

Education, Department of

Annual Performance Progress Report

Reporting Year 2018

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KPM #	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	KINDERGARTEN ASSESSMENT - Increase performance of entering kindergarten children on the Kindergarten Assessment
4	EARLY LITERACY - Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading
5	STUDENTS ON TRACK TO GRADUATE - Percentage of 9th grade students on track to graduate.
6	HIGH SCHOOL COMPLETION - Percentage of students who complete high school within four years
7	COLLEGE GOING - College-going rate of Oregon residents into post-secondary institutions
8	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	CUSTOMER SERVICE - Percentage of customers rating the agency's customer service as "good" or "excellent"

Proposal	Proposed Key Performance Measures (KPMs)
Delete	QUALITY LEARNING ENVIRONMENTS - Increase the number of early learning and development programs participating in the statewide Quality Rating and Improvement System
New	QUALITY LEARNING ENVIRONMENTS - Increase the percentage of early learning and development programs participating in the statewide Quality Rating and Improvement System
Delete	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
New	CHRONIC ABSENTEEISM - Percentage of students who are absent more than 10% of days of the school year
Delete	HIGH QUALITY STAFF - Percentage of ODE staff performing at or above standard on evaluation

Performance Summary	Green	Yellow	Red
	= Target to -5%	= Target -5% to -15%	= Target > -15%
Summary Stats:	40%	40%	20%

KPM #1	QUALITY LEARNING ENVIRONMENTS - Increase the number of early learning and development programs participating in the statewide Quality Rating and Improvement System
	Data Collection Period: Jul 01 - Jun 30

* *Upward Trend = positive result*

Report Year	2016	2017	2018	2019	2020
Number of Early Learning and Development Programs Participating in QRIS					
Actual	1,342	1,489	1,437	No Data	No Data
Target	656	750	1,500	1,675	1,675

How Are We Doing

As of August 31, 2018, Oregon’s QRIS, “Spark,” has effectively engaged over 36% of the early care and education programs in Oregon, up from 32% in 2016. This is measured by the number of Commitment to Quality, 3 star, 4 star, and 5 star programs. With 1,437 early learning and education programs intentionally participating in Spark currently, the number is down slightly from 2017.

Factors Affecting Results

This stabilization of numbers is to be expected as the focus in the last year is working with programs serving priority populations with strategies such as Focused Child Care Networks, who need additional support and time to increase their documented quality. In addition, there has not been an increase in resources to add additional Quality Improvement Specialists to work with more programs. Spark is also undergoing a revision process which has resulted in some programs waiting to complete their

documentation until the revisions are rolled out. Finally, the vast majority of Head Start programs have achieved the highest rating therefore there is little change or additions expected in this large category of providers.

KPM #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)
	Data Collection Period: Jul 01 - Jun 30

* *Upward Trend = positive result*

Report Year	2016	2017	2018	2019	2020
Percentage of high quality early learning and development programs as rated by the QRIS					
Actual	33%	45%	50%	No Data	No Data
Target	25%	30%	40%	45%	50%

How Are We Doing

As of August 31, 2018, 50% of programs participating in Oregon's Quality Rating and Improvement System (Spark) received a 3, 4, or 5 star rating, exceeding the target of 40%. Of the 1,437 intentionally engaged programs, 725 are 3, 4, or 5 star rated. Numbers have increased for all of the star ratings level, and numbers at the engaged only level of Commitment to Quality (2nd tier) have fallen.

Factors Affecting Results

Spark has a streamlined, supported mechanism for rated programs to resubmit their documentation to achieve a higher star level. As most traditional (e.g. non-Head Start) programs are in the Commitment to Quality and 3 star categories, there is much potential for programs to resubmit for higher ratings. These traditional child care programs moving to 4 or 5 star is where much of the growth is seen. In addition, there has not been an increase in resources to add additional Quality Improvement Specialists to work with more programs. Spark is also undergoing a revision process which has resulted in some programs waiting to complete their documentation until the revisions are rolled out. However, programs already engaged in Spark seem to be moving up.

KPM #3	KINDERGARTEN ASSESSMENT - Increase performance of entering kindergarten children on the Kindergarten Assessment
	Data Collection Period: Aug 01 - Oct 31

Report Year	2016	2017	2018	2019	2020
Percent of students entering kindergarten who can identify 18 uppercase English letters					
Actual	No Data	49%	47.30%	No Data	No Data
Target	TBD	TBD	60%	70%	70%
Percent of students entering kindergarten who can identify 15 lowercase English letters					
Actual	No Data	46.20%	43.50%	No Data	No Data
Target	TBD	TBD	60%	70%	70%
Percent of students entering kindergarten who can identify at least 3 letter sounds					
Actual	No Data	57.50%	53.40%	No Data	No Data
Target	TBD	TBD	60%	70%	70%
percent of students entering kindergarten who can respond correctly to 8 math questions					
Actual	No Data	61.60%	84.80%	No Data	No Data
Target	TBD	TBD	60%	70%	75%
percent of students entering kindergarten who fall into either the Approaching or Demonstrating & Above benchmark levels in Self-Regulation					

Report Year	2016	2017	2018	2019	2020
Actual	No Data	77.60%	77.80%	No Data	No Data
Target	TBD	TBD	85%	95%	95%
percent of students entering kindergarten who fall into either the Approaching or Demonstrating & Above benchmark levels in Interpersonal Skills					
Actual	No Data	86%	86.50%	No Data	No Data
Target	TBD	TBD	95%	95%	95%

How Are We Doing

Over the last two years, the Oregon Department of Education and the Early Learning Division have shifted how we measure the Kindergarten Assessment Outcomes. The rationale behind this change is to better align with the change in the Early Literacy measures and allow for the use of interpretive guidance. By taking a deeper look at what the data is telling us, we are able to provide better outcomes for students entering kindergarten.

In the fall of 2017, 97.7% of entering kindergartners participated in the Oregon Kindergarten Assessment. This is a slight increase from 2016, where there was a 96.3% participation rate. The results from 2017-18 demonstrate that different populations of students are entering kindergarten with different levels of exposure to literacy, math, and social-emotional skills.

Factors Affecting Results

Implementation of a statewide assessment provides a state-level perspective on the social, self-regulatory, and academic 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?

Oregon’s Early Learning System is continuing the process of transformation, and as part of this transformation, the Early Learning Hubs remain in the early stages of development. The programs and initiatives produced by the Hubs are targeted for children ages 0-6. Some of the students who are benefitting from these services have not yet reached kindergarten age. We expect the results of the Kindergarten Assessment to increase over the next few years. The Early Learning Hubs use the Hub Metric and Accountability Framework which provides a 3-5 year horizon for seeing measureable increases on the Kindergarten Assessment. Oregon has also increased the number of students, by over 1,000, receiving preschool education through the Preschool Promise Grant.

Group-level Interpretive Guidance was introduced in 2016 for the Approaches to Learning Measure. The scores from the Approaches to Learning measure are depicted along a developmental continuum that describes the skills that typical students should be able to demonstrate upon entry into kindergarten. Benchmark level expectations are assigned based upon a range of scores and will help provide a baseline for student growth in subsequent years, as well as enable teachers to identify targeted areas for supporting the social-emotional and interpersonal development of groups of children. The benchmark level expectations are as follows:

Developing (1.00-2.90), Approaching (2.91-3.99), and Demonstrating & Above (4.00-5.00).

In addition, the Early Literacy measures were revised for 2016-17 to better align with Early Learning and the Common Core State Standards. We anticipate that the change in measures will allow for more accurate measurement of growth over time. Group-level Interpretive Guidance was introduced in 2017 for the English Early Literacy Measure. The scores from the English Early Literacy Measure are depicted along a developmental continuum that describes the skills that typical students should be able to demonstrate upon entry into kindergarten. Benchmark level expectations are assigned based upon a range of scores and will help provide a baseline for student growth in subsequent years, as well as enable teachers to identify targeted areas for supporting early literacy development. The benchmark level expectations are as follows:

- Developing: 0-7 uppercase letters, 0-4 lowercase letters, 0-3 sounds
- Approaching: 8-17 uppercase letters, 5-14 lowercase letters, 4-6 sounds
- Demonstrating & Above 18 or more uppercase letters, 15 or more lowercase letters, 7 or more sounds

The Kindergarten Assessment Advisory Panel went through an extensive process to align the Early Math items with Early Learning and Common Core State Standards. As a result of this process, 6 items were revised to better align with these two sets of standards. The new items appeared on the 2017-18 assessment. As a result of the items being more aligned with standards, there was a large increase of the percentage of students that were able to answer 8 or more math items correctly. The percentage increased from 61.6% to 84.8%.

KPM #4	EARLY LITERACY - Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading
	Data Collection Period: Feb 01 - Jun 30

Report Year	2016	2017	2018	2019	2020
All Students					
Actual	48.50%	46.10%	47.70%	No Data	No Data
Target	39%	42%	51%	53%	66%
Students of Color					
Actual	29.10%	26.40%	28.50%	No Data	No Data
Target	21%	23%	30%	32%	56%
Special Ed Students					
Actual	25.50%	23.30%	24.10%	No Data	No Data
Target	21%	21%	29%	30%	48%

How Are We Doing

47.7% of third grade students received a level 3 or 4 on the statewide English Language Arts assessment administered in spring 2018, marking an increase compared to 2017. Performance also increased for Oregon’s historically underserved student populations, with 28.5% of students of color and 24.1% of students with disabilities meeting achievement standards, up from 26.4% and 23.3% respectively in 2017. While these increases are a positive indication, 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. We know that the 3rd grade benchmark is a key indicator for future success, and continued efforts will be made to increase our passing rates. These efforts are outlined in the “Factors Affecting Results” section below.

Factors Affecting Results

ODE has applied the following strategies to improve early literacy for all students:

- **Implementation of more rigorous ELA standards and assessment:** Oregon's statewide summative ELA assessment administered annually at grades 3 – 8 and 11 moves beyond using rote memorization to complete typical fill in the bubble multiple choice tests. Students are asked to write, reason, think critically, and solve multi-step problems. The assessment better reflects real world problem-solving and is well aligned to the rigorous standards Oregon educators have been implementing in their classrooms over the past seven years. Like the assessments, these rigorous standards are designed to ensure students are ready for college and career by the time they graduate high school. These shifts have resulted in a need for change in our instructional strategies, and learning routines. This past year ODE has implemented several resources to help align our efforts, and help with the implementation of these standards and best practices. As these new systems and strategies continue to be implemented, we hope to see the fruits of these efforts in future assessment results:
 - Oregon's current SSIP (State Systemic Improvement Plan) addresses early literacy (and specifically the goal to increase the percentage of third grade students with disabilities reading at grade level.
 - ODE is in the second year of implementation of Oregon's Early Learning and Kindergarten Guidelines that include an alignment of language, communication, and literacy standards from age three through kindergarten. Oregon delivered training around implementation of the guidelines to school districts and Early Learning Hubs throughout the state.
 - The Early Learning Division continues to provide opportunities for alignment through kindergarten partnerships and innovations.
 - ODE continues to strengthen our P3 Partnerships to examine our early literacy systems, and design new and innovative ways to address early literacy needs across the state.
 - ODE conducted a linking study of the first two cohorts of students who participated in the Kindergarten Assessment and the third grade English Language Arts Assessment and found that that the two were correlated. We continue to provide guidance to districts around strengthening and aligning instruction in English Language Arts in kindergarten through third grade.

- ODE is in the process of creating K-2 rubrics for writing that will help with instruction and alignment.
- **Increased training and support for districts:**
 - Over this past year, ODE created a framework, entitled, The Oregon Integrated Systems Framework (ORIS), which highlights key systems that districts need to have in place in order to be successful. The systems include leadership, talent development, stakeholder engagement, coordinated learning, and inclusive policy and practice designed to help provide equitable outcomes for students.
 - In the past few 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 in the area of ELA in a variety of formats. ODE has also implemented several new systems that are specific to increasing our state's early literacy rates, with the hopes of continued increases in our assessment scores. These systems include:
 - Partnering with the Oregon Association of Education Service Districts (OAESD) to provide high quality coaches to support districts implementation of the Oregon MTSS framework.
 - ODE is convening content panels to gather stakeholder suggestions on ways we can better support the implementation of the standards and increase assessment results.
 - ODE is increasing its promotion of best practices through layered communication with stakeholders k-12.

ODE has applied the following strategies focused on improving outcomes for culturally, racially, ethnically, and linguistically diverse students:

- The development of a state plan for African American/Black and American Indian/Alaska Native students, as well as the revision of a state plan for English Learners with specific extended supports through key legislation are specific ways that ODE is addressing these disparities in outcomes.
- Additionally, the passage of HB 2845-Oregon Ethnic Studies will influence Oregon social sciences standards and curriculum, thus impacting culturally responsive learning for students.
- The Office of Equity, Diversity, and Inclusion at ODE is providing professional development and resource support to school districts and education partners to address equity concerns for diverse student populations, while at the same time building capacity in districts to deliver culturally responsive pedagogy and practice.

ODE has applied the following strategies focused on improving outcomes for students with disabilities:

- The Early Childhood State Systemic Improvement Plan Part C continues to implement and scale-up a coaching model to support Early Intervention/Early Childhood Special Education professionals in providing effective social-emotional supports for young children, expected to impact future state-wide literacy assessment outcomes by helping more children develop the needed skills to be able to fully access instruction in elementary school.
- ODE and Oregon Response to Intervention and Instruction (ORTII) launched a partnership with the National Center on Intensive Intervention (NCII) to increase the capacity of districts to support students with the most intensive needs. One district has been identified to begin pilot supports with ORTII and NCII in 2018-19.
- The federally awarded State Personnel Development Grant (SPDG) provides funding for continued development and scale-up of state-wide coaching cadre to support Oregon's multi-tiered system of support (MTSS), the Oregon Integrated Systems (ORIS) Framework:
 - ODE partnered with the Oregon Association of Educational Service Districts (OAESD) in 2017 to create six regional hubs with MTSS coaches to support state-wide scale-up of inclusive academic and behavior systems
 - ODE continues to provide support to 17 districts to implement MTSS practices within the ORIS Framework
 - ODE will offer support to up to 13 additional districts through 2021

- State Personnel Development Grant Coaches will provide support to SPDG participating districts to disaggregate classroom assessment data for students with disabilities so teachers can make impactful and responsive changes to instruction during the school year
- ORIS Framework guidance to be available statewide, published on ODE website and include recommendations for installing and sustaining healthy literacy systems
- ORIS Framework guidance to be available state-wide to aid schools and districts in ESSA implementation of well-rounded coordinated learning
- Agency cross-office work continues to unite programs through the ORIS Framework and renewed continuous improvement efforts, with the expected outcomes of reducing burden and focusing district and school improvement efforts on data-driven priorities.
- Dyslexia guidance to be published will support all districts in using an effective system of early screening and effective instruction for all students, expected to have simultaneous effect of more accurately identifying who needs additional reading support and providing more effective supports in general education setting to minimize inaccurate identification of students with disabilities.
- Each district flagged for non-compliance on IDEA indicator B3 (assessment participation and outcomes) is offered support through county contact for special education director to create action plan aimed at increasing proficiency of students with disabilities as measured by the Smarter Balanced Summative Assessment

KPM #5	STUDENTS ON TRACK TO GRADUATE - Percentage of 9th grade students on track to graduate.
	Data Collection Period: Jul 01 - Jun 30

Report Year	2016	2017	2018	2019	2020
All Students					
Actual	83.50%	83.40%	84.50%	No Data	No Data
Target	85%	87.50%	90%	93%	89%
Students of Color					
Actual	77.70%	76.80%	78.80%	No Data	No Data
Target	83%	87.50%	75%	77%	86%
Special Ed Students					
Actual	68.60%	69.50%	71.40%	No Data	No Data
Target	80%	87.50%	73%	75%	81%

How Are We Doing

84.5% of ninth grade students were identified as being on track to graduate at the end of the 2017-18 school year. While this rate is below the target of 90%, it does represent an increasing trend since ODE first began collecting data on ninth grade on track. Significantly, Oregon also experienced gains for both students of color and students with disabilities, at almost twice the rate as for all students. In fact, ODE exceeded its target for students of color and was within two percentage points of the target for students with disabilities.

Factors Affecting Results

ODE has applied the following strategies to improve graduation outcomes for all students:

- During the 2017-2018 school year ODE invested in training the high school success staff and management about effective systems to improve 9th grade on track.
- ODE created guidance and a self-assessment system for districts to use as they applied for High School Success Funds.
- ODE partnered with the Confederation of Oregon School Administrators and Stand for Children to support trainings and sharing of practices from districts in Oregon implementing 9th grade on track systems.
- ODE provided support for local districts to improve engaging math and science programs through grants such as: Math in Real Life, Adaptive Math, and First Robotics;
- ODE provided supports to the Focus and Priority high schools to increase student achievement including students on track to graduate in 9th grade.

In addition to the factors that impacted results for all students, the focus on culturally responsive pedagogy and practice as well as strategic investments for students of color and English Learners this biennium provided evidence of the impact such supports provide. When educators can implicitly use the cultural knowledge, prior experiences, frame of reference, and performance styles of diverse students in a learning environment, educators can make learning appropriate (Gay, 2010).

ODE has applied, and continues to apply, the following strategies focused on improving outcomes for students with disabilities:

- In cooperation with Vocational Rehabilitation, ODE continued to expand the number of districts accessing the Youth Transition Program (YTP) for the 2017-19 school years. The two agencies are working closely on identifying strategies to expand YTP even further;
- Oregon offers three alternative diploma options for graduation that are individualized based upon a student's IEP determinations;
- ODE developed the Transition Technical Assistance Network (TTAN). This statewide program works with all districts to identify and overcome barriers to graduation by working to improve transition outcomes for students with disabilities. The work of the (TTAN) increased in 2017-18 with the addition of funding from Vocational Rehabilitation to expand its services to

work in collaboration with local school districts to implement pre-employment transition services (Pre-ETS) under Workforce Innovation Opportunity Act (WIOA);

- ODE continues to provide statewide technical assistance to all districts to improve the quality of special education services offered to students with disabilities and access to the general educational program and that best practices are implemented;
- ODE has collaborated with the National Technical Assistance Network on Transition (NTACT) to develop a comprehensive five-year plan to improve Oregon's transition services for students with disabilities. This plan focuses on improving technical assistance to the field and increasing collaborative partnerships with Oregon Developmental Disabilities and Oregon Vocational Rehabilitation to enhance opportunities for students with disabilities to learn about and access adult services that will improve post-school outcomes.

KPM #6	HIGH SCHOOL COMPLETION - Percentage of students who complete high school within four years
	Data Collection Period: Jul 01 - Jun 30

Report Year	2016	2017	2018	2019	2020
All students					
Actual	No Data	74.80%	76.70%	No Data	No Data
Target	TBD	TBD	81%	81%	80%
Students of color					
Actual	No Data	68.30%	71.10%	No Data	No Data
Target	TBD	TBD	74%	77%	77%
Special Education students					
Actual	No Data	55.50%	58.80%	No Data	No Data
Target	TBD	TBD	61%	64%	65%

How Are We Doing

76.7% of students graduated in the four-year cohort in 2016-17, the most recent year for which data is available. This represents a steady, upward trend in the graduation rate for Oregon students, up from a rate of 72% in 2013-14. The statewide average four-year graduation rate has increased 4.7 points over three years.

More importantly, the graduation rate for many historically underserved student populations grew at a faster rate than the overall population. In the same period, the rate has increased by more than 7 percentage points for Hispanic/Latino students, Black/African American students, Multiracial students, Special Education students, Ever English learners, and Migrant students. 71.1% of students of color graduated in the four-year cohort in 2016-17, up from 63.7% in 2013-14. 58.8% of students with disabilities graduated in the four-year cohort in 2016-17, up from 51.1% in 2013-14.

It is important to note that not all those who do not graduate in four years drop out of school. Many go on to a fifth year or earn GED credentials.

Factors Affecting Results

ODE has begun implementation this year of a comprehensive plan to address chronic absenteeism, backed by a \$7.4 million investment by the 2017 Legislature. ODE will also expand access to career and technical education (CTE) and other hands-on learning experiences, put best practices in place system wide, and help districts implement counseling programs and early indicator and intervention systems. Students in Career and Technical Education (CTE) courses have a far higher graduation rate than the state average.

- For students [earning at least half a credit in a CTE class](#), the four-year graduation rate is 86.3 percent.
- For students earning at least 1 full credit in an approved program of study, the four-year graduation rate is 91.7 percent.

In addition, ODE has applied the following strategies to improve graduation outcomes for all students:

- Implementing the first year of the High School Graduation and College and Career Readiness Act of 2016. ODE released roughly \$83 million to 218 recipients including school districts, charter schools, and consortia to improve high school success. The first year of funding was meant to help recipients build foundational systems to improve graduation outcomes for all students such as ninth grade teacher collaboration meetings; data systems to track behavior, attendance, and course performance; and build partnerships, systems to ensure on-time graduation, systems to address chronic absenteeism, and systems to ensure equitable assignment to courses. Recipients of the funds are also working on reducing drop-out rates, building CTE programs, and increasing access to college level opportunities in high school.
- Engaging stakeholders around the redesign of the school report card. Clear communication with families about the success of students improves graduation outcomes.

- Implementing recommendations from the Secretary of State Audit of Graduation in Oregon, including providing information on student transitions, particularly on mobile students. All districts received data reports on mobile students in 2017.
- Offering of support to districts in using student data to improve outcomes in partnership with Education Service Districts and Stand for Children.
- Continuing to convene advisory panels of teachers, education leaders, and education partners (such as community based organization) to discuss necessary policy and practice changes to improve graduation.
- Making strategic investments to increasing the number of engaging and challenging courses available to high school students through accelerated learning, career and technical education (CTE), and the Science, Technology, Engineering, and Mathematics (STEM) initiative. Students participating in CTE and accelerated learning opportunities have a higher graduation rate compared to the state average.

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

- Making 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 identifying 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.
- Soliciting advice and recommendations from community based organizations serving communities of color.
- Engaging parents and the community in conversations about the resources needed to encourage graduation and completion.
- Forming graduation-focused committees comprised of internal and external stakeholders serving diverse Oregon communities.
- The Office of Equity, Diversity, and Inclusion at ODE providing professional development and resources to district and school staff on culturally responsive pedagogy and practice.

- Communicating recommendations from various equity-focused, ODE sponsored advisory groups that have developed plans that provide guidance on improving graduation outcomes for traditionally marginalized student populations. (African American/Black Student Success Plan, the American Indian/Alaska Native State Plan, and the English Learner Strategic Plan).

ODE has applied the following strategies focused on improving outcomes for students with disabilities:

- Piloting a data-based decision-making tool, the ***State Toolkit for Examining Post-School Success*** â€‘ ***STEPSS***, with five school districts in collaboration with the National Technical Assistance Center on Transition (NTACT). The purpose of STEPSS is to help local educators, in partnership with other stakeholders, use a continuous data-based decision-making model with secondary transition data related to graduation (Indicator 1), dropout (Indicator 2), compliant IEPs (Indicator 13), and post-school outcomes (Indicator 14) data to improve transition programs for youth with disabilities.
- Working with local education agencies to evaluate the data from the Post-School Outcomes (POS) collection to identify areas 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.
- Training 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.
- Partnering with the Department of Human Services (DHS) to support the Youth Transition Program (YTP) in two thirds of all high schools.
- Training local education agencies to write effective Summary of Performance (SOP) documents that identify a studentâ€™s strengths and needs so the student has documentation to provide in the next environment they choose after high school.
- Implementing the Transition Technical Assistance Network (TTAN), which is administered through eight regional Transition Network Facilitators (TNFs). The TNFs work with adult agencies to understand education procedure and policies so they can be a resource to the local education agencies at IEP meetings and provide trainings and technical assistance and resources.

The TTAN introduces transition curriculum to educators, sits on Employment First teams, makes connections to adult agencies, and meet other needs to ensure success for students with disabilities.

- Ongoing partnership with our Parent Training Institute (PTI) 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.
- Working closely with VR, DD, and OCDD to create systems that work to improve employment and post-school outcomes for students with disabilities.
- Providing professional development to school districts on students with disabilities through the post-school transitions.
- Created and implementing a comprehensive professional development plan that includes VR, ODDS, and ODE working collaboratively to develop a seamless transition from school age to adult services for our students with intellectual and developmental disabilities.
- Oregon was selected by the National Technical Assistance Center on Transition (NTACT) and OSEP approved Oregon for Intensive Technical Assistance. The team consisting of members from ODDS, VR and ODE has recently included members from ODE CTE to develop a state plan in collaboration with NTACT that supports stakeholders in implementing evidence-based practices and predictors to promote positive post-school outcomes for all students with disabilities.

KPM #7	COLLEGE GOING - College-going rate of Oregon residents into post-secondary institutions
	Data Collection Period: Jul 01 - Jun 30

* *Upward Trend = positive result*

Report Year	2016	2017	2018	2019	2020
College-going rate					
Actual	62.90%	58.90%	57.80%	No Data	No Data
Target	63%	63%	63%	65%	68%

How Are We 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 2015-16. In 2015-16, the Extended Participation Rate for Oregon students was 57.8%. Oregon's current rates have been declining slightly and are not on track 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"). As Oregon's economy has improved, more high school graduates are finding jobs right out of high school, decreasing the number enrolling in post-secondary education.

Factors Affecting Results

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

circumstances has on their ability to attend college and to remain there once they start. In addition, college attendance rates are sensitive to labor market conditions, with fewer students enrolling in college when job prospects are better in a growing economy.

KPM #8	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
	Data Collection Period: Jul 01 - Jun 30

* *Upward Trend = positive result*

Report Year	2016	2017	2018	2019	2020
Percentage of priority and focus schools achieving sufficient growth for all students					
Actual	73%	No Data	No Data	No Data	No Data
Target	75%	30%	30%	50%	50%

How Are We Doing

In December 2015, the US Department of Education authorized the Every Student Succeeds Act, which provided states opportunities to revise accountability and school improvement supports. Input through significant and substantive stakeholder engagement has shaped Oregon's plans for supporting low-performing schools framed by the principle that school performance is a direct output of district performance and thus, school improvement efforts must involve stronger school district engagement and support.

ODE will officially identify Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools (further defined in Oregon's ESSA Plan) during Fall 2018. School districts with identified schools will be responsible for developing, implementing and monitoring local improvement plans, with ODE reviewing and approving and monitoring district plans to oversee identified schools. This shift will improve statewide capacity for supporting schools and will provide better mechanisms for monitoring improvement plans and improved outcomes for Oregon's students.

Factors Affecting Results

KPM #9	HIGH QUALITY STAFF - Percentage of ODE staff performing at or above standard on evaluation
	Data Collection Period: Jul 01 - Jun 30

* *Upward Trend = positive result*

Report Year	2016	2017	2018	2019	2020
Percentage of ODE staff performing at or above standard on evaluations					
Actual	91.10%	No Data	No Data	No Data	No Data
Target	90%	90%	75%	80%	80%

How Are We Doing

Data is not currently available for this measure.

Factors Affecting Results

KPM #10	CUSTOMER SERVICE - Percentage of customers rating the agency's customer service as "good" or "excellent"
	Data Collection Period: Dec 01 - Dec 31

Report Year	2016	2017	2018	2019	2020
Overall					
Actual	78%	75%	77%	No Data	No Data
Target	70%	73%	85%	85%	85%
Expertise					
Actual	77%	76%	76%	No Data	No Data
Target	70%	73%	85%	85%	85%
Helpfulness					
Actual	82%	78%	81%	No Data	No Data
Target	70%	73%	85%	85%	85%
Timeliness					
Actual	68%	68%	68%	No Data	No Data
Target	70%	73%	85%	85%	85%
Accuracy					
Actual	74%	77%	76%	No Data	No Data
Target	70%	73%	85%	85%	85%
Availability of Information					
Actual	73%	68%	70%	No Data	No Data
Target	70%	73%	85%	85%	85%

How Are We Doing

ODE completed its 2017 customer satisfaction survey in January 2018. Although ODE did not meet its increased target of 85 percent rating ODE's customer service as good or excellent, ODE's 2017 ratings generally represent a trend of continuous improvement since 2007, the first year in which ODE administered a customer service survey. Helpfulness remains ODE's highest rated service criteria, with 81 percent of respondents rating ODE as good or excellent. Timeliness remains ODE's lowest rated service criteria, holding steady with 68 percent of respondents rating ODE as good or excellent for the past three years.

Factors Affecting Results

ODE's mission and vision focus on fostering excellence for every learner, with an emphasis on providing excellent customer service to attain this goal. ODE has committed to transitioning from what has traditionally been viewed as a compliance-oriented relationship with its customers to a service-oriented relationship, and ODE's strategic plan emphasizes the importance of providing outstanding customer service as a critical strategy in reaching our goals. Through these efforts, ODE anticipates that it will continue to see improved customer satisfaction ratings moving forward.