Agency Management Report

KPMs for Reporting Year 2016

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Chief Education Office

	Green	Yellow	Red
	= Target to -5%	= Target -6% to -15%	= Target > -15%
Summary Stats:	22.22%	0%	77.78%

Detailed Report:

KPM	Metrics	Actual	Target	Status	Management Comments
1. Increase reading readiness for students entering kindergarten -		No Data	20	Red	This KPM is being measured by the Oregon Department of Education who is the responsible agency.
1. Percentage of students not chronically absent - 6th grade.		87%	90%	Green	As a policy, planning, research and coordinating agency, the Chief Education Office works with and through state agencies, P-20 education institutions, and regional, cross-sector partnerships to build an equitable, seamless system of education. The development of state policy, strategic investments, program and budget priorities, and dissemination of promising practices through convening and coordination with these partners are the primary mechanism by which the agency impacts state goals and student outcomes. Attendance and chronic absenteeism provide a key metric to coordinate between education, health, human services and other sectors on policy and program to improve outcomes. The Chief Education Office, in coordination with the Oregon Department of Education and Oregon Health Authority, will present recommendations to the Oregon Legislature in December 2016 to improve student attendance. Enactment of interagency policy and budget recommendations by the Legislature and effective program implementation through state and local education agencies and providers under this comprehensive plan are intended to improve performance on this metric in the 2017-19 biennium and subsequent biennia.
2. Percentage of students not chronically absent - 9th grade		82%	85%	Green	As a policy, planning, research and coordinating agency, the Chief Education Office works with and through state agencies, P-20 education institutions, and regional, cross-sector partnerships to build an equitable, seamless system of education. The development of state policy, strategic investments, program and budget priorities, and dissemination of promising practices through convening and coordination with these partners are the primary mechanism by which the agency impacts state goals and student outcomes. Attendance and chronic absenteeism provide a key metric to coordinate between education, health, human services and other sectors on policy and program to improve outcomes. The Chief Education Office, in coordination with the Oregon Department of Education and Oregon Health Authority, will present recommendations to the Oregon Legislature in December 2016 to improve student attendance. Enactment of interagency policy and budget recommendations by the Legislature and effective program implementation through state and local education agencies and providers under this comprehensive plan are intended to improve performance on this metric in the 2017-19 biennium and subsequent biennia.

KPM	Metrics	Actual	Target	Status	Management Comments
3. Increase the percentage of educators who are culturally and linguistically diverse -		10.20%	20%	Red	As a policy, planning, research and coordinating agency, the Chief Education Office works with and through state agencies, P-20 education institutions, and regional, cross-sector partnerships to build an equitable, seamless system of education. The development of state policy, strategic investments, program and budget priorities, and dissemination of promising practices through convening and coordination with these partners are the primary mechanism by which the agency impacts state goals and student outcomes. The Chief Education Office in coordination with the Oregon Department of Education and the Higher Education Coordinating Commission is recommending legislation and policy option packages aligned to the recommendations of the 2016 Educator Equity Advisory Committee report. Enactment of these interagency policy and budget recommendations by the Legislature and subsequent implementation by state agencies and educational institutions are intended to improve performance on this metric in the 2017-19 biennium and subsequent biennia.
4. CUSTOMER SERVICE - Increase the percentage of stakeholders who rate the quality of the research and policy service as "great" or "excellent"		63%	90%	Red	A more narrow scope in terms of research that focuses on the work of policy leads at the CEdO and other education agencies will maximize the services to key customers. For continued research in broader questions, continued development and implementation of EART team will increase the capacity for education research writ large and enable the CEdO to provide better research to a larger base of customers. Subsequent customer satisfaction surveys that are specific to research should be restricted to a more narrow set of direct consumers and the members of the EART team.
4. Increase the number of high schools offering college credit -		No Data	200	Red	The CEdO has limited authority over improvements in this area and lacks accurate and reliable measures. CCWD has similar measure.
5. Increase the number of systemic educational barriers identified and addressed -		No Data	12	Red	This KPM was identified before the end of the 2015 Legislative session. At that time, the Oregon Education Investment Board was the governing board of the agency. The strategy to identify and address barriers and propose policy or investment solutions to address key systemic educational barriers was to use three subcommittees, Outcomes and Investments, Best Practices and Student Transitions, and Equity and Partnerships. The OEIB would in turn approve policies that would direct its agency or other educational agencies to change their policies and practices. With the passage of SB 215 (2015), the name, role, and governance functions of the agency have substantially changed. The agency is still charged with coordinating the pre-school to post-secondary system; however the process definition inherent in a standing board meeting and subcommittee system no longer exists.
5. Customer Service - Increase the percentage of customers who rate agency service as "great" or "excellent"	Helpfulness	76%	85%	Yellow	For the CEdO moving forward, the key customers have been redefined from a general audience to a specific audience of key agency and community partners. The CEdO convenes high leverage partners to articulate and operationalize systemic education goals and their satisfaction with agency service is the best measure of success. The Chief Education Office will augment annual customer surveys with interim and project specific surveys to more comprehensively measure on an ongoing basis customer satisfaction, and to inform and plan improvement strategies specific to customer needs.
	Availability of Information	56%	85%	Red	
	Expertise	70%	85%	Red	
	Timeliness	60%	85%	Red	
	Accuracy	66%	85%	Red	
	Overall	66%	85%	Red	
6. Increase the percentage of college and university graduates employed within 1 year -		No Data	75%	Red	The establishment of data collection and sharing processes prevents the CEdO and the State from gauging results. The Oregon Employment Department currently does not have access to the type of job an individual holds. HECC has multiple KPMs which measure similar metrics. Once the SLDS is completed, this measure may be re-considered.

KPM	Metrics	Actual	Target	Status	Management Comments
9. BEST PRACTICES - Total best practices met by the OEIB		No Data	TBD	N/A	As a result of SB 215 (2015), the OEdO no longer has a Governing Board, therefore this KPM is no longer applicable.

This report provides high-level performance information which may not be sufficient to fully explain the complexities associated with some of the reported measurement results. Please reference the agency's most recent Annual Performance Progress Report to better understand a measure's intent, performance history, factors impacting performance and data gather and calculation methodology.