# Chief Education Office

Annual Performance Progress Report

Reporting Year 2016

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KPM #	Approved Key Performance Measures (KPMs)
1	Increase reading readiness for students entering kindergarten -
1	Percentage of students not chronically absent - 6th grade.
2	Percentage of students not chronically absent - 9th grade
3	Increase the percentage of educators who are culturally and linguistically diverse -
4	CUSTOMER SERVICE - Increase the percentage of stakeholders who rate the quality of the research and policy service as "great" or "excellent"
4	Increase the number of high schools offering college credit -
5	Increase the number of systemic educational barriers identified and addressed -
5	Customer Service - Increase the percentage of customers who rate agency service as "great" or "excellent"
6	Increase the percentage of college and university graduates employed within 1 year -
9	BEST PRACTICES - Total best practices met by the OEIB

Pie chart:
- red 77.7%
- green 22.2%
- yellow
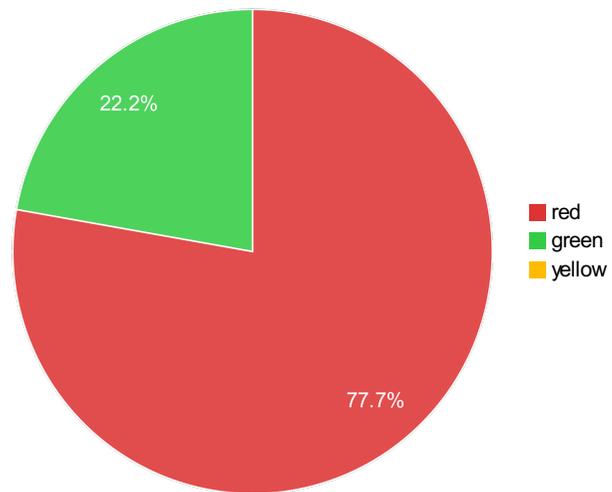
	Green	Yellow	Red
	= Target to -5%	= Target -6% to -15%	= Target > -15%
Summary Stats:	22.22%	0%	77.78%

| KPM #1 | Increase reading readiness for students entering kindergarten - |
| | Data Collection Period: Jan 01 - Jan 01 |
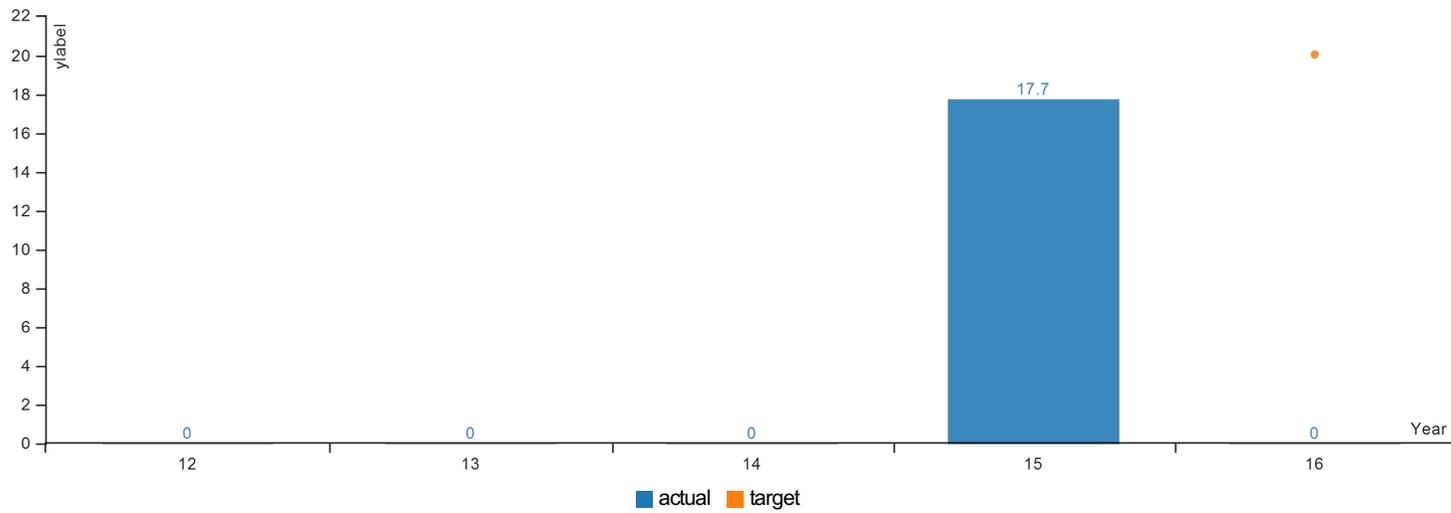
Report Year	2012	2013	2014	2015	2016
Letter names out of 100 in 1 minute					
Actual	No Data	No Data	No Data	17.70	No Data
Target	TBD	TBD	TBD	TBD	20

How Are We Doing

Factors Affecting Results

KPM #1	Percentage of students not chronically absent - 6th grade.
	Data Collection Period: Nov 01 - Nov 01
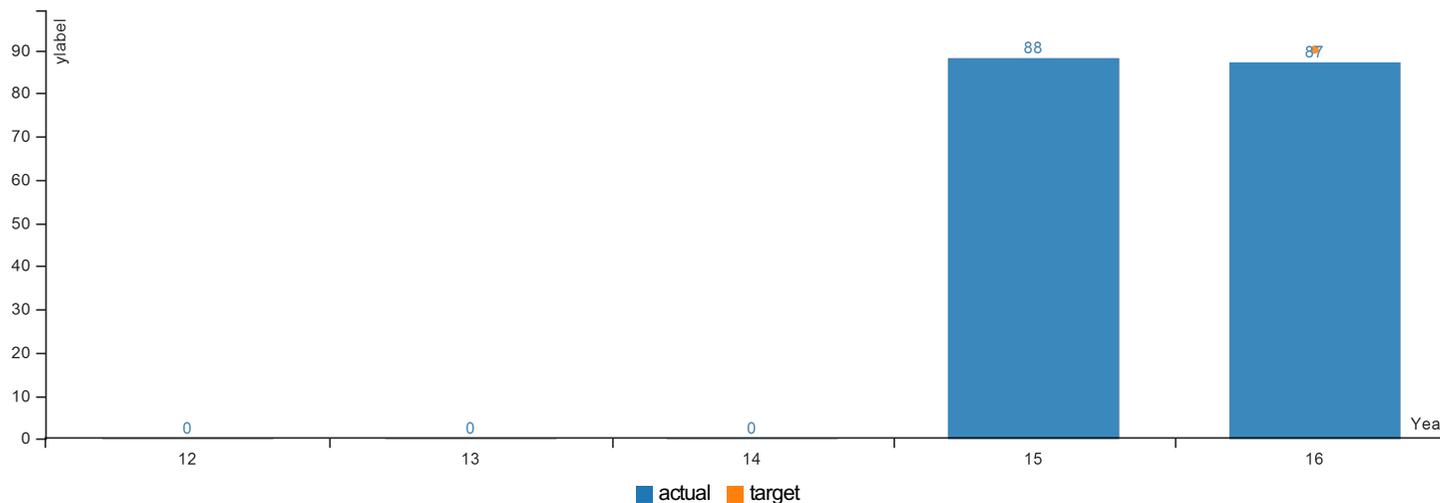
Report Year	2012	2013	2014	2015	2016
Percentage increase in percentage of students not chronically absent					
Actual	No Data	No Data	No Data	88%	87%
Target	TBD	TBD	TBD	TBD	90%

How Are We Doing

Our Strategy

The CEdO has just completed a comprehensive mixed-methods analysis of chronic absenteeism in Oregon to determine root causes that can be addressed by state and local action. This work built on existing research and was novel for including the perceptions and attitudes of those most likely to be chronically absent (students of color, students in poverty, students receiving special education services, and students who are members of an Oregon Tribe). Recommendations from this work are currently being included in the development of a statewide attendance plan as directed by HB 4002(2016). In addition, HB 4002 charged the agency with implementing a trauma informed approach in high schools to reduce chronic absenteeism. That pilot project has just begun. Finally, the CEdO directly supports 13 Regional Achievement Collaboratives (RACs) across the state. The RAC's include participants from multiple sectors and across the cradle to career system. Many of the RACs explicitly focus on increasing attendance and decreasing chronic absenteeism.

About the targets

This relatively new metric for Oregon is a complementary measure to an average attendance rate. The average rate is the days attended divided by total days for all students; chronic absenteeism is the percentage of students who miss 10% or more of the school year. Schools and districts can have relatively high attendance rates but also have high chronic absenteeism rates, because the first metric considers the entire school population while the second accounts for each individual student.

How are we doing?

Currently, while the average attendance rate for 6th grade statewide is 94.7%, only 87% of students are not chronically absent. This means that 13% of students miss greater than 10% of their

school days. Because attendance is a key component to high school graduation, this number must improve.

Factors Affecting Results

Individual schools and families ultimately have the greatest influence on student attendance. One key agency strategy, supporting local cross-sector organizations to develop and implement programs to improve student attendance is still in an early implementation phase in many regions. Work this year to establish the right policy environment and frameworks to create the best conditions on the ground has led to both the charges to develop a statewide plan and pilot a particular practice in high schools; however, both of these charges are still in development.

What needs to be done

The CEdO and ODE must complete a statewide plan that address universal and targeted interventions for school districts to increase attendance and decrease chronic absenteeism. This plan will build on promising work already underway in districts, ESDs, and RACs to scale promising practices and processes to every district. This plan must also attend to the recommendations from the CEdO Chronic Attendance report.

About the data

This data collection has been vetted through the ODE collection and reporting progress. It has data validity checks that help ensure the highest data quality.

KPM #2	Percentage of students not chronically absent - 9th grade
	Data Collection Period: Nov 01 - Nov 01
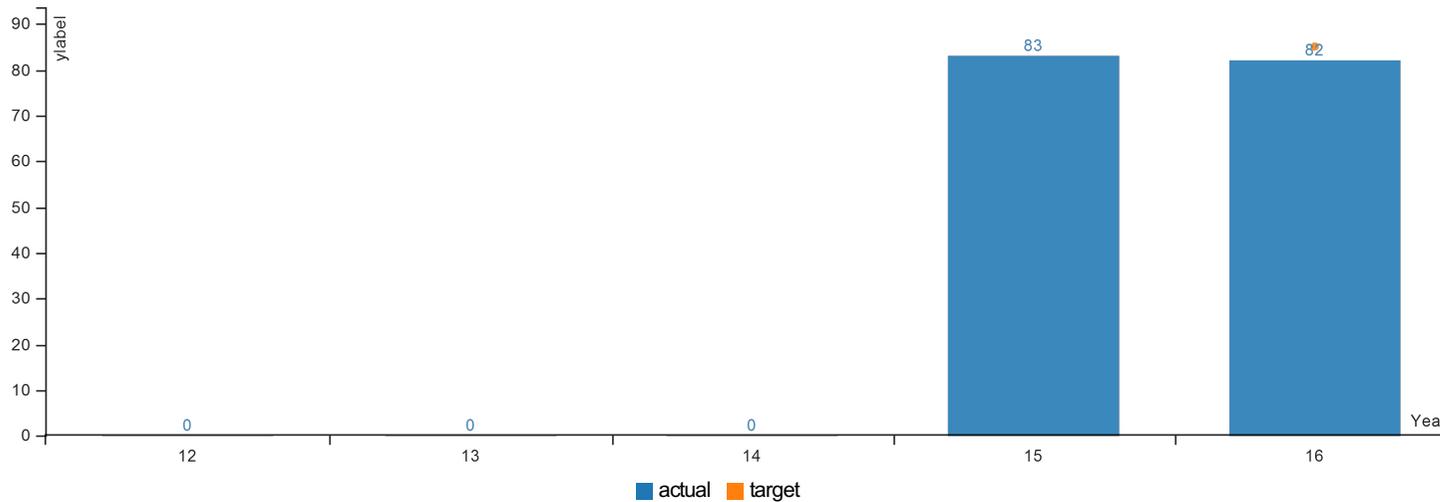
Report Year	2012	2013	2014	2015	2016
Percentage of Students Not Chronically Absent					
Actual	No Data	No Data	No Data	83%	82%
Target	TBD	TBD	TBD	TBD	85%

How Are We Doing

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How are we doing?

Currently, while the average attendance rate for 9th grade statewide is 93.3%, only 82% of students are not chronically absent. This means that 18% of students miss greater than 10% of their

school days. Because attendance is a key component to high school graduation, this number must improve.

Factors Affecting Results

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About the data

This data was collected from the 2014-15 Oregon Dept. of Education's report card which was released in November 2015. Attendance and chronic absenteeism measures provide a key metric to coordinate programs and intended outcomes between education, health care, human services, and other partners.

KPM #3	Increase the percentage of educators who are culturally and linguistically diverse -
	Data Collection Period: Jun 01 - Jul 01
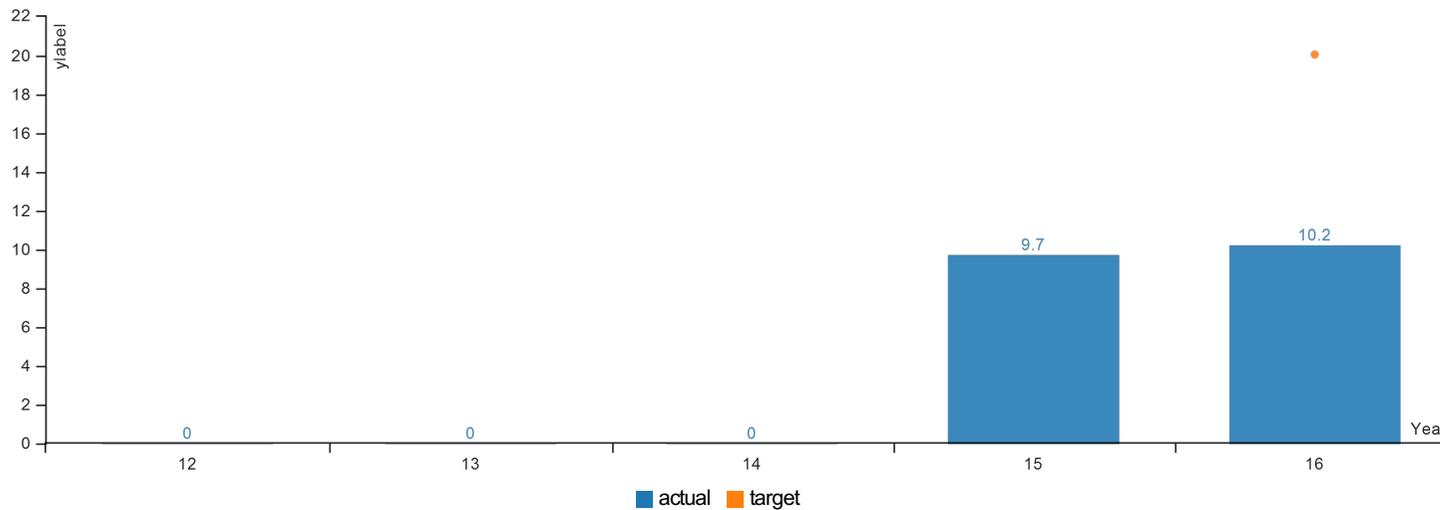
Report Year	2012	2013	2014	2015	2016
Percentage of Educators Culturally & Linguistically Diverse					
Actual	No Data	No Data	No Data	9.70%	10.20%
Target	TBD	TBD	TBD	TBD	20%

How Are We Doing

The CEdO reports yearly to the legislature on the state's progress in this area and our recommendations moving forward. This year's report can be found at http://education.oregon.gov. The CEdO coordinates with the ODE and TSPC to produce this report and it provides program evaluation support for initiatives targeted at improving this metric. The CEdO also convenes the statewide Oregon Educator Equity Advisory Group.

About the targets

The targets of the agency's KPMs are significantly higher than the current data. However, the agency believes that coordinated effort in this area, led by the CEdO and continued legislative attention to the topic will allow more rapid progress to occur.

How are we doing?

The data show that Oregon has increased the number of racially and linguistically diverse teachers hired in Oregon public schools by 667 since 2011-12. However, as districts hire more teachers in general, this represents only a 1.27 percent point gain in the percentage of teachers of color within the workforce.

How we compare

The Oregon definition (culturally and linguistically diverse) is not a standard across states and the CEdO does not have any comparison. With respect to race/ethnicity alone, nationally, less than one in five U.S.public school teachers—18 percent—are individuals of color, while approximately half—49 percent—of public elementary and secondary school students are individuals of color. In 2014-15, less than one in ten public school teachers in Oregon—10.2 percent (3,059)—were individuals of color, while more than one third—36.6 percent (210,814) of Oregon public school

students are individuals of color.

Factors Affecting Results

Individual decisions made by preparation programs, school districts, and pre-service and practicing teachers ultimately are beyond the control of the CEdO. Up to this time, there has been insufficient funding allocated to the universal application of promising practices like educator mentoring.

What needs to be done?

The goal of the Oregon Educator Equity Statewide Plan is "Grow Your Own" partnerships involving districts and preparation programs that are expanded with funding to focus first on districts serving 40 percent or higher students of color. It has five objectives: recruitment, preparation, hiring, retention, and culturally responsive curriculum and teaching practices.

About the data

The data is collected for both licensed and employed employed educators in all public K-12 schools and is from the July 2016 Oregon Educator Equity Report.

KPM #4	CUSTOMER SERVICE - Increase the percentage of stakeholders who rate the quality of the research and policy service as "great" or "excellent"
	Data Collection Period: Jan 01 - Jan 01
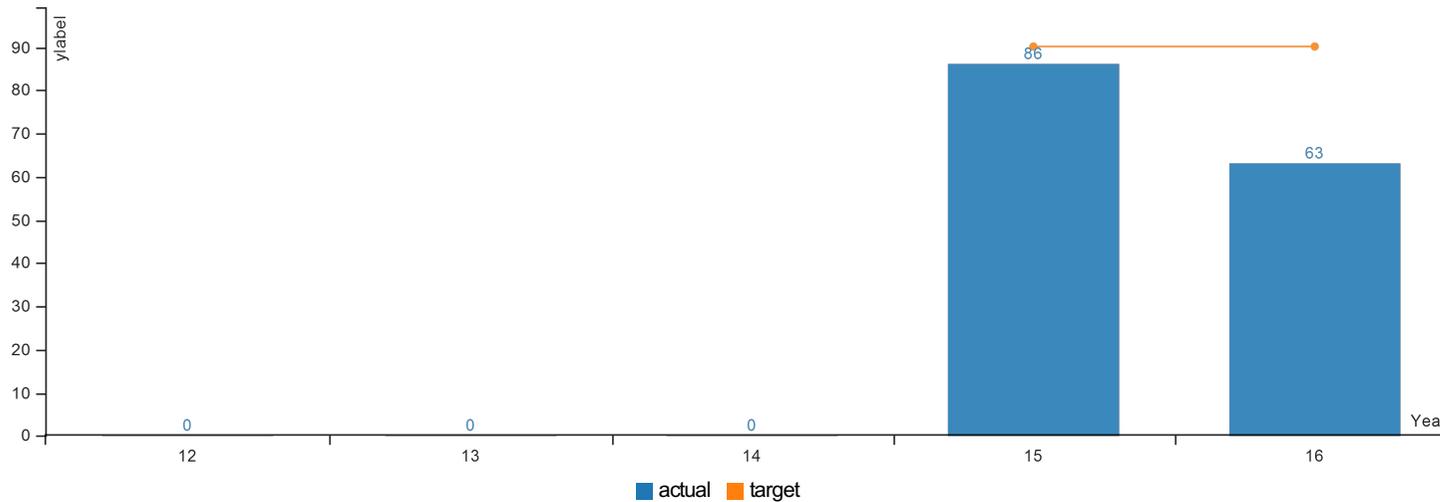
Report Year	2012	2013	2014	2015	2016
Overall					
Actual	No Data	No Data	No Data	86%	63%
Target	TBD	TBD	TBD	90%	90%

How Are We Doing

Our Strategy

The change in the agency's charge overall also represents a change in the focus of the research staff in the agency. Whereas the research staff historically operated independently and served the needs of a board and sub-committees, the current research work is designed to support cross-agency initiatives. Therefore, the research strategy is to continue to develop the Education Agency Research Team (EART) to collaborate on research requests.

How are we doing?

The rating for research work is substantially below the target.

How we compare?

Other agencies do not specifically survey others regarding the process of their research group. Therefore, there are no direct comparators.
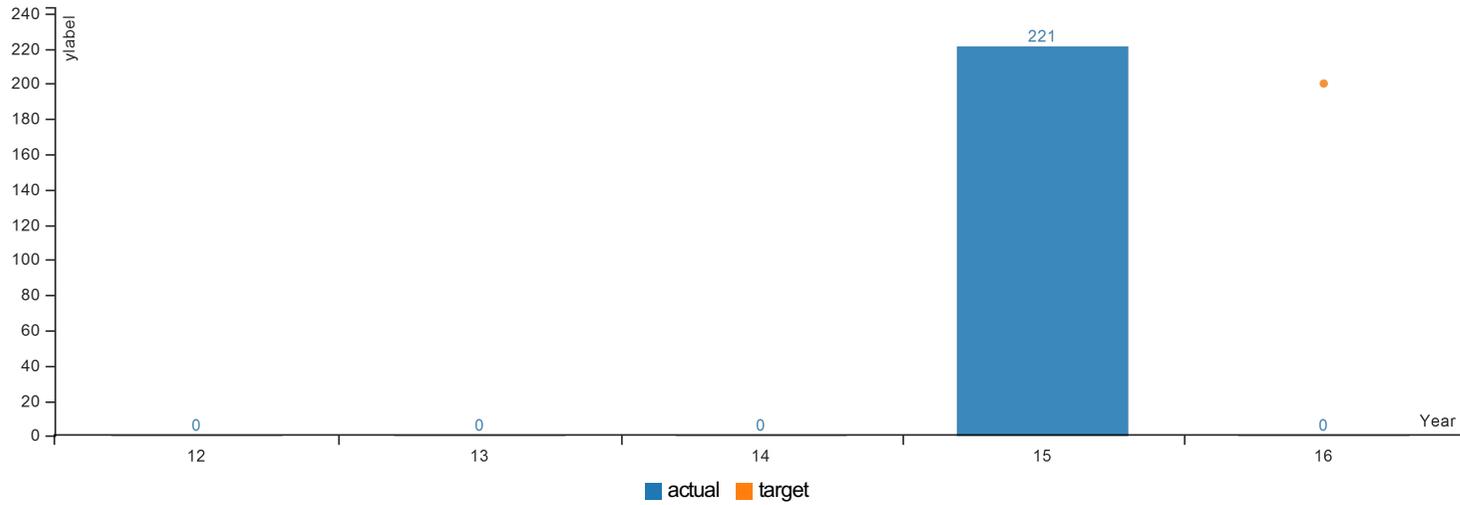
Factors Affecting Results

The customer list surveyed for the research function was the same as was used for the customer service survey. Because this group is very broad and mostly disconnected to the day-to-day research and reporting work of the research team, the results are likely depressed.

What needs to be done?

Continued development and implementation of EART team will increase the capacity for education research at large and enable the CEdO to provide better research to customers.

| KPM #4	Increase the number of high schools offering college credit -
	Data Collection Period: Jan 01 - Jan 01

Report Year	2012	2013	2014	2015	2016
Increase in High Schools Offering College Credit					
Actual	No Data	No Data	No Data	221	No Data
Target	TBD	TBD	TBD	TBD	200

How Are We Doing

Factors Affecting Results

| KPM #5 | Increase the number of systemic educational barriers identified and addressed - |
| | Data Collection Period: Jan 01 - Jan 01 |
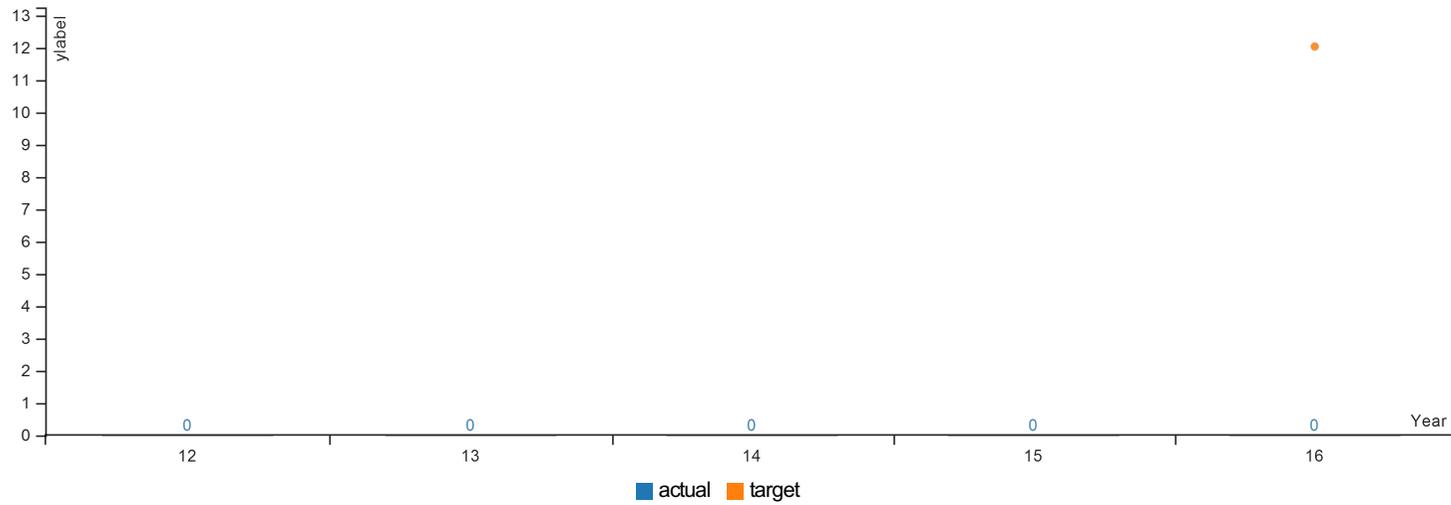
actual ■ target ■

Report Year	2012	2013	2014	2015	2016
Number of Systematic Barriers Identified and Addressed					
Actual	No Data	No Data	No Data	No Data	No Data
Target	TBD	TBD	TBD	TBD	12

How Are We Doing

Factors Affecting Results

KPM #5	Customer Service - Increase the percentage of customers who rate agency service as "great" or "excellent"
	Data Collection Period: Jan 01 - Jan 01
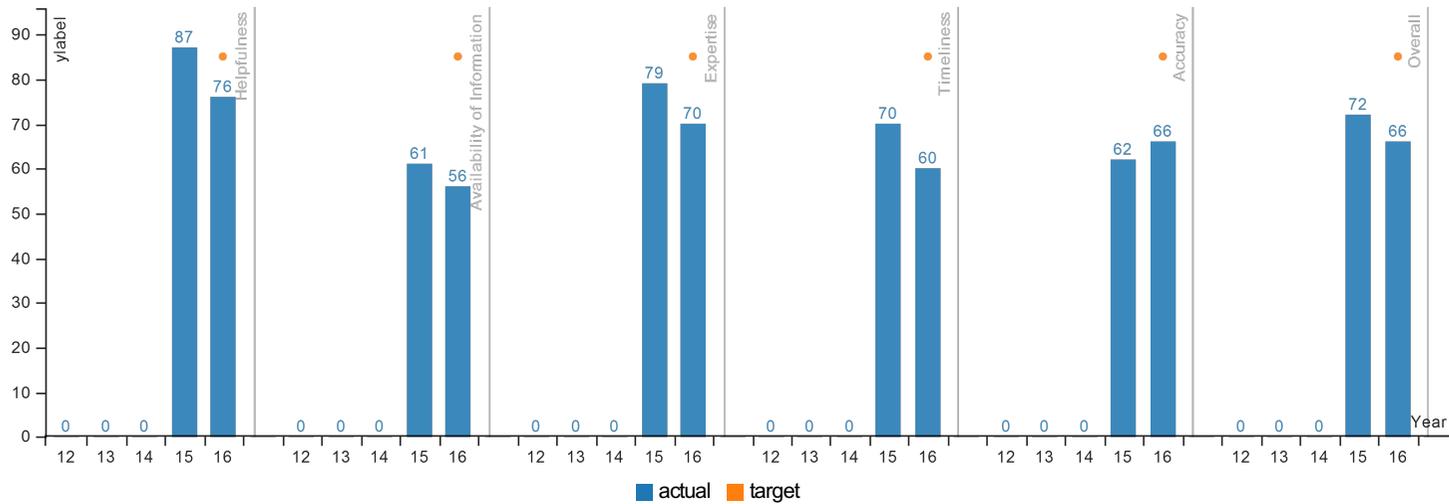
Report Year	2012	2013	2014	2015	2016
Helpfulness					
Actual	No Data	No Data	No Data	87%	76%
Target	TBD	TBD	TBD	TBD	85%
Availability of Information					
Actual	No Data	No Data	No Data	61%	56%
Target	TBD	TBD	TBD	TBD	85%
Expertise					
Actual	No Data	No Data	No Data	79%	70%
Target	TBD	TBD	TBD	TBD	85%
Timeliness					
Actual	No Data	No Data	No Data	70%	60%
Target	TBD	TBD	TBD	TBD	85%
Accuracy					
Actual	No Data	No Data	No Data	62%	66%
Target	TBD	TBD	TBD	TBD	85%
Overall					
Actual	No Data	No Data	No Data	72%	66%
Target	TBD	TBD	TBD	TBD	85%

How Are We Doing

Our Strategy

Fundamentally, because our agency is relatively new and has very recently been renamed and restructured, the re-definition of our customers is crucial. We have a very small staff and a potentially very large set of customers (all students/families involved in public education from early learning to higher education). Our strategy is to identify the people and entities that are key points of leverage to achieving agency and state goals and to focus our service to identified needs and opportunities. For example, CEdO policy leaders are now formally convening cross-agency groups to develop and align legislative concepts and their associated budget components. This is a customer group and a service category that is new.

About the targets

These targets are similar to those of other agencies and represent where the agency needs to be over the next two years.

How are we doing?

The rate of customer service is lower than the target. The customer service responses are also lower than last year.

How we compare?

The individual and total scores are comparable to the Higher Education Coordinating Commission, which is also a relatively newly created agency.
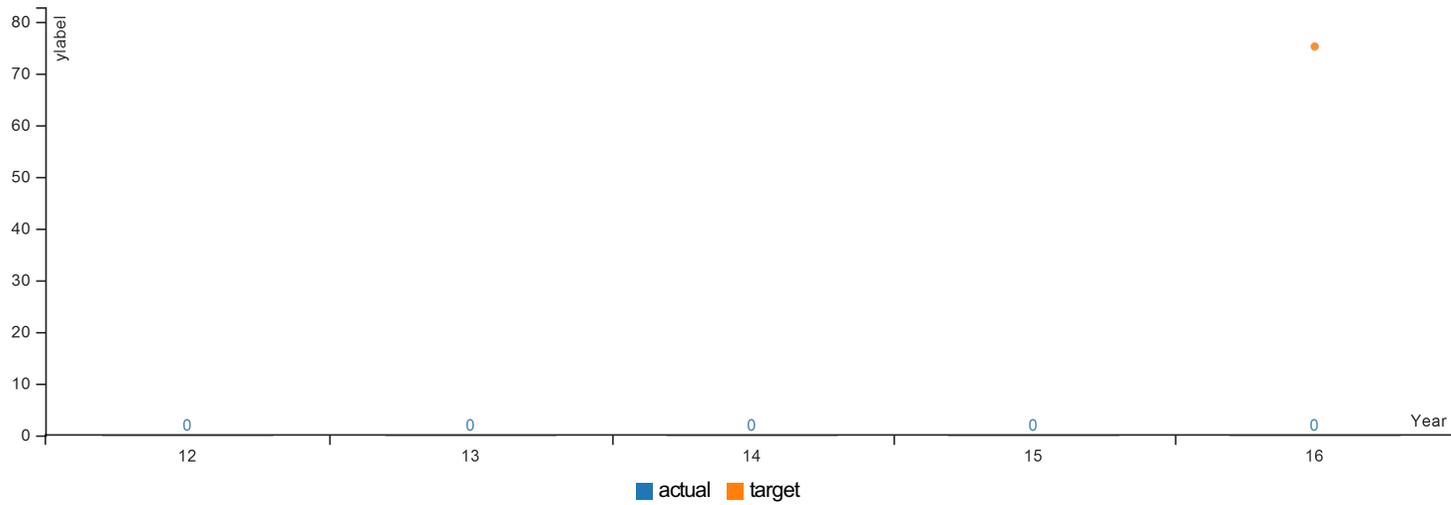
Factors Affecting Results
The relatively low rate of response and the low ratings are not surprising. The universe of customers surveyed does not align well with the new configuration and work of the agency. In addition, the change from the OEIB to the CEdO has likely caused confusion in the field.

What needs to be done?

With a clearer articulation of the duties and activities of the office, establishment of a new definition of customers, and identification of key operating processes, the CEdO is now poised to match service to customer needs. Continued communication, through the agency bulletin, the website, and person-to-person contacts between CEdO leaders and key customers will result in improved customer scores in the future.

| KPM #6	Increase the percentage of college and university graduates employed within 1 year -
	Data Collection Period: Jan 01 - Jan 01

Report Year	2012	2013	2014	2015	2016
Percentage Increase Employed					
Actual	No Data	No Data	No Data	No Data	No Data
Target	TBD	TBD	TBD	TBD	75%

How Are We Doing

Factors Affecting Results

KPM #9	BEST PRACTICES - Total best practices met by the OEIB
	Data Collection Period: Jan 01 - Jan 01
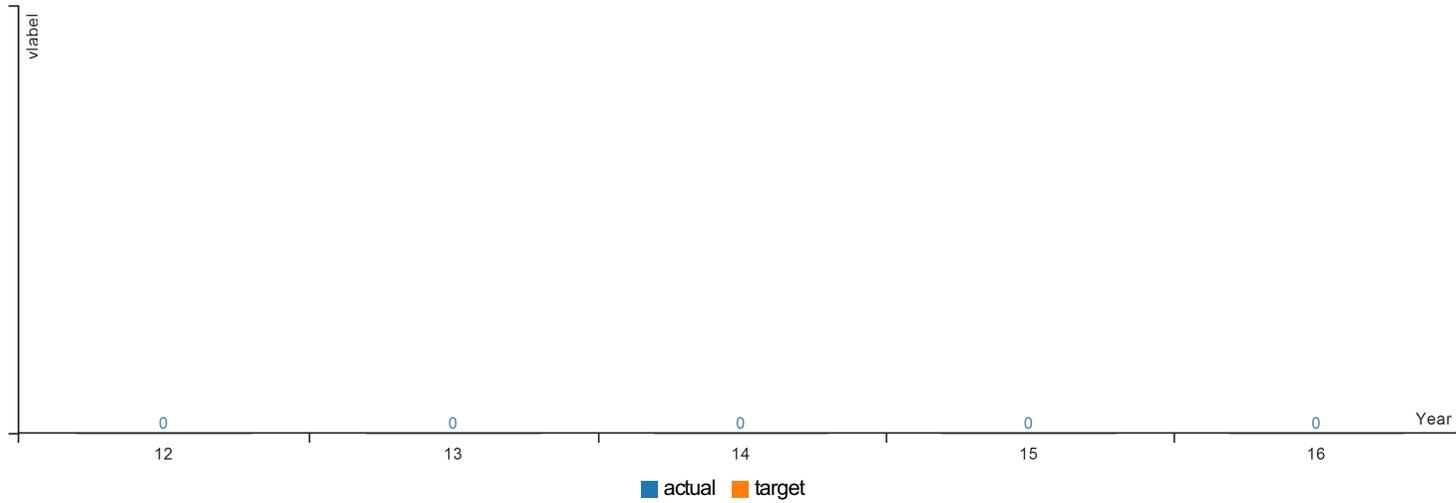
Report Year	2012	2013	2014	2015	2016
BEST PRACTICES					
Actual	No Data	No Data	No Data	No Data	No Data
Target	TBD	TBD	TBD	TBD	TBD

How Are We Doing

Factors Affecting Results