1. OUR STRATEGY**

ODE’s strategic plan has identified the following strategies specific to closing gaps for students with disabilities:

Increase the number of districts implementing research/evidence- based strategies that ensure K-8 students are engaged in multi-tiered systems of ELA

data-based instruction

Increase the number of Early Intervention and Early Childhood Special Education programs implementing social/emotional and approaches to learning curricula with young children with disabilities

Provide integrated and targeted technical assistance to districts in support of Special Education services

## 2. ABOUT THE TARGETS

As this is a new measure, no targets were established for 2015. The following targets specific to students with disabilities have been approved for the 2015-17 biennium: 51% (2016) and 52% (2017).

## 3. HOW WE ARE DOING

56.4% of students with disabilities graduated in the five-year cohort in 2013-14, the most recent year for which data is available. This represents a steady, upward trend in the graduation rate for Oregon students, from a rate of 47.2% in 2011-12 and 2012-13. While this does represent a narrowing of the gap between students with disabilities and all students, a substantial gap still remains.

## 4. HOW WE COMPARE

The graduation rate provides 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

In addition to the factors that impacted results for all students, ODE has applied the following strategies focused on improving outcomes for students with disabilities:

- We work with local education agencies to evaluate the data from the Post-School Outcomes (POS) collection to identify areas where implementing the practices tied to research so that students with disabilities have high quality transition IEPs which result in positive post- school outcomes for students.
- We train local education agencies on using the POS data to identify and implement changes needed to improve their transition programs so that students are successful after leaving high school

- We have transition programs that are giving students up to 9 integrated work experiences before leaving HS.
- We have YTP programs in two thirds of all high schools
- We are training local education agencies to write effective Summary of Performance documents that identify a student’s strengths and needs so the student has documentation to provide in the next environment they choose after high school
- We have the Transition Technical Assistance Network (TTAN) administered through eight regional Transition Network Facilitators (TNFs) that works with adult agencies to understand education procedure and policies so they can be a resource to the local education agencies at IEP meetings, do trainings, provide resources, introduce transition curriculum, sit on Employment First teams, make connections to adult agencies, and meet other needs to ensure success for students with disabilities
- We partner with Families and Communities Together (FACT) to train parents, families, and staff on understanding and participating in the IEP process and to create a culture that sets high expectations for students with disabilities
- We work closely with VR,DD, and OCDD to create systems that work to improve employment and post-school outcomes for students with disabilities
- We provide professional development to school districts on students with disabilities through the post-school transitions

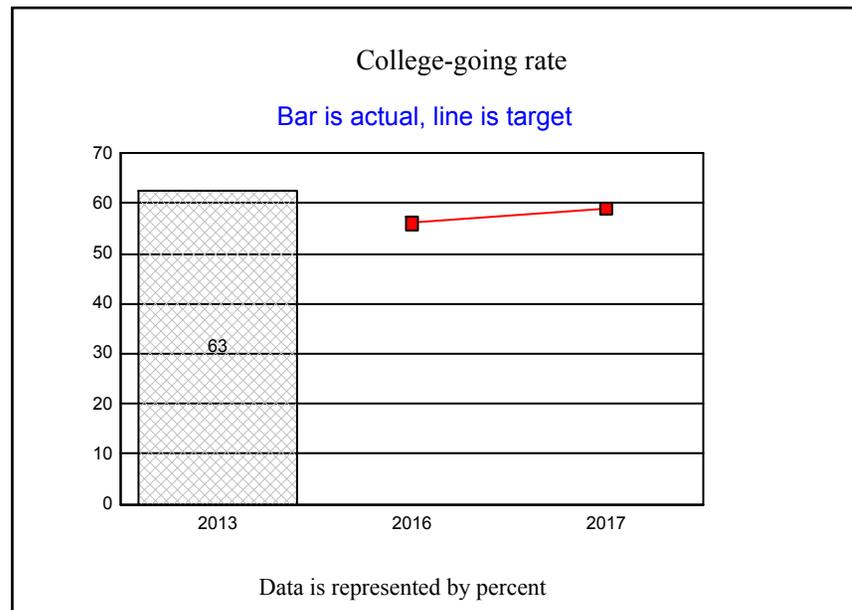
**6. WHAT NEEDS TO BE DONE**

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. In order to meet the 40/40/20 goal to have all students graduate high school by 2025, with 40% going on to receive an associate’s degree and 40% receiving a bachelor’s degree, 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. Over the course of the next two years, ODE will focus its efforts on implementing the strategies to ensure all students graduate high school ready for college, career, and civic life described in its 2015-17 strategic plan, as well as the strategies focused specifically on closing gaps for Oregon’s students with disabilities. Specifically, ODE will continue to provide focused trainings to districts, parents, and students with disabilities on the diploma options and requirements. We will continue to improve the development and use of the Summary of Performance document as a tool for students with disabilities to use when accessing post-school activities. We will continue to work closely with DHS in the implementation of the Governor’s Executive Order 15-01 which ensures that I/DD students have the opportunity to achieve competitive integrated employment. We will continue to work with districts on applying data collected from the Post School Outcomes collection to improve their transition services to students with disabilities, and we will continue to work with our agency partners to create a culture in Oregon schools where high expectations for students with disabilities is the norm.

**7. ABOUT THE DATA**

ODE uses 5-year cohort graduation rate. The cohort model is the formula required by the federal government to calculate graduation rates. 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 within five years and dividing that by the total number of students in the cohort. Data is lagged by one year, so the 2015 KPM report includes data on the 2013-14 school year.

<b>KPM #7</b>	COLLEGE GOING---College-going rate of Oregon residents into post-secondary institutions	2015
<b>Goal</b>	Learners: Every student graduates from high school and is ready for college, career, and civic life Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state	
<b>Oregon Context</b>	n/a	
<b>Data Source</b>	National Student Clearinghouse data	
<b>Owner</b>	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 in preparing K-12 students for their next steps.

## 2. ABOUT THE TARGETS

The Extended Participation Rate is the percentage of high school graduates (those receiving regular and modified diplomas) who enroll in a 2-year or 4-year college within 16 months of high school graduation. ODE obtained baseline data by matching information for 2005-06 high school seniors to databases maintained by CCWD and OUS, as well as with data maintained by the National Student Clearinghouse. ODE used these data matches and additional data compiled by the National Center for Higher Education Management Systems to calculate a baseline Extended Participation Rate as 56.6%. Based on this baseline, ODE has established 62% as our target for 2012-13, the most recent year for which data is available.

## 3. HOW WE ARE DOING

Because the Extended Participation Rate tracks participation within 16 months of high school graduation, the most recent year for which data is available is 2012-13. In 2012-13, the Extended Participation Rate for Oregon students was 62.7%. Oregon's current rates, 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").

## 4. HOW WE COMPARE

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 have on their ability to attend college and to remain there once they start.

## 6. WHAT NEEDS TO BE DONE

Improving performance 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 college-going rates. Additional resources made available by the 2013 and 2015 Oregon Legislatures, with a sharper focus on

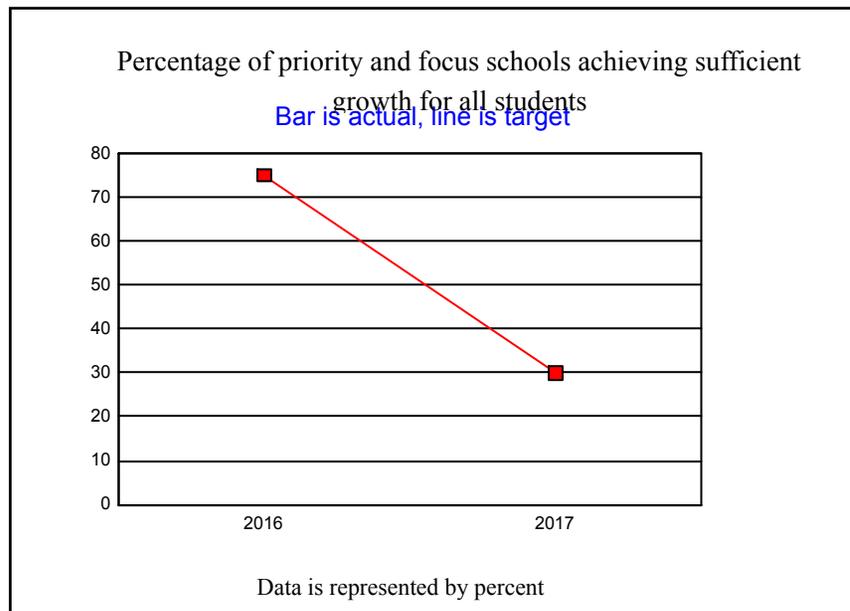
programs that are the most effective at promoting student learning, should also provide a longer-term boost in high school graduation and college participation, persistence, and graduation. Oregon is also initiating a set of programs to improve early learning and early grade literacy, which over the 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, 2013, 2014, and 2015 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.

<b>KPM #7</b>	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	2015
<b>Goal</b>	Schools and districts: Increase performance for all schools and districts in order to create systems of excellence across the state	
<b>Oregon Context</b>	n/a	
<b>Data Source</b>	Report Card data	
<b>Owner</b>	Tim Boyd, Instruction, Standards, Assessment, and Accountability Unit, 503-947-5621	



**1. OUR STRATEGY**

The Oregon Department of Education (ODE) is committed to . ODE’s strategic plan has identified the following strategies to support school improvement:-Successfully work with focus and priority schools to achieve a Level 3 rating or better on the State School Report Card-Identify supports and

intervention offerings to help districts develop systems that support struggling schools at a district level

## 2. ABOUT THE TARGETS

As this is a new measure, no targets were established for 2015. The following targets have been approved for the 2015-17 biennium: 75% (2016) and 30% (2017).

## 3. HOW WE ARE DOING

As of June, 2014, nearly 60% of Priority and Focus schools earned a Level 3 or better on the State School Report Card. We have no new data to provide given the rating pause.

## 4. HOW WE COMPARE

It's difficult to compare efforts between or across states given the differences in waiver structures and accountability systems.

## 5. FACTORS AFFECTING RESULTS

The legislative mandate to suspend the use of SBAC data, this year, has prevented the School Improvement Team from using valuable information to make adjustments in supports and interventions to schools. Previously, school ratings served as a key data point used in adjusting said supports. While the team will continue to differentiate, the lack of comparative data is a challenge.

## 6. WHAT NEEDS TO BE DONE

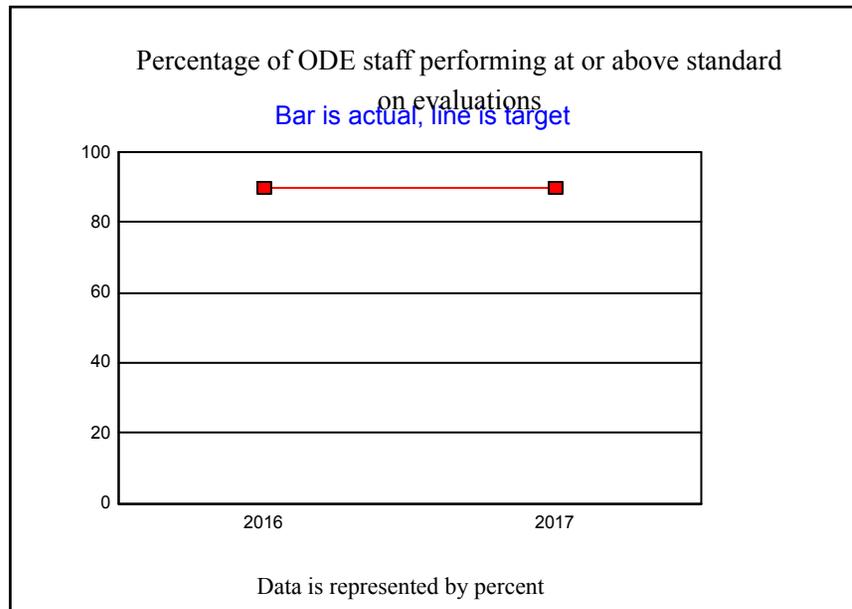
The School Improvement Team will continue to support Priority and Focus schools with differentiated supports based on qualitative and quantitative data and the quarterly monitoring routines already underway. Additionally, schools who are projected to not meet exit criteria (an overall Level 3 on the Oregon Report Card) will receive additional technical supports and monitoring as well as increased collaboration with district level leadership.

## 7. ABOUT THE DATA

Overall school ratings on the Oregon Report Card will determine whether or not schools exit Priority and Focus status. During the summer of 2016, the School Improvement Team will reidentify Priority (bottom 5% of Title I schools) and Focus (schools falling in the 6% to 15% and demostate large subgroup gaps) schools. Current priority and focus schools who fail to meet exit criteria (are reidentified) will receive increased monitoring and interventions as well as accelerated

timelines for improvement.

<b>KPM #9</b>	HIGH QUALITY STAFF---Percentage of ODE staff performing at or above standard on evaluation	2015
<b>Goal</b>	ODE: Make ODE the best place to work	
<b>Oregon Context</b>	n/a	
<b>Data Source</b>	Staff performance evaluations	
<b>Owner</b>	Chris Stewart, Human Resources, 503-947-5846	



**1. OUR STRATEGY**

The Oregon Department of Education (ODE) is committed to developing ODE’s current workforce and ensuring high quality staff. In support of this goal, ODE’s strategic plan has identified the following strategies:

Develop and implement a robust performance evaluation process  
Implement individual development plans (IDPs) for all ODE employees  
Implement a revised in-person New Employee Orientation (NEO)

## 2. ABOUT THE TARGETS

As this is a new measure, no targets were established for 2015. ODE has identified a target of 90% for both 2016 and 2017.

## 3. HOW WE ARE DOING

The Oregon Department of Education has developed a new performance evaluation process which is currently being piloted by the Deputy Superintendent's Office, the Office of Information Technology, and the Early Learning Division. Our objective in developing this new process is to encourage the development of employees through a meaningful interactive conversation between the manager and the employee regarding job expectations and goals. Full, agency-wide implementation is scheduled for July 2016. Sample data will be available at the conclusion of the pilot process in June 2016. This new process will provide a solid base for the agency's efforts to develop our current workforce.

## 4. HOW WE COMPARE

The new performance evaluation process differs from the more commonly used State of Oregon process. Our process is based on best practices in private industry, and our desire is to encourage and enhance communication between managers and employees.

## 5. FACTORS AFFECTING RESULTS

The major factors affecting our results will include management training and buy-in, and employee performance.

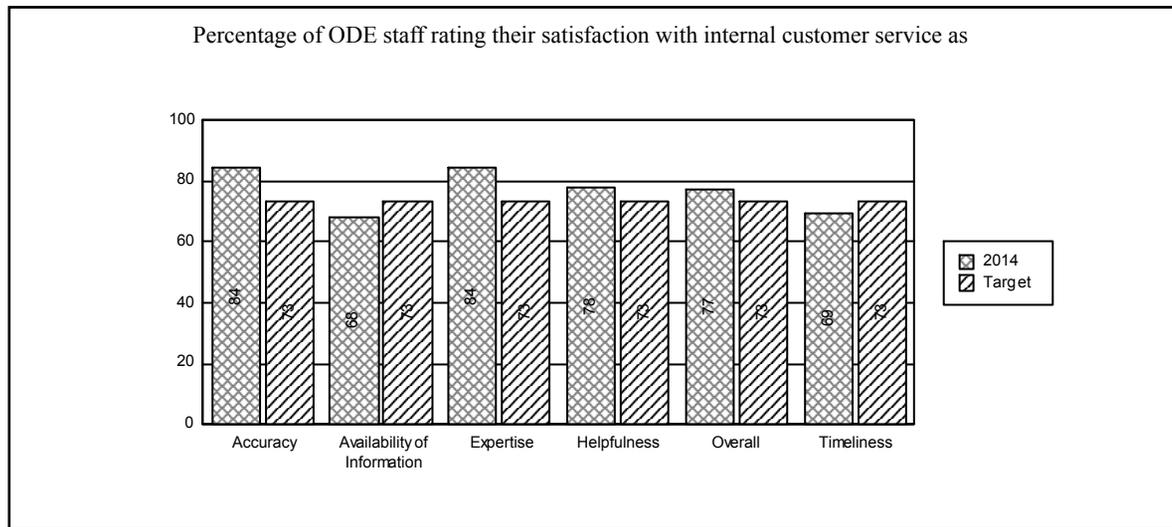
## 6. WHAT NEEDS TO BE DONE

The pilot phase of the new process will complete in June 2016. The agency-wide rollout will occur in July 2016. Prior to July 2016, agency managers and employees will need to receive training on how to utilize the new process effectively.

## 7. ABOUT THE DATA

We will collect data from completed performance evaluations to assess the percentage of employees performing at or above standard. We are targeting a rate of 90% or more of our employees performing at or above standard.

<b>KPM #10</b>	STAFF SATISFACTION---Percentage of ODE staff rating their satisfaction with internal customer service as "good" or "excellent"	2015
<b>Goal</b>	ODE: Make ODE the best place to work	
<b>Oregon Context</b>	n/a	
<b>Data Source</b>	Internal Satisfaction Survey	
<b>Owner</b>	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 external customers relies on excellent internal customer service as well. We commit to timely, accurate, efficient, and reliable service.

## 2. ABOUT THE TARGETS

Mirroring the external customer service survey, ODE's target was 70 percent of staff rating ODE as good or excellent for all service criteria.

## 3. HOW WE ARE DOING

ODE exceeded its target for internal customer service for all but two criteria: availability of information, with 68 percent, and timeliness, with 69 percent—both within 2 percentage points of the target. ODE received its highest internal ratings for accuracy and expertise.

## 4. HOW WE COMPARE

Although internal gains were not as sharp as external gains, ODE did experience improved ratings across the board, including an 8 percentage point gain for availability of information and a 10 percentage point gain for timeliness.

## 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 both internal and external 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

Staff comments identified the following recommendations to improve ODE's customer service:

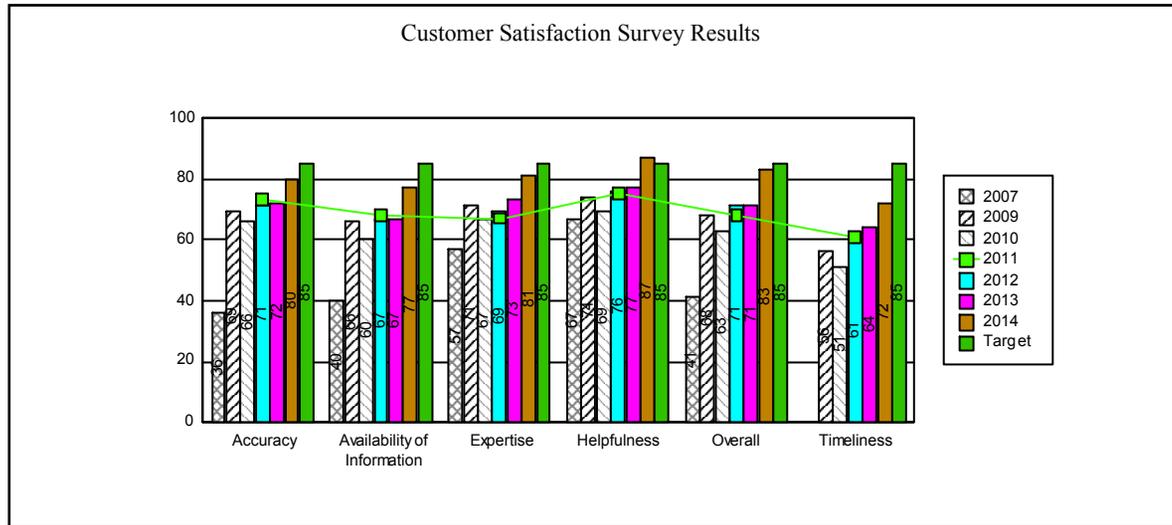
- More timely, better organized communication is needed so that staff understand initiatives going on within the agency;
- Cross-train staff so that multiple people are able to respond to questions; increase documentation and train staff on using documentation to understanding processes;

·Implement a protocol for providing customers (internal and external) with an estimated time of resolution when a question is complex and can't be answered right away.

## 7. ABOUT THE DATA

ODE administered its third annual staff survey from December 1 through December 19, 2014. The 2014 Staff Survey asked ODE staff to rate their satisfaction in the following areas: ODE's strategic overview; internal customer service; internal communications at the agency, office, team, and supervisor level; the performance evaluation process; professional development opportunities; collaboration efforts; and ODE's culture. In addition, staff had the option to submit comments about their customer service experience, agency communications, and agency culture. 184 staff responded from across all offices: the Office of Learning (including the Equity; Instruction, Standards, Assessment, and Accountability (ISAA); and Student Services Units), the Office of the Deputy Superintendent, the Office of Finance and Administration (OFA), the Office of Information Technology (IT), the Office of Research and Analysis (R&A), the Early Learning Division (ELD), and the Youth Development Division (YDD).

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

2014 marks the first year that ODE has exceeded its target for all six service criteria. This reflects significant gains over previous years (ranging from 8 to 12 percentage points for each service criteria) and a trend of continuous improvement since 2007, the first year in which ODE administered a customer service survey.

## 4. HOW WE COMPARE

ODE experienced significant gains in 2014 compared to 2013, continuing a several-year trend of improvement.

## 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 received the lowest ratings 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 sixth annual customer service survey from December 1–19, 2014. The 2014 Customer Service Survey asked ODE stakeholders to rate ODE on six different service criteria: accuracy, availability of information, expertise, helpfulness, timeliness, and overall customer service. In addition to rating ODE, stakeholders had the option to submit comments about their customer service experience. The survey population for ODE’s 2014 Customer Service Survey included ODE’s key customers, namely district administrators and staff, charter schools, advisory panel members, professional organizations, early childhood providers, and community-based organizations and partners. ODE distributed the survey electronically via Survey Monkey to 4,546 ODE stakeholders. Of these, 391 stakeholders responded from 36 counties. This represents a decrease in the number of respondents compared to prior years, with a response rate of 9 percent.

EDUCATION, OREGON DEPARTMENT of	III. USING PERFORMANCE DATA
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<b>Agency Mission:</b> Increase Achievement for All Students
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<b>Contact:</b> Doug Kosty, Assistant Superintendent	<b>Contact Phone:</b> 503-947-5825
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<b>Alternate:</b> Holly Edwards, Performance Measure Coordinator	<b>Alternate Phone:</b> 503-947-5739
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**The following questions indicate how performance measures and data are used for management and accountability purposes.**

<p><b>1. INCLUSIVITY</b></p>	<p><b>* Staff:</b> Approximately 75% of ODE staff contributed to the development of the ODE's new Mission &amp; 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><b>* Elected Officials:</b> 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><b>* Stakeholders:</b> 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><b>* Citizens:</b> 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><b>2 MANAGING FOR RESULTS</b></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><b>3 STAFF TRAINING</b></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><b>4 COMMUNICATING RESULTS</b></p>	<p>* <b>Staff :</b> 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>* <b>Elected Officials:</b> Annual Reports, Website.</p> <p>* <b>Stakeholders:</b> Website and other reports the agency releases such as the Dropout Report and the State Report Card.</p> <p>* <b>Citizens:</b> Annual Reports, Website.</p>