

**TEACHER STANDARDS and PRACTICES COMMISSION**

**Annual Performance Progress Report (APPR) for Fiscal Year (2014-2015)**

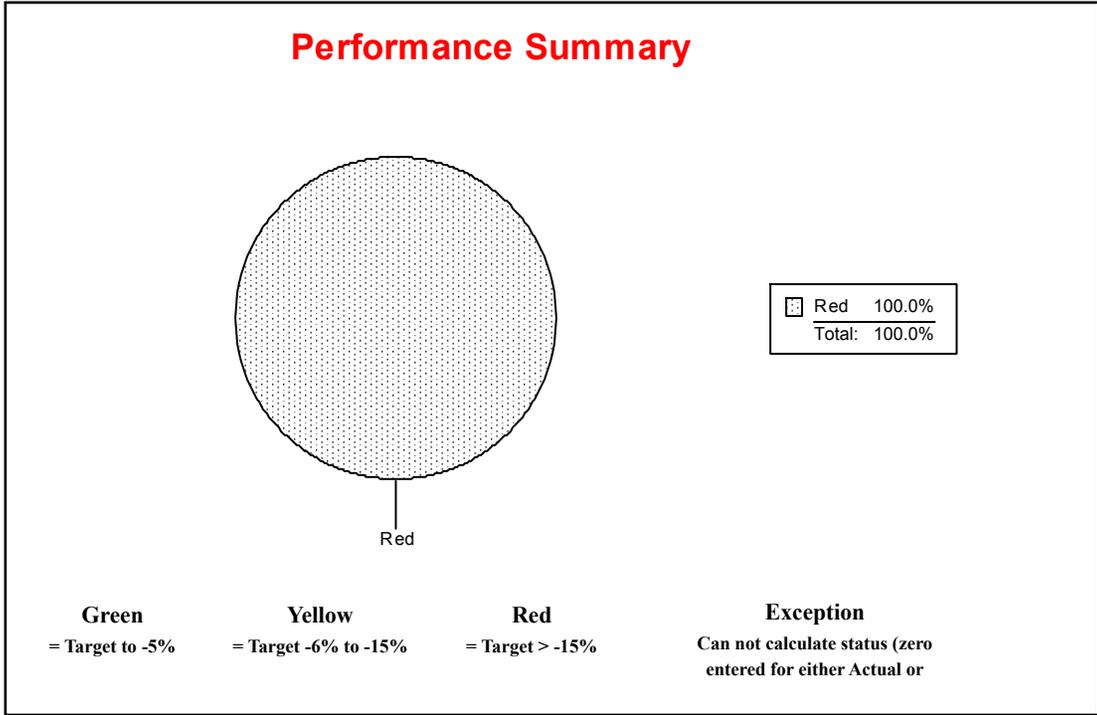
Original Submission Date: 2015

Finalize Date: 12/15/2015

2014-2015 KPM #	2014-2015 Approved Key Performance Measures (KPMs)
1	PHONE/EMAIL CUSTOMER SERVICE – Percent of phone calls and email responded to within 3 days.
2	APPLICANT CUSTOMER SERVICE – Percent of completed applications processed in 20 days.
3	INVESTIGATION SPEED – Percent of investigated cases resolved in 180 days (unless pending in another forum).
6	CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.

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

<b>TEACHER STANDARDS and PRACTICES COMMISSION</b>		<b>I. EXECUTIVE SUMMARY</b>	
<b>Agency Mission:</b> To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.			
<b>Contact:</b> Vickie Chamberlain		<b>Contact Phone:</b> 503-378-6813	
<b>Alternate:</b>		<b>Alternate Phone:</b>	



**1. SCOPE OF REPORT**

Licensure and discipline functions are the agency services covered by the key performance measures. Program approval functions are not covered by the key performance measures, although reports of program site visits are public documents and available upon request.

**2. THE OREGON CONTEXT**

The Oregon Teacher Standards and Practices Commission sets standards for, approves and reviews Oregon educator preparation programs including: teaching; administration; school counseling, school psychology and school social work. These standards are the context for Oregon college and university graduates' professional educational licensure quality. The Commission issues licenses in all of the above-mentioned categories and also issues charter school registrations for charter school teachers and administrators and school nurse certifications. These Commission-issued licenses, registrations and certifications permit public school educators to work in their licensed field in Oregon public schools supported by public funds. Finally, the Commission serves as the professional practices board for public educator misconduct and has the authority to issue private letters of reproof, reprimands, place educators on probation, suspend or revoke educators' licenses as a result of professional misconduct. The Commission partners with: Chief Education Office, Oregon Department of Education; Oregon public higher education educator preparation programs (Western Oregon University; Oregon State University; University of Oregon; Portland State University; Eastern Oregon University; Southern Oregon University); private higher education educator preparation programs (Concordia University; Corban University; George Fox University; Lewis and Clark College; Linfield College; Marylhurst University; Multnomah University; Northwest Christian University; Pacific University; University of Portland; Warner Pacific College); Oregon Education Association, Confederation of Oregon School Administrators; Oregon School Personnel Association and the Oregon School Boards Association. Since 2013 three educator preparation programs have closed: Willamette University; University of Phoenix Oregon; Lesley University.

### **3. PERFORMANCE SUMMARY**

The agency's performance has increased on all KPM's. KPM #1 (speed returning email and phone calls): Our target is 60 percent of email and phone calls returned in 3 days or less. The agency improved from 35% in 2014 to 48 percent in 2015. KPM #2 (speed issuing licenses): Performance in number of applications processed in 20 days improved from 14% in 2014 to 17 percent in 2015. The agency's performance improved on KPM #3 (speed from complaint to case completion 180 days): The agency climbed from 12% in 2014 to 21% in 2015. KPM #4: The agency's ratings of above average to excellent remained improved slightly from 28% in 2014 to 29% in 2015.

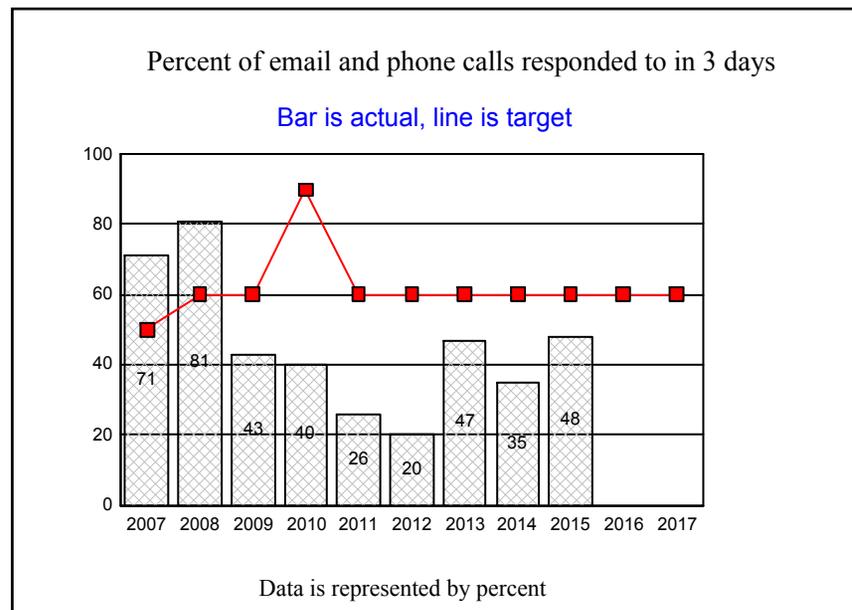
### **4. CHALLENGES**

The agency's challenges have been related to staffing levels and consistency. The agency turned over the Director of Licensure position two times since 2008 and lost the position entirely during the 2013 Legislative Session. We have combined these duties with the oversight of the Professional Practices unit in the office into the Director of Licensure and Professional Practices position. This position was hired in April 2014. Staffing in the agency has been reduced from a high of 26 (with two limited duration positions) to the current staffing of 19 FTE (throughout the 2013-2015 biennium). The agency's electronic data system is dated and breaking down and the only system we have been able to use this past biennium. This breakdown slows down the processing of applications due to inability to filter out complete applications from incomplete applications causing duplication daily when reviewing new documentation and pending applications. We have been working with DAS eovernment and the NIC-USA vendor to implement an online application system. Phase One of this system is scheduled to go "live" the first month in 2016 with subsequent roll-outs of other pieces of the system throughout 2016.

### **5. RESOURCES AND EFFICIENCY**

The agency's actual expenditures in 2011-2013 were \$4,945,000. The 2013-2015 Legislatively Adopted Budget approved \$4,939,153 in agency expenditures slightly less than a flat-funded budget. The impact was as follows: 1. Staffing was reduced throughout the 2013-2015 Biennium. 2. Agency backlogs grew in application processing, email responses and complaint investigations. Efficiency: We were able to temporarily hire a former employee for nearly a year which resulted in having an knowledgeable and experienced customer service representative for nearly a year.

<b>KPM #1</b>	PHONE/EMAIL CUSTOMER SERVICE – Percent of phone calls and email responded to within 3 days.	2002
<b>Goal</b>	CUSTOMER SERVICE: Provide high quality services to all stakeholders.	
<b>Oregon Context</b>	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregons students.	
<b>Data Source</b>	Internal data collection of daily email received and email responses. [Electronic data collection system]	
<b>Owner</b>	Licensure, Elizabeth Keller (503) 373-1260	



**1. OUR STRATEGY**

Returning phone calls and email quickly allies licensee anxiety. It also facilitates the issuance of licenses if we are able to help the applicant make a better application. The slower we are at responding, the more people send duplicate email searching for answers (or they call). We publish statistics daily regarding

numbers of calls answered as well as numbers of email pending and responded to by staff.

## 2. ABOUT THE TARGETS

An ideal target would be 100 percent in 48 hours. However, we do not have the staffing to manage this outcome. If any person is ill, we quickly become buried in the volume. A higher percentage represents a better response time to licensees.

## 3. HOW WE ARE DOING

We are not doing as well as we believe we could do in this area. [Communications are email and phone calls.]

The move to assigning staff as district liaisons has been a success, communications-wise, however, we are unable to electronically track the number of phone calls that agency staff receive related to customer service on their direct phone lines. Nor are we able to track the "turn-around" time for these calls. We started this program about mid-year 2010, and have continued it into the present. Due to budget reductions, we lost five positions in licensure related to lay offs and natural attrition. Positions were not filled to reduce agency overall expenditures. Finally, due to the small size of the staff, any turn over, illness or other legitimate absence sets us back very quickly. We currently have three full time staff assigned to answer phone calls, respond to email and serve walk-in customers. This is down from a high of six public service representatives in 2007-2009. Additionally, due to cuts in other areas of the office, employees staffing phone calls and email also have to assist with opening the mail (takes two people 1-2 hours daily); data input the mail; bar code and scan the mail as well as prepare the daily bank depositions from cash (checks and money orders) received each day in the mail. These "side duties" do not allow us to fully staff the phones on any given day. Once the online application system is launched, a significant amount of the paperwork handling as well as all of the money handling will arrive in the office electronically allowing us to redirect staffing resources directly to customer service. Once we are able to reduce the side duties, we can focus on building capacity to capture messages from licensees and return them as well as have more people answer the phones throughout the day.

## 4. HOW WE COMPARE

We do not have actual data, but in reviewing results with many of our neighboring states (through informal conversations), it appears that even though we are not meeting our own expectations, in the educator licensure arena, Oregon's office excels at customer service.

## 5. FACTORS AFFECTING RESULTS

Factors affecting results: 1. Reduced staffing due to reduced revenue; 2. Staff turnover (6 different people have occupied the two public service positions since July 1, 2013). Turnover has resulted in delayed responses times as we hire and train new employees. 3. Bare-bones staffing results in further delays when

there is illness in the office. 4. Increased volume in email due to long turn-around time to issue licenses.5. The need to devote several hours daily to opening mail, data entering mail, manually recording money received, manually taking money to bank, scanning (imaging) documents received and associating these scanned documents to individual educators' accounts prevents us from using these same people to answer phones and email.

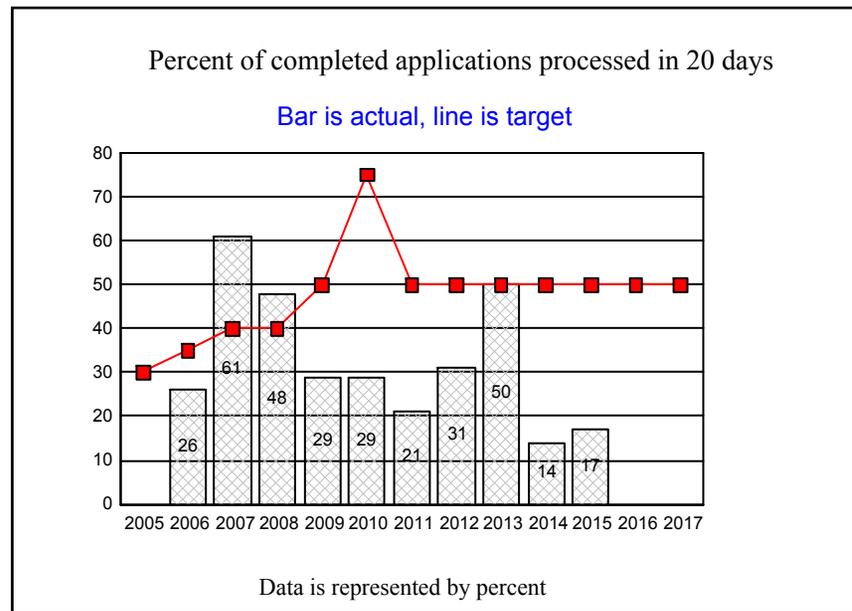
**6. WHAT NEEDS TO BE DONE**

1. Hire more staff.2. Continue to monitor performance both good and bad.3. Implement online application system as quickly as possible.

**7. ABOUT THE DATA**

The reporting cycle is the calendar year: July 1, 2014 to June 30, 2015The data for email are reliable. We have accurate electronic tracking of all phone calls and email through our electronic filing sytem. However, as noted above, we have transferred some of the workload to direct-phone access rather than sole access through the agency's main phone line and general email inbox. That workload is fully not trackable given our current configuration for electronically collecting data and lack of ability to replace our current electronic filing system.

<b>KPM #2</b>	APPLICANT CUSTOMER SERVICE – Percent of completed applications processed in 20 days.	2003
<b>Goal</b>	CUSTOMER SERVICE: Provide high quality services to all stakeholders.	
<b>Oregon Context</b>	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
<b>Data Source</b>	Internal tracking of date application received through date license is issued	
<b>Owner</b>	Licensure, Elizabeth Keller (503) 373-1260	



**1. OUR STRATEGY**

We have increased the number of license evaluators (people who issue the licenses) from three to five (effective May 1, 2011), but reduced staffing in other areas of the agency due to budgeting has affected this strategy.

## 2. ABOUT THE TARGETS

Originally, we developed the targets using anecdotal information. The data collected since 2006 represents actual numbers. We believed, based on the anecdotal data that we were ambitious about adopting targets believing it would drive us more quickly toward achieving them. The real data reveal that we were too cautious. The direction we want to achieve is a higher percentage.

## 3. HOW WE ARE DOING

Due to staffing trends in 2008 through 2010, the numbers of licenses issued dropped slightly resulting in a gradually building backlog. By reorganizing the that area of the agency, and increasing the number of people issuing licenses, we were able to reduce the backlog of unprocessed complete applications. However, due to severe budget reductions during the 2011-2013 biennium, staffing in the licensure area was reduced by one manager and two support positions. Additionally, the reduced revenue was a result of reduced numbers of applications submitted resulting in an opportunity for staff to catch up. Processing was averaging 20 days or less from February 15, 2013 through June 15, 2013. By October 2013, it was 16 weeks, and by January 2014, it was over 20 weeks. Persons issuing licenses frequently have to backfill answering the phones, serving walk-in customers, opening the daily mail, assisting with inputting new applications, assisting with scanning documents received by the agency. Until we can totally reduce the backlog, we cannot gain on this target.

## 4. HOW WE COMPARE

Our customer service survey respondents tell us we are generally faster than California, Washington and Arizona when it comes to issuing licenses. We do not have data on how other state agencies fair in this area.

## 5. FACTORS AFFECTING RESULTS

1. Staffing reductions resulting in job rotations into areas outside of the general licensure area (opening mail, mail intake, deposit receipting, answering phones, serving walk-in customers, document scanning and review, etc.)
2. We went fully paper less in October 2012 which reduced the amount of time each month (several days of man-hours) handling paper licenses, letters, renewal notices and other correspondence.
3. Lack of ability to provide direct supervisory oversight of the licensure unit. (The Director of Licensure position was eliminated in the 2013-2015 LAB.)

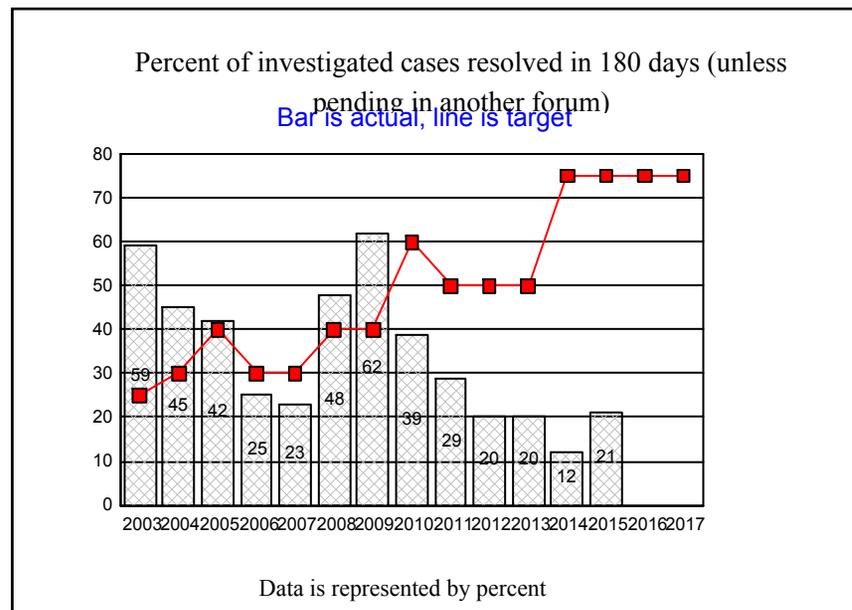
## 6. WHAT NEEDS TO BE DONE

1. We have increased the number of people issuing licenses from two in 2010 to five in 2011 and 2012. During the 2015-2017 biennium, we will have 5.5 FTE issuing licenses. 2. Continue strong staffing in positions that issue licenses; 3. Continue implementation of a new online application system. This will reduce the amount of paper handling; mail that needs to be opened, money data entry and manual transfer to bank, and allow for greater focus on issuing licenses and customer service.

**7. ABOUT THE DATA**

Data cycle: July 1, 2014 through June 30, 2015. Strengths of the data: 1. Collected from electronic data base. Reliability: We compare the figures collected at year end to the ongoing figures collected monthly and reported to the Commission at each meeting.

<b>KPM #3</b>	INVESTIGATION SPEED – Percent of investigated cases resolved in 180 days (unless pending in another forum).	2003
<b>Goal</b>	CUSTOMER SERVICE: Provide high quality services to all stakeholders	
<b>Oregon Context</b>	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
<b>Data Source</b>	Data collected continuously electronically, cases entered and tracked. Summary of progress at each commission meeting.	
<b>Owner</b>	Professional Practices, Elizabeth Keller (503) 373-1260	



**1. OUR STRATEGY**

Our strategy to achieve this goal is to tackle the work based on urgency of the facts presented in the complaints. We work closely with the Department of Justice on discipline cases to accomplish this goal.

## 2. ABOUT THE TARGETS

Discipline cases should be processed as quickly as possible. Investigating a higher number of complaints in 180 days would be a sign of expeditious action. Higher is better.

## 3. HOW WE ARE DOING

In 2003, the rate of resolving cases was nearly 60%. A lower than expected performance in 2007 resulted from staff turnover and a vacancy in the full time investigator position for nearly three months. The results in 2008 reflect the addition of 3.0 FTE investigators (limited duration) to the staff. The results in 2009 reflect 4 FTE investigators and 2 FTE support staff. Three of these six FTE are currently Limited Duration positions. Due to the increased staffing, our performance increased sharply from 48% in 2008 to 63% in 2012. Performance this year (2011-2012) dropped to 43%. The Commission's workload has high and has been as follows (number of cases considered (investigations reviewed and final order entered): 2009: 271 2010: 285 2011: 265 2012: 260 2013: 248. The number of complaints received annually continues to remain high with 291 cases of alleged misconduct in 2012, 260 cases in 2013, and 259 cases in 2014. This compares to 135 cases reported in 2004.

## 4. HOW WE COMPARE

No data at this time. It is difficult to find agencies with similar staffing; similar procedures and similar numbers of investigations.

## 5. FACTORS AFFECTING RESULTS

1. Staff turn over resulting in needing to train new investigators. (One investigator resigned following a marriage out of state, and another investigator was deployed to Afghanistan soon after he was hired (has not yet returned). 2. Staffing with temporary employee.

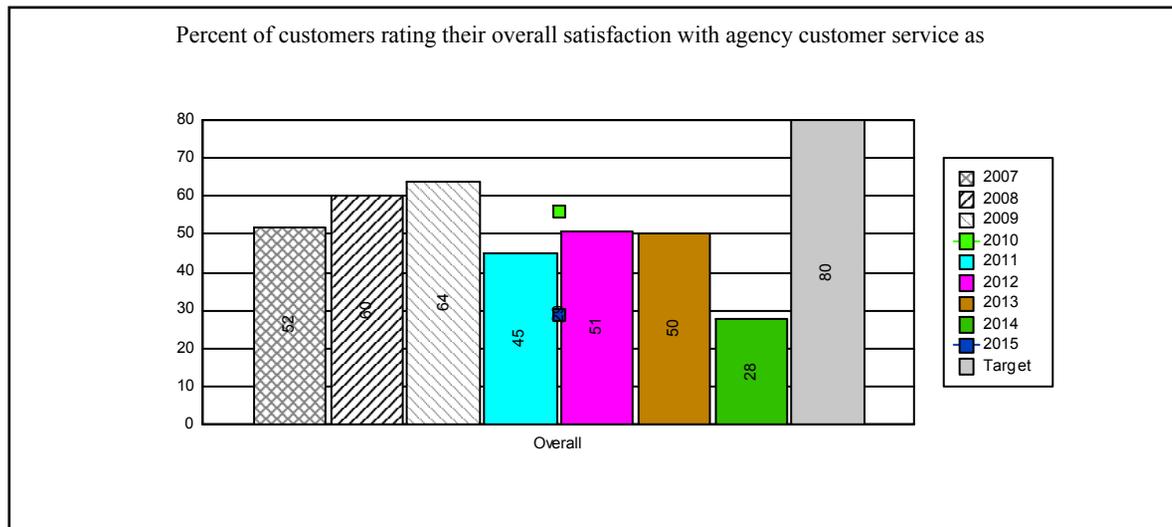
## 6. WHAT NEEDS TO BE DONE

Continue to focus on serious cases and delay negotiations for settlement until after the commission considers the evidence.

## 7. ABOUT THE DATA

Data reported is from July 1, 2013 through June 30, 2014. Strengths of data include: 1. Have been collecting this data since 1997. Weaknesses of the data: 1. Does not reflect the variability of staffing, case complexity, and other measures that would impact results. Reliability: Data has been compiled and collected by one person over the past 12 years.

<b>KPM #6</b>	CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.	2006
<b>Goal</b>	CUSTOMER SERVICE: Provide high quality services to all stakeholders	
<b>Oregon Context</b>	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
<b>Data Source</b>	Customer Service surveys sent out with licenses issued.	
<b>Owner</b>	Administration, Keith Menk, (503) 378-3757	



**1. OUR STRATEGY**

Our strategy is to improve our customer service, thereby improving the results. In October 2008, we added a comment box to our customer service survey. The results were much more valuable than the Lickert scale rating system.

**2. ABOUT THE TARGETS**

Based on the low performance of 2006, the targets were set high to encourage improvement in the evaluation of our performance.

**3. HOW WE ARE DOING**

We expect to improve these rating with additional staffing and a new online application system that will be implemented throughout the 2015-2017 biennium.

**4. HOW WE COMPARE**

No data.

**5. FACTORS AFFECTING RESULTS**

1. Reduced staffing; and 2. Slow licensure processing.3. Reduced number of people answering phones and email.4. We are not able to capture accurate phone data due to lack of capacity to save messages and return messages to the public.

**6. WHAT NEEDS TO BE DONE**

1. Increase staffing on phones and email sufficiently to allow for ability to capture and return messages left by licensees; (approved more staffing in 2015 Legislative session)2. Reduce application backlog3. Keep information clear and accessible4. Implement new online application system. (will allow the agency to significantly redirect staff to phone, emails and processing licenses.)

**7. ABOUT THE DATA**

Reporting cycle: July 1, 2014 through June 30, 20145Data: We only "count" ratings "above average" or "excellent" in the Overall performance question from our Customer Service surveys.Strengths -- gives general perception of agency's above average performance. Weaknesses: Only 22% of all people who were issued a license in 2014-2015 (4,130 out of 18,772) responded to the survey.

<b>TEACHER STANDARDS and PRACTICES COMMISSION</b>	<b>III. USING PERFORMANCE DATA</b>
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**Agency Mission:** To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

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

<b>1. INCLUSIVITY</b>	<p>* <b>Staff:</b> Management staff participated with Commission to develop measures. Staff reviewed and commented on targets for KPM 1 and 2 at staff retreat. Staff review licensure statistics daily. Licensure stats and professional practices stats are shared with Commissions and available to staff each quarter through the Commission's agendas.</p> <p>* <b>Elected Officials:</b> While not directly involved, questions from elected officials over the years helped the commission to develop the measures.</p> <p>* <b>Stakeholders:</b> Members of public including higher education, Oregon Education Association, Confederation of Oregon School Administrators, Oregon School Personnel Association, school districts and others were invited into the discussion when measures initially adopted.</p> <p>* <b>Citizens:</b> • Citizens: Citizens were not directly involved but are welcome to provide input through the Web and at Commission meetings.</p>
<b>2 MANAGING FOR RESULTS</b>	<p>The statistics related to the efficiency measures are published daily and posted within the office. Recent changes include: Adding comments to the customer service survey and publishing results with staff and commission; tracking Web “look ups” daily; publishing discipline orders to the Web; connections established with some school districts and a few higher education institutions for the exchange of “real time” data, including employee licensure and other information; creating an online licensure handbook to assist districts and educators track appropriate assignments based on licensure and endorsements; we have established a phone back-up person to improve customer access to a “live body.” Internally, the safety committee established a healthy snacks center in the office, provided small weights; stretching recommendations; organized short chair massages during afternoon break; first aid training; weight loss contests and other employee work-place enrichment activities. Performance, time worked, time loss and other efficiencies are monitored through regular reports to Commissioners.</p>
<b>3 STAFF TRAINING</b>	

**4 COMMUNICATING RESULTS**

\* **Staff:** Email to all staff of licensing and customer service data circulated daily. Daily review of progress from previous day on licensure, phone calls, email, documents received, and open applications. Investigation results published to investigation staff just prior to each commission meeting. All data shared with commissioners at each meeting.

\* **Elected Officials:** Through the budget process and through reports regarding legislation of interest.

\* **Stakeholders:** Through “news releases” (licensee, higher education and school districts); Commission meeting information.

\* **Citizens:** Through publication of our meeting audio on the Web. Posting of Annual Performance Report on the Web; Visibility presenting at stakeholder events.