OREGON DEPARTMENT

OF

EDUCATION

2013-15

Ways & Means Presentation

OREGON DEPARTMENT OF EDUCATION

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OREGON DEPARTMENT OF EDUCATION

2013 Ways and Means Presentation

Submitted separately

OREGON DEPARTMENT OF EDUCATION

Agency Program Detail*

Descriptions of the agency's programs are located in the 2013-15 Governor's Balanced Budget narrative and in the PowerPoint slides in this notebook.

OREGON DEPARTMENT OF EDUCATION

Budget Information

Includes:

Oregon Department of Education
Expenditure History for Department Operations
1999-2001 through 2013-15 Current Service Level

	General Fund	Other Funds Limited	Federal Funds	All Fund Types	FTE
1999-01 Actuals	$ 42,682,787	$ 9,693,902	$ 22,368,494	$ 74,745,183	259.06
2001-03 Actuals	$ 34,814,836	$ 14,275,852	$ 27,690,596	$ 76,781,284	269.06
2003-05 Actuals	$ 34,405,543	$ 10,542,396	$ 32,149,820	$ 77,097,759	259.68
2005-07 Actuals	$ 34,460,859	$ 14,050,290	$ 45,392,227	$ 93,903,376	260.27
2007-09 Actuals	$ 47,008,798	$ 15,193,680	$ 46,357,560	$ 108,560,038	273.74
2009-11 Actuals	$ 35,768,618	$ 13,903,735	$ 51,136,466	$ 100,808,819	265.70
2011-13 Legislatively Approved Budget	$ 34,299,779	$ 19,484,268	$ 58,278,523	$ 112,062,570	273.72
2013-15 Current Service Level	$ 34,846,633	$ 21,551,009	$ 61,571,238	$ 117,968,880	268.27

General Fund
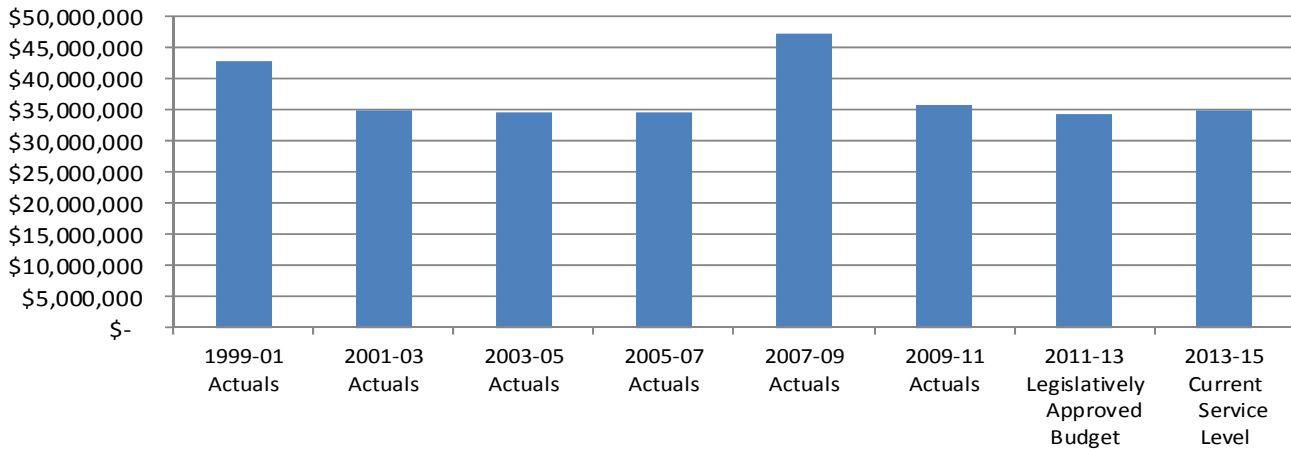
FTE
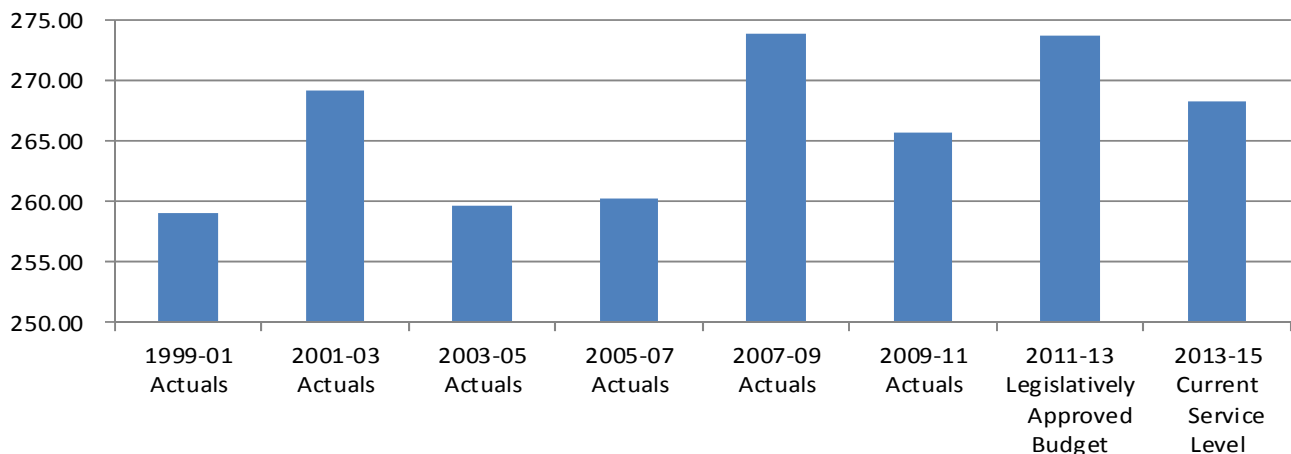
DEPARTMENT OF EDUCATION
2013-15 WAYS AND MEANS PRESENTATION
2013 PROPOSED REDUCTION OPTIONS

Oregon Department of Education

2013 - 2015 Biennium					Agency Nur			58100

Detail of 15% Reduction to 2013-15 General Fund Current Service Level Budget

1	2	3	4	5	6	12	13	14	15
Priority (ranked with highest priority first)		**Dept. Initials**	**Prgm. or Activity Initials**	**Program Unit/Activity Description**	**GF**	**TOTAL FUNDS**	**Pos.**	**FTE**	**Impact of Reduction on Services and Outcomes**
Dept	**Prgm/ Div**								
1	1	ODE	Ops - SBE	Eliminate NASBE dues	($55,000)	($55,000)			Results in: reduced information for board members; no new board member orientation (held each June); no professional development; no opportunities for grants for some programs; limited interactions at the national level
2	2	ODE	Ops - SBE	Reduce State Board of Education meetings by two	($5,500)	($5,500)			Results in: reduced time for board members to become educated on topics, which impacts quality of decision-making; potential delay in timeliness of rule adoption (or uncompensated board meetings will be required for emergencies)
3	3	ODE	Ops - OAIS	Fund shift Microsoft Premier support (one-time reduction)	($200,000)	($200,000)			Effective July 1, 2013, ODE would shift the cost of our premier support from Microsoft to federal funds for one biennium. These federal funds would not be available for other needs.
4	4	ODE	Ops - OAIS	Eliminate e-rate/connectivity grant	($150,000)	($150,000)			Effective July 1, 2013, ODE will discontinue the contract with WESD to support eRate program and connectivity grants to districts. Service and reimbursements to districts may be lost and work would be shifted to ODE. The eRate component of this program generates millions of dollars in cost offsets to districts for technical services. Additional workload assumed by IT staff will result in further backlogs of work and reduced customer service rating.
5	1	ODE	GIA	Connectivity - first 10%	($48,273)	($48,273)			Grants are typically $50,000 or less. The number of school districts or schools impacted will depend on the specific project proposed by the grant that is not awarded. Some grants benefit more than one school or
6	2	ODE	GIA	Eliminate balance for connectivity grants (first 10% reduction is shown below in the "Grant-in-Aid" section)	($434,461)	($434,461)			Effective July 1, 2013, ODE would discontinue funding last mile connectivity grants to districts. This would have a negative affect on those schools, primarily rural, with inadequate internet bandwidth related to on-line learning, testing and access to web-based resources but districts that have not yet availed themselves of the grant appear to have issues outside of the final connection distances and costs.
7	5	ODE	Ops - OFA	Fund shift OFA payroll to miscellaneous revenues (one-time reduction)	($300,000)	($300,000)			Miscellaneous revenues generally are not restricted and can be used as a one-time source to shift payroll from General Fund to these revenues. This action will reduce the balance in this account by 80% and reduces the agency's flexibility to use these funds for unbudgeted costs, which occur usually every biennium (such as increased charges from DAS and SOS for ARRA-related costs and unfunded compensation changes). If unbudgeted costs occur, other savings (such as keeping positions vacant) will be need to be found. The impact of these vacancies depends on which positions would be held vacant. Examples of potential impacts include delayed hiring times, delayed turnaround times in contracting, audit findings due to errors made by staff with too much work to do, and - in general - poor customer service to other offices within the agency, leading to less efficient and effective operations overall in achieving the agency's mission.
8	6	ODE	Ops - OSLP	Eliminate one education specialist position (# 163)	($190,393)	($190,393)	(1)	(1.00)	Eliminates nursing specialist; reduces technical assistance to districts, which will need to find another source of information for questions on topics such as immunizations (could be the county health
9	7	ODE	Ops - OAIS	Reduce item-writing - math and language arts	($300,000)	($300,000)			Effective July 1, 2013, ODE would discontinue writing math and English language arts test items. Beginning in 2014-15, ODE will participate in the SMARTER Balanced Assessment Consortium aligned to Common Standards. While ODE no longer needs to write these items, the new assessments are expected to cost
10	8	ODE	Ops - OEII	Eliminate one education specialist position (#293)	($193,904)	($193,904)	(1)	(1.00)	Eliminates technical assistance and support to districts in the foreign language content area

Oregon Department of Education								
2013 - 2015 Biennium					**Agency Nui**			**58100**

				Detail of 15% Reduction to 2013-15 General Fund Current Service Level Budget					
1	2	3	4	5	6	12	13	14	15
Priority (ranked with highest priority first)		**Dept. Initials**	**Prgm. or Activity Initials**	**Program Unit/Activity Description**	**GF**	**TOTAL FUNDS**	**Pos.**	**FTE**	**Impact of Reduction on Services and Outcomes**
Dept	**Prgm/ Div**								
11	9	ODE	**Ops -OAIS**	Reduce ESD HelpDesk	($300,000)	($300,000)			Effective July 1, 2013, ODE will discontinue the contract with IMESD and assume these responsibilities with existing staff. This cut reduces assessment training and administration support services to schools and districts resulting in: delays for districts in testing students, potential lack of testing for students, potential for schools/districts to miss Achievement Compact targets, and potential for lower ratings on state and federal accountability reports. This will also create delays and quality issues for assessment and accountability tasks within the Office of Assessment and Information Services.
12	10	ODE	**Ops - OAIS**	Vacancy savings	($400,000)	($400,000)			Effective July 1, 2013, OAIS would assume vacancies would be held for 60 days, but in some cases this may not be viable since some may be mission-critical. Vacancies will result in reduced staff coverage during other staff absences and affects OAIS ability to complete projects on a timely/quality basis.
13	1	ODE	**SSF**	Reduce SSF payments to districts and ESDs	$ (333,678,981)	($333,678,981)			State School Fund grants are made based on a statutory distribution formula prescribed by the legislature. These funds provide general operating revenue to school and education service districts. Local boards make spending (and reduction) decisions. ODE can quantify these cuts in terms of positions and/or instructional days lost based on statewide averages. Most, if not all, districts, however, will vary from that average to some degree or another. Calculations are under way to determine impact to maintenance of effort for ODE and districts, but those figures are not yet available. A reduction to the SSF will impact maintenance of effort requirements. School days could be reduced by 7.6 days per year (approximately one day for each $22m (per year) in reductions.)
				First 5% TOTAL	**($336,256,512)**	**($336,256,512)**	**(2)**	**(2.00)**	
14	2	ODE	**SSF**	Reduce SSF payments to districts and ESDs	$ (336,256,512)	($336,256,512)			State School Fund grants are made based on a statutory distribution formula prescribed by the legislature. These funds provide general operating revenue to school and education service districts. Local boards make spending (and reduction) decisions. ODE can quantify these cuts in terms of positions and/or instructional days lost based on statewide averages. Most, if not all, districts, however, will vary from that average to some degree or another. Calculations are under way to determine impact to maintenance of effort for ODE and districts, but those figures are not yet available. A reduction to the SSF will impact maintenance of effort requirements. School days could be reduced by 7.6 days per year (approximately one day for each $22m (per year) in reductions.)
				Second 5%	**$ (336,256,512)**	**($336,256,512)**			
15	3	ODE	**SSF**	Reduce SSF payments to districts and ESDs	$ (336,256,512)	($336,256,512)			State School Fund grants are made based on a statutory distribution formula prescribed by the legislature. These funds provide general operating revenue to school and education service districts. Local boards make spending (and reduction) decisions. ODE can quantify these cuts in terms of positions and/or instructional days lost based on statewide averages. Most, if not all, districts, however, will vary from that average to some degree or another. Calculations are under way to determine impact to maintenance of effort for ODE and districts, but those figures are not yet available. A reduction to the SSF will impact maintenance of effort requirements. School days could be reduced by 7.6 days per year (approximately one day for each $22m (per year) in reductions.)
				Third 5%	**(336,256,512)**	**$ (336,256,512)**			
				Total 15% reduction options	**$ (1,008,769,536)**	**($1,008,769,536)**	**(2)**	**(2.00)**	

Detail of 10% Reduction to 2013-15 General Fund Current Service Level Budget (Operations, Oregon School for the Deaf and Select State Grants Only)									
1	2	3	4	5	6	12		13	14	15
Priority (ranked with highest priority		Dept. Initial	Prgm. or Activity Initials	Program Unit/Activity Description	GF	TOTAL FUNDS	REDUCTION IN GRB	Pos.	FTE	Impact of Reduction on Services and Outcomes
Dept	Prgm / Div									

1	2	3	4	5	6	12	REDUCTION IN GRB	Pos.	FTE	15
				Operations						
1	1	ODE	Ops - SBE	Eliminate NASBE dues	($55,000)	($55,000)	($55,000)			Results in: reduced information for board members; no new board member orientation (held each June); no professional development; no opportunities for grants for some
2	2	ODE	Ops - SBE	Reduce State Board of Education meetings by two	($5,500)	($5,500)	($5,500)			Results in: reduced time for board members to become educated on topics, which impacts quality of decision-making; potential delay in timeliness of rule adoption (or
3	3	ODE	Ops - OAIS	Fund shift Microsoft Premier support (one-time reduction)	($200,000)	($200,000)	($200,000)			Effective July 1, 2013, ODE would shift the cost of our premier support from Microsoft to federal funds for one biennium. These federal funds would not be available for other
4	4	ODE	Ops - OAIS	Eliminate e-rate/connectivity grant	($150,000)	($150,000)	($150,000)			Effective July 1, 2013, ODE will discontinue the contract with WESD to support eRate program and connectivity grants to districts. Service and reimbursements to districts may be lost and work would be shifted to ODE. The eRate component of this program generates millions of dollars in cost offsets to districts for technical services. Additional
7	5	ODE	Ops - OFA	Fund shift OFA payroll to miscellaneous revenues (one-time reduction)	($300,000)	($300,000)	($300,000)			Miscellaneous revenues generally are not restricted and can be used as a one-time source to shift payroll from General Fund to these revenues. This action will reduce the balance in this account by 80% and reduces the agency's flexibility to use these funds for unbudgeted costs, which occur usually every biennium (such as increased charges from DAS and SOS for ARRA-related costs and unfunded compensation changes). If unbudgeted costs occur, other savings (such as keeping positions vacant) will be need to be found. The impact of these vacancies depends on which positions would be held vacant. Examples of potential impacts include delayed hiring times, delayed turnaround times in contracting, audit findings due to errors made by staff with too much work to do,
8	6	ODE	Ops - OSLP	Eliminate one education specialist position (# 163)	($190,393)	($190,393)	($190,393)	(1)	(1.00)	Eliminates nursing specialist; reduces technical assistance to districts, which will need to find another source of information for questions on topics such as immunizations (could
9	7	ODE	Ops - OAIS	Reduce item-writing - math and language arts	($300,000)	($300,000)	($300,000)			Effective July 1, 2013, ODE would discontinue writing math and English language arts test items. Beginning in 2014-15, ODE will participate in the SMARTER Balanced Assessment Consortium aligned to Common Standards. While ODE no longer needs to write these
10	8	ODE	Ops - OAIS	Reduce regional data warehouse payments	($500,000)	($500,000)				Effective July 1, 2013, ODE would reduce funding for regional data warehouse partners. This cut reduces the quality and potentially the quantity of student data being sent to the ODE Operational Data Store used to exchange student records between districts and
11	9	ODE	Ops - OEII	Eliminate one education specialist position (#293)	($193,904)	($193,904)	($193,904)	(1)	(1.00)	Eliminates technical assistance and support to districts in the foreign language content area
12	10	ODE	Ops -OAIS	Reduce ESD HelpDesk	($300,000)	($300,000)	($300,000)			Effective July 1, 2013, ODE will discontinue the contract with IMESD and assume these responsibilities with existing staff. This cut reduces assessment training and administration support services to schools and districts resulting in: delays for districts in testing students, potential lack of testing for students, potential for schools/districts to miss Achievement Compact targets, and potential for lower ratings on state and federal accountability reports. This will also create delays and quality issues for assessment and
13	11	ODE	Ops - OAIS	Vacancy savings	($400,000)	($400,000)	($181,777)			Effective July 1, 2013, OAIS would assume vacancies would be held for 60 days, but in some cases this may not be viable since some may be mission-critical. Vacancies will result in reduced staff coverage during other staff absences and affects OAIS ability to

**Detail of 10% Reduction to 2013-15 General Fund Current Service Level Budget (Operations, Oregon School for the Deaf and Select State Grants Only)**
1	2	3	4	5	6	12		13	14	15
Priority (ranked with highest priority		**Dept. Initial**	**Prgm. or Activity Initials**	**Program Unit/Activity Description**	**GF**	**TOTAL FUNDS**	**REDUCTION IN GRB**	**Pos.**	**FTE**	**Impact of Reduction on Services and Outcomes**
Dept	**Prgm / Div**									
				Operations						
14	12	ODE	Ops - OFA	Vacancy savings - Pupil Trans	($95,000)	($95,000)				Reduces staffing for bus inspections and trainings; will likely need to contract for services during period of highest demand to ensure buses are safe and/or will shift work to staff who already are overloaded with work from previous budget reductions; will result in even less internal customer satisfaction and efficient operations
16	4	ODE	GIA	Eliminate balance for FIRST Robotics first 10% is listed below	($133,402)	($133,402)				Eliminates (with reduction below) the $150,000 FIRST grant; affects about 45 high schools and about 700 students' opportunities to participate in state and national STEM robotics
18	6	ODE	GIA	Reduce Student Leadership Center to 50% - first 10% is listed below	($98,829)	($98,829)				Potentially eliminates survival of the six programs; may affect opportunities for rural students to meet career-related and extended application diploma requirements; possible
20	8	ODE	GIA	Reduce School Nutrition Programs to a total of $387,000 - first 10% is listed below	($155,164)	($155,164)				No impact anticipated; current estimates for 2011-13 indicate this program has excess funding and will have in 2013-15 given current and estimated demand
					($3,077,192)	**($3,077,192)**	**($1,876,574)**	**(2)**	**(2.00)**	
				Oregon School for the Deaf						
23	1	ODE	OSD	Reconfiguration of service delivery	($1,154,604)	($1,154,604)				Impact not yet determined
					($1,154,604)	**($1,154,604)**	**$0**			
				Grant-in-aid						
5	1	ODE	GIA	Connectivity - first 10%	($48,273)	($48,273)	($48,273)			Grants are typically $50,000 or less. The number of school districts or schools impacted will depend on the specific project proposed by the grant that is not awarded. Some grants benefit more than one school or school district.
6	2	ODE	GIA	Eliminate balance for connectivity grants (first 10% reduction is shown below in the "Grant-in-Aid" section)	($434,461)	($434,461)	($434,461)			Effective July 1, 2013, ODE would discontinue funding last mile connectivity grants to districts. This would have a negative affect on those schools, primarily rural, with inadequate internet bandwidth related to on-line learning, testing and access to web-based resources but districts that have not yet availed themselves of the grant appear to have issues outside of the final connection distances and costs.
15	3	ODE	GIA	FIRST - first 10%	($14,822)	($14,822)				Four to five school teams would not receive resources for STEM-related robotics teams, affecting approximately 100 students' opportunities to participate in state and national competitions. (Grants provide funding to schools for robotics kits and certain costs of the robotics competitions such as transportation of participating students.)
17	5	ODE	GIA	Student Leadership Center - 10%	($24,707)	($24,707)				Eliminates significant portion of contractor services to assist four organizations in establishing external funding and maintaining base level services for 8,000 to 10,000 students; possible supplanting issue
19	7	ODE	GIA	School Nutrition Programs - first 10%	($231,876)	($231,876)				No impact expected due to lower-than-expected reimbursements (historically and estimated)
21	9	ODE	GIA	Physical Education Grants - 10%	($37,956)	($37,956)				Specific impact not yet determined but this grant provides funds to certain districts to implement state statutes regarding physical education
22	10	ODE	GIA	CTE Revitalization Grants - 10%	($187,750)	($187,750)				Eliminates the opportunity for up to four schools to establish new programs related to 40-40-40-20 goals, STEM and diploma requirements; state is faced with possible supplanting issue if work is picked up with federal funds.

				Detail of 10% Reduction to 2013-15 General Fund Current Service Level Budget (Operations, Oregon School for the Deaf and Select State Grants Only)						
1	2	3	4	5	6	12		13	14	15
Priority (ranked with highest priority		Dept. Initial	Prgm. or Activity Initials	Program Unit/Activity Description	GF	TOTAL FUNDS	REDUCTION IN GRB	Pos.	FTE	Impact of Reduction on Services and Outcomes
Dept	Prgm / Div									
				Operations						
24	11	ODE	GIA	Regional programs - 10%	($2,644,840)	($2,644,840)				Bare core support will be affected at this rate of reduction with services falling on the backs of the districts - felt particularly in rural regions. A General Fund reduction in this program would result in a dollar-for-dollar reduction to state-level maintenance of effort under IDEA Part B. Efforts to reach the 40-40-20 goal will be negatively impacted.
25	12	ODE	GIA	Long-term Care and Treatment Education Programs - 10%	($1,511,619)	($1,511,619)				Responsibility will fall back on the districts in which programs are located if contractors no longer continue to vie for contracts. A General Fund reduction in this program would result in a dollar-for-dollar reduction to state-level maintenance of effort under IDEA Part B. Collaborative work with advocates (as directed by legislators) on implementing recommendations of the Parrish report will be negatively affected. Teacher/student ratios will be significantly below recommended patterns. Efforts to reach the 40-40-20 goal will be negatively impacted.
26	13	ODE	GIA	Hospital Education Programs - 10%	($130,671)	($130,671)				The reduction will impact staffing ratios and could jeopardize future contracts. A General Fund reduction in this program would result in a reduction to state-level maintenance of effort under IDEA Part B and likely would result in a cost shift to districts.
27	14	ODE	GIA	BVIS Fund - 10%	($98,843)	($98,843)				A General Fund reduction in this program would result in a dollar-for-dollar reduction to state-level maintenance of effort under IDEA Part B. Potential impacts include a reduction in services, violation of legislative directives/expectations, potential cost shift to districts, and negative impacts on reaching 40-40-20 goal.
28	15	ODE	GIA	School District Collaboration Grant - 10%	($469,376)	($469,376)				Reductions will impact the number of grants awarded to school districts and the amount of funds available to offset the cost of the design and planning work and the capacity to implement the core elements including: communication with stakeholders, evaluation systems, data management systems, ongoing professional development, and compensation systems. (SB 290 work)
29	16	ODE	GIA	Teacher/Administrator Mentoring - 10%	($462,817)	($462,817)				Fewer new teacher and administrators will have the opportunity to receive direct support from experienced mentors. This will impact student achievement since mentoring leads to increased teacher effectiveness, which in turn impacts student achievement.
					($6,298,012)	($6,298,012)	($482,734)			
				Total 10% reduction options	$ (10,529,807)	($10,529,807)	$ (2,359,308)	(2)	(2.00)	

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Other Fund Type	Program Area (SCR)	Treasury Fund #/Name	Category/Description	Constitutional and/or Statutory reference	2011-13 Ending Balance		2013-15 Ending Balance		
					In LAB	Revised	In GRB	Revised	Comments
Limited	58100-100-00-00000 - Department Operations	0401 - Education Cash Account	Operations/Grants	ORS 326.115/327.485/ 345.080/337.065/326.607(2)/ 326.603/338.155, Various Federal Statutes	4,336,550	3,786,278	2,268,211		Does not include Oregon Virtual School District [2] Includes Federal Funds expended as Other Funds. Approximately 6-8 months in cash flow.
Limited	58100-200-00-00000 - Special Schools	0401 - Education Cash Account	Operations/Grants	ORS 326.115/327.485/ 343.243-343.247/HB 5054 (2011)	2,231,186	1,968,375	1,809,166		The estimate is based on revenue/expenditure patterns and includes proceeds from the sale of OSB, which is limited to deferred maintenance costs. Assumes OSB proceeds will not be spent down on outstanding deferred maintenance projects unless permission is granted by legislature.
Limited	58100-200-00-00000 - Special Schools	1321 - Blind and Visually Impaired Student Fund	Operations/Grants	ORS 346.315	2,564,716	3,272,744	761,170		Administration of these funds are through a contractual arrangement with an ESD. It is difficult to project how much they will spend on this program, because funding is specifically for students who were at OSB. Projection is based on best estimate by program fiscal staff. Funding is needed until all students who were at OSB have completed their schooling.
Limited	58100-250-00-0000 - Youth Corrections Educational Program	0401 - Education Cash Account	Operations/Grants	ORS 326.115/327.026/ 327.485	1,178,377	1,269,585	2,128,732		Shift in funding for older youth went to OYA. Fund represents two months in cash flow to begin 2013-15 biennium.
Limited	58100-300-00-00000 - Grant in Aid	0401 - Education Cash Account	Operations/Grants	ORS 326.115/327.485 327.008(13)/348.406	4,336,550	472,527	472,527		These funds represent six to 10 months of cash flow for LTCT and Speech Pathology programs, and a full biennium for the Hospital program.. The majority of the expenditures are for the Hospital and Long Term Care and Treatment programs funded by the State School Fund. Proposed legislation on the funding formula for LTCT may have an impact on 2013-15 expenditure funding.
Limited	58100-400-00-00000 - School Funding	0401 - Education Cash Account	Operations	ORS 326.115/327.485 321.751/321.754	154,000	154,255	154,255		Represent decreases in donations and timber tax that are used for the State School Fund.
Limited	58100-100-00-00000 - Department Operations	1184 - Oregon Virtual School District	Operations	ORS 329.842	283,521	-	-		Funding for this program was not included in the SSF appropriation bill. Limitation was not removed in the GRB process from Department Operations budget.
Limited	58100-100-00-00000 - Department Operations	1422 - Oregon Regional Education Services	Operations	SB 250 (2011)	-	-	-		A maximum of $500,000 from State School Fund transfers can be spent on administration of this program. Unspent funds are reverted back to the State School Fund for distribution to school districts.
Nonlimited	58100-450-00-00000 - Common School Fund	0401 - Education Cash Account	Operations	ORS 326.115/327.410/ 327.485	-	-	-		Funds transferred from the Department of State Lands are fully allocated to districts.

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)
Other Fund Type	Program Area (SCR)	Treasury Fund #/Name	Category/Description	Constitutional and/or Statutory reference	2011-13 Ending Balance		2013-15 Ending Balance		
					In LAB	Revised	In GRB	Revised	Comments
Nonlimited	58100-100-00-00000 - Department Operations	0547 - Education Training Revolving Fund (Fund 3000)	Operations	ORS 326.340	78,540	78,079	74,795		ORS Title "Advanced Tech Ed & Training Fund" - diff than Treasury Fund title. The estimates are based on revenue and expenditure patterns. These Funds represent about 24 months of cash flow.
Nonlimited	58100-100-00-00000 - Department Operations	0577 - School Lunch Revolving Fund	Operations	ORS 327.525/327.520	1,633,691	667,634	667,634		Reimbursed cost of storage and distribution of government supplied bulk dairy products. This balance represents about 6 months of cash flow, and may not exceed 3x the highest month's expenditure in the past 12 months.
Nonlimited	58100-100-00-00000 - Department Operations	0627 - Tuition Protection Fund	Operations	ORS 345.110	1,121,330	1,130,045	-		The cash balance for Tuition Protection Fund will be transferred to the Higher Edcuation Coordinating Commission (HECC) effective 7/1/2013 (SB 1538 (2012)).
Nonbudgeted- NL	58100-200-00-00000 - Special Schools	0401 - Education Cash Account	Trust Fund	ORS 326.115/327.485	68,000	68,792	68,039		Student transportation costs
Nonbudgeted- NL	58100-400-00-00000 - School Funding	0977 - Small School District Supplement Fund	Operations	ORS 327.360/327.008(9)	-	-	-		Small school districts that qualify receive supplemental funding.
Nonbudgeted- NL	58100-400-00-00000 - School Funding	0983 - School Improvement Fund	Operations	ORS 327.294/327.297	51,250	51,597	51,597		Projection increase based on Interest Earnings.
Nonbudgeted- NL	58100-200-00-00000 - Special Schools	0675 - OSD Trust	Trust Fund	ORS 346.055	210,000	273,883	265,030		Balance comprised of donated funds to be used for individual OSD students or for specific student programs.
Debt Service Limited	58100-850-00-00000 - Debt Related Costs	9999	Debt Service	ORS 286A					DAS calculations
					18,247,711	13,193,795	8,721,158	-	

OREGON DEPARTMENT OF EDUCATION

2013 Legislation

Includes:

- House Bill 2096 Fair Dismissal Appeals Board (FDAB) Updates
  - Increases number of members of Fair Dismissal Appeals Board. Allows retired teachers and administrators to serve on FDAB.

- Senate Bill 103 Private Career Schools bill
  - Increases fees to ensure timely regulation and application processing. Clarifies what "suspension" of license means. Creates process for transition in regulation authority. Provides for effective regulation and oversight by allowing the State Board of Education to adopt rules around Private Career Schools. Ensures financial soundness of school and parent organization. Updates definition of "agent" of school to reflect 21st century realities.

- House Bill 2097 Youth Corrections Education Program (YCEP)/ Juvenile Detention Education Program (JDEP) – extended ADMw (Average Daily Membership -weighted)
  - Authorizes extended ADMw for YCEP and JDEP youth from the State School Fund (SSF). Makes distribution of SSF revenues based on higher of last or current year ADMw counts for the purposes of youth corrections programs. Stabilizes revenues available to program in years where counts fluctuate downward. No increase in YCEP/JDEP expenditures; revenue impact only to youth corrections programs. State School Fund impact: no impact, as total remains the same, but distribution of available funding is shifted between recipients.

- Senate Bill 104 Fingerprinting Expansion to include Community College staff that teach Pre-Kindergarten children
  - Expands fingerprinting authority to community college faculty members that provide instruction to early childhood education programs or at a Kindergarten-12 school during the regular school day.

- Senate Bill 105 Regional Education Services Account Funding cleanup
  - Housekeeping language on how Oregon Regional Education Services Account /Education Service District funds are calculated and distributed from the State School Fund.

- Senate Bill 193 Positive Drug Test Result of school bus drivers
  - Requires all school bus drivers to be subject to drug and alcohol testing and that positive results must be reported to the Department of Motor Vehicles and the Oregon Department of Education.

- House Bill 2098 Poverty Calculation in State School Fund update
  - Housekeeping language on how poverty students are calculated; allows calculation to be set in Oregon Administrative Rules instead of statutorily.

- House Bill 2099 World language terminology change (SB 23 (2011))
  - Housekeeping measure to update the term "second language" to "world language" throughout statute to reflect contemporary terminology.

- Senate Bill 216 Long Term Care and Treatment (LTCT) Funding Formula Change
  - Establishes a more stable funding formula for the Long Term Care and Treatment Program. (Note: This bill was pre-session filed by the Governor's Office. The related policy option package for this request was not approved in the 2013-15 Governor's Balanced Budget.)

- Legislative Concept 642: School Collaboration Fund Grant Flexibility (modifies Senate Bill 252, 2011)
  - Provides more flexibility in administration of School Collaboration Fund.
  - This legislative concept was not pre-session filed by the Governor's office, but should be filed during the legislative session.

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2096	Increases number of members of Fair Dismissal Appeals Board. Allows certain members of board to be retired at time of appointment. Declares emergency, effective July 1, 2013.	Relating to the Fair Dismissal Appeals Board; declaring an emergency.	02/22/13 - Second reading.	No hearings scheduled at this time.	Presession filed.
			02/21/13 - Recommendation: Do pass		
			02/18/13 - Work Session held.		
HB2097	Revises methods by which State School Fund grants, and School Improvement Fund grants, for Youth Corrections Education Program and Juvenile Detention Education Program are calculated. Declares emergency, effective July 1, 2013.	Relating to distributions of state funds for the education of youths in confinement; declaring an emergency.	03/01/13 - Public Hearing and Possible Work Session scheduled.	Date: Fri, Mar 01, 2013	Presession filed.
			01/22/13 - Referred to Education with subsequent referral to Ways and Means	Time: 1:00 PM	
			01/14/13 - First reading. Referred to Speakers desk	Loc: HR D	
				Com: Education (H)	
HB2098	Adjusts method for calculating additional amount of weighted average daily membership attributed to students in poverty families for purposes of State School Fund distributions. Declares emergency, effective July 1, 2013.	Relating to State School Fund calculations; declaring an emergency.	03/04/13 - Public Hearing and Possible Work Session scheduled.	Date: Mon, Mar 04, 2013	Presession filed.
			01/22/13 - Referred to Education with subsequent referral to Revenue	Time: 1:00 PM	
			01/14/13 - First reading. Referred to Speakers desk	Loc: HR D	
				Com: Education (H)	
HB2099	Changes term second languages to world languages for purposes of elementary and secondary education requirements. Declares emergency, effective July 1, 2013.	Relating to language requirements for education; declaring an emergency.	02/21/13 - First reading. Referred to Presidents desk.	No hearings scheduled at this time.	Presession filed.
			02/20/13 - Third reading. Carried by Gomberg. Passed		
			02/18/13 - Second reading.		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2110	Appropriates moneys to Department of Education to be expended for purpose of awarding grants under Career and Technical Education Revitalization Grant Program. Declares emergency, effective July 1, 2013.	Relating to the Career and Technical Education Revitalization Grant Program; appropriating money; declaring an emergency.	01/22/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means. 01/14/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Presession filed.
HB2150	Modifies contents of and process for proposal to establish public charter school. Modifies processes for renewal and termination of charter for public charter school. Clarifies list of laws that apply to public charter schools.	Relating to public charter schools.	01/22/13 - Referred to Education. 01/14/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Presession filed.
HB2151	Clarifies which students are included in calculation to determine if three percent of students who reside in school district are enrolled in virtual public charter school. Declares emergency, effective on passage.	Relating to enrollment in virtual public charter schools; declaring an emergency.	01/22/13 - Referred to Education. 01/14/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Presession filed.
HB2153	Allows school district board to place limitations on proposals for public charter schools that board will evaluate if specified percentage of students of school district are enrolled in public charter schools. Requires public charter school sponsored by State Board of Education to submit, in certain instances, request for change in sponsorship to school district board of school district in which public charter school is located.	Relating to public charter schools.	01/22/13 - Referred to Education. 01/14/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Presession filed.

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2174	Changes name of Oregon Farm-to-School and School Garden Program to Oregon Food Products Program. Allows grants awarded to program to be used for fisheries-based educational activities. Appropriates moneys from General Fund to Department of Education for purpose of awarding grants. Declares emergency, effective July 1, 2013.	Relating to food in schools; appropriating money; declaring an emergency.	01/22/13 - Referred to Agriculture and Natural Resources with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Deborah Boone
HB2185	Authorizes adoption of fees for certain activities related to career schools. Declares emergency, effective July 1, 2013.	Relating to career school fees; declaring an emergency.	02/11/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/22/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means. 01/14/13 - First reading. Referred to Speakers desk.		
HB2186	Clarifies terms of probation and suspension for licensee of career school.	Relating to discipline of career school licensees.	02/11/13 - Public Hearing held.	No hearings scheduled at this time	Presession filed.
			01/22/13 - Referred to Higher Education and Workforce Development.		
			01/14/13 - First reading. Referred to Speakers desk		
HB2187	Establishes requirements to transition school between career school regulated by Department of Education and career school regulated by agency of executive department. Allows Superintendent of Public Instruction to grant exemption to authorize agency to regulate certain career schools. Declares emergency, effective July 1, 2013.	Relating to the regulation of career schools; declaring an emergency.	02/11/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/22/13 - Referred to Higher Education and Workforce Development.		
			01/14/13 - First reading. Referred to Speakers desk.		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2188	Allows Superintendent of Public Instruction to retain reasonable costs related to investigation and assessment of career school civil penalties. Declares emergency, effective on passage.	Relating to career school civil penalties; declaring an emergency.	02/11/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/22/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means.		
			01/14/13 - First reading. Referred to Speakers desk		
HB2189	Allows State Board of Education to adopt rules related to general governance and operation of career schools. Modifies training requirements for hair design, barbering, esthetics and nail technology. Declares emergency, effective July 1, 2013.	Relating to career schools; declaring an emergency.	02/11/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/22/13 - Referred to Higher Education and Workforce Development.		
			01/14/13 - First reading. Referred to Speakers desk		
HB2190	Requires State Board of Education to adopt minimum standards related to financial soundness of owner of career school. Allows board to consider financial condition of owner of career school when establishing payment schedule for Tuition Protection Fund. Declares emergency, effective July 1, 2013.	Relating to finances of career schools; declaring an emergency.	02/11/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/22/13 - Referred to Higher Education and Workforce Development.		
			01/14/13 - First reading. Referred to Speakers desk		
HB2191	Expands definition of agent for career schools.	Relating to agents of career schools.	02/11/13 - Public Hearing held.	No hearings scheduled at this time	Presession filed.
			01/22/13 - Referred to Higher Education and Workforce Development.		
			01/14/13 - First reading. Referred to Speakers desk.		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2192	Establishes standards and goals for school policies related to discipline, suspension or expulsion. Clarifies requirements of, and relationships between, different policies. Removes sunset on provisions related to use of restraint or seclusion on student in public education program. Declares emergency, effective on passage.	Relating to disciplinary policies of schools; declaring an emergency.	03/01/13 - Public Hearing scheduled.	Date: Fri, Mar 01, 2013	Presession filed.
			01/22/13 - Referred to Education. 01/14/13 - First reading. Referred to Speakers desk	Time: 1:00 PM Loc: HR D Com: Education (H)	
HB2193	Removes requirements related to assessments for extended diplomas. Declares emergency, effective July 1, 2013.	Relating to documented history of student for purpose of high school completion; declaring an emergency.	02/21/13 - First reading. Referred to Presidents desk.	No hearings scheduled at this time.	Presession filed.
			02/20/13 - Third reading. Carried by Gorsek. Passed 02/18/13 - Second reading.		
HB2209	Modifies restoration rights of certain state exempt and management service employees to classified position in state service held prior to appointment to exempt or management service position. Specifies that management service employees serve at pleasure of appointing agency director and may be disciplined or removed subject to certain due process requirements.	Relating to certain positions in state service.	01/22/13 - Referred to Consumer Protection and Government Efficiency.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		
HB2222	Directs Early Learning Council to develop and implement process for requesting proposals from entities to become community-based coordinators of early learning services. Requires council to adopt rules to implement coordinated delivery of early learning services through community-based coordinators of early learning services. Declares emergency, effective on passage.	Relating to early learning services; declaring an emergency.	01/22/13 - Referred to Human Services and Housing with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2322	Appropriates moneys from General Fund to Department of Education for expenses of Fair Dismissal Appeals Board. Declares emergency, effective July 1, 2013.	Relating to state financial administration; appropriating money; declaring an emergency.	02/21/13 - Referred to Ways and Means by prior reference.	No hearings scheduled at this time.	Presession filed.
			02/21/13 - Recommendation: Do pass and be referred to Ways and Means by prior reference.		Peter Buckley
			02/18/13 - Work Session held.		
HB2356	Prohibits school district or public charter school from advancing student beyond third grade if student is not reading at or above third grade level. Requires that written notice be provided to parent or guardian. Allows waiver under specified circumstances. Increases age limitation for persons whom school districts must admit free of charge. Allows student achievement grants to be used for intervention techniques and other programs or techniques that assist student in improving students reading grade level. Takes effect July 1, 2014.	Relating to student grade advancement; prescribing an effective date.	01/22/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Kim Thatcher
HB2424	Changes exclusion from local revenues for purposes of State School Fund distributions and local option equalization grants. Takes effect on 91st day following adjournment sine die.	Relating to local revenues for purposes of state school funding; prescribing an effective date.	01/22/13 - Referred to Education with subsequent referral to Revenue.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Sara Gelser
HB2444	Allows student to choose to satisfy one or more high school diploma credits by successful completion of one online course. Directs school district or public charter school to pay provider of online course. Declares emergency, effective July 1, 2013.	Relating to graduation requirements; declaring an emergency.	01/22/13 - Referred to Education.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Kim Thatcher

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2457	Reduces average daily membership for students enrolled in virtual public charter school for purpose of making State School Fund distributions. Declares emergency, effective July 1, 2013.	Relating to the State School Fund; declaring an emergency.	01/22/13 - Referred to Revenue.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		
HB2494	Directs Department of Education to conduct evaluation of weights used for distribution of State School Fund. Requires department to submit report to interim legislative committees no later than October 1, 2013. Declares emergency, effective on passage.	Relating to school finance; declaring an emergency.	01/22/13 - Referred to Education with subsequent referral to Revenue.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		
HB2500	Expands types of costs that qualify as approved transportation costs for purposes of State School Fund distributions. Declares emergency, effective July 1, 2013.	Relating to approved school transportation funding; declaring an emergency.	01/22/13 - Referred to Education with subsequent referral to Revenue, then Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		
HB2501	Extends, by one year, grants distributed to small school districts through State School Fund. Declares emergency, effective on passage.	Relating to distributions of state moneys for schools; declaring an emergency.	02/15/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/22/13 - Referred to Education with subsequent referral to Revenue		
			01/14/13 - First reading. Referred to Speakers desk		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2516	Allows moneys in Watershed Conservation Operating Fund and Watershed Conservation Grant Fund to be used for educating elementary school students concerning protection and restoration of native fish or wildlife habitats, watersheds or ecosystems.	Relating to conservation education.	01/22/13 - Referred to Energy and Environment with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Jules Bailey
HB2584	Removes sunset on legislation relating to restraint and seclusion of students in public education programs.	Relating to safety in public education programs.	02/22/13 - Public Hearing and Possible Work Session scheduled.	Date: Fri, Feb 22, 2013	Presession filed.
			01/22/13 - Referred to Education.	Time: 1:00 PM	
			01/14/13 - First reading. Referred to Speakers desk	Loc: HR D	
				Com: Education (H)	
HB2585	Directs State Board of Education to adopt process for complaints about incidents involving use of physical restraint or seclusion in public education programs. Requires entity that has jurisdiction over public education program to submit to Superintendent of Public Instruction its annual report detailing use of physical restraint and seclusion during preceding school year. Declares emergency, effective on passage.	Relating to safety in public education programs; declaring an emergency.	02/22/13 - Public Hearing and Possible Work Session scheduled.	Date: Fri, Feb 22, 2013	Presession filed.
			01/22/13 - Referred to Education.	Time: 1:00 PM	
			01/14/13 - First reading. Referred to Speakers desk	Loc: HR D	
				Com: Education (H)	

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2636	Establishes STEM Investment Council. Charges council with tasks related to advancement of educational goals related to science, technology, engineering and mathematics. Establishes STEM Investment Grant Program for purpose of providing funding to school districts, community colleges, public universities and other entities to advance educational goals related to science, technology, engineering and mathematics. Establishes STEM Investment Grant Account. Appropriates moneys in account to council for purpose of awarding grants under grant program. Appropriates moneys from General Fund to council for purpose of awarding grants under grant program. Declares emergency, effective July 1, 2013.	Relating to advancement of STEM educational goals; appropriating money; declaring an emergency.	02/25/13 - Public Hearing scheduled.	Date: Mon, Feb 25, 2013	Presession filed.
			01/22/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means.	Time: 8:00 AM	Chris Harker
			01/14/13 - First reading. Referred to Speakers desk.	Loc: HR D	
				Com: Higher Education and Workforce Development (H)	
HB2641	Prohibits school districts from entering into contract with entity that is for-profit entity unless contract is for good or service that is provided only by for-profit entities. Prohibits school districts from awarding contracts for goods or services without competition.	Relating to contracts for schools.	01/22/13 - Referred to Education.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Jennifer Williamson

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2644	Directs state education programs to submit specified information about number of students and number of licensed or registered teachers regularly assigned to students. Directs Department of Education to make information available to public and to Legislative Assembly.	Relating to class sizes of students.	02/25/13 - Public Hearing and Possible Work Session scheduled.	Date: Mon, Feb 25, 2013	Presession filed.
			01/22/13 - Referred to Education. 01/14/13 - First reading. Referred to Speakers desk	Time: 1:00 PM Loc: HR 50 Com: Education (H)	Betty Komp
HB2648	Removes requirement that grant to purchase Oregon food products and to fund certain educational activities be allocated in specified percentage. Removes requirement that at least two grants be awarded per biennium under grant program. Allocates moneys from Administrative Services Economic Development Fund to Oregon Business Development Department for grant program. Declares emergency, effective July 1, 2013.	Relating to grants awarded to schools for food programs; declaring an emergency.	01/22/13 - Referred to Agriculture and Natural Resources with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Tina Kotek
HB2649	Removes requirement that grant to purchase Oregon food products and to fund certain educational activities be allocated in specified percentage. Removes requirement that at least two grants be awarded per biennium under grant program. Appropriates moneys from General Fund to Department of Education for grant program. Declares emergency, effective July 1, 2013.	Relating to grants awarded to schools for food programs; appropriating money; declaring an emergency.	02/21/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/22/13 - Referred to Agriculture and Natural Resources with subsequent referral to Ways and Means. 01/14/13 - First reading. Referred to Speakers desk		Tina Kotek

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2664	Directs Department of Education to conduct evaluation of use of standardized tests in public schools in this state. Requires department to submit report to interim legislative committees no later than July 1, 2014. Declares emergency, effective on passage.	Relating to standardized tests; declaring an emergency.	02/25/13 - Public Hearing and Possible Work Session scheduled.	Date: Mon, Feb 25, 2013	Presession filed.
			01/22/13 - Referred to Education with subsequent referral to Ways and Means	Time: 1:00 PM	Lew Frederick
			01/14/13 - First reading. Referred to Speakers desk	Loc: HR 50	
				Com: Education (H)	
HB2665	Directs Department of Education to conduct evaluation of means by which impact of poverty on educational attainment is addressed by state law. Requires department to submit report to interim legislative committees no later than July 1, 2014. Declares emergency, effective on passage.	Relating to impact of poverty on education; declaring an emergency.	03/06/13 - Public Hearing and Possible Work Session scheduled.	Date: Wed, Mar 06, 2013	Presession filed.
			01/22/13 - Referred to Education with subsequent referral to Ways and Means	Time: 1:00 PM	Lew Frederick
			01/14/13 - First reading. Referred to Speakers desk	Loc: HR D	
				Com: Education (H)	
HB2666	Directs Department of Education to provide technical expertise to assist schools, school districts and education service districts in complying with standards adopted by State Board of Education pertaining to student education records. Directs department to issue privacy risk assessment of any data system, program or contract involving student education records. Declares emergency, effective July 1, 2013.	Relating to student education records; declaring an emergency.	01/22/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Lew Frederick

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2727	Establishes State Apprenticeship Education and Training Fund and continuously appropriates moneys in fund to State Apprenticeship and Training Council for specified purposes. Requires contracting agency to pay into State Apprenticeship Education and Training Fund amount equivalent to $500 for each $1 million of public improvement contract price. Declares emergency, effective on passage.	Relating to vocational education; appropriating money; declaring an emergency.	02/11/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Phil Barnhart
			02/04/13 - First reading. Referred to Speakers desk.		Paul Holvey
HB2733	Adjusts distance adjustment calculations for remote small elementary schools to provide greater level of funding for schools located between 8 and 12 miles from nearest elementary school. Declares emergency, effective July 1, 2013.	Relating to remote small elementary schools; declaring an emergency.	02/15/13 - Public Hearing held.	No hearings scheduled at this time.	Peter Buckley
			02/11/13 - Referred to Education. 02/04/13 - First reading. Referred to Speakers desk.		
HB2743	Establishes Task Force on High School and Transition Success for Students with Disabilities. Sunsets task force on date of convening of 2015 regular session of Legislative Assembly. Declares emergency, effective on passage.	Relating to the Task Force on High School and Transition Success for Students with Disabilities; declaring an emergency.	02/13/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Sara Gelser
			02/06/13 - First reading. Referred to Speakers desk		Peter Buckley
HB2747	Requires district school board that admits nonresident students under contract or by giving consent to adopt specified standards for admittance. Modifies method by which State School Fund distributions are made if nonresident student is admitted as result of contract or consent.	Relating to admittance of nonresident students.	02/13/13 - Referred to Education with subsequent referral to Revenue.	No hearings scheduled at this time.	Education (H)
			02/06/13 - First reading. Referred to Speakers desk		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2749	Requires school district boards to allow certain medications to be kept in students classroom if requested by students parent or guardian. Requires school district boards to ensure that appropriate number of school personnel receive educational training related to use of autoinjectable epinephrine. Declares emergency, effective July 1, 2013.	Relating to student medication; declaring an emergency.	02/13/13 - Referred to Education.	No hearings scheduled at this time.	Education (H)
			02/06/13 - First reading. Referred to Speakers desk		
HB2750	Specifies preference for integrating into school district children who are receiving special education. Limits circumstances under which school district may contract with education service district for provision of full-time instructional services to children receiving special education. Takes effect July 1, 2014.	Relating to provision of special education; prescribing an effective date.	02/13/13 - Referred to Education.	No hearings scheduled at this time.	Education (H)
			02/06/13 - First reading. Referred to Speakers desk		
HB2751	Prohibits placement of child with disability in segregated employment for specified purposes. Clarifies meaning of term transition services and specifies that term does not include placement in segregated employment. Declares emergency, effective July 1, 2013.	Relating to placements for a child with a disability; declaring an emergency.	02/13/13 - Referred to Education.	No hearings scheduled at this time.	Education (H)
			02/06/13 - First reading. Referred to Speakers desk.		
HB2752	Expands situations in which school district is required to provide individualized summary of performance to child with disability. Prescribes contents of individualized summary of performance. Declares emergency, effective July 1, 2013.	Relating to individualized summary of performance; declaring an emergency.	02/13/13 - Referred to Education.	No hearings scheduled at this time.	Education (H)
			02/06/13 - First reading. Referred to Speakers desk.		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2753	Removes sunset on provisions related to use of restraint or seclusion on student in public education program. Declares emergency, effective July 1, 2013.	Relating to sunset for provisions related to safety in public education programs; declaring an emergency	02/22/13 - Public Hearing and Possible Work Session scheduled.	Date: Fri, Feb 22, 2013	Education (H)
			02/13/13 - Referred to Education.	Time: 1:00 PM	
			02/06/13 - First reading. Referred to Speakers desk	Loc: HR D	
				Com: Education (H)	
HB2755	Establishes advisory committee for purpose of assisting Department of Education in distributing moneys in Blind and Visually Impaired Student Fund. Authorizes department to distribute moneys in fund for purpose of providing vision screening in public schools.	Relating to the Blind and Visually Impaired Student Fund.	02/13/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Education (H)
			02/06/13 - First reading. Referred to Speakers desk		
HB2756	Prohibits public education program from purchasing, building or otherwise taking possession of seclusion cell or from using seclusion cells. Directs public education program to remove seclusion cells from classrooms by specified date and to remove seclusion cells from premises of public education program by specified date. Declares emergency, effective on passage.	Relating to seclusion of students; declaring an emergency.	02/22/13 - Public Hearing and Possible Work Session scheduled.	Date: Fri, Feb 22, 2013	Education (H)
			02/13/13 - Referred to Education.	Time: 1:00 PM	
			02/06/13 - First reading. Referred to Speakers desk	Loc: HR D	
				Com: Education (H)	

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2757	Directs Department of Education to ensure that statewide assessment system, or alternative to statewide assessment system, is available for students whose primary language is American Sign Language. Allows students whose primary language is American Sign Language to be exempt from high school diploma requirements related to assessments of content standards if assessments cannot be administered using American Sign Language. Declares emergency, effective July 1, 2013.	Relating to students who communicate by American Sign Language; declaring an emergency.	02/25/13 - Public Hearing and Possible Work Session scheduled.	Date: Mon, Feb 25, 2013	Education (H)
			02/13/13 - Referred to Education. 02/06/13 - First reading. Referred to Speakers desk	Time: 1:00 PM Loc: HR 50 Com: Education (H)	
HB2862	Limits when school districts may administer statewide assessments. Directs Department of Education to conduct study to determine effectiveness of statewide assessments. Prohibits school districts from taking certain actions related to educator based on results of statewide assessments by students of educator. Takes effect July 1, 2014.	Relating to statewide assessments of students; prescribing an effective date.	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Education (H)
			02/11/13 - First reading. Referred to Speakers desk		
HB2863	Directs State Board of Education to appoint Chief Privacy Officer to be responsible for ensuring that student information contained in student education records is adequately protected. Directs education entity to provide certain information to students, parents, legal guardians and teachers related to personal data collected by education entity. Allows student, parent or legal guardian to refuse to provide personal data or to agree to provide personal data but request that data not be shared. Declares emergency, effective July 1, 2013.	Relating to student education records; declaring an emergency.	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Education (H)
			02/11/13 - First reading. Referred to Speakers desk.		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2864	Establishes Task Force on Local Control of Education. Sunsets task force on date of convening of 2015 legislative session. Declares emergency, effective on passage.	Relating to local control of education; declaring an emergency.	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Education (H)
			02/11/13 - First reading. Referred to Speakers desk		
HB2865	Establishes Task Force on Outcomes-Based Funding for Education. Sunsets on date of convening of 2015 legislative session. Declares emergency, effective on passage.	Relating to outcomes-based funding for education; declaring an emergency.	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Education (H)
			02/11/13 - First reading. Referred to Speakers desk		
HB2866	Expands quality goals to be considered by Quality Education Commission when determining amount of moneys sufficient to ensure that states system of kindergarten through grade 12 public education meets specified goals. Directs Oregon Education Investment Board and Department of Education to jointly develop proposal related to funding gap for states system of kindergarten through grade 12 public education. Requires board and department to submit report to interim legislative committees no later than October 1, 2013. Declares emergency, effective on passage.	Relating to funding for quality education goals; declaring an emergency.	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Education (H)
			02/11/13 - First reading. Referred to Speakers desk		
HB2867	Directs Oregon Education Investment Board to prepare report related to removing barriers to learning caused by poverty. Requires board to submit report to interim legislative committees no later than April 1, 2014. Declares emergency, effective on passage.	Relating to impact of poverty on education; declaring an emergency.	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Education (H)
			02/11/13 - First reading. Referred to Speakers desk		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2868	Directs Oregon Education Investment Board and Department of Education to jointly prepare report related to strategic investment initiatives adopted by board. Requires board and department to submit report to legislative committees on education no later than February 10, 2014. Declares emergency, effective on passage.	Relating to the Oregon Education Investment Board; declaring an emergency.	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Education (H)
			02/11/13 - First reading. Referred to Speakers desk		
HB2875	Provides that expiring charter remains in effect for public charter school until new charter is negotiated following approval of renewal of charter. Declares emergency, effective on passage.	Relating to renewals of charters for public charter schools; declaring an emergency.	02/18/13 - Referred to Education.	No hearings scheduled at this time.	Julie Parrish
			02/11/13 - First reading. Referred to Speakers desk		
HB2876	Requires sponsor of public charter school to pay school amount per ADMw that is equal to amount received by sponsoring school district or by school district where public charter school is located. Directs school district to transfer grants to public charter school based on criteria school district uses to transfer grants to other public schools in school district. Considers transportation costs incurred by public charter school to be same as transportation costs incurred by school district. Declares emergency, effective July 1, 2013.	Relating to financing of public charter schools; declaring an emergency.	02/18/13 - Referred to Education with subsequent referral to Revenue, then Ways and Means.	No hearings scheduled at this time.	Julie Parrish
			02/11/13 - First reading. Referred to Speakers desk		
HB2877	Provides funding for instruction for talented and gifted children based on amount per student. Requires school districts to provide instruction for talented and gifted children. First applies to 2013-2014 school year. Declares emergency, effective July 1, 2013.	Relating to funding for talented and gifted children; declaring an emergency.	02/18/13 - Referred to Education with subsequent referral to Revenue, then Ways and Means.	No hearings scheduled at this time.	Julie Parrish
			02/11/13 - First reading. Referred to Speakers desk		

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2879	Allows public charter school to change sponsorship if charter is terminated.	Relating to public charter schools.	02/18/13 - Referred to Education. 02/11/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Julie Parrish
HB2880	Provides that certain grants and distributions of moneys must be awarded directly to public charter school or must be transferred to public charter school in amount equal to general purpose grant distribution percentage or based on other agreement. Declares emergency, effective on passage.	Relating to public charter school financing; declaring an emergency.	02/18/13 - Referred to Education with subsequent referral to Revenue, then Ways and Means. 02/11/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Julie Parrish
HB2881	Allows parents to submit petition to school district board to transform school that is in bottom 20 percent of schools of state. Provides process and requirements for transformation.	Relating to underperforming schools.	02/18/13 - Referred to Education. 02/11/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Julie Parrish Alan Olsen
HB2889	Revises method by which State School Fund grants for Juvenile Detention Education Program are calculated. Provides that students in youth care center within detention facility are to be treated similarly to students in Juvenile Detention Education Program. Declares emergency, effective July 1, 2013.	Relating to the Juvenile Detention Education Program; declaring an emergency.	02/26/13 - Public Hearing scheduled. 02/18/13 - Referred to Revenue. 02/11/13 - First reading. Referred to Speakers desk	Date: Tue, Feb 26, 2013 Time: 8:00 AM Loc: HR A Com: Revenue (H)	Betty Komp John Huffman
HB2898	Allows student with disability to earn credit at community college or public university as part of transition services. Prohibits denying financial aid to student for sole reason that student did not receive regular high school diploma.	Relating to education.	02/18/13 - Referred to Higher Education and Workforce Development. 02/11/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Higher Education and Workforce Development (H)

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2912	Requires Department of Education, Department of Community Colleges and Workforce Development and Bureau of Labor and Industries to develop and implement long-term goals that establish joint advisory committees related to career and technical education. Directs departments and bureau to prepare and submit report to interim legislative committees on education, no later than December 1, 2013, on progress toward meeting goal. Declares emergency, effective on passage.	Relating to career and technical education; declaring an emergency.	02/18/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Michael Dembrow
			02/13/13 - First reading. Referred to Speakers desk		Jeff Reardon
HB2913	Clarifies that committee formed by Department of Education and Bureau of Labor and Industries is established to set goals, develop grant criteria, review grant applications and make recommendations related to awarding grants under Career and Technical Education Revitalization Grant Program. Declares emergency, effective on passage.	Relating to the Career and Technical Education Revitalization Grant Program; declaring an emergency.	02/19/13 - Referred to Higher Education and Workforce Development.	No hearings scheduled at this time.	Michael Dembrow
			02/13/13 - First reading. Referred to Speakers desk		Paul Holvey
HB2916	Establishes Task Force on School Capital Improvement Planning. Sunsets task force on date of convening of 2015 regular session of Legislative Assembly. Appropriates funds for task force. Directs Department of Education to establish and maintain public education facility information database. Appropriates funds for database. Directs department to administer school capital construction program. Sunsets program on July 1, 2015. Appropriates funds for program. Declares emergency, effective on passage.	Relating to public education facilities; appropriating money; declaring an emergency.	02/19/13 - Referred to Education.	No hearings scheduled at this time.	Jules Bailey
			02/13/13 - First reading. Referred to Speakers desk		John Huffman

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Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2956	Alters method by which moneys are distributed to school districts for purpose of paying for costs of education of students in eligible day treatment programs and eligible residential treatment programs. Declares emergency, effective July 1, 2013.	Relating to funding for education of students in treatment programs; declaring an emergency.	02/18/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Betty Komp
					Alissa Keny-Guyer
HJR20	Proposes revision of Oregon Constitution to allow common school districts and union high school districts to impose taxes to fund public school system at maximum allowable rate of $6.50 per $1,000 of propertys real market value, or $7.50 per $1,000 of propertys real market value if district submits question of rate to voters. Provides that taxes imposed in excess of Ballot Measure 5 (1990) limits may not be taken into account for purposes of apportioning state funds to common school districts and union high school districts. Requires Legislative Assembly to enact property tax relief program for seniors and disabled individuals pursuant to which assessed value of homestead is frozen. Refers proposed revision to people for their approval or rejection at next primary election.	Proposing revision of Oregon Constitution relating to property taxation; and requiring approval by a two-thirds majority.	02/15/13 - Referred to Revenue.	No hearings scheduled at this time.	Revenue (H)
			02/11/13 - First reading. Referred to Speakers desk		
SB5	Modifies, for purposes of regulating student athlete agents, definitions of agency contract and athlete agent. Expands application of statutes regulating athlete agents to include agents representing student athletes at elementary and secondary schools. Requires athlete agent to notify educational institution in writing before initiating contact with student athlete. Makes violation of certain statutes relating to athlete agents unlawful trade practice.	Relating to athlete agents.	01/16/13 - Referred to Education and Workforce Development.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Peter Courtney

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB103	Expands definition of agent for career schools. Establishes requirements to transition school between career school regulated by Department of Education and career school regulated by agency of executive department. Allows Superintendent of Public Instruction to grant exemption to authorize agency to regulate certain career schools. Allows State Board of Education to adopt rules related to general governance and operation of career schools. Authorizes board to adopt fees for certain activities related to career schools. Allows board to consider financial condition of owner of career school when establishing payment schedule for Tuition Protection Fund. Requires board to adopt minimum standards related to financial soundness of owner of career school. Clarifies terms of probation and suspension for licensee of career school. Modifies training requirements for hair design, barbering, esthetics and nail technology. Declares emergency, effective July 1, 2013.	Relating to career schools; declaring an emergency.	01/18/13 - Referred to Education and Workforce Development. 01/14/13 - Introduction and first reading. Referred to Presidents desk	No hearings scheduled at this time.	Presession filed.
SB104	Allows Department of Education to require fingerprints of person who is community college faculty member providing instruction as part of early childhood education program. Declares emergency, effective July 1, 2013.	Relating to criminal records checks; declaring an emergency.	02/21/13 - Carried over to 02-26 by unanimous consent. 02/19/13 - Second reading. 02/19/13 - Recommendation: Do pass	No hearings scheduled at this time.	Presession filed.
SB105	Clarifies method by which moneys are transferred from State School Fund to Regional Educational Services Account for use by Office of Regional Educational Services. Declares emergency, effective July 1, 2013.	Relating to the Office of Regional Educational Services; declaring an emergency.	02/21/13 - Public Hearing held. 01/18/13 - Referred to Education and Workforce Development, then Ways and Means. 01/14/13 - Introduction and first reading. Referred to Presidents desk	No hearings scheduled at this time.	Presession filed.

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Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB139	Allows Oregon Education Investment Board to authorize Secretary of State to have access to education records of students in public education system for auditing purposes under federal Family Educational Rights and Privacy Act.	Relating to education audits.	02/21/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/16/13 - Referred to Education and Workforce Development.		
			01/14/13 - Introduction and first reading. Referred to Presidents desk		
SB193A	Requires school transportation providers to have in-house drug and alcohol testing program or be members of consortium that provides testing. Defines school transportation provider.	Relating to school transportation providers.	02/21/13 - Second reading.	No hearings scheduled at this time.	Presession filed.
			02/20/13 - Recommendation: Do pass with amendments. (Printed A-Eng.) 02/19/13 - Public Hearing and Work Session held		
SB215	Prohibits State Board of Education from adopting rules or imposing sanctions related to use of mascots by public schools. Declares emergency, effective on passage.	Relating to school mascots; declaring an emergency.	01/16/13 - Referred to Education and Workforce Development.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Jeff Kruse
SB216	Alters method by which moneys are distributed to school districts for purpose of paying for costs of education of students in eligible day treatment programs and eligible residential treatment programs. Declares emergency, effective July 1, 2013.	Relating to funding for education of students in treatment programs; declaring an emergency.	01/18/13 - Referred to Education and Workforce Development, then Finance and Revenue.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB222	Expands purposes for which grants awarded for accelerated college credit programs may be used. Allows community colleges to award scholarships to students who are participating in accelerated college credit program. Establishes requirement that, beginning July 1, 2019, students must have six credits that qualify for credit at post-secondary institution in order to receive high school diploma. Directs Teacher Standards and Practices Commission to adopt rules to take into consideration teaching experience gained by teachers through accelerated college credit programs for purposes of issuing or renewing licenses and endorsements. Appropriates moneys from General Fund to Department of Education for purpose of funding grant program. Declares emergency, effective July 1, 2013.	Relating to accelerated college credit programs; appropriating money; declaring an emergency.	02/26/13 - Public Hearing and Possible Work Session scheduled.	Date: Tue, Feb 26, 2013	Presession filed.
			02/21/13 - Public Hearing held. 02/05/13 - Public Hearing held.	Time: 1:00 PM Loc: HR C Com: Education and Workforce Development (S)	Mark Hass
SB228	Modifies method for determining amount of grants-in-aid for beginning teacher and administrator mentorship program. Declares emergency, effective on passage.	Relating to the educator mentorship program; declaring an emergency.	02/21/13 - Carried over to 02-26 by unanimous consent.	No hearings scheduled at this time.	Presession filed.
			02/19/13 - Second reading. 02/19/13 - Recommendation: Do pass.		Mark Hass
SB263	Directs Oregon Education Investment Board to submit report for development of coordinated system of regional education that provides efficient and effective support to school districts of state. Requires submission of report to interim legislative committees no later than October 1, 2013. Declares emergency, effective on passage.	Relating to regional education; declaring an emergency.	02/19/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/16/13 - Referred to Education and Workforce Development. 01/14/13 - Introduction and first reading. Referred to Presidents desk.		Mark Hass

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB271	Abolishes Oregon Educator Professional Development Commission. Transfers educator professional development program to Department of Education. Expands scope of program. Declares emergency, effective on passage.	Relating to educator professional development; declaring an emergency.	02/19/13 - Referred to Ways and Means by prior reference. 02/19/13 - Recommendation: Do pass and be referred to Ways and Means by prior reference 02/14/13 - Public Hearing and Work Session held	No hearings scheduled at this time.	Presession filed.
SB272	Directs Department of Education to conduct study on instruction of talented and gifted children. Requires department to submit report to interim legislative committees no later than July 1, 2014. Declares emergency, effective on passage.	Relating to the instruction of talented and gifted children; declaring an emergency.	01/18/13 - Referred to Education and Workforce Development. 01/14/13 - Introduction and first reading. Referred to Presidents desk	No hearings scheduled at this time.	Presession filed.
SB274	Requires student seven years of age or younger who is beginning education program to have comprehensive eye examination. Provides exceptions. Establishes Comprehensive Eye Examination Account for purpose of funding comprehensive eye examinations for students for whom cost of examination is financial hardship. Appropriates moneys from General Fund to Department of Education for deposit into Comprehensive Eye Examination Account. Declares emergency, effective July 1, 2013.	Relating to student vision examinations; appropriating money; declaring an emergency.	01/18/13 - Referred to Health Care and Human Services, then Ways and Means. 01/14/13 - Introduction and first reading. Referred to Presidents desk	No hearings scheduled at this time.	Presession filed.

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB291	Establishes Oregon Other Funds Reserve Fund. Transfers portion of June 30, 2013, ending balance from dedicated or continuously appropriated other funds accounts or funds to reserve fund. Transfers interest from reserve fund to State School Fund. Specifies circumstances under which amounts transferred to reserve fund may be modified or appropriated. Directs state agencies to follow generally accepted accounting practices relating to fund balance reporting and governmental fund type definitions. Declares emergency, effective July 1, 2013.	Relating to state financial administration; declaring an emergency.	01/18/13 - Referred to Finance and Revenue, then Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Brian Boquist
SB297	Requires all education entities to have achievement compact advisory committee. Establishes membership requirements for advisory committee. Declares emergency, effective on passage.	Relating to achievement compacts; declaring an emergency.	01/16/13 - Referred to Education and Workforce Development.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		
SB418	Increases percentage of students who may enroll in virtual public charter school without receiving approval for enrollment from resident school district. Removes sunset on institution of higher education becoming sponsor of public charter school. Allows institution of higher education to sponsor more than one public charter school. Declares emergency, effective on passage.	Relating to public charter schools; declaring an emergency.	01/16/13 - Referred to Education and Workforce Development.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Betsy Close
SB498	Appropriates moneys to Department of Education to be expended for purpose of awarding grants under Career and Technical Education Revitalization Grant Program. Declares emergency, effective July 1, 2013.	Relating to the Career and Technical Education Revitalization Grant Program; appropriating money; declaring an emergency.	02/11/13 - Referred to Education and Workforce Development, then Ways and Means.	No hearings scheduled at this time.	Diane Rosenbaum
			02/07/13 - Introduction and first reading. Referred to Presidents desk		Chuck Thomsen

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB508	Specifies minimum enrollment requirements for public charter school that offers online courses. Declares emergency, effective on passage.	Relating to enrollment at public charter schools that provide online courses; declaring an emergency.	02/11/13 - Referred to Education and Workforce Development.	No hearings scheduled at this time.	Arnie Roblan
			02/07/13 - Introduction and first reading. Referred to Presidents desk		Jeff Kruse
SB529	Allows school districts from all education service districts to withdraw from education service district. Declares emergency, effective on passage.	Relating to education service districts; declaring an emergency.	02/19/13 - Public Hearing and Work Session held.	No hearings scheduled at this time.	Education and Workforce Development (S)
			02/13/13 - Referred to Education and Workforce Development, then Finance and Revenue.		
			02/12/13 - Introduction and first reading. Referred to Presidents desk		
SB540	Establishes Task Force on School Capital Improvement Planning. Sunsets task force on date of convening of 2015 regular session of Legislative Assembly. Appropriates funds for task force. Directs Department of Education to establish and maintain public education facility information database. Appropriates funds for database. Directs department to administer school capital construction program. Sunsets program on July 1, 2015. Appropriates funds for program. Declares emergency, effective on passage.	Relating to public education facilities; appropriating money; declaring an emergency.	02/15/13 - Referred to Education and Workforce Development, then Ways and Means.	No hearings scheduled at this time.	Richard Devlin
			02/12/13 - Introduction and first reading. Referred to Presidents desk		Bill Hansell

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB567	Directs State Board of Education to appoint Chief Privacy Officer to be responsible for ensuring that student information contained in student education records is adequately protected. Directs education entity to provide certain information to students, parents, legal guardians and teachers related to personal data collected by education entity. Allows student, parent or legal guardian to agree to provide, or refuse to provide, personal data or to agree to provide personal data but request that data not be shared. Declares emergency, effective July 1, 2013.	Relating to student education records; declaring an emergency.	02/18/13 - Referred to Education and Workforce Development, then Ways and Means.	No hearings scheduled at this time.	Mark Hass
			02/14/13 - Introduction and first reading. Referred to Presidents desk		
SB5518	Appropriates moneys from General Fund to Department of Education for certain biennial expenses. Appropriates moneys from General Fund to department for distribution as grants-in-aid, for program costs and to purchase services. Limits certain biennial expenditures from fees, moneys or other revenues, including Miscellaneous Receipts, but excluding lottery funds and federal funds, collected or received by department. Limits biennial expenditures by department from certain federal funds. Limits biennial expenditures by department for payment of grants-in-aid, program costs and purchased services from certain federal funds received by department. Limits biennial expenditures by department for payment of grants-in-aid, program costs and purchased services from fees, moneys or other revenues, including Miscellaneous Receipts, but excluding lottery funds and federal funds, collected or received by department. Limits payment by department of expenses related to state education lottery bonds. Authorizes specified nonlimited expenditures. Declares emergency, effective July 1, 2013.	Relating to the financial administration of the Department of Education; appropriating money; declaring an emergency.	01/23/13 - Assigned to Subcommittee On Education.	No hearings scheduled at this time.	Presession filed.
			01/16/13 - Referred to Ways and Means. 01/14/13 - Introduction and first reading. Referred to Presidents desk		

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB5519	Appropriates moneys from General Fund to Department of Education for State School Fund. Limits biennial expenditures from lottery moneys allocated from Administrative Services Economic Development Fund to department for State School Fund. Limits biennial expenditures from fees, moneys or other revenues, including Miscellaneous Receipts, but excluding lottery funds and federal funds, collected or received by department for State School Fund. Prohibits, for biennium, specified uses of moneys from State School Fund. Specifies, for 2013 and 2014 fiscal years, total amount that department may spend from State School Fund. Appropriates moneys from General Fund to Department of Education for Local Option Equalization Grants Account. Declares emergency, effective July 1, 2013.	Relating to state financial administration; appropriating money; declaring an emergency.	01/23/13 - Assigned to Subcommittee On Education.	No hearings scheduled at this time.	Presession filed.
			01/16/13 - Referred to Ways and Means. 01/14/13 - Introduction and first reading. Referred to Presidents desk		
HB2030	Requires Department of Human Services and Oregon Health Authority to adopt by rule staffing ratios for residential facilities. Becomes operative 90 days after effective date of Act. Declares emergency, effective on passage.	Relating to staffing of residential facilities; declaring an emergency.	01/22/13 - Referred to Human Services and Housing.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		
HB2213	Establishes Oregon Task Force on Education. Sunsets task force on date of convening of 2015 regular legislative session. Declares emergency, effective on passage.	Relating to education; declaring an emergency.	01/22/13 - Referred to Education with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk.		
HB2317	Directs district boundary board to approve boundary change to divide Medford School District No. 549C into two districts. Specifies conditions for boundary changes. Sunsets on June 30, 2014. Declares emergency, effective on passage.	Relating to school districts; declaring an emergency.	01/22/13 - Referred to Education.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Peter Buckley

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2325	Directs Legislative Assembly to appropriate from General Fund to State School Fund amount equal to amount of corporate income and excise tax kicker calculated under Oregon Constitution. Specifies that amount appropriated is in addition to amount Legislative Assembly would provide for kindergarten through grade 12 public education if excess corporate tax revenues were not available. Modifies corporate tax kicker provisions as necessary to implement constitutional amendment approved by people in Ballot Measure 85 (2012). Declares emergency, effective on passage.	Relating to state financial administration; declaring an emergency.	02/21/13 - Public Hearing scheduled.	No hearings scheduled at this time.	Presession filed.
			01/22/13 - Referred to Revenue with subsequent referral to Ways and Means		Peter Buckley
			01/14/13 - First reading. Referred to Speakers desk.		
HB2331	Imposes excise tax on sale of sugar-sweetened beverages and concentrates. Allows local governments to impose taxes on sugar-sweetened beverages or concentrates and provides for agreements between local governments and Department of Revenue for implementation of taxes. Establishes Sugar-Sweetened Beverage Tax Fund for purpose of distributing proceeds of tax. Establishes Health Promotion Fund to support programs designed to reduce and prevent obesity. Transfers proceeds of tax to Health Promotion Fund, Department of Human Services, Department of Education and General Fund. Applies to sugar-sweetened beverages and concentrates sold on or after January 1, 2014. Takes effect on 91st day following adjournment sine die.	Relating to the taxation of sugar-sweetened beverages; appropriating money; prescribing an effective date; providing for revenue raising that requires approval by a three-fifths majority.	01/22/13 - Referred to Health Care with subsequent referral to Revenue, then Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		Mitch Greenlick

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Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2337	Authorizes State Treasurer to issue Article XI-P general obligation bonds to provide matching funds to school districts for improvements to school security infrastructure. Directs Superintendent of Public Instruction to establish grant program in collaboration with Director of Office of Emergency Management for purpose of disbursing funds to improve school security infrastructure. Sunsets grant program on July 1, 2015. Declares emergency, effective July 1, 2013.	Relating to school capital improvements for security; declaring an emergency.	03/06/13 - Public Hearing and Possible Work Session scheduled.	Date: Wed, Mar 06, 2013	Presession filed.
			01/22/13 - Referred to Education with subsequent referral to Ways and Means	Time: 1:00 PM	Mitch Greenlick
			01/14/13 - First reading. Referred to Speakers desk	Loc: HR D	
				Com: Education (H)	
HB2341	Establishes Task Force on Funding Strategies for Oregon Public Education. Sunsets task force on date of convening of 2015 regular legislative session. Declares emergency, effective on passage.	Relating to education; declaring an emergency.	01/22/13 - Referred to Revenue with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk		
HB2409	Modifies controlled substance offenses where occurrence of offense within 1,000 feet of school is element of crime to include preschools. Declares emergency, effective on passage.	Relating to controlled substances; declaring an emergency.	03/07/13 - Public Hearing and Possible Work Session scheduled.	Date: Thu, Mar 07, 2013	Presession filed.
			01/22/13 - Referred to Judiciary.	Time: 1:00 PM	Vic Gilliam
			01/14/13 - First reading. Referred to Speakers desk	Loc: HR 343	
				Com: Judiciary (H)	
HB2445	Requires Oregon Health Authority to reimburse school-based health centers on fee-for-service basis for services provided to students who qualify for medical assistance if center is not part of coordinated care organization and is not patient centered primary care home. Declares emergency, effective on passage.	Relating to school-based health centers; declaring an emergency.	01/22/13 - Referred to Health Care with subsequent referral to Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - First reading. Referred to Speakers desk.		Nancy Nathanson

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Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2506	Establishes Task Force on School Funding. Sunsets task force on date of convening of 2015 regular session of Legislative Assembly. Declares emergency, effective on passage.	Relating to school funding; declaring an emergency.	01/22/13 - Referred to Revenue with subsequent referral to Ways and Means. 01/14/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Presession filed.
HB2587	Expands assessments and services provided by Healthy Start Family Support Services programs to include children from zero to three years of age and their families.	Relating to Healthy Start Family Support Services programs.	01/22/13 - Referred to Human Services and Housing with subsequent referral to Ways and Means. 01/14/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Presession filed.
HB2640	Adds one member to Oregon Education Investment Board as representative of oldest nonprofit network of parents in Oregon that provides statewide representation of parents. Declares emergency, effective on passage.	Relating to the Oregon Education Investment Board; declaring an emergency.	01/22/13 - Referred to Education. 01/14/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Presession filed. Jennifer Williamson
HB2711	Establishes Oregon School Facilities Task Force. Directs task force to study status of public school facilities and make recommendations for funding mechanisms that will meet capital needs of public school facilities. Establishes Oregon School Facilities Task Force Fund. Continuously appropriates moneys in fund to Oregon Department of Administrative Services for purposes related to task force. Appropriates moneys to department for purpose of funding task force. Sunsets task force and fund on January 2, 2016. Declares emergency, effective on passage.	Relating to task force on public school facilities; appropriating money; declaring an emergency.	03/06/13 - Public Hearing and Possible Work Session scheduled. 02/11/13 - Referred to Education with subsequent referral to Ways and Means 02/04/13 - First reading. Referred to Speakers desk	Date: Wed, Mar 06, 2013 Time: 1:00 PM Loc: HR D Com: Education (H)	John Huffman
HB2748	Prohibits district school board from charging tuition for nonresident students. Declares emergency, effective July 1, 2013.	Relating to tuition for nonresident students; declaring an emergency.	02/13/13 - Referred to Education. 02/06/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Education (H)

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2757	Directs Department of Education to ensure that statewide assessment system, or alternative to statewide assessment system, is available for students whose primary language is American Sign Language. Allows students whose primary language is American Sign Language to be exempt from high school diploma requirements related to assessments of content standards if assessments cannot be administered using American Sign Language. Declares emergency, effective July 1, 2013.	Relating to students who communicate by American Sign Language; declaring an emergency.	02/25/13 - Public Hearing and Possible Work Session scheduled. 02/13/13 - Referred to Education. 02/06/13 - First reading. Referred to Speakers desk.	Date: Mon, Feb 25, 2013 Time: 1:00 PM Loc: HR 50 Com: Education (H)	Education (H)
HB2789	Directs schools to provide drills and instruction on safety threats. Requires drills on safety threats to be conducted at least twice each year. Declares emergency, effective July 1, 2013.	Relating to school emergency procedures; declaring an emergency.	02/15/13 - Referred to Education. 02/11/13 - First reading. Referred to Speakers desk	No hearings scheduled at this time.	Betty Komp Brent Barton
HB2958	Requires community colleges to annually distribute specified information about community colleges to public school students in grades 11 and 12. Directs representatives of State Board of Education and Higher Education Coordinating Commission to regularly meet for purpose of improving coordination between public secondary schools and community colleges. Declares emergency, effective July 1, 2013.	Relating to community colleges; declaring an emergency.	02/18/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Betty Komp
HB2979	Establishes work group to study how to establish common course numbering system for lower-division undergraduate courses in Oregon public colleges and universities. Declares emergency, effective on passage.	Relating to higher education courses; declaring an emergency.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Michael Dembrow Mark Johnson
HB2984	Appropriates moneys to Department of Education for early childhood development center at Earl Boyles Elementary School. Declares emergency, effective July 1, 2013.	Relating to state financial administration; appropriating money; declaring an emergency.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Jeff Reardon Alissa Keny-Guyer

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB2985	Establishes Career and Technical Student Organization Grant Program for purpose of funding expenses associated with participation in career and technical student organizations. Declares emergency, effective July 1, 2013.	Relating to student organizations; declaring an emergency.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Jeff Reardon Michael Dembrow
HB2993	Allows person without administrative license to be superintendent, or assistant superintendent, of public school, public charter school or virtual public charter school. Requires superintendent or assistant superintendent who does not have administrative license to complete, within one year of being hired, program conducted by professional organization of school administrators.	Relating to qualifications of school personnel.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Julie Parrish Sal Esquivel
HB3043	Prohibits school district from expending moneys received to replace school buses if school district enters into contract with private entity to provide student transportation. Provides that any moneys expended in violation of prohibition shall be subtracted from following years distribution. Declares emergency, effective July 1, 2013.	Relating to school transportation costs; declaring an emergency.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Education (H)
HB3044	Allows transportation expenses incurred for school-related activities to be eligible for reimbursement from State School Fund. Declares emergency, effective July 1, 2013.	Relating to transportation costs; declaring an emergency.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Education (H)
HB3045	Directs district school boards to establish policy for reporting of incidents that result in injury or death of student, volunteer, visitor, teacher or other staff occurring on school property. Declares emergency, effective on passage.	Relating to school safety; declaring an emergency.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Education (H)

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
HB3046	Appropriates moneys from General Fund to Department of Education for purpose of awarding grants to school districts for reimbursement of costs incurred in purchasing Oregon food products that meet certain criteria and for funding food-based, agriculture-based and garden-based educational activities. Declares emergency, effective July 1, 2013.	Relating to food in schools; appropriating money; declaring an emergency.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Education (H)
HB3060	Prohibits imposition of sanctions on public school as result of schools discriminatory acts unless court has taken certain actions or conciliation agreement specifies sanctions. Declares emergency, effective on passage.	Relating to discrimination by public schools; declaring an emergency.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Bruce Hanna
HB3075	Reduces frequency by which Department of Education collects information related to physical education. Allows school district board to determine how to make written personnel policies available for inspection. Declares emergency, effective on passage.	Relating to education; declaring an emergency.	02/20/13 - First reading. Referred to Speakers desk.	No hearings scheduled at this time.	Jeff Barker
SB36	Makes state financial aid to veterans for educational purposes subject to available funds.	Relating to educational benefits for veterans.	02/28/13 - Public Hearing Scheduled. 01/16/13 - Referred to Veterans and Emergency Preparedness. 01/14/13 - Introduction and first reading. Referred to Presidents desk	Date: Thu, Feb 28, 2013 Time: 1:10 PM Loc: HR B Com: Veterans and Emergency Preparedness (S)	Presession filed.

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB211	Provides that State Board of Education shall consist of 11 members appointed by Governor to represent kindergarten through grade 12, community colleges and institutions of higher education. Directs State Board of Education to appoint Superintendent of Public Instruction. Abolishes State Board of Higher Education and Higher Education Coordinating Commission. Transfers duties and powers of board and commission to State Board of Education. Takes effect only if Senate Joint Resolution 4 (2013) is approved by people at next regular general election. Takes effect July 1, 2015.	Relating to the State Board of Education; prescribing an effective date.	01/16/13 - Referred to Education and Workforce Development.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Jeff Kruse
SB218	Establishes Task Force on the Organization of Oregon Public Education. Sunsets task force on date of convening of 2015 regular session of Legislative Assembly. Declares emergency, effective on passage.	Relating to education; declaring an emergency.	01/16/13 - Referred to Education and Workforce Development, then Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		
SB225	Creates Task Force on School Reform. Directs task force to study reform of kindergarten through grade 12 public education and make recommendations about how to reform kindergarten through grade 12 public education. Sunsets task force on date of convening of 2015 regular session of Legislative Assembly. Declares emergency, effective July 1, 2013.	Relating to education; declaring an emergency.	01/18/13 - Referred to Education and Workforce Development, then Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Mark Hass
SB226	Establishes Task Force on School Improvement. Sunsets task force on date of convening of 2015 regular session of Legislative Assembly. Declares emergency, effective on passage.	Relating to education; declaring an emergency.	01/18/13 - Referred to Education and Workforce Development, then Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Mark Hass

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB227	Establishes Task Force on Education Service Districts. Sunsets task force on date of convening of 2015 regular session of Legislative Assembly. Declares emergency, effective on passage.	Relating to education service districts; declaring an emergency.	02/19/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/18/13 - Referred to Education and Workforce Development, then Ways and Means.		Mark Hass
			01/14/13 - Introduction and first reading. Referred to Presidents desk		
SB262	Updates statute to reflect mergers in education service districts. Declares emergency, effective July 1, 2013.	Relating to education service districts; declaring an emergency.	02/19/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/16/13 - Referred to Education and Workforce Development.		Mark Hass
			01/14/13 - Introduction and first reading. Referred to Presidents desk		
SB273	Authorizes State Treasurer to issue Article XI-P general obligation bonds to match general obligation bonds issued by school districts for capital construction. Declares emergency, effective July 1, 2013.	Relating to school capital matching bonds; declaring an emergency.	02/26/13 - Public Hearing and Possible Work Session scheduled.	Date: Tue, Feb 26, 2013	Presession filed.
			02/12/13 - Public Hearing held.	Time: 1:00 PM	
			01/16/13 - Referred to Education and Workforce Development, then Ways and Means.	Loc: HR C	
				Com: Education and Workforce Development (S)	

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB293	Suspends for 2013-2015 biennium requirements placed on school districts related to self-evaluations, local district continuous improvement plans, alternative placements for students, alcohol and drug abuse prevention programs, instructional materials, substitute teacher salaries, talented and gifted students, instructional time, guidance and counseling programs, media programs and class sizes. Prohibits Superintendent of Public Instruction from issuing school district and school performance reports. Prohibits Teacher Standards and Practices Commission from requiring school district to forfeit State School Fund moneys for employing persons not properly licensed. Prohibits Superintendent of Public Instruction from withholding State School Fund moneys from school districts for not complying with suspended requirements. Declares emergency, effective July 1, 2013.	Relating to education; declaring an emergency.	01/18/13 - Referred to Education and Workforce Development, then Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Brian Boquist
SB306	Modifies statutory corporate kicker provision to match amendment to Oregon Constitution by Ballot Measure 85 (2012). Retains excess corporate income and excise tax revenues in General Fund for use for kindergarten through 12th grade public education. Declares emergency, effective on passage.	Relating to state finance; declaring an emergency.	01/16/13 - Referred to Finance and Revenue.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		
SB329	Modifies statutory corporate kicker provision to match amendment to Oregon Constitution by Ballot Measure 85 (2012). Retains excess corporate income and excise tax revenues in General Fund for use for kindergarten through 12th grade public education. Declares emergency, effective on passage.	Relating to state finance; declaring an emergency.	01/16/13 - Referred to Finance and Revenue.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB347	Modifies crime applicable to possession of firearm, or instrument used as dangerous weapon, while in or on school grounds. Requires entity controlling school grounds to adopt written policy before concealed handgun licensees may assert affirmative defense to crime. Declares emergency, effective on passage.	Relating to weapons on school grounds; declaring an emergency.	01/18/13 - Referred to Judiciary.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Ginny Burdick
SB403	Directs establishment of education license plate program for issuance of special registration plate. Imposes surcharge per year of registration. Directs that moneys from surcharge on registration plate be transferred to State School Fund. Directs Oregon Transportation Commission to conduct contest for design of education registration plate. Appropriates moneys from General Fund to Department of Transportation for purpose of initiating education registration plate program. Repeals limitation on number of special registration plates department may issue at one time. Declares emergency, effective on passage.	Relating to special registration plates; appropriating money; declaring an emergency.	01/16/13 - Referred to Business and Transportation, then Ways and Means.	No hearings scheduled at this time.	Presession filed.
			01/14/13 - Introduction and first reading. Referred to Presidents desk		Chip Shields
SB436	Requires coordinated care organizations, by December 1, 2017, to maximize use of school-based health centers and to coordinate care with certain programs and entities.	Relating to childrens health care.	02/21/13 - Public Hearing held.	No hearings scheduled at this time.	Presession filed.
			01/16/13 - Referred to Health Care and Human Services. 01/14/13 - Introduction and first reading. Referred to Presidents desk		Elizabeth Steiner Hayward

Major 2013 Legislative Bills Affecting Education

Report Date: Fri, Feb 22, 2013

Bill #	Summary	Relating To Clause	Last Three Actions	Next Hearing	First 2 Sponsors
SB501	Prohibits State Board of Education from adopting standards or rules that permit Superintendent of Public Instruction to find school district to be nonstandard or to withhold moneys or impose sanctions related to use of mascot by public school. Declares emergency, effective on passage.	Relating to school mascots; declaring an emergency.	02/11/13 - Referred to Education and Workforce Development.	No hearings scheduled at this time.	Betsy Close
			02/07/13 - Introduction and first reading. Referred to Presidents desk		
SB584	Extends applicability of law that requires school districts to offer half-day kindergarten and allows school districts and public charter schools to offer supplemental kindergarten. Requires school district to offer half-day kindergarten, authorizes school districts to offer full-day kindergarten and authorizes public charter schools to offer either half-day or full-day kindergarten, beginning with 2017-2018 school year. Specifies that aggregate days membership of kindergarten students be calculated on basis of either half-time or full-time program, whichever school offers, beginning with State School Fund distributions made for 2017-2018 school year. Extends by two years date by which process for determining childs readiness for kindergarten is made available to school districts for implementation. Declares emergency, effective on passage.	Relating to kindergarten; declaring an emergency.	02/21/13 - Referred to Education and Workforce Development.	No hearings scheduled at this time.	Bruce Starr
			02/19/13 - Introduction and first reading. Referred to Presidents desk		Jeff Kruse
SB587	Removes prohibition on virtual public charter schools related to employment of persons employed by for-profit entity. Declares emergency, effective on passage.	Relating to employment by a virtual public charter school; declaring an emergency.	02/21/13 - Referred to Education and Workforce Development.	No hearings scheduled at this time.	Arnie Roblan
			02/19/13 - Introduction and first reading. Referred to Presidents desk		

Key Performance Measures

Includes:

OREGON DEPARTMENT OF EDUCATION

Legislatively Approved
Key Performance Measures

OREGON DEPARTMENT OF EDUCATION

Current Key Performance Measures (KPMs)

➤ Latest results are for Fiscal Year 2011-12

➤ Full report can be accessed at: http://www.ode.state.or.us/wma/data/2012appr.pdf

➤ KPMs 1-15 and 20-21 focus on the Oregon PK-12 education enterprise. 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. Demonstrating progress for these KPMs requires ownership and commitment on the part of several education players.

➤ ODE's KPMs 16-19 focus on ODE's internal operational efficiency. These measures focus on ODE's success in serving its stakeholders and providing services in a timely and accurate fashion.

➤ With the new federal accountability waiver and ODE's strategic plan, some of these measures will need to be revised.

OREGON DEPARTMENT OF EDUCATION

Current KPMs: Summary of 2011-12 Results

➢ For 2011-12:

   ➢ 10 (48%) of ODE's measures are "green," indicating those measures are within 5% of the target;

   ➢ 2 (10%) of ODE's measures are "yellow," indicating those measures are between 6% and 15% of the target;

   ➢ 8 (38%) of ODE's measures are "red," indicating those measures are more than 15% off from the target; and

   ➢ 1 (5%) of ODE's measures is "pending," indicating a target has not been adopted for the reported year.

➢ NOTE: Due to a limitation in the reporting mechanism, the status for KPM 12 appears incorrectly in the performance summary chart in the APPR on page 6. The status for KPM 12 - Safe Schools incorrectly appears as an "Exception." This KPM should be categorized as "Green" since performance for this KPM met the target.

OREGON DEPARTMENT OF EDUCATION

2011-12 Targets and Actual Performance by Measure

➢ **KPM 1: ACCESS TO PRE-KINDERGARTEN** - Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services
Target: 75%
Actual: 64%

➢ **KPM 2: KINDERGARTEN READINESS** - Percentage of kindergarten children demonstrating readiness criteria
Target: 80%
Actual: 46.3%

➢ **KPM 3: STUDENT ACHIEVEMENT** - Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math
Target: 98%
Actual: 70%

➢ **KPM 4: STUDENT GROWTH** - Percentage of students meeting growth targets on statewide assessments
Target: 41.6%
Actual: 11.4%

OREGON DEPARTMENT OF EDUCATION

2011-12 Targets and Actual Performance by Measure

➤ **KPM 5: HIGH SCHOOL GRADUATION** - Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics)
Target: 84%
Actual: 67%

➤ **KPM 6: COLLEGE READINESS** - Success rate, participation rate, and second-year persistence rate of Oregon PK-12 students into post-secondary institutions
Target: Pending
Actual: 56%

➤ **KPM 7: SCHOOLS AND DISTRICTS MEETING AYP** - Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria *(suggested for deletion since it relates to AYP status, which will no longer be applicable under the federal accountability waiver)*
Target: 86%
Actual: 54%

OREGON DEPARTMENT OF EDUCATION

2011-12 Targets and Actual Performance by Measure

➢ **KPM 8: LOW-PERFORMING SCHOOLS IMPROVE** - Percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines *(suggested for deletion since it relates to AYP status, which will no longer be applicable under the federal accountability waiver)*
Target: 80%
Actual: 59%

➢ **KPM 9: SCHOOLS CLOSING THE ACHIEVEMENT GAP** - Percentage of schools closing the academic achievement gap
Target: 10%
Actual: 31%

➢ **KPM 10: SCHOOLS OFFERING ADVANCED COURSES** - Percentage of schools offering advanced courses
Target: 67%
Actual: 55.3%

OREGON DEPARTMENT OF EDUCATION

2011-12 Targets and Actual Performance by Measure

➢ **KPM 11: SUSPENSION, EXPULSION, AND TRUANCY** - Number of suspension, expulsion, and truancy incidents, disaggregated by incident type
Target: 103,150
Actual: 88,282

➢ **KPM 12: SAFE SCHOOLS** - Number of schools identified as persistently dangerous or on the "watch list"
Target: 0
Actual: 0

➢ **KPM 13: BUS SAFETY** - Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average
Target: 65
Actual: 61

➢ **KPM 14: HIGHLY QUALIFIED TEACHERS** - Percentage of core academic classes taught by highly qualified teachers
Target: 100%
Actual: 98%

OREGON DEPARTMENT OF EDUCATION

2011-12 Targets and Actual Performance by Measure

➢ **KPM 15: MINORITY STAFF** - Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and Oregon University System)
Target: 8%
Actual: 12%

➢ **KPM 16: TIMELY ASSESSMENTS AND ASSESSMENT RESULTS** - Percentage of statewide assessment and statewide assessment results provided to districts on time
Target: 100%
Actual: 100%

➢ **KPM 17: ON-TIME TECHNICAL PROJECTS** - Percentage of technology projects met on schedule
Target: 95%
Actual: 98%

➢ **KPM 18: TIMELY PUBLIC REPORTS** - Percentage of key public reports released on time
Target: 85%
Actual: 80%

OREGON DEPARTMENT OF EDUCATION

2011-12 Targets and Actual Performance by Measure

➢ **KPM 19: CUSTOMER SERVICE** – Percentage of customers rating the agency's customer service as "good" or "excellent"
Target: 70%
Actual: 70%

➢ **KPM 20:** Percentage of eligible children who receive Early Intervention / Early Childhood Special Education services meeting service level standards
Target: 100%
Actual: 27.9%

➢ **KPM 21:** Percentage of children who exit Early Intervention / Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs
Target: 81.4%
Actual: 83.6%

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date:

Agency: **EDUCATION, OREGON DEPARTMENT of**

	Green = Target to -5%	Yellow = Target -6% to -15%	Red = Target > -15%	Pending	Exception Can not calculate status (zero entered for either Actual or Target)
Summary Stats:	42.86%	9.52%	38.10%	4.76%	4.76%

Detailed Report:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
1 - ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.	64	75	Yellow	2012	Increased funding by the state legislature restored the number of enrollment slots reduced in 2010 and added additional enrollment slots (736). This increased funding means that, even with an increased state poverty rate, the percentage of children receiving services increased compared to 2010.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
2 - KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.	46.30	80.00	Red	2008	The most recent Oregon Kindergarten Readiness Survey data were collected in 2008. In October 2009, ODE suspended indefinitely the Oregon Kindergarten Readiness Survey due to concerns about the survey's reliability and validity and engaged partners to develop a new tool to measure kindergarten readiness. In July 2012, the Early Learning Council (ELC) adopted a composite approach for Oregon's Kindergarten Readiness Assessment. The composite approach will be piloted in 16 schools across the state in fall 2012. An evaluation will be conducted with pilot school participants during the pilot year to inform the preferred ways to support schools with this assessment for the statewide launch in 2013.
3 - STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.	70	98	Red	2012	While student achievement is below target for all four metrics, it is worthwhile to note that new cut scores for mathematics went into effect in 2011 and new cut scores for reading went into effect for 2012. The drop in both 3rd and 8th grade reading reflects the new cut scores that went into effect in 2012. In mathematics, improvements can be seen in both 3rd and 8th grade compared to 2011, the first year in which the new mathematics cut scores were in effect. This demonstrates the positive impact of focused professional development targeted to help students prepare for more rigorous standards.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
4 - STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.	11.40	41.60	Red	2012	While student achievement is below target for both metrics, it is worthwhile to note that new cut scores for mathematics went into effect in 2011 and new cut scores for reading went into effect for 2012. The drop in reading reflects the new cut scores that went into effect in 2012. In mathematics, improvements can be seen compared to 2011, the first year in which the new mathematics cut scores were in effect. This demonstrates the positive impact of focused professional development targeted to help students prepare for more rigorous standards.
5 - HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).	67	84	Red	2011	Although the main metric for this KPM, high school graduation, was below target for 2011 (the most recent year for which data is available), Oregon did experience an increase in the graduation rate compared to 2010. Oregon met its targeted percentage of dropouts, with an additional decrease compared with previous years. 2011 saw the lowest dropout rate in over 11 years.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
6 - COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.	56		Pending	2010	Although ODE does not have targets in place for the 2010 data, a comparison with national averages provides some information about how Oregon is doing. Oregon falls considerably below the national average for the participation rate, suggesting that better high school preparation and efforts to improve the affordability of college in Oregon deserve policy focus. Oregon performed slightly above the national average on the Second Year Persistence Rate and the Graduation Rate for both Bachelor's and Associate's degrees. There is no comparable national data for the Extended Participation Rate.
7 - SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria.	54	86	Red	2011	With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13. ODE anticipates that it will develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input from a variety of stakeholders.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
8 - LOW-PERFORMING SCHOOLS IMPROVE - Percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines.	59	80	Red	2011	With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13. ODE anticipates that it will develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input from a variety of stakeholders.
9 - SCHOOLS CLOSING THE ACHIEVEMENT GAP— Percentage of schools closing the academic achievement gap.	31	10	Green	2012	Oregon once again exceeded its target for this measure, indicating improvements in closing the achievement gap between Hispanic and White students.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
10 - SCHOOLS OFFERING ADVANCED COURSES— Percentage of schools offering advanced courses.	55.30	67.00	Red	2012	Although the percentage of schools offering advanced courses is still below target, the percentage has increased compared to 2011. Oregon also continues to do well in related measures. For instance, nearly 16,000 Oregon students earned college academic credit through programs that partner community colleges, colleges, or state universities with local schools to provide college courses at high schools. In 2011, 15,965 Oregon students earned concurrent enrollment/dual credit. These students might also have been AP or IB test-takers. Oregon was also one of the top five states with the greatest expansion of AP Scores 3+ since 2003. This means that Oregon has shown growth in the number of students that score at the level at which higher education institutions grant credit.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
11 - SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.	88,282	103,150	Green	2012	The number of reported incidents for all three metrics (suspension, expulsions, and truancy) continue to be below target—the desired outcome. In recent years, schools and districts have taken great strides in the implementation of research-based prevention programs and have developed more proactive and positive ways of disciplining students. In addition, familiarity with the discipline data collection and its relevant specifications has increased in recent years, which serves to raise awareness and assist schools and districts in how they intervene, monitor, regulate, and discipline students.
12 - SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the "watch list."	0	0	Exception	2012	Due to a limitation in the reporting mechanism, this KPM's status incorrectly appears as "Exception." This KPM should be categorized as "Green" since performance for this KPM met the target for both metrics. Also, it is worth noting that the number of schools on the watch list has remained at 0 for the third year in a row.
13 - BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.	61	65	Green	2012	Both the number of total school bus accidents and the subset where the driver was at fault dropped compared to 2011. The percentage of accidents where the school bus driver was at fault is now below Oregon's target of 65%. In addition, Oregon should be proud that there have been no fatalities due to school bus accidents in the last 36 years.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
14 - HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.	98	100	Green	2011	Oregon has continued to increase the percentage of teachers deemed highly qualified to teach.
15 - MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).	12	8	Green	2012	Oregon schools continue to exceed the targeted percentage of minority staff in schools.
16 - TIMELY ASSESSMENTS AND ASSESSMENT RESULTS —Percentage of statewide assessment and statewide assessment results provided to districts on time	100	100	Green	2012	ODE successfully met its targeted percentage of both assessments available on time and assessment results released on time.
17 - ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule	98	95	Green	2012	ODE has shown continuous improvement on this measure since the KPM's inception in 2006. Due to consistent staffing, and resource availability, we were able to exceed our target this year.
18 - ACCURATE AND TIMELY PUBLIC REPORTS— Percentage of key public reports released accurately and on time.	80.00	85.00	Yellow	2012	Although ODE did not quite meet its target of 85% for 2012, part of the reason was due to mid-year changes to the release calendar designed to better streamline reports and better serve districts and schools. One report (Fall Enrollment) was released more than one month ahead of schedule due to increased efficiencies and new reporting requirements.

Agency Management Report

KPMs For Reporting Year 2012

Finalize Date:

KPMs	Actual	Target	Status	Most Recent Year	Management Comments
19 - CUSTOMER SERVICE – Percentage of customers rating the agency's customer service as "good" or "excellent"	70.00	70.00	Green	68	The 2011 survey results indicate that ODE has made steady gains in improving customer service and is on the right track to continue increasing customer satisfaction. ODE exceeded its target of 70% for two criteria and was within 5% of its target for three criteria.
20 - Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.	27.90	100.00	Red	2012	The data show that Oregon needs to improve its service levels to young children with disabilities, especially preschoolers with moderate and high needs. Increased funding is required for Oregon to meet its service level targets for this population of children.
21 - Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.	83.60	81.40	Green	2012	The 2012 data show that Oregon was meeting or exceeding two of the six targets and showed increases in three areas. Children in both programs are showing a greater than expected growth in the area of social relationships. The majority of children (93.6%) receiving these services improved developmental functioning during their time in the programs.

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.

EDUCATION, OREGON DEPARTMENT of

Annual Performance Progress Report (APPR) for Fiscal Year (2011-2012)

Original Submission Date: 2012

Finalize Date:

2011-2012 KPM #	2011-2012 Approved Key Performance Measures (KPMs)
1	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.
2	KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.
3	STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.
4	STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.
5	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).
6	COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.
7	SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria.
8	LOW-PERFORMING SCHOOLS IMPROVE - Percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines.
9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap.
10	SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses.
11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.
12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the "watch list."
13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.
14	HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.

2011-2012 KPM #	2011-2012 Approved Key Performance Measures (KPMs)
15	MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).
16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Percentage of statewide assessment and statewide assessment results provided to districts on time
17	ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule
18	ACCURATE AND TIMELY PUBLIC REPORTS—Percentage of key public reports released accurately and on time.
19	CUSTOMER SERVICE – Percentage of customers rating the agency's customer service as "good" or "excellent"
20	Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.
21	Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2013-2015
DELETE	**Title:** SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria. **Rationale:** For 2013-15, ODE is proposing the deletion of KPMs 7 and 8 as both relate directly to AYP status, which will no longer be applicable under the federal accountability waiver. As the new accountability system takes shape, ODE plans to develop replacement measures; however, at this time we do not have sufficient information about what the new system will look like to propose appropriate measures. As the system takes shape, we will be sure to keep you informed so we can incorporate your input in the development of supporting measures. In the mean time, should you have any questions, please let me know.
DELETE	**Title:** LOW-PERFORMING SCHOOLS IMPROVE - Percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines. **Rationale:** For 2013-15, ODE is proposing the deletion of KPMs 7 and 8 as both relate directly to AYP status, which will no longer be applicable under the federal accountability waiver. As the new accountability system takes shape, ODE plans to develop replacement measures; however, at this time we do not have sufficient information about what the new system will look like to propose appropriate measures. As the system takes shape, we will be sure to keep you informed so we can incorporate your input in the development of supporting measures. In the mean time, should you have any questions, please let me know.

Proposed Key Performance Measures Targets for Biennium 2011-2013	2012	2013
Title: STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.	98.00	99.00
Title: COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.	50.00	52.00
Title: SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.	103,150.00	103,150.00
Title: SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the "watch list."	7.00	7.00

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

Performance Summary

⬚ Exception	4.8%	
⧄ Green	42.9%	
▨ Pending	4.8%	
◩ Red	38.1%	
☐ Yellow	9.5%	
Total:	100.0%	

Green	**Yellow**	**Red**	**Exception**
= Target to -5%	= Target -6% to -15%	= Target > -15%	Can not calculate status (zero entered for either Actual or
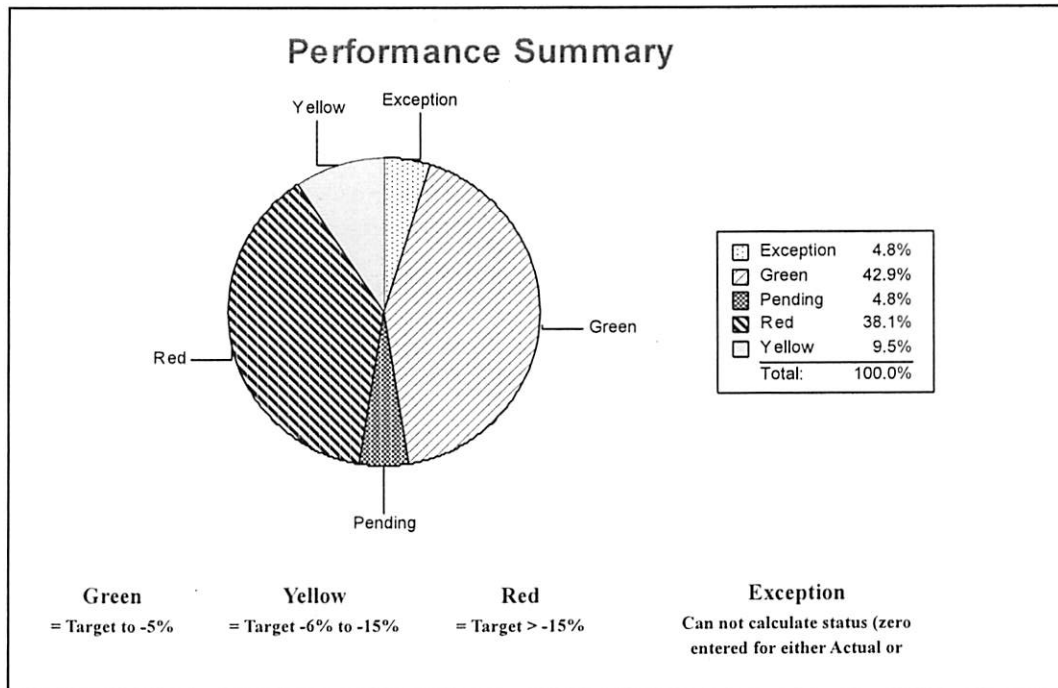
1. SCOPE OF REPORT

The priorities and initiatives of the Oregon Department of Education for student success are imbedded within the Oregon Department's high-level goals of Quality Schools and Accountable Systems. ODE's Key Performance Measures (KPMs) reflect these goals by monitoring ODE's work pertaining to the Oregon PK-12 education enterprise, as well as ODE's internal operational efficiency. ODE's KPMs 1 - 15 and 20 - 21 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 providing equal opportunities to all Oregon students to achieve success. 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 16 - 19 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: <u>OBM 18: Ready to Learn</u> relates to ODE's <u>KPM 1 - Access to Pre-Kindergarten</u>, <u>KPM 2 - Kindergarten Readiness, KPM 20 - Percentage of Eligible Children who Receive Early Intervention / Early Childhood Special Education Services</u>, and <u>KPM 21 - Percentage of Children who Exit Early Intervention / Early Childhood Special Education Programs Functioning within Age Level Expectations</u>. <u>OBM 19 and 20: 3rd and 8th Grade Reading & Math</u> relate to ODE's <u>KPM 3 - Student Achievement</u> and <u>KPM 4 - Student Growth.</u> <u>OBM 22 and 23: High School Dropout and High School Completion</u> relate to ODE's <u>KPM 5 - High School Graduation.</u> <u>OBM 24: Some College Completion</u> relates to ODE's <u>KPM 6 - College Readiness.</u> Agency Partners in Related Work: In achieving its goals for Oregon's PK-12 education enterprise, ODE collaborates with 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 21 KPMs. For 2011-12, 10 (48%) of ODE's measures are "green," indicating that those measures are within 5% of the target; 2 (10%) of ODE's measures are "yellow," indicating that those measures are between 6% and 15% of the target; 8 (38%) of ODE's measures are "red," indicating that those measures are more than 15% off from the target; and 1 (5%) of ODE's measures is "pending," indicating that a target has not been adopted for the reported year. Due to a limitation in the reporting mechanism, the status for KPM 12 appears incorrectly in the performance summary chart above. The status for <u>KPM 12 - Safe Schools</u> incorrectly appears as an "Exception." This KPM should be categorized as "Green" since performance for this KPM met the target.

4. CHALLENGES

1. Integrating the KPMs and their related activities into ODE's functions/operations. ODE has responded by working to align its KPMs with the agency strategic plan. This is an ongoing effort.
2. Increasing awareness among ODE management and staff of the importance of performance measurement 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. 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

5. RESOURCES AND EFFICIENCY

The following is ODE's actual budget for 2011-12 by fund type. The assumption is that all fund types are split roughly 50% in the first year, 50% in the second year of the biennium (In actuality, this may not be the case because of the flow of funds):General Fund: $2924 billionLottery Funds: $60.0 millionLottery Funds - Debt Service: $27.0 millionOther Funds - Limited: $22.1 millionOther Funds - Non-Limited: $25.2 millionFederal Funds - Limited: $358.2 millionFederal Funds - Non-Limited: $163.5 millionTotal Funds: $3.58 billion

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

KPM #1	ACCESS TO PRE-KINDERGARTEN—Percentage of eligible children receiving Head Start / Oregon Pre-Kindergarten services.	2002
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	STUDENT SUCCESS: eligible children receive Head Start / Oregon Pre-Kindergarten services	
Data Source	The Head Start / OPK Child Count	
Owner	Office of Student Learning and Partnerships (OSLP), Early Childhood Section, Nancy Johnson-Dorn, Director, 503-947-5703	

Percentage of Eligible Students Receiving Services Head Start / Oregon Pre-Kindergarten

Bar is actual, line is target

Data is represented by percent
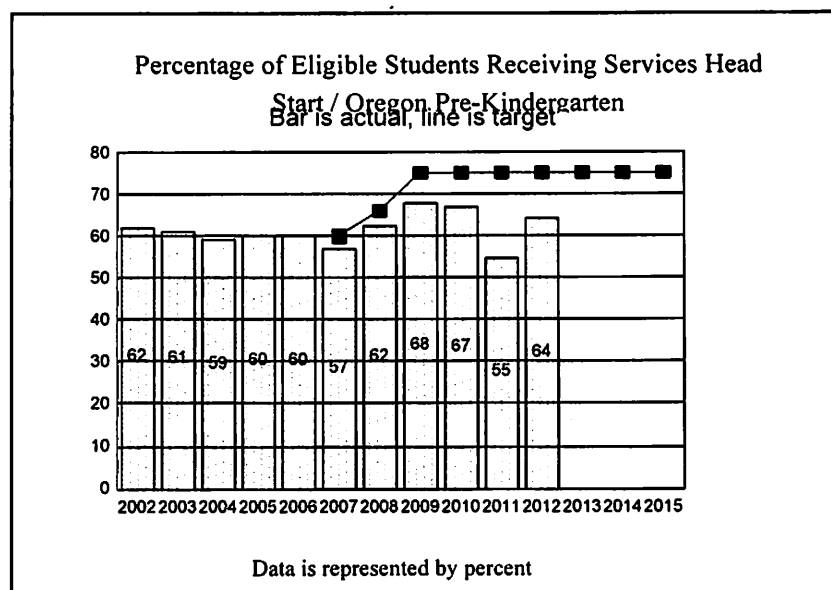
1. OUR STRATEGY

Increasing the number of eligible children who have access to Head Start and Oregon Pre-Kindergarten (HSOPK) programs is a priority of the Superintendent of Public Instruction and the Governor of Oregon. HSOPK services include health, dental, parenting support, education, mental health and nutrition.

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

ODE administers the HSOPK programs, supervising the programs for quality assurance to ensure that age appropriate developmental practices and research-based curricula and assessments are used. Other ODE responsibilities include providing technical assistance and training to program personnel, ensuring that fiscal records are maintained and audited, and assisting the programs with local community collaboration.

Key Partners
Federal Region X Head Start Office, Administration for Children and Families (ACF) (Region X), Training and Technical Assistance for Head Start (Region X), Early Childhood Special Education (ECSE) programs, Oregon Early Learning Council, Oregon Employment Department, Child Care Division, Oregon Child Development Coalition (OCDC), Migrant/Seasonal Head Start, Tribal Head Start, Advisory Team on Underrepresented and Minority Student Achievement , Schools and Kindergarten Teachers, State Advisory Council for Special Education (SACSE), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Oregon Head Start Association, Confederation of Oregon School Administrators (COSA), Office of Special Education Programs (OSEP), Children's Institute, State Interagency Coordinating Council (SICC)

2. ABOUT THE TARGETS

There is an 80% threshold regarding actual access to services; that is, 80% of the eligible population will actually access services and the remaining 20% although eligible, will not seek services. While the goal is to provide HSOPK services to 80% of the eligible population, ODE set a target of 75% of eligible children receiving HSOPK services based on available funding.

3. HOW WE ARE DOING

The number of OPK enrollment slots increased by 1,342 in 2012. These increased enrollment slots raised the percentage served from 55% to 64% in 2012. During the same time period the number of enrollment slots funded by non-state sources decreased by 187 slots.

4. HOW WE COMPARE

The number of children receiving OPK services decreased by 606 children in 2011 compared to 2010. Increased funding by the state legislature restored the number of enrollment slots reduced in 2010 (606) and added additional enrollment slots (736). Even with an increased state poverty rate the percentage of children receiving services increased to 64%.

5. FACTORS AFFECTING RESULTS

Major factors affecting the percentage of eligible children who receive HSOPK services:
·Poverty Rate. The state poverty rate for 3 and 4 year olds increased from 18.6% in 2011 to 20.39% in 2012. Typically, if the economic indicators show a waning in the economy, the poverty rate increases. This results in a larger number of children eligible for HSOPK services. State population

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EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

and poverty rates for children ages 3 to 4 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, based on age group numbers for the 2010 Decennial Census and poverty characteristics form the 2009 American Community Survey Determination

 ·Continuous Funding. Continuous and improved funding of HSOPK programs is required for Oregon to meet its target of providing 75% children in poverty with access to HSOPK services. As the poverty rate increases, expanding the number of children eligible for HSOPK services, the number of children that receive services will need to increase in order for ODE to meet its target.

6. WHAT NEEDS TO BE DONE

Ensure continuous and sustainable funding allowing: 1) All eligible children and their families to have access to high quality Head Start / Oregon Pre-Kindergarten programs; 2) The ability to hire and maintain high quality staff and reduce the rate of staff turnover; and 3) More services for children from birth to age three and their families.

7. ABOUT THE DATA

The number of children receiving HSOPK is reported annually and includes children funded through Federal Head Start (Region X Office of Head Start, Region XI American Indian Head Start, and Region XII Migrant and Seasonal Head Start); state pre-kindergarten; and other local funding (Grande Ronde Tribe and Title 1, Portland Public Schools).

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

KPM #2	KINDERGARTEN READINESS— Percentage of kindergarten children demonstrating readiness criteria.	2000
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten.	
Oregon Context	STUDENT SUCCESS: Young children are successful in kindergarten programs.	
Data Source	Oregon Kindergarten Readiness Survey, a teacher perception survey, is administered in December with results available in April.	
Owner	Office of Student Learning and Partnerships (OSLP) Kara Williams, (503)947-5728	

Oregon Kindergarten Readiness Survey Data and Targets

Bar is actual, line is target

Data is represented by percent
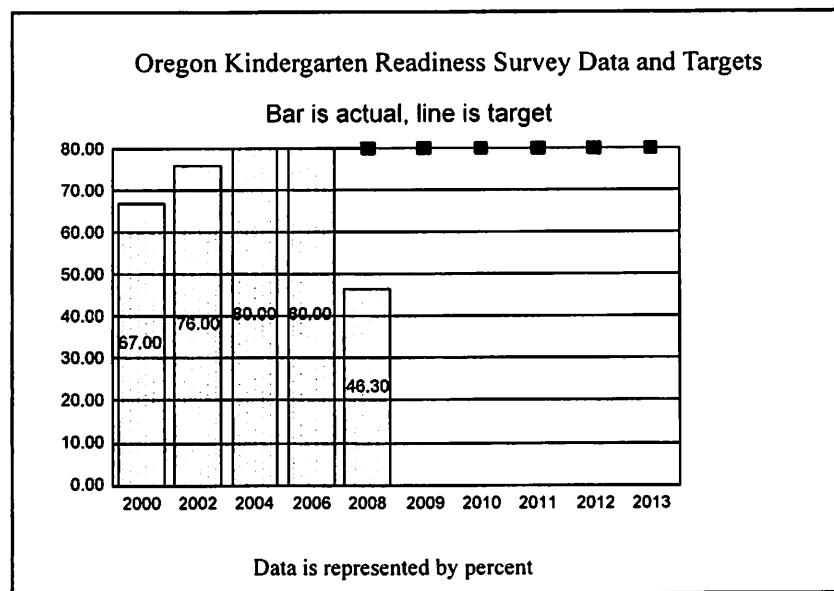
1. OUR STRATEGY

HB 4165 directed the Early Learning Council and the Department of Education to jointly develop a kindergarten readiness assessment to be piloted in the fall of 2012 and ready for statewide implementation by the fall of 2013. To achieve this goal, the Early Learning Council (ELC) appointed a workgroup to develop recommendations for an appropriate assessment tool. On July 12, 2012, the ELC adopted the workgroup's primary recommendation for a composite approach that

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

includes the Child Behavior Rating Scale, easyCBM literacy measures, and easyCBM math (numbers and operations measure). The recommendation includes the easyCBM Spanish literacy measures anticipated to be released in early fall of the 2012-13 school year.

The composite approach will be piloted in 16 schools across the state in fall 2012. An evaluation will be conducted with pilot school participants during the pilot year to inform the preferred ways to support schools with this assessment for the statewide launch in 2013. The evaluation will offer information to determine if additional accommodations are required for children with special needs.

2. ABOUT THE TARGETS

The 80% targets for 2011-2013 are based on Oregon Kindergarten Readiness Survey data through 2006. Baseline data were collected using the updated survey in December 2008. Targets for future years will be based on baseline data collected in 2013-2014 statewide implementation of the new measurement tool, the Kindergarten Readiness Assessment (KRA).

3. HOW WE ARE DOING

The most recent Oregon Kindergarten Readiness Survey data were collected in 2008. The results from 2008 show that the children who attended early childhood education programs exceeded all-student averages in all five developmental domains: Approaches to Learning; Social and Personal Development; Physical Health, Well-Being, and Motor Development; General Knowledge and Cognitive Development; and Communication, Literacy, and Language Development. The 2008 data show that 46.3% (N=23,382) of kindergarten children met the criteria for all five developmental domains. The data represent a snapshot of kindergarten teachers' perceptions about their students at a point in time.

In October 2009, the Oregon Department of Education suspended indefinitely the Oregon Kindergarten Readiness Survey. In July 2010, ODE and key partners determined next steps in the process which included matching of the policy questions identified by Oregon stakeholders and possible measurement tools that have been developed by other states and research organizations. In January 2012, the ELC appointed a workgroup charged with developing a set of recommendations for an Oregon statewide kindergarten readiness assessment to be administered in kindergarten classrooms in the fall of the kindergarten year. The workgroup included kindergarten teachers, district administrators, early educators, Department of Education specialists, researchers, Oregon Education Investment Board staff, and members of the Early Learning Council. The workgroup's primary recommendation was for a composite approach based on two primary considerations: better alignment with current assessment practices in kindergartens and elementary schools and a lower cost in both dollars and teacher time for training and administration. On July 12, 2012, the ELC adopted the composite approach for Oregon's Kindergarten Readiness Assessment.

The workgroup will continue as a way to inform this work as it moves forward, adding members as needed. Beyond the initial pilot of the kindergarten readiness assessment approach, the state will need to resolve how the information will be reported, shared and used by multiple stakeholders. Additional work includes planning for and managing logistical issues such as training, administration protocols, data collection and entry, and data analysis and reporting. Efficient and effective data protocols will need to be established to connect the Kindergarten Readiness Assessment data with demographic and existing background data that ODE currently collects.

4. HOW WE COMPARE
The Joint Committee on Ways and Means

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

A survey of Oregon school districts in spring 2012 illuminated the diversity of practice, noting that practices most often vary across and within districts. Of the 98 school districts that responded, 72% were using a locally developed tool for their specific needs. In addition to these locally developed assessments, the districts listed 14 commercially available instruments employed for Kindergarten Readiness Assessments. Through statewide implementation of a common assessment tool, Oregon is taking an important step forward in gathering information that can guide policy-making and inform instruction at the local school level.

The selection of the statewide Oregon Kindergarten Readiness Assessment also takes place in the context of significant education reform in Oregon. The Oregon Education Investment Board has been charged with creating an integrated P-20 education system in which early childhood and K-12 are strongly linked. The Kindergarten Readiness 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 2013-14 is a critical component of Oregon's efforts towards an integrated Preschool to Workforce (P-20W) system.

Many states, in part through the encouragement of the Race to the Top Early Learning Challenge Grant, are in the process of developing and implementing Kindergarten Readiness Assessments. Some multi-state consortiums are forming to collaborate in this work. Nationally, there is work underway to develop and test new kindergarten readiness assessment instruments and state-of-the-art instruments are likely to emerge in the next few years. This is especially true for assessments that effectively meet the needs of Dual Language Learners, as well as assessments that measure early math skills.

5. FACTORS AFFECTING RESULTS

Oregon's first Kindergarten Teachers Survey on School Readiness was conducted in 1997 with subsequent surveys in 2000, 2002, 2004, 2006, and 2008. In 2008, the survey changed significantly, with revisions to developmental domains, indicators, rating codes, and definitions. In October 2009, based on concerns about the reliability and validity, ODE suspended the survey.

Kindergarten entry, the first occasion for observing almost all of Oregon's children, will provide a unique opportunity to answer the following questions as we prepare these children for a strong formal education:

·Are Oregon's children (as a population) 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's kindergarten readiness that must be addressed?
·Are there particular domains of school readiness that Oregon should target?

6. WHAT NEEDS TO BE DONE

·Decide how the information will be reported, shared, and used by multiple stakeholders.
·Establish efficient and effective data protocols to link kindergarten readiness 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.
·Continue to research, collaborate, and explore appropriate assessments that best meet the needs of Oregon's dual language learners.
·Facilitate communication about the Oregon Kindergarten Readiness Assessment to ensure that the data and results are shared with parents

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

teachers, schools, districts, and other stakeholders in an effective and appropriate manner.
·Develop targets for future years based on baseline data collected in 2013-14 statewide implementation of the new measurement tool.
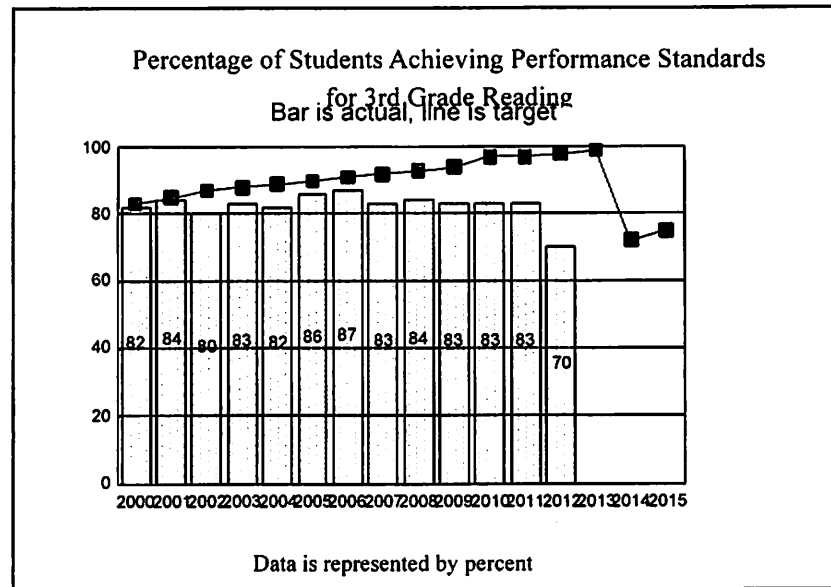
7. ABOUT THE DATA

Until 2008, Oregon used five one-word descriptors for its rating scale, and children were rated on twelve indicators of readiness. In the revised 2008 Oregon Kindergarten Survey, teachers rated children on sixteen indicators using a four-point scale with levels of observed behavior quantified by percentages of time. For the most-recent data, see the 2008 Oregon Kindergarten Readiness Survey (located at http://www.ode.state.or.us/search/page/?id=1356).

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

KPM #3	STUDENT ACHIEVEMENT— Percentage of students meeting or exceeding statewide academic performance standards in 3rd and 8th grade reading and math.	2000
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards	
Oregon Context	STUDENT SUCCESS: Improvement is shown for all students	
Data Source	Annual Statewide Assessments	
Owner	Office of Educational Improvement and Innovation (EII), Mark Freed, (503)947-5610	

Percentage of Students Achieving Performance Standards for 3rd Grade Reading

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Closing the achievement gap is a priority for the Superintendent of Public Instruction, the State Board of Education, and ODE. Key strategies used include:

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

·Adopting the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy (October 2010). The CCSS are rigorous K-12 standards supported by implementation resources designed for the 44 CCSS states.

·Raising the K-8 cut points on OAKS for Mathematics (2011 scores) and Reading (2012 scores) to align more closely to cut points on current reading and mathematics assessments in Oregon's partner states in the CCSS SMARTER Balance consortium (30 states). Higher cut points now on OAKS will help districts and schools prepare for the first CCSS common assessment in spring 2015.

·Implementing the state portion of the evidence-based Oregon K-12 Literacy Framework, a Response to Intervention Model (RTI), in collaboration with districts and schools that choose to implement. Using the Framework, participating districts are working to ensure that *all* students are reading at grade-level or above, can demonstrate proficiency in reading, and are eligible to earn an Oregon Diploma. The Framework (adopted by the State Board, December 2009) provides support to districts for helping students attain higher grade-level reading goals (cut points) established for OAKS.

·Scaling-Up of Evidence-Based Practices (SISEP), a federal project to increase selected states' capacity to carry out implementation, organizational change, and systems transformation strategies to maximize achievement outcomes of all students. Under this project, Oregon is scaling up its Effective Behavioral and Instructional Support Systems (EBISS), a blended model of Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) for reading and math. SISEP has designated the Oregon K-12 Literacy Framework as the next evidence-based Oregon initiative to be scaled up (pending state funding).

·Providing professional development on using data to inform instruction (Oregon DATA Project grant).

·Implementing school improvement professional development (Title I).

·Implementing accountability requirements for schools and districts (ESEA)

·Recognizing schools that make significant headway to close achievement gaps.

·Training school and district leadership (Oregon Leadership Network).

Accountability and leadership are ODE functions that are related to student academic achievement. Through its expectations and support of schools and districts, ODE contributes to the positive outcomes districts and schools are making toward the success of all students. One accountability and leadership function is the development and administration of the Statewide Assessment System, namely the Oregon Assessment of Knowledge and Skills (OAKS).

<u>Key Partners</u>

Regional Education Service Districts (Regional ESD Partners), school districts, schools, teachers, and other staff; Advisory Team on Underrepresented and Minority Student Achievement; Assessment Policy Advisory Committee; Content and Assessment Panels; Sensitivity Panels; Literacy Leadership State Team (LLST); University Partners; American Institute of Research (AIR); National Assessment Educational Progress (NAEP); American Educational Research Association (AERA); American Psychological Association (APA); National Council on Measurement in Education (NCME)

2. ABOUT THE TARGETS

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In December 2006, a representative group of Oregon educators, parents, and other members of the public gathered together to determine how well students need to do on the OAKS tests to be identified as having mastered the state content standards. ODE adjusted the targets for 2008 and 2009 to reflect the changes in statewide standards that occurred in 2006-07. Because the No Child Left Behind (NCLB) legislation required that all students reach 100% proficiency by 2014, ODE set its targets for 2008 - 13 to gradually work toward a target of 100% proficiency. Starting in 2014, ODE will apply targets aligned to the new Annual Measurable Objective (AMO) targets included in Oregon's ESEA waiver. Although lower than the targets set under NCLB, these new targets will still require Oregon schools to show improvement to help students succeed.

In a move to prepare students for the increased rigors of the new Common Core State Standards, the Oregon State Board of Education adopted new cut points for Mathematics achievement (Fall 2010) and for Reading achievement (Spring 2012) for grades 3-8, effective in 2010-11 for mathematics and in 2011-12 for Reading.

3. HOW WE ARE DOING

The assessment results presented in this report are for 3rd grade reading and math, and 8th grade reading and math. 2011-12 data for 3rd grade reading appear in the graph above. 2011-12 data for 3rd grade math, 8th grade reading, and 8th grade mathematics appear in supplemental graphs at the end of the analysis for KPM 3 – Student Achievement.

The actual percentages for both grade levels and for both subjects are below target. For 3rd grade reading, actual performance was at 70% compared to the target of 98%. For 3rd grade math, actual performance was at 64% compared to the target of 95%. For 8th grade reading, actual performance was at 68% compared to the target of 91%. For 8th grade math, actual performance was at 65% compared to the target of 90%. While student achievement is below target for all four metrics, it is worthwhile to note that new cut scores for mathematics went into effect in 2011 and new cut scores for reading went into effect for 2012, making it difficult to compare this year's results to earlier years. In mathematics, improvements can be seen in both 3rd and 8th grade in 2012 compared to 2011, the first year in which the new mathematics cut scores were in effect. This demonstrates the positive impact of focused professional development targeted to help students prepare for more rigorous standards. Please note that the calculations of actual performance for 2012 included in this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 3 – Student Achievement in September 2012.

In terms of student achievement in reading, it is important for Oregon to keep making gains rather than staying constant. The newly established cut scores for 3rd grade reading in effect for 2011-2012 on the OAKS will be challenging in light of the 3rd grade plateau over the last three years. Third grade reading achievement is an important indicator and predictor of a strong K-12 system because reading is necessary for success in school across all instructional areas—including math—and students who are not reading at grade-level by 3rd grade generally experience difficulty developing grade-level reading skills after 3rd grade.

Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at www.ode.state.or.us/search/page/?=1821). Additionally, a breakdown of test results for districts and statewide performance by grade level (3,

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4, 5, 6, 7, 8, and high school), and grade level and ethnic group by performance category (meets or exceeds, nearly meets, low, and very low) is available online at www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/PublicRpt.aspx. Currently, the Statewide Report Card and Test Result links above contain data from 2003-04 to 2010-11.

4. HOW WE COMPARE

The National Assessment of Education Progress (NAEP) provides a national perspective on student achievement for reading and mathematics. The most recent data is from the 2010-2011 school year. In mathematics and reading, Oregon 8th grade students performed as well as 8th grade students in the nation's public schools. (NAEP data are only available for 4th and 8th graders.) 72% of Oregon 8th graders reached the NAEP "Basic" achievement level in mathematics, compared to 72% of 8th graders in the nation's public schools. 76% of Oregon 8th graders reached the "Basic" achievement level, compared to 75% of 8th graders in the nation's public schools.

5. FACTORS AFFECTING RESULTS

The change in cut scores is a primary factor affecting the change in the 2010-11 results in mathematics, and 2011-12 results in reading, making it difficult to compare this year's results to results in prior years. The new cut scores have been in place for two years now in mathematics, which saw an increase in proficiency levels in both 3rd and 8th grade this year. The 2011-12 data provides good feedback to districts on the impact of focused professional development that will help them better prepare students for more rigorous standards anticipated under the CCSS assessments in both ELA and mathematics.

Transition to the Common Core State Standards remained a primary focus of ODE in the 2011-12 school year. ODE was not able to support regional professional development for the CCSS, but has remained an active agent in working with district staff as they transition to the new standards. Work with the Oregon CCSS Stewardship committee lead to identification of CCSS related resources in ELA and Mathematics that have been shared and disseminated on the ODE CCSS website that was launched during the 2011-12 school year. In addition, a CCSS toolkit was developed for both teachers and administrators to help identify actionable steps that they can do to as they transition to the CCSS. The Oregon K-12 Literacy Framework was completed in spring 2010; regional professional development is also needed on the Framework, especially for K-3 teachers. Reading well no later than the end of Grade 3 is imperative; K-3 reading ability is the foundation for success in grades 4-12 and beyond.

6. WHAT NEEDS TO BE DONE

ODE is currently implementing a statewide roll-out of the Common Core State Standards (CCSS) for Mathematics and English Language Arts (ELA) & Literacy. Literacy in History / Social Studies, Science, and Technical Subjects, the sub-title of the new ELA CCSS, includes

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standards for teaching literacy in the content areas, including math. The Common Core State Standards Initiative (CCSSI) is providing evidence-based professional development resources for CCSS Mathematics and CCSS ELA & Literacy for Common Core states.
Support is needed to bring educators together to support each other in identifying strategies, resources, and professional development that can be shared with a wider audience to support systematic change equitably in all school districts. Such support can help inform future resources through the ODE CCSS website and the associated toolkits for teachers and administrators. Professional development opportunities continue to become more difficult to carry out as budgets are reduced, so opportunities that are available need to be highly effective and cost efficient. This should include a mix of both online and in-person opportunities when possible.
The CCSS call for strong supports for students who are not meeting grade-level reading goals. Oregon has three strong programs of support that are closely related and mutually supportive: The Oregon K-12 Literacy Framework, a Response to Intervention model (**RTI**), can provide support for Oregon districts and schools that choose to use it as they work to ensure that all students are reading at grade level or above. Oregon's Response to Intervention Initiative (Or-RTI) is a partnership intended to provide skills and knowledge districts need to build systemic, accurate, and sustainable academic support for all students through **RTI**, tiered instruction designed to meet every student's needs. The goal of Effective Behavioral and Instructional Support Systems (EBISS), a five-year federal grant and also an **RTI** model, is to increase student outcomes by assisting school districts and early childhood programs to implement a continuum of effective and sustainable school-wide academic and behavioral support systems. The department encourages districts and schools to use best practices across all the instructional areas and to perform sound accountability practices. **RTI** fits this description as it emphasizes ongoing progress monitoring of student performance with matched, next steps instruction. The goal of RTI is for all students to meet or exceed the grade-level summative goal (OAKS) and for grade K-2 students to meet the benchmark (summative) goals on the pathway to meeting on the OAKS at the end of grade 3. Much of ODE's work is focused on student success as measured by student academic achievement. ODE's work on the Student Growth Model will allow ODE to track academic performance data at the student level and provide a longitudinal description of growth and learning. See KPM 4 – Student Growth for more information.

7. ABOUT THE DATA

Minimum scores ("cut scores") required to meet on the assessments have changed over time and affect the comparability of the results. Mathematics cut scores were changed in 2006-07 and 2010-11, and reading cut scores were changed in 2006-07 and 2011-12. As a result, the percent of students meeting in mathematics in 2011 and 2012, and the percent of students meeting reading in 2012 are not comparable to earlier years' results.

Agency Mission: Increase Achievement for All Students.

Percentage of Students Achieving Performance Standards for 3rd Grade Math

Percentage of Students Achieving Performance Standards for 8th Grade Reading

Percentage of Students Achieving Performance Standards for 8th Grade Math
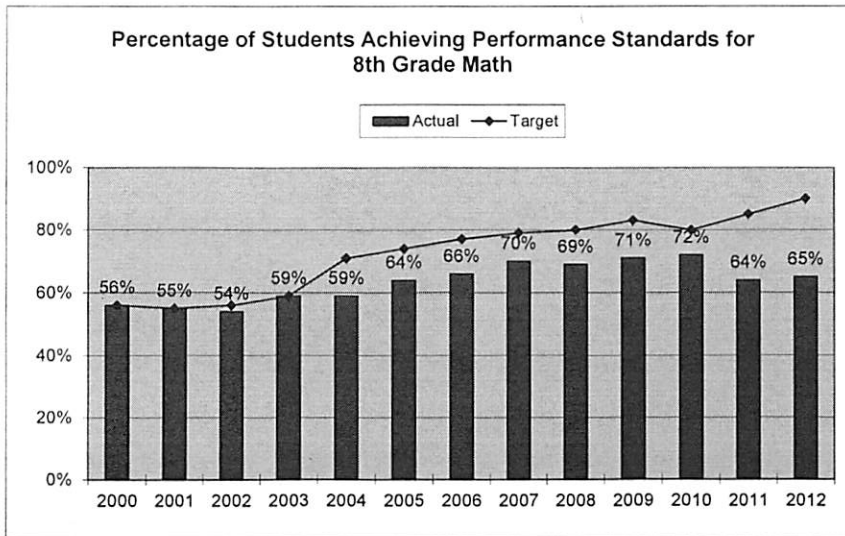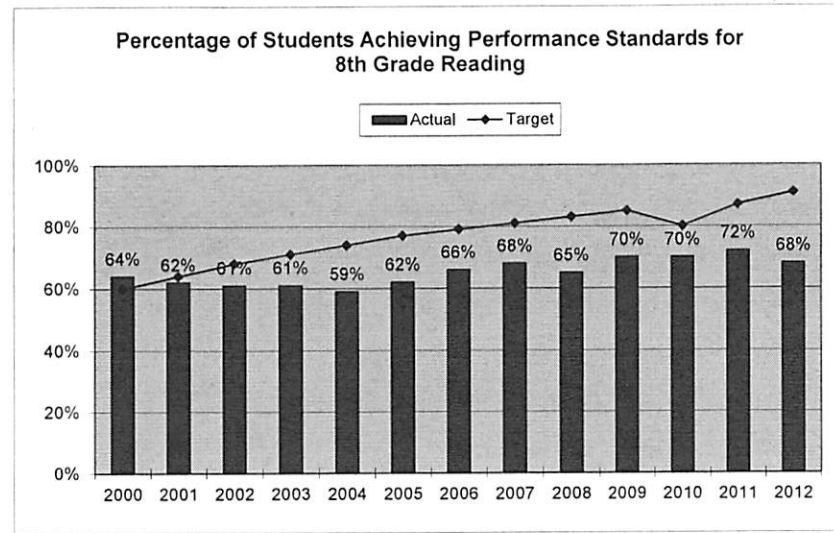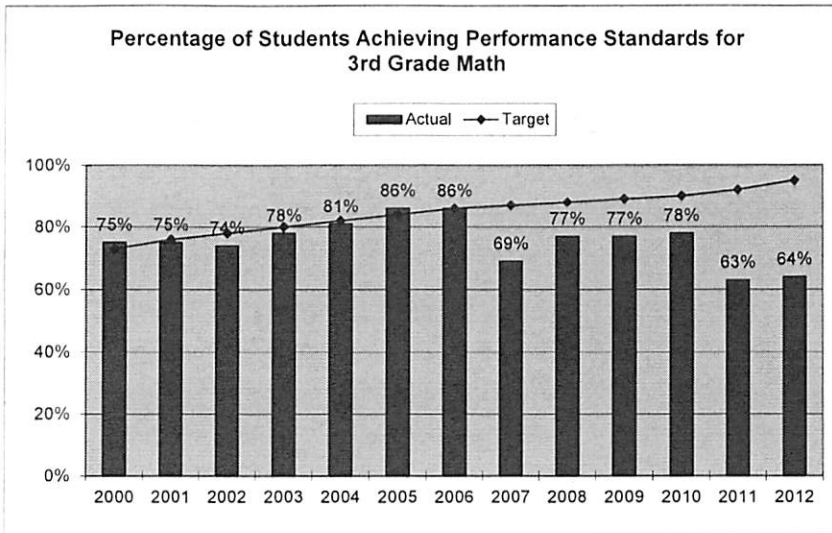
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KPM #4	STUDENT GROWTH: Percent of students meeting growth targets on statewide assessments.	2007
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards	
Oregon Context	STUDENT SUCCESS: improvement is shown for all students	
Data Source	Annual Statewide Assessments	
Owner	Office of Educational Improvement and Innovation (EII), Cheryl Kleckner, 503-947-5794	
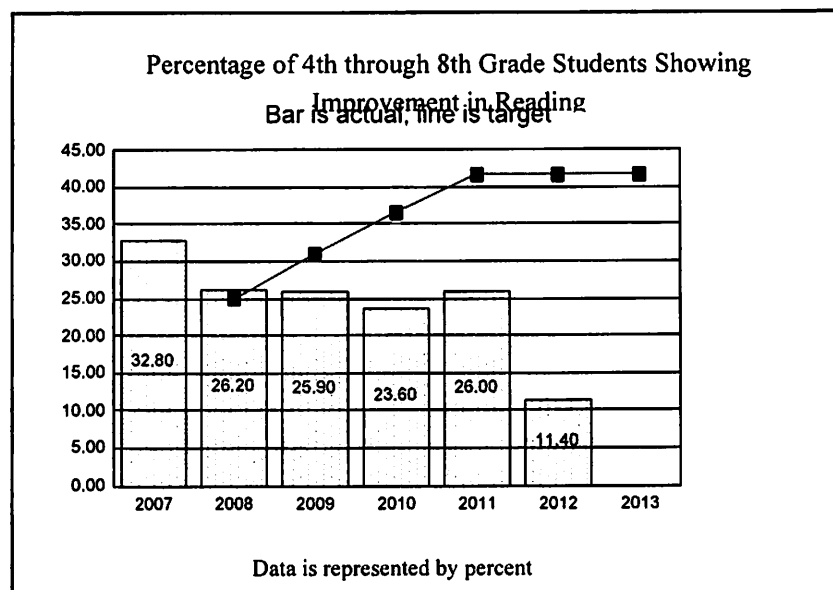
Percentage of 4th through 8th Grade Students Showing Improvement in Reading

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

Closing the achievement gap is a priority for the Superintendent of Public Instruction, and ODE exerts great effort toward improving student achievement. Key examples of ODE's strategies are:

Recognition of schools making significant headway to close achievement gaps (http://www.ode.state.or.us/search/page/?id=3303)

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·School and district leadership training
·School improvement professional development
·Accountability requirements for schools and districts
·Moving Math Education Forward professional development for mathematics educators and district and school administrators
(http://www.ode.state.or.us/search/page/?id=2702)
  ·Building Math Instructional Leadership Across Oregon (http://www.ode.state.or.us/search/page/?=2959)
  ·The Oregon K-12 Literacy Framework (http://www.ode.state.or.us/search/page/?id=2568)
  ·The Oregon Data Project (http://data.k12partners.org/)
  ·Oregon's Response to Intervention Initiative (Or-RTI) (http://www.ode.state.or.us/search/page/?id=315)

Key Partners
Regional Education Service Districts (Regional ESD Partners), School Districts, Schools, teachers and other school and district staff, Advisory Team on Underrepresented and Minority Student Achievement, Literacy Leadership State Team (LLST) Accountability Advisory Committee, Content and Assessment Panels, Sensitivity Panels, State Board of Education, Oregon Education Association (OEA), Oregon Association of Educational Service Districts (OAESD), Confederation of Oregon School Administrators (COSA), Oregon School Board Association (OSBA), Oregon Common Core State Standards Stewardship Team

2. ABOUT THE TARGETS

The goal of this performance measure is to track the rate at which Oregon students transition from "not meeting" to "meeting" performance standards on the Oregon Statewide Assessments for reading and math. By increasing this percentage of individual student growth, schools will also have demonstrated progress in closing the achievement gap. The targets set for 2008–2011 were based on benchmark data from 2006-07 and preliminary data from 2007-08 and were aligned to the No Child Left Behind (NCLB) goal of 100% proficiency by 2014. However, with the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE will be engaging with stakeholders and partners over the coming months to develop new student growth targets to be used for state and federal accountability purposes. ODE anticipates that new targets for KPM 4 – Student Growth aligned to these state and federal accountability targets will be developed by December 2012.

3. HOW WE ARE DOING

The data presented in this report indicate the percentage of students in grades 4–8 showing improvement in reading and math. 2011-12 data for reading appear in the graph above. 2011-12 data for math appear in a supplemental graph at the end of the analysis for KPM 4 – Student Growth. For 2011-12, 11.4% of students who had previously not met reading performance standards transitioned to meeting standards, and 25% of students who had previously not met math performance standards transitioned to meeting standards. The 2011-12 data for reading show a significant change compared to 2010-11. This is because Oregon transitioned to higher reading performance standards in 2011-12. The 2011-12 data for math show an increase over 2010-11, but the percentages are lower than for earlier years. This is likely due to the increase in math performance standards in 2010-11. Please note that the calculations of actual performance for 2011-12 included in

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this report are based on preliminary data. In the event that the calculations change once the data goes through final validation, ODE will submit a revised report for KPM 4 – Student Growth in September 2012.

Since these data are based on the students who did not meet performance standards, a population that should decline over time, the percentages shown for this indicator may show more year-to-year variability than those for indicators that rely on larger student populations.

4. HOW WE COMPARE

This measure is not a required component of federal school accountability, hence we do not have comparative data from similar states.

5. FACTORS AFFECTING RESULTS

Oregon raised reading performance standards in 2011-12. This lowered the percent of students meeting academic benchmarks, and lowered the percent of students who met or exceeded in 2011-12 among those students who did not meet in 2010-11.

Low performing students may need targeted intervention strategies to assist them in meeting academic benchmarks. Districts and schools should be using data-driven decision making to identify students in need of targeted assistance and using research-based intervention strategies to assist these students. Districts and schools should have policies in place to provide targeted assistance to students in meeting benchmarks and to provide professional development to educators to assist them in using research-based intervention strategies. In addition, as districts become more successful at helping their lower performing students meet benchmarks, they may face increasing challenges in moving the remaining students, those who require the most intervention, up to benchmark. This may lead to a situation where performance for this measure declines even as performance for KPM 3 – Student Achievement (the percentage of students meeting benchmark) increases.

6. WHAT NEEDS TO BE DONE

Data-driven decision-making: Schools and districts should implement targeted intervention strategies whose goal is to help low performing students reach benchmarks. Many districts are already using various intervention strategies for their students, and ODE is partnering with the Oregon Association of Educational Service Districts (OAESD) to deliver intervention strategies that can work and professional development that will help districts identify students in need. ODE is partnering with the statewide Education Enterprise Steering Committee on The Oregon DATA Project, which is a statewide initiative designed to improve student achievement by collecting, analyzing, and using longitudinal data to inform individual instruction. More than 200 school district and ESD educators from all over the state have completed a three-day certification training on using data in the classroom, school, and district to improve instruction through the Oregon DATA Project.

ODE has developed a student growth model that is being applied on school and district report cards. This model rewards schools not just for students who meet benchmarks, but for students that show significant growth toward meeting benchmarks. This model also rewards schools that demonstrate high rates of learning in addition to high rates of achievement. In particular, schools that are successful with the targeted intervention strategies can be rewarded with higher school ratings.

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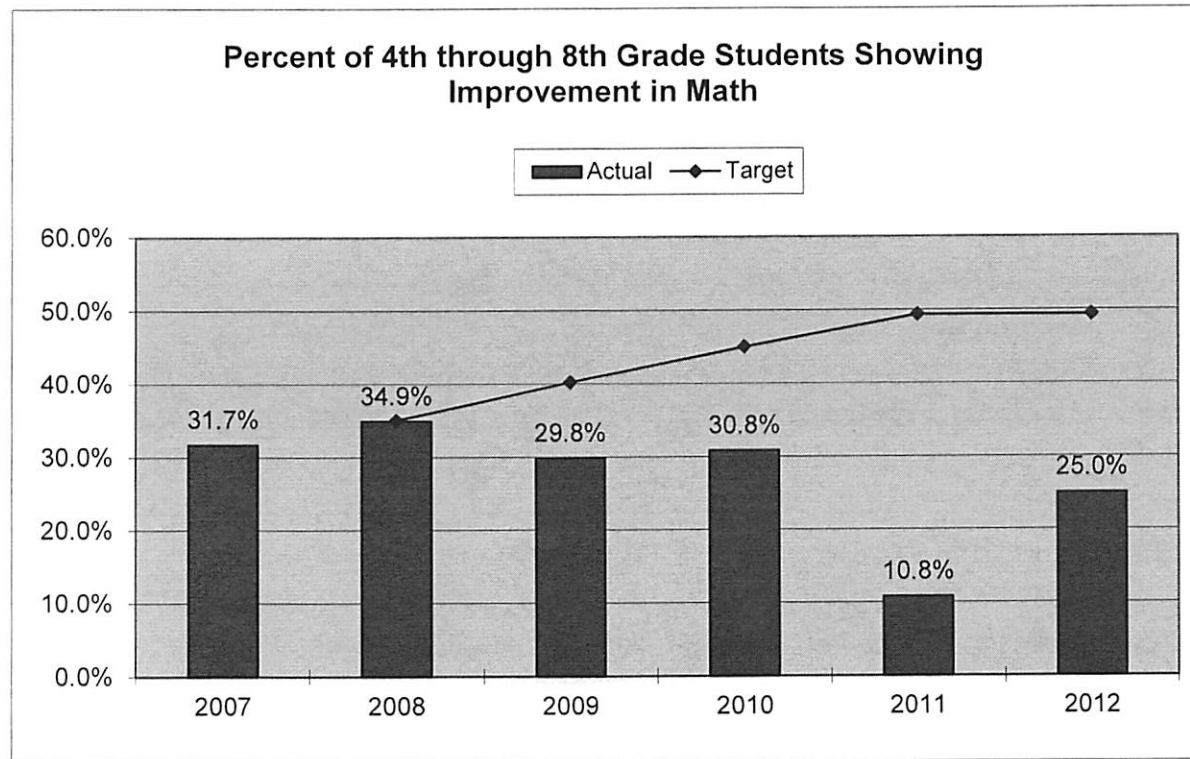| EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

Evidence-based and Standards-based Instruction: ODE provides targeted assistance to districts and schools to create Title IIA professional development plans to assist educators in delivering research-based targeted intervention strategies for low performing students. In addition, ODE partnered with ESDs, Universities, and the Oregon Council of Teachers of Mathematics to provide professional development at six regional sites in spring and summer 2009 to assist Oregon educators and administrators in implementing the new Oregon mathematics standards. In school year 2009-10, ODE provided three regional follow-up workshops, Building Math Instructional Leadership Across Oregon, at three different sites across the state to provide continued support for implementation of the new mathematics standards. Oregon's Response to Intervention Initiative (Or-RTI) is a partnership intended to provide skills and knowledge districts need to build systemic, accurate, and sustainable academic support for all students through **RTI,** tiered instruction designed to meet every students needs. OrRTI also provides guidance to districts to support implementation of IDEA policy. The goal of Effective Behavioral and Instructional Support Systems (EBISS), a five-year federal grant and an **RTI** model, is to increase student outcomes by assisting school districts and early childhood programs to implement a continuum of effective and sustainable school-wide academic and behavioral support systems.The Oregon KI-12 Literacy Framework is guidance for districts and schools on how to implement a comprehensive reading program that is an **RTI** model. The Oregon State Board of Education adopted the Framework in December 2009 as a tool for the state, districts, and schools to support reading proficiency, a requirement of the Oregon Diploma. The purpose of the Framework and RTI models for reading is to ensure that all students read at grade level or above as soon as possible after entering school, all students continue to advance in grade-level reading skills each year across the instructional areas in grades 4-12, and all students reading below grade-level receive the strongest reading instruction and interventions possible to help them read at grade level.

The Oregon State Board of Education adopted the **Common Core State Standards (CCSS)** for English Language Arts and Mathematics in October 2010. The Oregon Department of Education (ODE) has formed a Stewardship Team of 40 educators and education partners from across the state to lead the implementation of the CCSS. CCSS information and resources are provided on the ODE website at http://www.ode.state.or.us/search/page/?id=2860. These resources include toolkits and guidance on developing implementation plans that ensure all students are provided instruction to the CCSS and professional development plans to ensure that all administrators and educators have the knowledge and skills to implement the CCSS in all Oregon classrooms. ODE provided a webinar series of 9 webinars throughout the 2011-12 school year to support implementation of the CCSS. A new series will be provided in this coming school year. In addition, ODE partnered with the Confederation of Oregon School Administrators to provide 14 regional workshops on the CCSS in 2011-12, and is planning a follow up series of workshops for the coming school year.

7. ABOUT THE DATA

In determining the percentage of students transitioning from "not meeting" to "meeting" performance standards on the Oregon Statewide Assessments, ODE set the denominator as the number of current 4th through 8th grade students who tested in each of the last two years and did not meet standard in the previous year. The numerator is those who did not meet the first year, but met in the second year. All student test scores are compared to the performance standards in effect for 2006-07 and beyond. Final data for each year is not available until September, following the release of final AYP data.

Agency Mission: Increase Achievement for All Students.

Percent of 4th through 8th Grade Students Showing Improvement in Math

Legend: Actual ▪ Target ◆

Year	Actual
2007	31.7%
2008	34.9%
2009	29.8%
2010	30.8%
2011	10.8%
2012	25.0%

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KPM #5	HIGH SCHOOL GRADUATION—Percentage of secondary students who graduate, drop out or otherwise finish PK12 education (three separate metrics).	2000
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps	
Oregon Context	STUDENT SUCCESS: All students graduate with a diploma	
Data Source	High School Completers Data Collection, Early Leaver Collection, October 1 Fall Membership Collection, Community Colleges and Workforce Development (CCWD) Data System	
Owner	Office of Educational Improvement and Innovation (EII), Drew Hinds, (503)947-5799	

Percentage of Students Who Graduate Within 4 Years of Entering High School
Bar is actual, line is target

Data is represented by percent
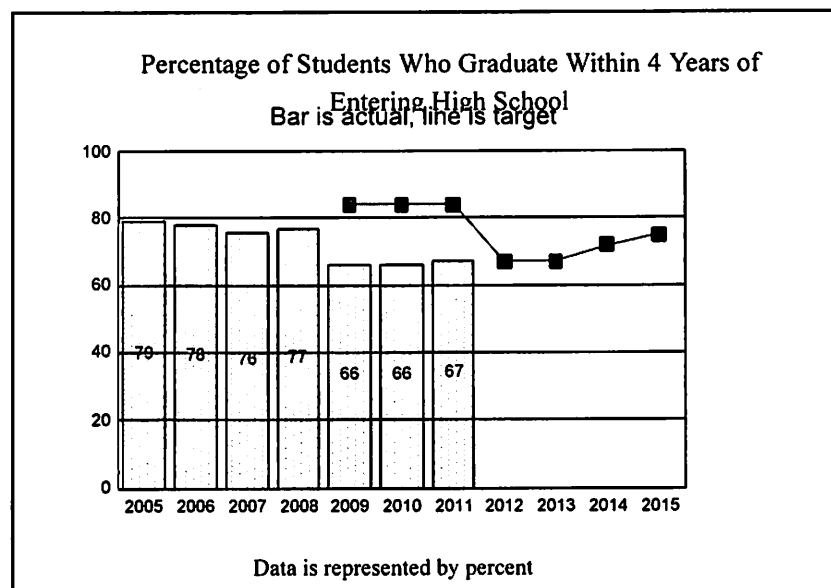
1. OUR STRATEGY

The State Board of Education adopted new higher graduation requirements in 2008 to prepare students for the demands of college and the work

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place. The new graduation requirements went into effect with the graduating class of 2012. ODE has been engaged within the rollout work required to better prepare schools and districts to implement the new diploma requirements. This work involves a broad representation of ODE staff, education partners, and other stakeholders.

Key Partners

Schools and Districts, Education Service Districts (ESDs), Advisory Team on Underrepresented and Minority Student Achievement, Diploma Implementation Advisory Committee, Oregon University System (OUS), Community College and Workforce Development (CCWD), State Advisory Council for Special Education (SACSE), Oregon Education Association (OEA), Oregon School Boards Association (OSBA), Confederation of Oregon School Administrators (COSA), State Board of Education, and the Oregon Education Investment Board (OEIB).

2. ABOUT THE TARGETS

Graduates (9th Grade Cohort): The Oregon Department of Education and State Board of Education have set a goal that every Oregon student will graduate from high school with a regular diploma. 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. In moving Oregon towards that goal, ODE set its current targeted percentage of high school graduates at 84%. Starting in 2014, Oregon has requested adjusted targets that align with federal Adequate Yearly Progress targets and reflect the new graduation rate calculation described in Section 3. How We Are Doing below. For 2014, the graduation target is 72%, and for 2015 the target is 75%. These targets support Oregon's progress toward the 40-40-20 goal to have 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 at least a high school diploma or its equivalent by 2025. In addition, these targets will be used for both state and federal accountability for schools and districts.

General Educational Development (GED) Test: Increasing the number of students obtaining a GED is a positive alternative to those students dropping out or failing to achieve a degree, but is inferior to those students obtaining a regular high school diploma. Hence, ODE set its current targeted number of GEDs by averaging the number of GEDs awarded for 2002-03 through 2005-06 for a target of 4,216. This target will continue for 2014 and 2015. A new GED assessment on computer aligned with the Common Core State Standards is projected to be in place starting in 2014; ODE will take this new, more rigorous assessment into consideration when developing future targets for this metric.

Dropouts: The state seeks to reduce the number of students who drop out of school as those individuals will typically earn far less during their lifetime and are more likely to require public services and assistance. ODE revised its targeted percentage of dropouts to 4% for 2010 to 2012 to align KPM 5 – High School Graduation with OBM # 22 – High School Dropout Rate. As Oregon continues to transition to more rigorous graduation requirements, Oregon will continue to aim for 4% or fewer drop-outs for 2014 and 2015.

3. HOW WE ARE DOING

2010-11 High School Graduation data are presented in the graph above. 2010-11 data for GEDs and dropouts appear in supplemental graphs at the end of the analysis for KPM 5 – High School Graduation. Pursuant to federal guidelines, ODE is reporting cohort graduation rates. The cohort

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graduation rate we are reporting is the percentage of students who graduate with a regular high school diploma within four years of first entering high school. We produce a rate for each cohort of first time high school students. The cohort we are reporting on in 2010-11 are those students who were first time high schoolers in 2007-08. Students are added to the cohort if they transfer into the Oregon public K-12 system, and are removed if they transferred out of the system, emigrated to another country, or are deceased. This cohort model allows the state to track student progress over time. By using this dynamic tracking, educators will be able to identify periods in a high school education where students are at higher risk of dropping out and direct additional support to help keep students in school.

Under this measure, 67.2% of students entering high school in 2007-08 graduated with a regular diploma within four years. Last year the rate was 66.4%. This is below ODE's target of 84%. There were differences in graduation rates for racial/ethnic subgroups. The White graduation rate was 69.9% and the Asian/Pacific Islander graduation rate was 76.5%. However the graduation rate for African American students was 51.9%, the Hispanic rate was 57.4%, and the American Indian/Alaskan Native rate was 51.2%.

Please note that reported performance prior to 2008-09 is not directly comparable due to the change in methodology.

Dropout rates are one-year dropout rates. This year ODE is reporting the dropout rate for 2010-11, which is computed by dividing the number of dropouts in 2010-11 by the high school enrollment in the Fall of 2010-11. The dropout rate has decreased from 3.4% in 2009-10 to 3.3% in 2010-11. This is below ODE's 2009-10 targeted dropout rate of 4%--a positive outcome. However, when the data are disaggregated into subgroups there are differences in the dropout rates between some subgroups. The disaggregated results are in the Statewide Report Card (located at http://www.ode.state.or.us/go/ReportCard). ODE collects graduation and dropout data in the summer and fall following each school year. This means that ODE will report 2011-12 data for KPM 5 – High School Graduation in its 2013 APPR.

The number of students who obtained a GED increased slightly from 4,970 in 2009-10 to 5,436 in 2010-11.

4. HOW WE COMPARE

The graduation rate and dropout rates provide 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 and earn a diploma. However, states are in various phases of implementing cohort graduation rates, so direct national comparisons are premature. Though 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 National Education Association1 reported graduation rates from various reports (2001-2006) ranging from 68% to 75%. Several longitudinal studies reported graduation rates for all students averaging near 80%. Graduation rates by racial/ethnic groups for students of color were lower than the national average: 50-60% for African American and Hispanic students and 62% for American Indian/Alaskan native students.

5. FACTORS AFFECTING RESULTS

The graduation rate remains below Oregon's target rates, and disaggregated data show lower graduation rates and higher drop out rates for Hispanic, African American, and Native American students. On the positive side, the dropout rate is also below Oregon's target rate, a desired outcome. There are a wide range of factors that impact the dropout and graduation rates, such as socioeconomic status, academic difficulties, behavioral and disciplinary problems, and disengagement from school. National surveys report that students leave school early because they don't like school and are not engaged, they are not learning enough, or are

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failing. In Oregon, the reason cited most frequently for students dropping out was being too far behind in credits to catch up.

While social and demographic factors matter, the students' educational experience plays a significant role in shaping graduation and dropout rates. Key education-related risk factors fall under academic performance and educational engagement. Students who struggle academically (particularly in math and language arts) and fall behind in credits, and students who are disengaged from school, exhibit disciplinary problems, and have poor relationships with teachers and peers are likely to fall off track and are less likely to graduate.

Dropping out is a cumulative process that occurs over time and often is the end result of unsuccessful transitions throughout the educational experience. Key academic transition points begin in early childhood as students enter kindergarten, transition from elementary to middle school, and enter high school. At these critical junctures institutional and social factors can have a positive or negative influence on students' educational careers.

6. WHAT NEEDS TO BE DONE

To increase Oregon's graduation rate, it is important to recognize that graduation from high school is a PK-12 phenomenon, not just a high school occurrence. Policies and practices designed to increase graduation need to be implemented throughout the system and should focus on key transition points, beginning with the transition into kindergarten. (For early childhood policies and practices see KPM 1 – Access to Pre-Kindergarten and KPM 2 – Kindergarten Readiness). Policies and practices identified to improve middle and high school transitions include diagnostic, targeted interventions and school-wide intervention strategies. There must also be continued diligence on the part of ODE, districts, schools, and educational programs to reduce the number of dropouts.

Diagnostic Interventions:
ODE needs to continue building "early warning systems" into the PK-20 longitudinal data system for tracking post-high school student outcomes and providing feedback to the state and to school districts. Data should include: attendance, behavior, and academic performance to identify students who are at risk of dropping out. Districts need to implement systems that identify students that are at high risk for dropping out using data on attendance, course failures, grade retention, and behavioral problems and collect more accurate data on reasons for students leaving school early to understand the scope of the problem. This should include regular monitoring and following up with students when needed.

Targeted Interventions:
Districts need to provide academic support and enrichment to improve academic performance and re-engage students in school (e.g. additional academic classes, enrichment programs, extended learning time, tutoring, remedial programs, credit recovery). ODE currently assists districts with implementation of Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS), academic and behavioral support systems that provide high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals, and applying child response data to important educational decisions. PBIS is intended to design systemic behavior support systems which will allow students to focus on instruction and be successful in school. http://www.ode.state.or.us/search/page/?id=2901

School-wide Interventions:
Schools need to personalize the learning environment and instructional process to create a sense of belonging and foster a school climate where students and teachers get to know one another and can provide academic, social, and behavioral management. Oregon's education plan and profile, supported by a comprehensive guidance and counseling program, can help to personalize learning. Schools also need to provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate.

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7. ABOUT THE DATA

ODE used three metrics for this performance measure this year: 4-year cohort graduation rate, students who earn a GED (General Educational Development) and students who drop out of school. Data is lagged by one year, so the 2012 KPM report includes data on the 2010-11 school year.

The cohort model is the formula required by the federal government to calculate graduation rates. This year's cohort is made up of the students who first entered high school in 2007-08. 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 with a regular diploma within four years (by September 1st, 2011) and dividing that by the total number of students in the cohort. GED recipients, as defined by Oregon law, are neither public high school graduates nor dropouts. The percentage of secondary students who dropout is calculated by the count of students enrolled in grades 9 to 12 who dropped out during the 2010-11 academic year (an did not reenroll by September 1st, 2011), divided by the count of students enrolled in grades 9 to 12 on the first school day in October of 2010 in the public schools. ODE uses these three metrics to tell a more complete story about Oregon's secondary students.

The graphs included in this analysis display data through the 2010-11 school year. Disaggregated data for subgroups of students is contained in the Statewide Report Card (located at http://www.ode.state.or.us/go/ReportCard). As explained in Section 3. How We Are Doing, ODE collects some of the data included in the graduation and dropout rates in the fall of the following school year, so there will be a one-year reporting lag for those metrics.

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Agency Mission: Increase Achievement for All Students.

Number of Secondary Students Who Obtain a GED

Actual ■ — ◆ — Target

Percentage of Secondary Students Who Drop Out

Actual ■ — ◆ — Target

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KPM #6	COLLEGE READINESS - Success rate, participation rate, and second year persistence rate of Oregon PK-12 students into post-secondary institutions.	2007
Goal	STUDENT SUCCESS: Each student graduates from high school with a diploma and is prepared for a successful transition to next steps.	
Oregon Context		
Data Source	ODE matches data records for Oregon high school graduates with college-going data maintained by the National Student Clearinghouse. ODE also works with the Oregon University System (OUS) and the Department of Community Colleges and Workforce Development (CCWD) to match data records for Oregon high school graduates with their success in OUS and CCWD institutions. ODE supplements these data with college graduation data from the National Center for Higher Education Management Systems.	
Owner	Office of the Superintendent, Brian Reeder, 503-947-5670	
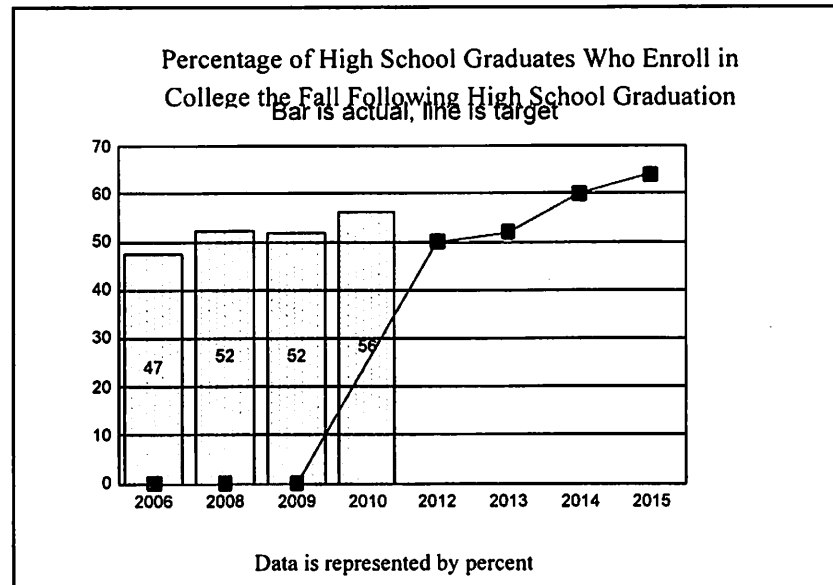
Percentage of High School Graduates Who Enroll in College the Fall Following High School Graduation
Bar is actual, line is target

Data is represented by percent

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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 prepare K-12 students for their next steps.

Key Partners

The Department of Community Colleges and Workforce Development (CCWD) and the Oregon University System (OUS)

2. ABOUT THE TARGETS

ODE obtained baseline data by matching information for 2005-06 high school seniors to databases maintained by CCWD and OUS. ODE also matched student records to data maintained by the National Student Clearinghouse to obtain data for students enrolled in private colleges in Oregon as well as public and private colleges in other states. Based on these data matches and additional data compiled by the National Center for Higher Education Management Systems, ODE has calculated the following baseline measures for Oregon high school graduatesThe Baseline Participation Rate is 47.3%. This is the percentage of high school graduates who enroll in a 2-year or 4-year college the fall following high school graduation.The Baseline Extended Participation Rate is 56.6%. The Extended Participation Rate is the percentage of high school graduates who enroll in a 2-year or 4-year college within 16 months of high school graduation. The Baseline Second Year Persistence Rate is 76.7%. The Second Year Persistence Rate is the percentage of first-time college freshmen in 4-year institutions returning their second year.The Baseline Graduation Rate—Bachelor's degree is 56.6%. The graduation rate for a Bachelor's degree is the percentage of students receiving their Bachelor's degree within 6 years.The Baseline Graduation Rate—Associate's degree is 28.4%. The graduation rate for an Associate's degree is the percentage of students receiving their Associate's degree within 3 years.

Based on these baseline data, ODE has proposed the following targets for 2014 and 2015:

Participation rate: 60% (2014), 64% (2015)

Extended participation rate: 70% (2014), 74% (2015)

Second year persistence rate: 82% (2014), 85% (2015)

Graduation Rate— Bachelor's: 63% (2014), 65% (2015)

Graduation Rate—Associate's: 33% (2014), 35% (2015)

3. HOW WE ARE DOING

Oregon's current rates for these measures, although improving, are not high 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 post-secondary credential, and 20% earning a high school diploma (the "40-40-20 goal"). In particular, Oregon's college participation rate must increase dramatically if the state is to reach the

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40-40-20 goal.

4. HOW WE COMPARE

Following are Oregon's rates for the five measures compared to national averages. These data are for 2009-10 with the exception of the Graduation Rates which are for 2008-09:

Participation Rate: 56.2% (OR), 63.3% (National Average)

Extended Participation Rate: 66.0% (OR), NA (National Average)

Second Year Persistence Rate: 78.9% (OR) , 77.1% (National Average)

Graduation Rate— Bachelor's degree: 56.5% (OR), 55.5% (National Average)

Graduation Rate— Associate's degree: 29.3% (OR), 29.2% (National Average)

Oregon falls considerably below the national average for the participation rate, suggesting that better high school preparation and efforts to improve the affordability of college in Oregon deserve policy focus. Oregon is slightly above the national average on the Second Year Persistence Rate and the Graduation Rate for both Bachelor's and Associate's degrees, but there is still considerable room for improvement. 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. 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.

6. WHAT NEEDS TO BE DONE

Improving performance on these measures will require that students leave Oregon's high schools better prepared for the challenges of college. The increased rigor of Oregon's new 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 performance on these measures. College participation and persistence also depend on the ability of students to afford college. Oregon must also 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

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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, and 2012 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.
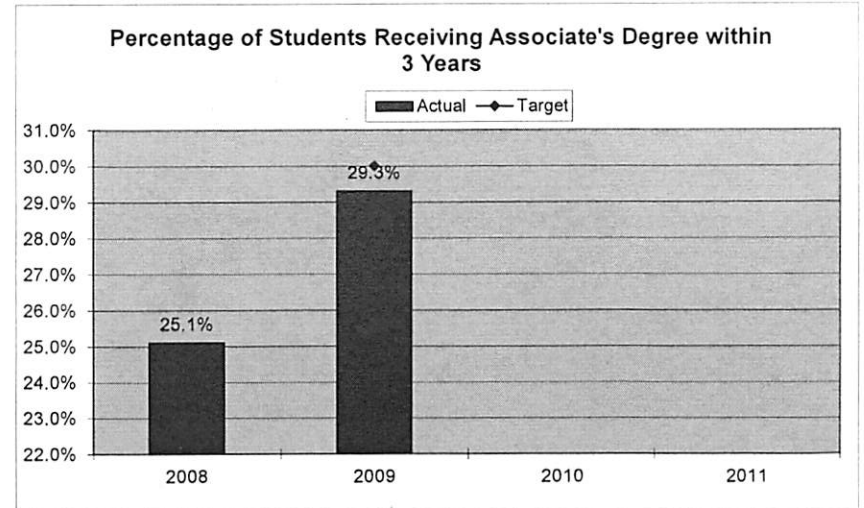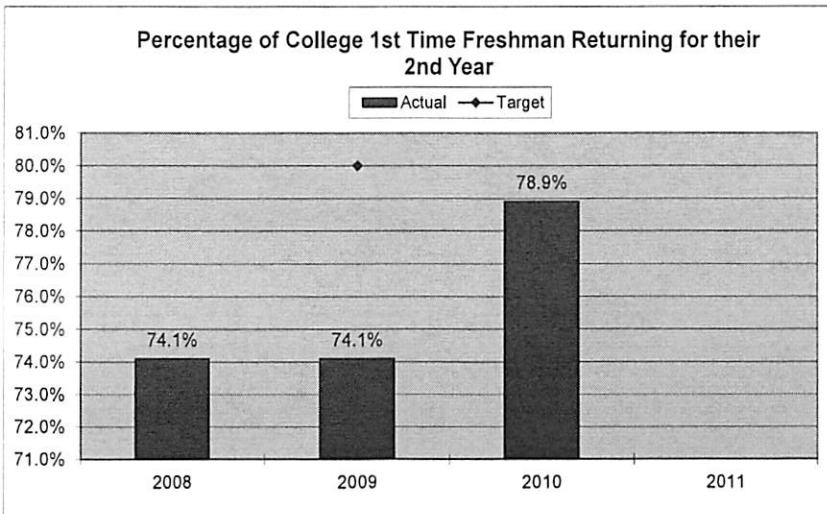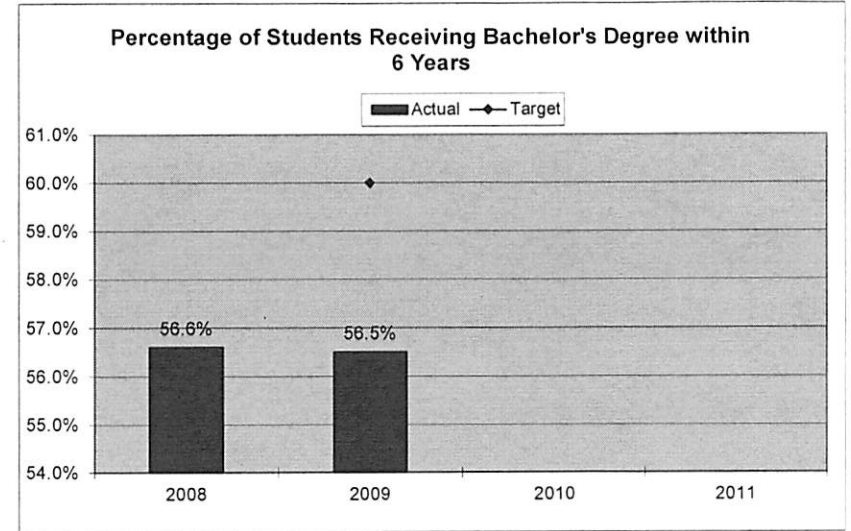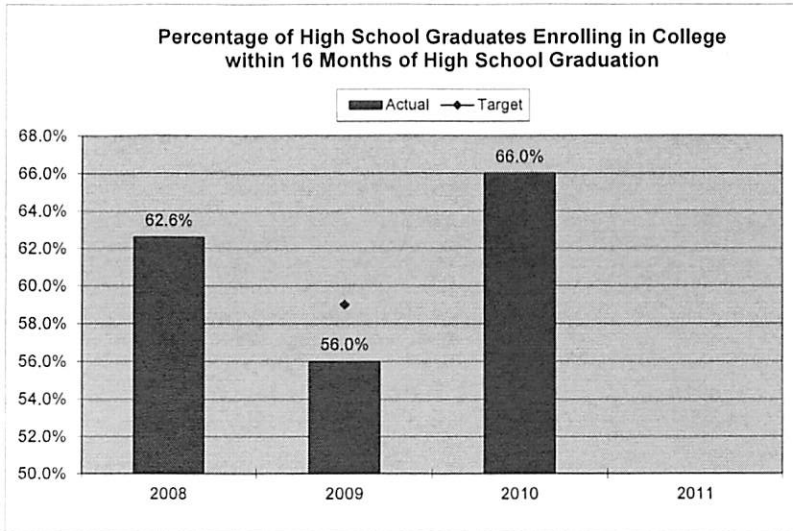
Agency Mission: Increase Achievement for All Students.

Percentage of High School Graduates Enrolling in College within 16 Months of High School Graduation

Percentage of Students Receiving Bachelor's Degree within 6 Years

Percentage of College 1st Time Freshman Returning for their 2nd Year

Percentage of Students Receiving Associate's Degree within 3 Years

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KPM #7	SCHOOLS AND DISTRICTS MEETING AYP—Number and percentage of schools and districts that meet Adequate Yearly Progress (AYP) criteria.	2003
Goal	QUALITY SCHOOLS: Schools and districts are engaged in continuous school improvement.	
Oregon Context	QUALITY SCHOOLS: Schools and districts meet and sustain a high rating of annual progress.	
Data Source	Annual Statewide Assessments for individual students are administered October - May, data are verified and aggregated by ODE, and results are available	
Owner	Office of Educational Improvement and Innovation (EII), Melinda Bessner, (503)947-5626	

Percentage of Schools Meeting AYP

Bar is actual, line is target

Data is represented by percent
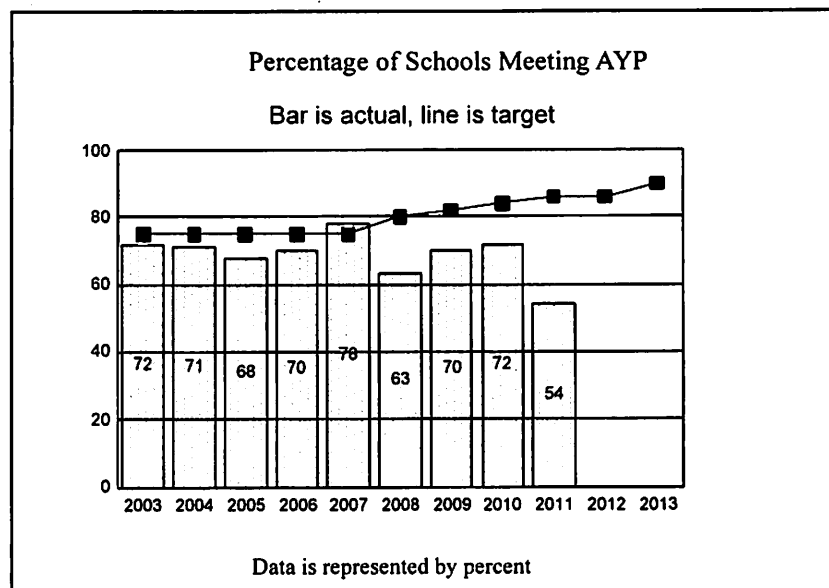
1. OUR STRATEGY

<u>KPM 7 – Schools and Districts Meeting AYP</u> measures the percentage of schools and districts that meet Adequate Yearly Progress (AYP) under the

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Elementary and Secondary Education Act (ESEA). However, with the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13. ODE anticipates that it will develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input from a variety of stakeholders.

2. ABOUT THE TARGETS

To meet the requirements of No Child Left Behind (NCLB), Oregon had set the statewide baseline for determining AYP as the percentage of students at the 20th percentile who were meeting or exceeding state standards. Data from the 2000-01 and 2001-02 Oregon Statewide Assessments were combined across grade levels and used to determine the baseline. With the federally established goal under NCLB that 100% of students nationwide will meet or exceed academic standards by 2014 as measured by statewide assessments, each state was required by federal law to set annual targets for the percentage of students meeting or exceeding state academic performance standards, gradually building up to a target of 100% by 2014.
ODE will seek stakeholder input to develop new targets for 2013-15 aligned to Oregon's new system of accountability under the ESEA Waiver.

3. HOW WE ARE DOING

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13.

4. HOW WE COMPARE

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13.

5. FACTORS AFFECTING RESULTS

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13.

6. WHAT NEEDS TO BE DONE

Under the new ESEA Waiver ODE will need to develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input

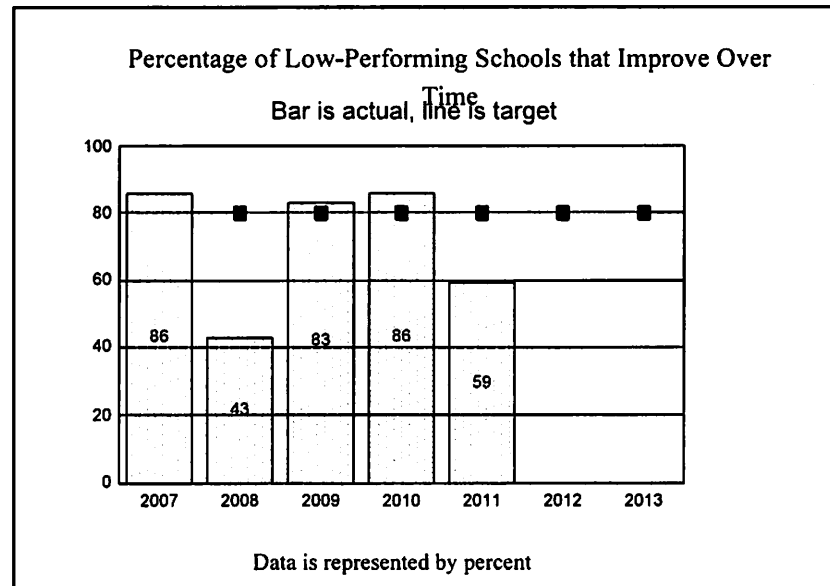| EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

from a variety of stakeholders.

7. ABOUT THE DATA

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 7 for 2012-13.

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KPM #8	LOW-PERFORMING SCHOOLS IMPROVE - Percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines.	2007
Goal	QUALITY SCHOOLS: Schools and districts are engaged in continuous school improvement	
Oregon Context	QUALITY SCHOOLS: Schools and districts meet and sustain a high rating of annual progress	
Data Source	Annual Statewide Assessments	
Owner	Educational Improvement and Innovation (EII), Melinda Bessner, (503)947-5626	

Percentage of Low-Performing Schools that Improve Over Time

Bar is actual, line is target

| 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| 86 | 43 | 83 | 86 | 59 | | |

Data is represented by percent

1. OUR STRATEGY

KPM 8– Low-Performing Schools Improve measures the percentage of low-performing schools that improve over time based on Adequate Yearly Progress (AYP) guidelines. However, with the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP

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determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13. ODE anticipates that it will develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input from a variety of stakeholders.

2. ABOUT THE TARGETS

Under NCLB, ODE had set its target as 80% of schools identified as in improvement status increasing the number of student subgroups meeting AYP each year. ODE will seek stakeholder input to develop new targets for 2013-15 aligned to Oregon's new system of accountability under the ESEA Waiver.

3. HOW WE ARE DOING

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13.

4. HOW WE COMPARE

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13.

5. FACTORS AFFECTING RESULTS

With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13.

6. WHAT NEEDS TO BE DONE

Under the new ESEA Waiver ODE will need to develop a replacement measure for 2013-15 with targets aligned to Oregon's new system of accountability. ODE plans to identify a replacement measure through the process of designing Oregon's new Report Card, which will involve input from a variety of stakeholders.

7. ABOUT THE DATA

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With the U.S. Department of Education's approval of Oregon's ESEA Waiver, ODE no longer makes AYP determinations for schools and districts. Therefore, ODE has suspended reporting for KPM 8 for 2012-13.

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KPM #9	SCHOOLS CLOSING THE ACHIEVEMENT GAP—Percentage of schools closing the academic achievement gap.	2007
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students	
Oregon Context	QUALITY SCHOOLS: Schools close the achievement gap	
Data Source	Annual Statewide Assessments	
Owner	Office of Educational Improvement and Innovation (EII), Melinda Bessner, (503)947-5626	

Percentage of schools Closing the Achievement Gap

Bar is actual, line is target

Data is represented by percent
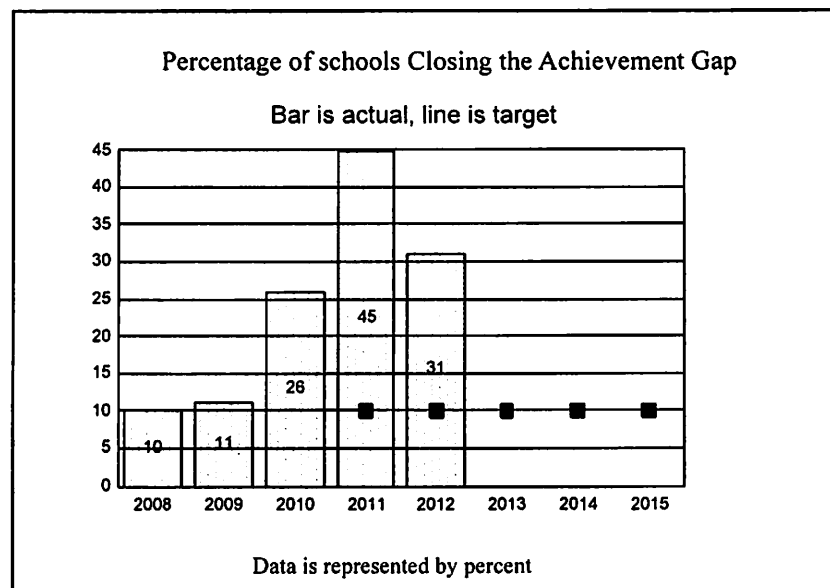
1. OUR STRATEGY

Students disadvantaged due to poverty, mobility, language barriers, learning disabilities, and other situational factors typically lag behind their advantaged peers. Even though they may make improvement each year, the achievement gap persists unless they make greater gains than their advantaged peers. With the application of targeted interventions and supplemental learning opportunities, these students can accelerate their progress. By monitoring the progress schools are

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making with the various identified student subgroups, ODE is able to target its resources and efforts on specific strategies to help students in greatest need.

Key Partners

Schools and Districts, Education Service Districts, Northwest Regional Education Laboratory, education professional groups, local businesses, and the community at large

2. ABOUT THE TARGETS

ODE has set its target at 10% of schools making progress in closing the achievement gap between "white" and "Hispanic" student subgroups at the 6th grade level in English Language Arts. ODE's targets will be used to forecast probable performance.

3. HOW WE ARE DOING

For the 2011-12 school year, Oregon exceeded the target, with 31.0% of schools attended by Hispanic students in the 6th grade making a ten percent or more improvement in closing the achievement gap between "white" and "Hispanic" students in English Language Arts . This is a decline over 2010-11, when 44.81% of schools teaching Hispanic students in the sixth grade made a ten percent or more improvement in closing the achievement gap between "white" and "Hispanic" students in English Language Arts. Indeed, in 84 of the 429 schools, Hispanic students outperformed white students, although in most cases this can be explained by the small numbers of Hispanic students in individual schools. That is, with a very small number of Hispanic students (often as few as 1 to 4) even just one who performs very well on state tests can markedly raise the average while in larger groups, more group members would need to perform significantly above or below the average to move the average either higher or lower.

4. HOW WE COMPARE

The achievement gap referenced in this KPM is based on student performance on the Oregon Knowledge and Skills (OAKS) Assessments. This is a statewide assessment used to comply with federal accountability requirements. Since each state currently has its own content standards and aligned assessments it is difficult to compare the results from one state to another . Further, ODE has used a fairly narrow, easily measured definition of the achievement gap. Other states use alternative definitions which make direct comparisons impossible.

5. FACTORS AFFECTING RESULTS

Inadequate funding over the past several years has negatively impacted the level of services available to low achieving students. In addition, the English Language Learner (ELL) population as a proportion of all students has been increasing over the past several years. From a positive perspective, there has been an increase in the educational research available to help guide improvement efforts and a greater focus on the traditionally underserved populations. Implementing the statewide student growth model will provide needed information to determine student growth.

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Finally, a significant staff development effort has been made statewide in teaching teachers to better address the needs of ELL students .

6. WHAT NEEDS TO BE DONE

ODE needs to continue to expand its efforts to build capacity within districts and schools to implement and sustain improvements in instructional programs and practices to ensure greater student learning. With assistance from ODE, districts should take the following actions:

Schools need to become more focused on ensuring students are learning.

Instructional strategies need to be improved based on research of effective practices .

Districts need to be more intentional in working with their schools to ensure the implementation and evaluation of improvement efforts .

Research-based resources need to be readily and equitably available to all schools and districts in the state.

High quality professional development needs to be provided for teachers and administrators.

Teacher and administrator preparation programs need to be better aligned with the needs of the districts and schools .
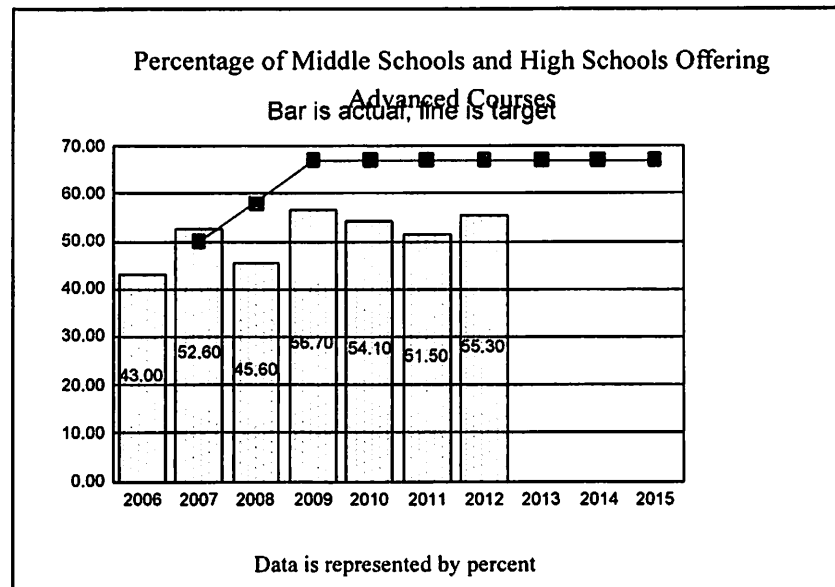
7. ABOUT THE DATA

When calculating performance for this KPM, ODE includes all schools with any Hispanic students enrolled in grade 6. Many of these schools may have only one to four Hispanic students at this grade level, which results in a lot of variability from year to year. Focusing this KPM on those schools with a more substantial Hispanic student population may provide additional stability to this measure. As ODE gathers additional years' data on this KPM, we will consider whether to revise the methodology used in calculating performance for this KPM in future years.

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KPM #10	SCHOOLS OFFERING ADVANCED COURSES—Percentage of schools offering advanced courses.	2006
Goal	QUALITY SCHOOLS: Schools and districts provide equal performance outcomes for all students	
Oregon Context	QUALITY SCHOOLS: Students have access to learning opportunities for high ability learners	
Data Source	Staff Assignment Collection	
Owner	Andrea Morgan, Office of Educational Improvement and Innovation (EII), 503-947-5772	

Percentage of Middle Schools and High Schools Offering Advanced Courses

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

ODE provides guidance and resources to schools and districts offering advanced curricula and instruction. The Oregon Advanced Placement Incentive Program (APIP) is an example of ODE's support for schools and districts. Oregon has twice applied for and received 3-year grants (2003-2006 and 2006-2009) from the USDOE that provided Advanced Placement and International Baccalaureate training and support to students, teachers, counselors, and administrators in schools

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where 40% or more of the students are qualified for free and reduced lunch. APIP grant competitions were not offered by the USDOE in 2009 or 2010, so ODE was not able to offer funding to schools and districts. ODE submitted a proposal in the USDOE's 2011 APIP grant competition but was not one of the 12 proposals funded. ODE also secures Test Fee Program funding from the USDOE to pay the AP and IB examination fees for income-qualified AP and IB test-takers.

More information about the Oregon APIP, the Test Fee Program, and other advanced program resources are located at

http://www.ode.state.or.us/search/results/?id=118.

Key Partners

The College Board, The International Baccalaureate Organization (IBO), the Oregon Virtual School District, the USDOE for APIP Grant and Test Program Grant, Western Interstate Commission on Higher Education, Consortium for Advanced Learning Opportunities, Advisory Team on Underrepresented and Minority Student Achievement, Oregon University System.

2. ABOUT THE TARGETS

ODE's targets serve to forecast probable performance. While the performance measure references all schools, ODE has set its targets for this measure based on the number of schools offering courses to students enrolled in middle school or high school (at least grades 7-12) to give a more accurate picture of Oregon's progress under this measure.

3. HOW WE ARE DOING

In 2011-2012, out of 327 schools that offer courses to students enrolled in middle or high school, 181 (55.3%) offered advanced courses (AP or IB). This is below ODE's target of 67% of schools, and is an increase of 3.8% from 2010-2011. It should be noted that the number of schools offering advanced courses (181) has declined by 4 while the number of schools has declined by 29. Oregon and its school districts have faced extremely challenging budgets resulting in some consolidations and closures. For more information, please see Section 7. About the Data.

KPM 10 – Schools Offering Advanced Courses looks at the specific measure of the percentage of schools offering AP and IB courses. To gain a fuller perspective of how Oregon is doing in offering advanced courses to its students, it may be useful to consider additional measures as well. For instance, concurrent enrollment/dual credit opportunities also provide students with rigorous college-level curriculum and instruction. Unlike students in other states, nearly 16,000 Oregon students earned college academic credit through programs that partner community colleges, colleges, or state universities with local schools to provide college courses at high schools. In 2010-2011, the most recent year for which data is currently available, 15,965 (a decrease of 3.4% from 2009-2010) Oregon students earned concurrent enrollment/dual credit. These students might also have been AP or IB test-takers. (Additional information about concurrent enrollment/dual credit opportunities available to Oregon students is located at http://www.ode.state.or.us/search/results/?id=222.)

It is also worth noting that in the 5th Annual AP Report to the Nation (page 6) released February 4, 2009, Oregon was one of the top five states with the greatest expansion of AP Scores 3+ since 2003. This means that Oregon has shown growth in the number of students that score at the level at which higher education institutions grant credit. This is a significant accomplishment since Oregon has also increased the number of students taking AP examinations, particularly the number

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of students from under-represented groups. Typically, when states increase the pool of test-takers, the number of students scoring 3+ on the exams decreases. (The 5th Annual AP Report is located at http://www.collegeboard.com/html/aprtn/pdf/ap_report_to_the_nation.pdf.)

Oregon has retained the number of high schools that offer the International Baccalaureate Diploma Programme. Nineteen (19) Oregon high schools offered IB courses. (Washington currently has 18 IB high schools. Idaho currently has 4 IB high schools.) In 2010-2011, 2,001 students took 5,747 IB examinations. This reflects an increase over 2009-2010 when 1,832 students took 4,692 IB examinations.

The performance measured in KPM 10 has become associated to other initiatives forwarded by Governor Kitzhaber as part of Education Reform. By 2025, Oregon aspires to meet the 40-40-20 goal, for educational attainment and workforce development. It is important to understand that the Governor's goal includes dual credit programs, in addition to AP and IB. This should open discussion about the scope of KPM 10 and how it might be redesigned to align to the Governor's targets and initiatives.

4. HOW WE COMPARE

While other states publish data on advanced courses, the form and scope of the states' data does not readily lend itself to a meaningful comparison with ODE's data. The College Board publishes data comparing Oregon with other states with regards to AP test-takers (http://www.collegeboard.com/html/aprtn/pdf/state_reports/AP_State_report_OR.pdf). The IBO no longer publishes data comparing Oregon students' performance on IB examinations with that of students from other states and nations as they did as recently as 2008 (http://www.ibo.org/ibna/media/documents/2008datasum.pdf). However, neither of these data reports takes/took into consideration Oregon's robust concurrent enrollment/dual credit participation.

5. FACTORS AFFECTING RESULTS

There are several factors that affect schools' abilities to offer advanced courses. Some factors are directly related to funding while others are related to long-held attitudes by district administrators, teachers, and students.

During the 2012 Legislative Session (SB 254), $241,250 was appropriated to support the implementation and enhancement of the accelerated college credit programs within Oregon's educational system. The request from a single eligible recipient could not exceed $2,000 per annual application cycle (the current biennium has one application cycle for the 2011-12 and 2012-13 school years). A total of 22 grants were awarded. Recipients are allowed to use the funds for:

a) Providing (related or relevant) education or training to teachers who will provide or are providing instruction in accelerated college credit programs (not to exceed one-third of the total cost of the education or training),

b) Assisting students in paying for books, materials, and other costs (except student tuition), other than test fees, related to accelerated college credit programs; and

c) Providing classroom supplies for accelerated college credit programs.

The bulk of these grants are being used to support schools' and districts' dual credit programs rather than Advanced Placement or International Baccalaureate programs. How these grants might affect KPM #10 results is at this time uncertain.

There are no other state funds, and there have been limited federal funds available (only to Oregon APIP participants, schools with 40% or more of the students

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qualified for Free and Reduced Lunch, or GEAR UP where schools that also must meet high-poverty criteria) for teacher/administrator/counselor professional development for advanced courses. Oregon's "middle income" districts have had the least opportunity to develop advanced courses since they are "too rich" for programs for poverty schools, but "too poor" to have their own funding for such a project. Budget reductions at many Oregon school districts are reflected with a decrease in the number of AP or IB courses offered in 2011-2012.

While the College Board does not require that teachers have specific AP training before teaching AP courses, the training is highly recommended in order to give teachers the tools needed to ensure student success. (Teachers must, however, submit an acceptable course syllabus to the College Board through the Course Audit system before a teacher can offer an AP course.) The International Baccalaureate Organization requires that any teacher in an IB program be certified by the IBO. Professional development for administrators and counselors is also necessary in many cases to eliminate the practices within schools that work against access and equity in AP classes. Funding for professional development for late elementary/middle school teachers in pre-AP techniques is also needed to make certain that appropriate rigor is established in curriculum preparing students to take advanced courses. In many cases, students may have the intellectual ability to take advanced courses, but they have not had rigorous prerequisite courses that allow students to accumulate knowledge and skills necessary for success in the advanced courses.

Local district budget issues also lead to limiting or eliminating advanced courses. Districts report that AP, IB, and concurrent enrollment courses tend to have fewer students enrolled than regular course-of-study classes. When faced with budget and staffing issues, districts are inclined to eliminate these small sections and require students to take regular course-of-study classes instead of trying to increase enrollment in the advanced courses. Staff reductions can also influence whether a school has staff available for advanced courses.

Small districts may not have enough students to create a separate advanced course, or they might not have staff qualified or interested in teaching advanced courses. School and district budget also can be a factor. While online advanced courses are readily available, they typically cost between $200 and $1,500 per student per course.

Schools can also be challenged by long-held beliefs about which students should take advanced courses. For years, the Advanced Placement and International Baccalaureate programs were seen as appropriate for only the most accomplished students. Today, while both programs believe that with appropriate supports all students should have access to these highly rigorous courses, some schools are still following the earlier practice.

6. WHAT NEEDS TO BE DONE

ODE, partnering with the College Board, should encourage districts to take full advantage of tools and resources available to determine which students show potential for advanced courses. The Oregon Legislature supports Oregon students taking the PSAT as 10th graders, and districts should leverage the resulting PSAT data by using the free AP Potential program that goes with the PSAT to identify students that demonstrate the ability to, with instruction, earn 3+ on AP exams.

ODE, partnering with Advancement Via Individual Determination (AVID), and other programs, should provide information to districts about how to support student success in advanced courses, particularly students from underrepresented populations.

ODE, partnering with districts that have successfully increased advanced course offerings and student success in these courses, should provide models for other districts to follow as they work to increase their own offernings.

7. ABOUT THE DATA
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Although 2007-08 and preceding years used the Class Size collection for its data, starting in 2008-2009 ODE has used the data from the Staff Assignment collection which contains all the information needed without some of the reliability issues found with the Class Size collection. The calculation includes all schools that had a high grade of 10, 11, or 12. In 2011-2012, there were 327 schools in the Staff Assignment collection that included grades 10, 11, or 12; 181 of them offered at least one AP or IB course.

For this analysis, middle schools and high schools are both included in the denominator because, while most AP and IB courses are offered at the high school level, there are now four Oregon middle schools that provide the IBO's Middle Years Programme. A more accurate depiction may be extracted by using only high school data, with the exception of the middle schools that offer the IBO Middle Years Programme. In the future, ODE may also want to redefine this KPM to include the data about high school students' concurrent enrollment/dual credit participation in post-secondary academic programs.

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KPM #11	SUSPENSION, EXPULSION, AND TRUANCY—Number of suspension, expulsion, and truancy incidents, disaggregated by incident type.	2005
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol, and violence.	
Oregon Context	QUALITY SCHOOLS: Students want to be in school, learning	
Data Source	Discipline Incidents collection	
Owner	Office of Student Learning and Partnerships (OSLP), Special Education Section, Michael Mahoney, (503)947-5628	

Number of Suspension Incidents

Bar is actual, line is target

Data is represented by number
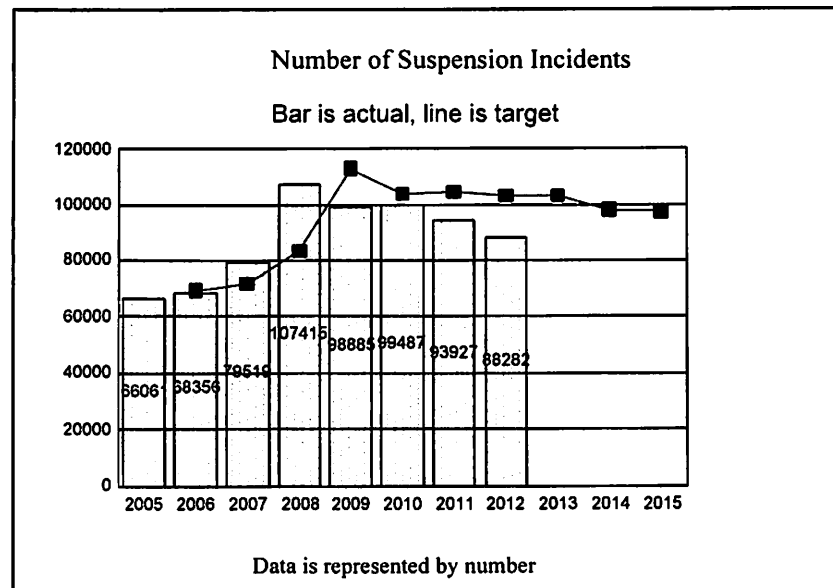
1. OUR STRATEGY

Data collection, analysis, and reporting are ODE's primary activities related to this performance measure. ODE ensures that schools develop and implement corrective action plans as necessary to ensure safe school environments.

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Key Partners
Schools, Districts, and Educational Service Districts (ESDs)

2. ABOUT THE TARGETS

ODE's target for this measure is used to forecast probable future performance; it indicates that the number of suspensions, expulsions, and truancy incidents in a given school year should not increase. It should remain relatively stable or equal to the number of incidents in the preceding school year. However, we strive for and desire fewer incidents of expulsion, suspension and truancy. The target through 2013, is calculated as no more than a 5% increase above the number of incidents from the preceding school year. Methodological changes that occurred starting in 2008 have allowed ODE to collect new baseline data and give us a better understanding at present of the data trends to help ODE set more precise targets moving forward. In the graph above and in the supplemental graphs located at the end of KPM 11 – Suspension, Expulsion, and Truancy, ODE has presented the targeted number of incidents for 2014 and 2015 by averaging the number of incidents occurring in 2008 - 2011. Since the data for the number of expulsions, suspensions and truancy incidents have remained relatively consistent, ODE's new targets project a relatively stable but downward trend in the number of disciplinary incidents and resulting actions. These projections and targets are listed in the graph at the end of this document.

3. HOW WE ARE DOING

In the 2011-2012 school year (2012) decreases were noted from the previous year in the number of Expulsions, Suspensions, and Truancies statewide. (Note: as discussed in Section 7. About the Data, Suspension data includes both in and out of school suspension incidents.) Incidents of suspension decreased by approximately 6.1% overall from 93,927 in 2011 to 88,282 in 2012. Decreases were noted for both in-school suspensions (from 47,028 to 42,875), and for out of school suspensions (from 46,899 to 45,408). The incidence of truancy decreased by approximately 5.5% overall (from 37,447 to 35,410). And incidents of expulsion decreased approximately 2.8% from the previous year (from 1,716 to 1,669). This means that Oregon continues to meet the target of less than a 5% increase for all three metrics, and actually continues to demonstrate a decrease in the number of incidents from year to year. 2011-12 data for the number of suspension incidents appear in the graph above. 2011-12 data for the number of expulsion and truancy incidents appear in supplemental graphs at the end of the analysis for KPM 11 – Suspension, Expulsion, and Truancy. To truly assess how Oregon is doing in providing its students with a safe school environment, KPM 11 – Suspension, Expulsion, and Truancy must be considered hand in hand with KPM 12 – Safe Schools. The expulsion data (weapons and arrest for violent crimes) from KPM 11 – Suspension, Expulsion, and Truancy form the criteria used to designate a school as persistently dangerous in KPM 12 – Safe Schools. Schools on the "watch list" have two years to demonstrate they are safe environments for students before they are designated as persistently dangerous. As indicated previously, the data collection process for this data has been in a transition stage. The data for KPM 12 – Safe Schools continues to indicate a decrease in number of disciplinary actions that would designate a school as persistently dangerous or as unsafe and on the watch list.

4. HOW WE COMPARE

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It is difficult to make comparisons with other states because the criteria used by schools in other states for when to use expulsions or suspensions can vary greatly. Also, the kinds of student behaviors resulting in expulsions, suspensions, and truancy can vary from state to state. The definitions of those behaviors can vary a lot from state to state as well. Given these facts, making meaningful comparisons might not be possible or valid.

5. FACTORS AFFECTING RESULTS

Because schools and districts set their own policies for when to discipline students, the suspension, expulsion, and truancy data can vary widely between schools. The composition and demographics of schools across the state also impacts the disciplinary actions taken and thus the data. As a result, changes in the number of reported incidents in a given year may indicate that schools and districts are being more diligent in their effort to curb and eliminate inappropriate student behaviors by when and how they apply consequences such as suspension or expulsion. However, they may also be reflective of changes, situational occurrences and changing demographics that could influence the incidents of inappropriate or offensive student behaviors. In recent years, schools and districts have taken great strides in the implementation of research-based prevention programs and have developed more proactive and positive ways of disciplining students. This latter fact could be associated with the decreases in the use of suspension and expulsion. In addition, familiarity with the discipline data collection and its relevant specifications has increased in recent years, which serves to raise awareness and assist schools and districts in how they intervene, monitor, regulate, and discipline students.

6. WHAT NEEDS TO BE DONE

Our efforts to identify and eliminate inappropriate student behavior through prevention and the incorporation of positive behavioral strategies must continue. Furthermore, there needs to be a focus on school climate, school culture, and the use of Social-Emotional curricula in schools, as well as the promotion of positive relationships and healthy and safe school learning environments. Available funds must be applied to programs that focus on the prevention of unhealthy choices, violence, and bullying behaviors amongst students, by providing multi-tiered data-driven responsive systems for use by schools and districts in each community. The Safe and Drug Free Schools (SDFS) (Title-IV) federal grant funds that were available to every school district each year have ended. In order to continue the trend of reducing suspensions, expulsions, and truancy events, it will be extremely important that efficient, data-driven and responsive practices be made available to all school districts. Furthermore, the focus on continuing the implementation of research-based prevention programs must persist. ODE and its partners are seeking to develop and maintain an interactive website to educate, assist, and sustain prevention and intervention efforts. The design and creation of this website is currently under development to provide information and resources to school personnel, parents, students, and community members across the state of Oregon. The website needs to be promoted and supported with available resources and collaborative efforts across the state .

7. ABOUT THE DATA

The 2011-12 suspension, expulsion, and truancy data pertain to the total number of unduplicated incidents, not to the number of students whose behavior resulted in such incidents. Data about student suspensions, expulsions, and truancy incidents are collected from districts at the student level. Starting with 2005-06, the suspension data represent in and out of school suspension incidents. All expulsions are out of school. Starting with

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2007-08, the data collection used by ODE changed from the Suspension, Expulsion, and Truancy collection to the Discipline Incidents collection. Getting schools and districts to understand the data collection and to be accurate in their data submission to this collection has been an ongoing process, with both schools and districts showing great improvement in their data quality.
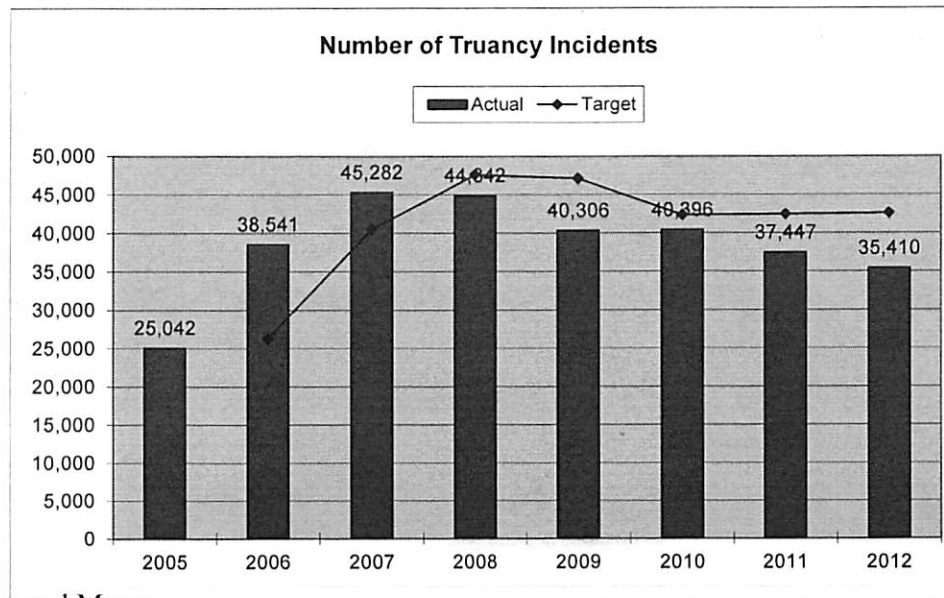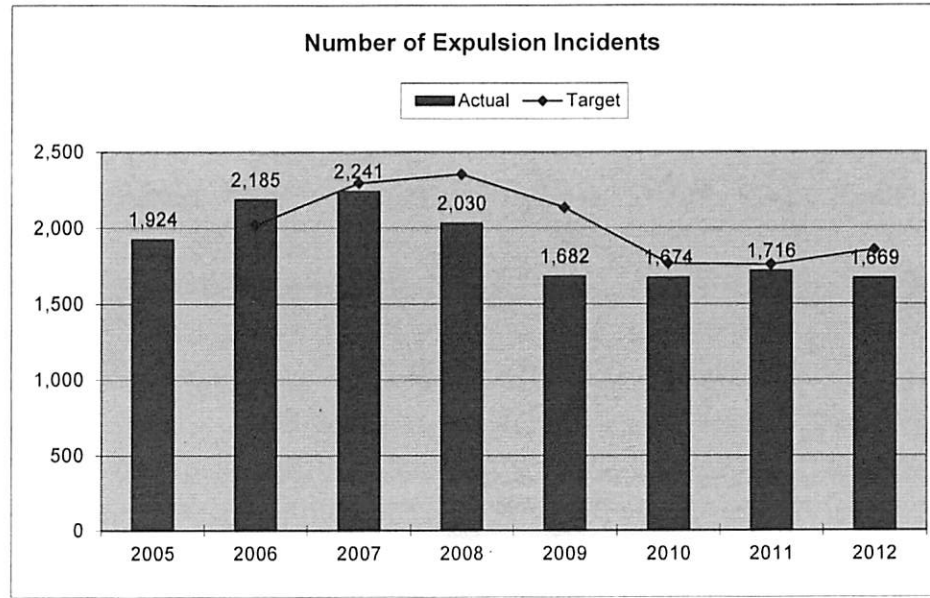
Agency Mission: Increase Achievement for All Students.

Number of Expulsion Incidents

Actual ■ —◆— Target

- 2005: 1,924
- 2006: 2,185
- 2007: 2,241
- 2008: 2,030
- 2009: 1,682
- 2010: 1,674
- 2011: 1,716
- 2012: 1,669

Number of Truancy Incidents

Actual ■ —◆— Target

- 2005: 25,042
- 2006: 38,541
- 2007: 45,282
- 2008: 44,842
- 2009: 40,306
- 2010: 40,396
- 2011: 37,447
- 2012: 35,410

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KPM #12	SAFE SCHOOLS—Number of schools identified as persistently dangerous or on the "watch list."	2005
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging and respectful environment free of drugs, alcohol, and violence	
Oregon Context	QUALITY SCHOOLS: Students want to be in school, learning	
Data Source	Schools are named persistently dangerous based on number of expulsions	
Owner	Office of Student Learning and Partnerships (OSLP), Special Education Section, Michael Mahoney, (503)947-5628	

Number of Persistently Dangerous Schools

Bar is actual, line is target

Data is represented by number
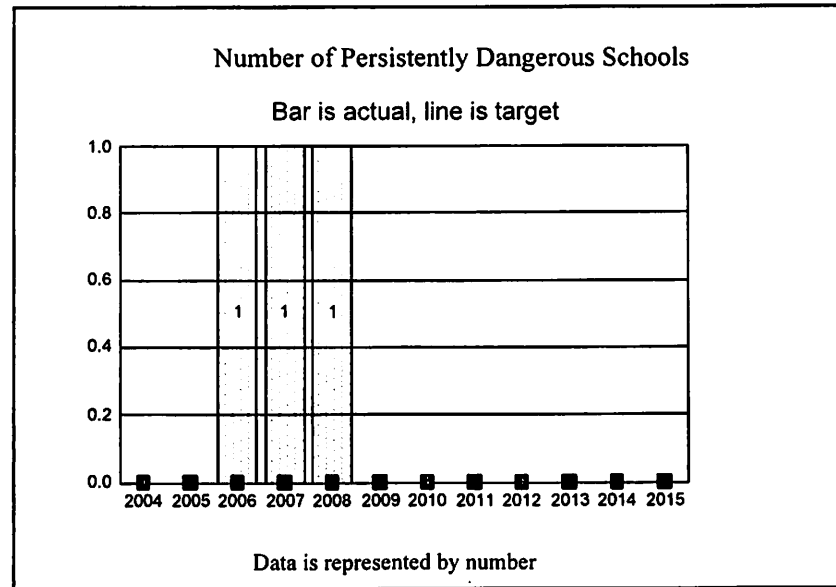
1. OUR STRATEGY

The Oregon Department of Education (ODE) is required by NCLB or the Elementary and Secondary Education Act (ESEA) of 2001 to establish a 'school choice' policy for students attending "persistently dangerous" schools. ODE has established criteria to identify schools that must offer students a choice of where they wish to attend school if their resident school has expulsions for weapons and violent criminal offenses or behavior.

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In addition, ODE has also established criteria to identify schools that are at risk for being "unsafe" or dangerous, which includes schools with fewer than three hundred enrolled students having nine or more expulsions and three expulsions for every one hundred students in larger schools.

If the expulsion difficulties at a school identify it as "unsafe", the district and school are required to take immediate action to remedy the situation. ODE is accountable to ensure that a district develops and implements a corrective action plan to reduce the number of expulsions and to address the "unsafe" situations and status at the school. If a school or district remains unsafe for three consecutive years, they are deemed "persistently dangerous" and parents then have the option to re-enroll their children in another school. In December 2008, at the request of legislators, schools, and other partners, ODE went through the process of redefining Oregon's definition and criteria for identifying an 'unsafe school', as indicated above. This definition went into effect in the 2009-10 school year.

Key Partners

Schools and Districts, ESDs, Oregon Health Authority (OHA)

2. ABOUT THE TARGETS

ODE believes that no school should be "persistently dangerous" and thus, ODE's target is that zero Oregon schools will be identified as such. To help identify those schools at-risk for possible future identification as "persistently dangerous", ODE has previously set a target of 10 or fewer schools to be on the unsafe school "watch list."

3. HOW WE ARE DOING

The 2011-12 data for the number of persistently dangerous schools appear in the graph above. The 2011-12 data for the number of schools on the watch list appear in a supplemental graph at the end of the analysis for KPM 12 – Safe Schools. In 2011-12, Oregon met the target of zero "persistently dangerous" schools. This is the fourth year in a row that Oregon met its target of zero, and the number of schools on the watch list has continued to remain steady at zero for 2011-2012. Oregon continues to meet its target of 10 or fewer schools on the watch list.

4. HOW WE COMPARE

Each state is required to develop its own definition of "persistently dangerous" schools based on federal guidelines. The definitions vary greatly between the states and thus, a meaningful comparison would be difficult to obtain.

5. FACTORS AFFECTING RESULTS

Oregon's more recent definition and criterion for "unsafe", as indicated above and first implemented in 2009-2010, uses slightly less stringent standards in regards to the number of expulsions needed for schools to meet the criteria of being on the unsafe school watch list. Individual schools could have up to nine expulsions per three hundred students each year under the current standards, as opposed to five expulsions per three hundred students prior to the 2009-10 school year. However, the types of offenses (violent criminal offenses) associated with expulsion and a

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school being considered 'unsafe' have remained the same. Also, as noted in <u>KPM 11 – Suspension, Expulsion, and Truancy</u>, the number of expulsions in a given year may indicate a heightened awareness of school safety rather than an increase in dangerous student behaviors. Moreover, as schools and districts continue to refine their focus on the implementation of research-based prevention programs and continue to develop more proactive, alternative and positive ways of disciplining students, safer schools are the result that impacts the incidents of expulsions and suspensions. The current data would suggest that school districts in general are more cognizant of alternative ways of disciplining students versus removing or excluding students from school. More positive forms of intervention from our EBISS initiative the past five years could be assisting with the process. Furthermore, as schools and districts continue to acquire a better understanding of the discipline data collection and its purpose and relevance, the data they submit is more accurate.

6. WHAT NEEDS TO BE DONE

The Safe and Drug Free Schools (SDFS) (Title-IV) federal grant funds that were available to every school district each year ended in 2009-2010. An extension of grant funds was allocated during the 2010-11 school year, which has since expired. The Safe and Drug-Free "Bridge" Grant funds were extended through the 2011-12 school year for some districts and end in September 2012. The latter grant funds had been allocated to assist with sustaining safe and drug-free schools efforts and initiatives with the former grants expiring. With this in mind and to maintain Oregon's trend of zero "persistently dangerous" and "unsafe" schools, schools and districts will need to continue to find ways to support prevention and response to violence and substance abuse by continuing to implement initiatives and approaches that promote safe, supportive, and positive educational environments for all students. Resources will be required.

In addition, to assist with prevention and intervention efforts, ODE and OHA are collaborating with various agencies at the state and local levels to support prevention and responsive interventions. These efforts include engaging the local community prevention coordinators through training, and by providing guidance and networking to help them work effectively with the local school districts. Educating school personnel and parents about best practices to respond to and prevent bullying has also been ongoing and occurring through ODE; direct consultation with parents, community members and school personnel are provided through the department as well.

Other efforts include plans to develop an interactive website, with the use of "Bridge" grant funds, providing educational material, formats and resources for school personnel, parents, students and community members. Other ongoing initiatives, such as the School-wide Positive Behavior Interventions & Supports (SWPBIS) approach, will continue to be advocated for and promoted by ODE, as well as supported by a state-wide network if the resources are available. SWPBIS allows educators to provide support according to the intensity of school, classroom and individual student need. It uses a multi-tiered approach and data-driven decision-making model. Efforts to identify and eliminate inappropriate student behavior must continue in the context of teaching all students constructive and healthy behavioral alternatives.

Schools and districts interested in implementing sustainable programs that promote safety will need resources and support for their efforts. Schools and districts operating in maintenance mode will require technical support to continue to enhance their programs. Supportive networking around the state and ODE are available for consultation. In order to continue the trend of zero schools on the watch list and zero schools identified as being "persistently dangerous", it will be extremely important that schools and districts continue to be equipped with the skills and techniques to implement effective activities with fidelity. It will be crucial for consistent and comprehensive professional development to occur as well. A focus on school climate and culture, along with promoting the use of social-emotional curricula with best academic practices, are critical for providing optimum learning conditions and safe school environments that promote student well-being, achievement, and success.

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7. ABOUT THE DATA

The expulsion data (based on weapons and arrests for violent criminal behavior), used in <u>KPM 11 – Suspension, Expulsion, and Truancy,</u> dictate the criteria used to designate a school as "persistently dangerous." Data about student expulsion incidents are collected from districts at the student level. Schools must have a certain number of expulsions for three years in a row to be considered "persistently dangerous", as noted above. Schools on the 'watch list' as "unsafe" have two years to demonstrate, via corrective action plans and subsequent year data, that they are safe environments for students before they are designated as persistently dangerous. It should be noted, after a thorough review of the history of this data, some errors have been noted and corrected in the reporting of this data. It has been four years since an Oregon school has been identified as meeting the criteria for "persistently dangerous." The criteria for identifying a school as such continues to require that a school be identified for two consecutive years on the unsafe 'watch list'; if a school continues to be identified as "unsafe" in the third consecutive year, it would be classified "persistently dangerous."

Agency Mission: Increase Achievement for All Students.

Number of Schools on the "Watch List"

Legend: ■ Actual ◆ Target

The data shows:
- 2003: 0 (Actual), Target 10
- 2004: 0 (Actual), Target 10
- 2005: 12 (Actual), Target 10
- 2006: 16 (Actual), Target 10
- 2007: 13 (Actual), Target 10
- 2008: 10 (Actual), Target 10
- 2009: 5 (Actual), Target 10
- 2010: 0 (Actual), Target 10
- 2011: 0 (Actual), Target 10
- 2012: 0 (Actual), Target 7

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KPM #13	BUS SAFETY—Number of bus accidents, severity of accident, and who was at fault, compared to a similar state and the national average.	2003
Goal	QUALITY SCHOOLS: School environments provide a safe, engaging, and respectful environment free of drugs, alcohol, and violence	
Oregon Context	QUALITY SCHOOLS: Learning environments are safe and welcoming	
Data Source	Each bus incident is reported by school districts to ODE immediately and the data are aggregated annually for reporting.	
Owner	Office of Finance and Administration (OAF), Student Transportation Section, Steven Huillet, 503-947-5873	

Percentage of Bus Accidents Resulting From Bus Driver Fault

Bar is actual, line is target

Data is represented by percent
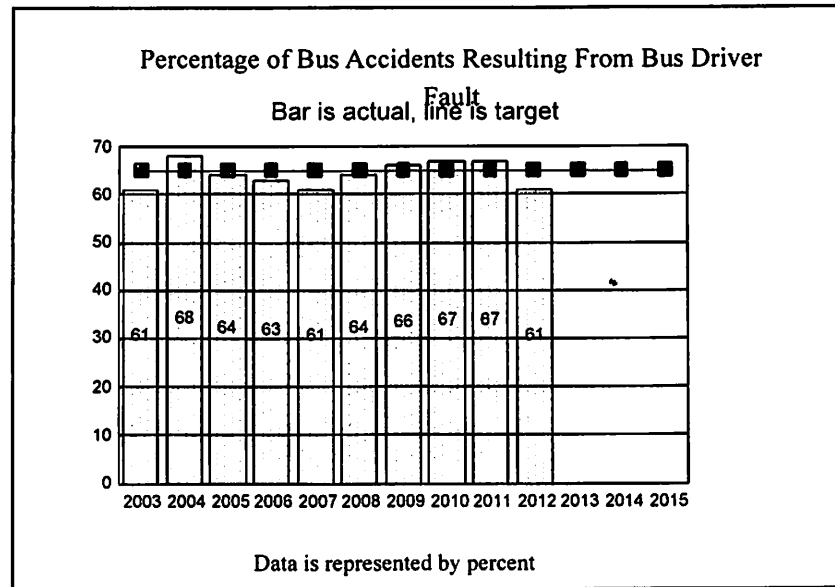
1. OUR STRATEGY

ODE has a significant role in ensuring that the state operates safe bus transportation for public school children. ODE's responsibilities include certifying that drivers are eligible to drive, monitoring drivers' credentials ("S" & "P" endorsements), ensuring buses are inspected and re-inspected,

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issuing license approvals, providing interpretation to the field, writing administrative rules, and providing training using a train–the–trainers model. Through administrative rules, ODE spells out exactly what qualifications drivers must meet in order to maintain their certifications. ODE identifies qualification criteria for driving records, criminal records, and the physical condition of the driver. During the 2011-12 school year, ODE certified 1,035 new drivers and renewed 5,363 school bus certificates. Each original certification and renewal requires ODE to check the applicant's criminal and driving record.

Key Partners

National Transportation Safety Board (NTSB), National Association of State Directors of Pupil Transportation Services (NASDPTS), Oregon Pupil Transportation Association (OPTA), Oregon Department of Transportation (ODOT), Oregon Department of Motor Vehicles (ODMV), Operation Lifesaver (National and Local), Oregon Legislature, State Board of Education, Various school bus contractors within the state, Oregon Department of Environmental Quality (ODEQ), Local Physicians regarding driver qualifications, Oregon Department of Justice, Schools and School Districts.

2. ABOUT THE TARGETS

ODE aims to have Oregon bus drivers operate accident-free 100% of the time. In instances where accidents occur, ODE set its target of 65% or fewer accidents in which the driver was at fault based on historical data.

3. HOW WE ARE DOING

2011-12 data for the percentage of bus accidents for which the bus driver was at fault appear in the graph above. 2011-12 data for the number of bus accidents appear in a supplemental graph at the end of the analysis for KPM 13 – Bus Safety. The total number of statewide bus accidents has remained fairly consistent since 2003, although the number of accidents for 2011-12 decreased slightly compared to last year, from 518 in 2010-11 to 515 in 2011-12. Of the 515 total number of statewide bus accidents in 2011-12, only 315 (61%) resulted from driver fault. This is lower than ODE's target of 65% accidents in which the driver was at fault, and is lower than the 346 accidents in which the driver was at fault during the 2010-11 school year. In addition, Oregon should be proud that there have been no fatalities due to school bus accidents in the last 36 years.

4. HOW WE COMPARE

Because there are no national pupil transportation safety standards and states vary significantly regarding definitions, criteria, policies, and administrative rules, direct comparison data are not currently available. However, it should be noted that national data from 2002 indicate that, of the 25 million children who rode school buses to and from school, only about 5 students died in school bus crashes. Conversely, of the 25 million children who walk, bike, ride, or drive to and from school in other vehicles, 817 children were killed while going to and from school. These national data indicate that school buses continue to be the safest form of pupil transportation. ** Source: National Research Council, National Academy of Sciences.

5. FACTORS AFFECTING RESULTS

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Oregon School Buses travelled over 67 million miles in 2010-11, transporting students to and from school and to school-related activities. Although the actual number of miles travelled in 2011-12will not be available until December 2012, it is likely that the number will be similar to those noted for 2010-11. Of the 515 bus accidents which occurred statewide over the course of these approximately 67 million miles, 200 were caused by drivers of other vehicles.

Another factor affecting results is the criteria ODE uses to define bus accidents. ODE has chosen to set the accident criteria low so that we may look for patterns that are leading to more serious accidents. ODE considers any damage to property or another vehicle or at least $750 damage to the pupil-transporting vehicle as an accident. The Department of Motor Vehicles, on the other hand, does not require an accident report until an accident hits the threshold of $1500.

6. WHAT NEEDS TO BE DONE

ODE will follow a risk reduction strategy by continuing bus driver training. We have changed the bench marks for what we consider a reportable accident so we can better compare our data with other states. We will continue to encourage school districts to train from the new Reference Point manual in hopes to further reduce the number of accidents.

7. ABOUT THE DATA

The data represent "after the fact reporting" as opposed to risk prevention outcomes. A performance measure that focuses on risk prevention should be considered in the future. In addition, this measure only considers school bus safety without considering other types of pupil transportation (e.g., riding bikes, walking).

Agency Mission: Increase Achievement for All Students.

Number of Bus Accidents

Legend: Actual, Target

Year	Value
2003	488
2004	467
2005	461
2006	472
2007	477
2008	493
2009	473
2010	484
2011	518
2012	515

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KPM #14	HIGHLY QUALIFIED TEACHERS - Percentage of core academic classes taught by highly qualified teachers.	2003
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce	
Oregon Context	QUALITY SCHOOLS: All students have qualified teachers	
Data Source	Staff Assignment Data Collection	
Owner	Office of Education and Improvement (OEII), School Improvement and Accountability, Heather Mauzé, 503-947-5806	

Percentage of Classes Taught by

Bar is actual, line is target

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	82	87	90	91	90	90	92	94	96	98				

Data is represented by percent
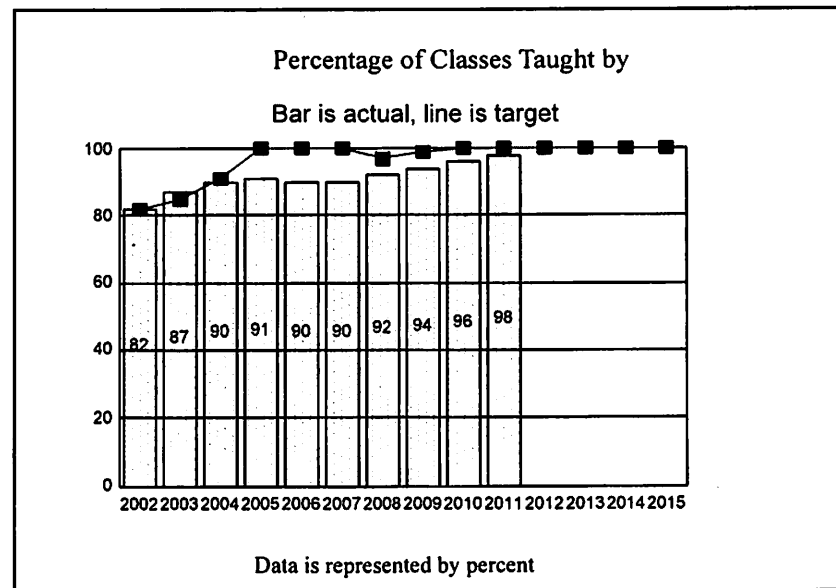
1. OUR STRATEGY

The Oregon Department of Education (ODE) engages in collaborative work with leaders in Oregon's teacher preparation programs to ensure a seamless pipeline of educators prepared to meet the challenges of today's educational system. Our collaborative efforts also include administrators and teachers of Local Education Agencies (LEAs) to support and ensure a sustainable and highly qualified teaching force representative of the cultural diversity of our state. In keeping with the

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agency's larger goals, the aim of ODE is to provide LEAs with leadership, information, and technical assistance related to the implementation of policy outlined in the Elementary and Secondary Education Act (ESEA). ODE's continued focus is to ensure federal expectations are met as outlined in section 1119 of Title I, Part A statute. Since the implementation of ESEA, Oregon has striven to ensure accountability in meeting the Annual Measurable Objective (AMO) of having 100% of Oregon's teachers meeting the highly qualified requirement for the class(es) for which they are assigned.

Key Partners

College and University Teacher Preparation Programs, Teachers Standards and Practices Commission (TSPC), Confederation of School Administrators (COSA), Oregon School Boards Association (OSBA), Oregon Education Association (OEA), Oregon School Personnel Association (OSPA), Oregon Mentoring Network, and the Advisory Team on Underrepresented and Minority Student Achievement.

2. ABOUT THE TARGETS

PL 107-110 requires 100% of teachers to be deemed highly qualified to teach the core subject class(es) to which they are assigned. The targets reflect ODE's goal of increasing the percentage of highly qualified core academic subject area teachers in each school to 100%.

3. HOW WE ARE DOING

At the inception of No Child Left Behind, the state of Oregon had a baseline percentage of 82% of teachers meeting the Highly Qualified (HQ) requirement. The largest increase was seen in the following year with an increase of 5%. In 2008-09, Elementary schools had 95% of teachers highly qualified (HQ) while secondary school had 94% of teachers HQ. At the elementary level, Oregon had a higher percentage of classes taught by a highly qualified teacher (HQT) in high poverty schools (97.4%) as compared to the percentage of classes taught by HQT in low poverty schools (93.2%). At the secondary level, the percentage of classes taught by HQT differed between high and low poverty schools by .03% which significantly closes the gap. [based on Final 2008-09 Consolidated State Performance Report data]. 2010-11 data indicate 97.7% of classes in Oregon were taught by highly qualified teachers, continuing for the fourth year the trend of increasing the number of HQ teachers in Oregon. At the elementary level 98.67% of classes were taught by HQ teachers, and Oregon continues to have a higher percentage of classes taught by HQ teachers in high poverty schools than low poverty schools. At the secondary level, 97.53% of classes were taught by HQ teachers, and the percentage of classes taught by HQ teachers differed between high and low poverty schools by only .14%. Areas for renewed attention will be the minority quartiles which data indicates a concerted effort is needed to address the gap between the percentage of classes taught by HQ teachers at high minority and low minority schools, particularly at the elementary level. Due to the timing of data collection and validation for this measure, this report focuses on data from the previous year. The most recent year for which data is currently available is 2010-11. ODE will report on 2011-12 data in its 2013 report.

4. HOW WE COMPARE

Comparative data for the 2009-10 (the most recent year for which comparative data is available) shows the percentage of classes taught nationwide by highly qualified teachers (HQTs) for all schools ranged from 76.55% for the District of Columbia to 99.99% (North Dakota). Thirty-nine

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states, including Oregon, reported that 95% or more of core academic classes were taught be HQTs. Oregon has continued to increase the percentage of teachers deemed highly qualified to teach. Data is based on teacher quality data from the Department of Education http://www2.ed.gov/programs/teacherqual/hqt200910.xls. Note: the 50 states, the District of Columbia, Puerto Rico, and the Bureau of Indian Education submitted data and are included in the analyses.)

The gap between high-poverty and low-poverty elementary schools was greatest in Maryland (86.94% in high-poverty elementary schools compared to 97.75% in low-poverty elementary schools). The gap between high-poverty and low-poverty secondary schools was greatest in Hawaii (64.33% in high-poverty secondary schools compared to 79.37% in low-poverty secondary schools). In Oregon elementary schools, the percentage of HQT in 97.37% in high-poverty schools compared to low-poverty schools was 95.09%. In Oregon secondary schools, the percentage of HQT is 95.84% in high-poverty schools as compared to low-poverty schools was 96.25%.

5. FACTORS AFFECTING RESULTS

ODE holds districts accountable to increase the number of classes taught by highly qualified teachers. ODE requires districts to have 100% of their core academic teachers teaching at Title I, Part A schools highly qualified. Additionally districts that fail to have 100% of their core academic teachers highly qualified for two consecutive years are required to submit an improvement plan to the ODE to increase the number of highly qualified teachers by re-assigning teachers, encouraging continued professional development, or taking and passing rigorous state exams. Districts are encouraged to use their Title II, Part A funds to support these endeavors. Data for the 2010-11 and 2011-12 have been impacted significantly due to the gathering of additional data sets measuring the entire year's HQT status of districts across the state. ODE and the TSPC are working together to provide a coordinated approach to the matter of licensure and how our current approach to licensing and highly qualified determinations impacts both districts and teachers.

6. WHAT NEEDS TO BE DONE

Annually, constituents across the state are apprised of the HQ status of educators working with students in the State and District Report Cards. PL 107-110 No Child Left Behind (NCLB) required ODE to have a "state plan" by 2005-06 that "ensures" an annual increase of teachers who are "highly qualified" in each district and each school, and an annual increase of teachers who receive "high quality" professional development. The revised state equity plan, which is updated annually [last updated July 2010; 2012 release projected November 2012, pending review], is available at http://www.ode.state.or.us/search/page/?id=2215. The state will continue to help districts increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensuring that all teachers are highly qualified through guidance, presentations, webinars, technical assistance, and compliance requirements. The state will target those districts currently in funding agreements with the state in order to reduce the number of districts under said sanctions by 30% in the 2011-12, 40% in the 2012-13, and 50% in 2013-14 in order to meet the federal mandated target of 100% HQT across all districts in the state.

7. ABOUT THE DATA

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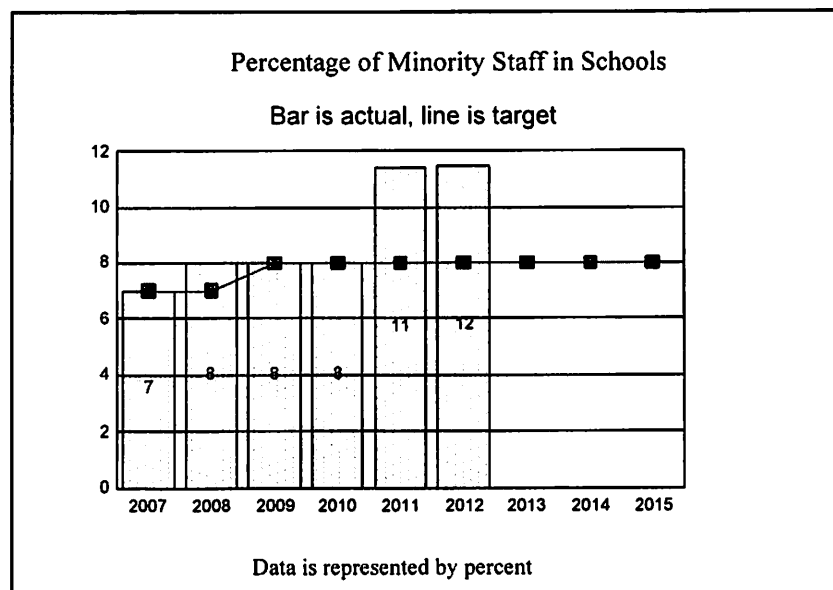
EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

The data in the table below represent the aggregate percentage of teachers that are deemed qualified to teach the classes to which they are assigned. This total percentage includes teachers working in Title I schools and non-Title I schools in both the elementary and secondary settings.

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KPM #15	MINORITY STAFF— Percentage of schools increasing or maintaining a high percentage of minority staff (Shared Measure with Teaching Standards Practices Commission and OUS).	2007
Goal	QUALITY SCHOOLS: Schools and districts maintain a diverse and highly qualified workforce.	
Oregon Context	QUALITY SCHOOLS: Oregons education workforce is diverse	
Data Source	Staff Position Data Collection	
Owner	Heather Mauzé, Office of Educational Improvement and Innovation (EII), 503-947-5806	

Percentage of Minority Staff in Schools

Bar is actual, line is target

Data is represented by percent

1. OUR STRATEGY

ODE and its partners lead and participate in a number of state initiatives that focus on cultural competency. These initiatives contribute to the policy and practices of teacher training programs and involve district administrators, human resource personnel, classroom teachers, and others.
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Examples are:

1) ODE partners with nine Confederated Tribes to preserve and teach Native American indigenous language and culture in schools.

2) The ODE State Action for Educational Leadership (SAELP) funded by the Wallace Foundation has sponsored a number of summits and school demonstration sites that focus on cultural competency and comprehensive literacy. These activities include state policy makers, college and university teacher and administrator preparation programs, and K-12 teachers and administrators.

3) The Oregon Mexico Education Partnership (OMEP) effort to bring Spanish language content materials to Oregon students.

4) New standards as of 2006 for administrative licensure include knowledge and skills related to equity and cultural competence.

Key Partners

Schools and School Districts, ESDs, Advisory Team on Underrepresented and Monitory Student Achievement, Teachers Standards and Practices Commission (TSPC), Oregon Association of Colleges of Teacher Education (OACTE), NW Regional Educational Laboratory (NWREL), Confederation of Oregon School Administrators (COSA), Oregon Education Association (OEA)

2. ABOUT THE TARGETS

The targets for 2008–2012 have been set to more accurately represent the information requested in this KPM. Prior to 2006-07, staff data was only available for certificated staff; however, as of 2006-07, ODE began collecting data on classified staff as well. ODE's targets for 2008–15 are forecasts based on 2006-07 data as compared to 2007-08. These targets will be used to forecast probable performance.

3. HOW WE ARE DOING

The proportion of total staff who reported minority status increased by 3.1%, from 8.3% in SY2009-10 to 11.4% in SY2010-11, and has held steady at 11.5% for 2011-12. The percentage of teachers who reported minority status for 2011-12 is 8.5%. These statistics for both groups exceed ODE's target of 8%, but represent virtually no change from 2010-11, for which total minority staff was reported at 11.4% and total minority teachers at 8.4%. Of the 1,484 institutions reporting to the Staff Position Collection in 2010-11 that have comparable data in 2011-12, 680 institutions (46%) employed a higher percentage of minority staff in 2011-12 compared to 2010-11. Conversely, 210 institutions (14%) reported no change in the ethnic composition of their staff between 2011-12 and 2010-11, and 594 institutions (40%) reported a decrease in minority staff between 2010-11 and 2011-12.

4. HOW WE COMPARE

Washington State had 10.2% minority education staff in 2009-10 (The most recent year for which data is available via their website at http://www.k12.wa.us/DataAdmin/pubdocs/personnel/positionandethnicity0910.pdf) by FTE. However, according to the US Census report for 2010, Washington State had a minority population of 22.7%, whereas, in the same report Oregon has a minority population of only 16.4%. The population diversity of Washington State will influence the diversity of its workforce. (See http://quickfacts.census.gov/qfd/index.html for more information.)

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5. FACTORS AFFECTING RESULTS

The following factors affect results:

1) Staff data includes Pre K through Postsecondary staff, including special education, early intervention, and early childhood staff.

2) The ratio of minority staff to non-minority staff can be volatile in smaller institutions. For example, a small elementary school might have two teachers that represent a minority and if one teacher leaves, the school has lost 50% of their minority staff.

3) Due to the personal nature of ethnicity and how it is perceived, the data regarding ethnicity may be inconsistent from year to year on an individual basis. Staff and students may change the ethnicity they identify with at will. Given the relative constancy of the data from 2010-11 to 2011-12, this does not appear to be an issue at this time.

4) In 2009-10, race/ethnicity data was collected as a single question asking staff members to choose from a list of ethnicities. In 2010-11, the format changed, in order to align with USED guidelines, to a two-part question. The first part asked respondents if they identified as ethnically Hispanic. The second part asked them to choose at least one of five race options: White/Caucasian, Black/African American, American Indian/Alaskan Native, Asian, and/or Pacific Islander. Staff members were required to select at least one race, but could select up to all five if desired. Staff member responses were then used to calculate an ethnic code. For the purposes of this calculation, staff members who identified any race or ethnicity other than "White" (including those who selected "White" and other options, such as "Hispanic") were considered minorities. This reporting change is likely responsible for the bulk of the increase in staff members reported as minorities between 2009-10 and 2010-11, especially in light of the stability of the data from 2010-11 to 2011-12.

5) In 2010-11, the Staff Position Collection expanded in order to meet federal reporting requirements. For the first time, the collection began to include extra duty assignments, such as coaching, and staff who were contracted instead of directly employed, such as some bus drivers and food preparation staff. This may have affected the percentage of minority staff, but the collection does not differentiate between contracted and directly employed staff, so the impact was not isolatable. No changes were made to the collection for 2011-12.

6. WHAT NEEDS TO BE DONE

Oregon's minority population is not evenly dispersed throughout the state. Instead of focusing on the percentage of minority teachers statewide, special notice should be paid to those institutions with disproportionately large minority student populations, and efforts should be targeted at reducing the gap between the proportion of teachers who represent minority populations and the proportion of minority students in those institutions. In 2010-11, 33.69% of Oregon students (by headcount) identified as minorities using the same 2-question format identification method that staff used (see the 2010 Fall Membership report), which increased to 34.7% in 2011-12 (2011 Fall Membership report). Also, we should not lose sight of our ultimate goal which is providing high quality teachers regardless of race or ethnicity.

7. ABOUT THE DATA

Teacher data are collected from the 2010-11 and 2011-12 Staff Position Collections by FTE, and the percentages have been rounded. Adjustments to FTE have been made for short contract lengths. Prior to 2006-07, data was available for licensed staff only. Teachers, for the purpose of this report, include Head Teachers,

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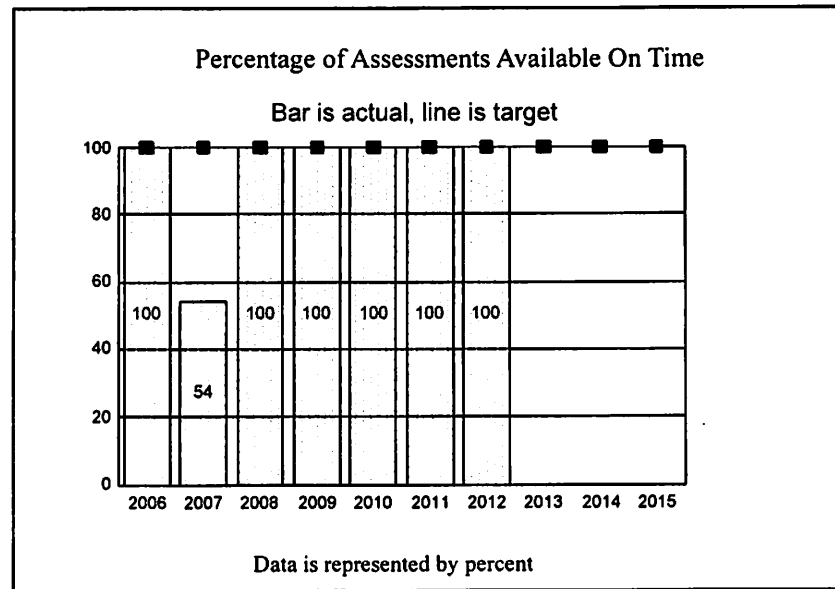
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Non-Special Education Teachers, Special Education Teachers, and Special Education PE teachers.

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KPM #16	TIMELY ASSESSMENTS AND ASSESSMENT RESULTS—Percentage of statewide assessment and statewide assessment results provided to districts on time	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: ODE administers assessments and provides results on time	
Data Source	Annual Statewide Assessments	
Owner	Kevin Hamler-Dupras, Office of Assessment and Information Services, 503-947-5828	

Percentage of Assessments Available On Time

Bar is actual, line is target

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Actual	100	54	100	100	100	100	100			

Data is represented by percent

1. OUR STRATEGY

ODE is dedicated to providing the Oregon Statewide Assessments and assessment results to districts on time. As part of ODE's work to improve the Oregon Assessment of Knowledge and Skills (OAKS), Oregon partnered with American Institutes for Research to create an online testing system that will assess

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students' mastery of Oregon content standards. The OAKS Online system provides Oregon's online assessments in mathematics, reading/literature, science, social sciences, and writing, as well as Oregon's English Language Proficiency Assessment (ELPA). It has many features that will improve the assessment experience for students, teachers, administrators, and the state as a whole.

Key Partners

American Institutes for Research (AIR); the Assessment Advisory Committee; Educational Data Systems (EDS); Oregon Correctional Enterprises Printing Services; Regional Education Service Districts (Regional ESD Partners); school districts, schools, teachers, and other staff; University Partners.

2. ABOUT THE TARGETS

ODE set its targets based on the expectation that all students will have access to all Oregon Statewide Assessments administered in their grade level on time and assessment results will be available to districts and the public on time.

3. HOW WE ARE DOING

ODE is doing well in this area and making progress in administering the Oregon Statewide Assessments on time, as should be the case for future years. 2011-12 data for the percentage of assessments available on time appear in the graph above. 2011-12 data for the percentage of assessment results available on time appear in a supplemental graph at the end of the analysis for KPM 16 – Timely Assessments and Assessment Results. The percentage of assessments available on time in 2011-12 was 100% (14 out of 14) compared to the target of 100%. The percentage of assessment results available on time in 2011-12 was 100% (14 out of 14) compared to the target of 100%.

4. HOW WE COMPARE

ODE is not aware of similar data from other states that would allow for comparability.

5. FACTORS AFFECTING RESULTS

In 2009-10 one test was returned late by a vendor. ODE worked with this vendor to improve delivery times, and since then ODE has met all targets for release of test results to districts.

6. WHAT NEEDS TO BE DONE

In collaboration with its test vendors, ODE must exercise continued diligence in administering assessments and reporting assessment results to districts on time.

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7. ABOUT THE DATA

The number of available tests is comprised of the Oregon Statewide Assessments available by subject that a district can administer to a student. In 2011-12, this included a total of 14 tests: OAKS Online Reading, OAKS Online Math, OAKS Online Science, OAKS Online Social Sciences, OAKS Online Spanish Reading/Literature, OAKS Online Writing (Winter), OAKS Online Writing (Spring), OAKS Paper/Pencil Writing (Winter), OAKS Paper/Pencil Writing (Spring), OAKS Extended Reading, OAKS Extended Math, OAKS Extended Science, OAKS Extended Writing Performance, and the English Language Proficiency Assessment. Tests were reported as available on time if they were available at the start of the previously published testing window. Assessment results were available on time if they were available to districts within a week of the previously announced release date.

Agency Mission: Increase Achievement for All Students.

Percentage of Assessment Results Available On Time

Legend: Actual / Target

Year	Actual
2006	100%
2007	38%
2008	86%
2009	100%
2010	93%
2011	100%
2012	100%

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KPM #17	ON-TIME TECHNICAL PROJECTS—Percentage of technology projects met on schedule	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely.	
Oregon Context	ACCOUNTABLE SYSTEMS: Technology systems maintain scope, cost, and timeliness	
Data Source	Issue Management and Tracking System	
Owner	Office of Assessment and Information Systems, Application Development Section, Brett Luelling, 503-947-5837	

Percentage of Technical Projects Completed On Time

Bar is actual, line is target

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	74	86	86	89	95	91	98			

Data is represented by percent
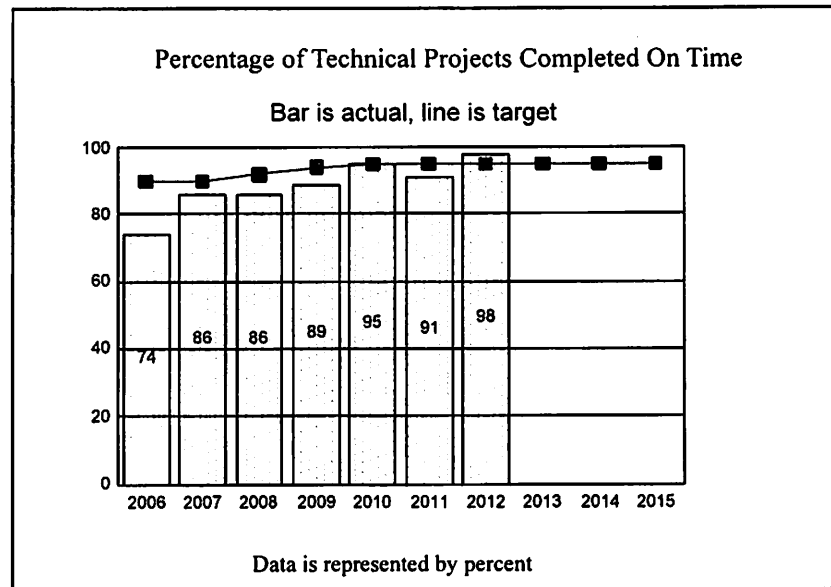
1. OUR STRATEGY

ODE prepares a data collection schedule each December for the upcoming school year. That schedule is approved internally and provided in draft form to the Data Collection Committee comprised of district and ESD data submitters in January. The final schedule is published in April. Data collection project "tickets" are created in June for the upcoming school year. Projects are managed and prioritized based on the published deadline.

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Progress of each data collection is documented in the appropriate ticket, and these ticket data are analyzed to determine the number and percentage of technology projects met on schedule.

2. ABOUT THE TARGETS

The goal is to have technical projects (i.e., data collections, annual system changes) completed on time.

3. HOW WE ARE DOING

ODE has shown continuous improvement on this measure since the KPM's inception in 2006. In 2011-12, ODE completed 60 of 61 (98%) data collections on time. Our current target is 95% which allows for little error throughout the year. Due to consistent staffing, and resource availability, we were able to exceed our target this year.

4. HOW WE COMPARE

Although other agencies have similar performance measures looking at timeliness of internal processes for Information Technology (IT) projects, the scope and methodology chosen by each agency may differ. For example, comparability with the Department of Administrative Services' (DAS) IT Projects key performance measure is difficult because DAS evaluates IT projects with budgets of at least one-million dollars for 90% compliance with deliverable schedules and budgets, whereas ODE exclusively evaluates data collection projects for completion within 5 business days of the scheduled date. Similarly, the Department of Consumer and Business Services' (DCBS) On Time Work key performance measure evaluates a wide variety of activities and is not focused on IT projects, making it difficult to compare to the ODE measure.

5. FACTORS AFFECTING RESULTS

Data collections are late for a variety of reasons. Among these are: late changes to project scope, underestimating required time, unplanned resource shortages (e.g. staff vacancy), re-prioritization of work by executive management, emergent state and federal mandates, reliance on third parties, and unanticipated system outages.

6. WHAT NEEDS TO BE DONE

ODE will continue early planning of collections to ensure timely completion, as well as working with internal staff and external stakeholders to mitigate risks throughout the data collection process.

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7. ABOUT THE DATA

A data collection is determined to be on time if the technical work necessary to open the collection was completed within five (5) business days of the date the collection was originally schedule to open. This definition was established in 2006-07. The previous definition stated that a collection was only on time if the collection opened on or before the scheduled date. This change in definition was made to provide a more balanced view of project timeliness. The previous definition combined small delays, having little or no consequences, with much longer delays having significant consequences. To allow for year to year comparability, ODE recalculated the data for 2005-06. The graph above includes the revised data.

Each data collection is weighted evenly when computing the percentage. Some data collections require very little time to prepare for opening, while some require hundreds of hours of work. Each year some data collections are added, some are dropped, and some are combined with other data collections for efficiency. The impact of a late data collection on data submitters varies widely. Some delayed collections are planned to be late a month or more in advance, minimizing the impact. Some are delayed at the last minute due to unexpected circumstances. Some delays benefit districts by allowing additional time to prepare data submission systems and to submit data.

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KPM #18	ACCURATE AND TIMELY PUBLIC REPORTS—Percentage of key public reports released accurately and on time.	2006
Goal	ACCOUNTABLE SYSTEMS: Business operations are accurate and timely	
Oregon Context	ACCOUNTABLE SYSTEMS: Public reports are produced on time and are made available to the public	
Data Source	Schedule of ODE Key Public Reports	
Owner	Office of the Superintendent, Communications Section, Crystal Greene, 503-947-5650	

Percentage of Key Public Reports Released On Time

Bar is actual, line is target

Data is represented by percent
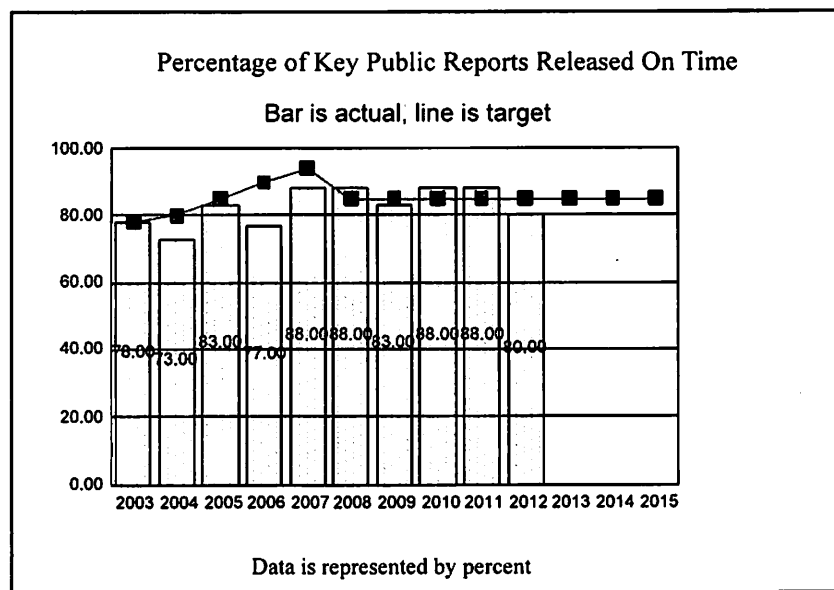
1. OUR STRATEGY

The ODE Communications Director monitors the schedule of annual key reports and informs ODE staff of any issues that may impact the timely release of accurate information.

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2. ABOUT THE TARGETS

The desire is to have all ODE reports released to the public on time. ODE set its target of 85% or more reports released on time based on past performance.

3. HOW WE ARE DOING

The data indicate that for the 2011-12 school year, 12 out of 15 (80%) annual key reports were released early or on time. This means that ODE did not quite meet its target of 85% for 2012. However, part of the reason we did not meet the target this year was due to mid-year changes to the release calendar designed to better streamline reports and better serve districts and schools. One report (Fall Enrollment) was released more than one month ahead of schedule due to increased efficiencies and new reporting requirements.

4. HOW WE COMPARE

ODE is not aware of any other agencies that track similar KPMs. ODE staff share ODE's commitment to producing timely, accurate reports and this is reflected by ODE's strong track record of releasing timely and accurate information.

5. FACTORS AFFECTING RESULTS

Releasing reports on time depends to some extent on the pace and accuracy of data collection. Data collection is largely not an in-house activity as most of the reports originate from schools and districts and involve a variety of people. When schools or districts are late in providing data to ODE, or when the data provided by schools or districts include errors, it can create a deviation from the planned schedule and result in late reporting. Even such seemingly insignificant circumstances as the hiring of new data entry staff at the district or school level can ultimately lead to a delay in the release of reports. With the Department expected to complete the same amount of work in less time with less staff due to furlough days, this makes timely release of data even more challenging.

6. WHAT NEEDS TO BE DONE

ODE should continue to schedule the work and assist school and district personnel and others in the field to submit their reports to ODE in a timely manner.
Internally, staff is reviewing timelines for completing data collections and reports and engaging in more proactive planning to ensure information is released in a timely manner. We have also worked to combine some data releases to alleviate the burden on our school districts.
The Oregon Department of Education, like all state agencies, has faced substantial budget and staffing cuts over the past couple of years. This has created challenges both in ensuring accuracy of data and issuing it in a timely manner.
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The Department has placed special emphasis on coordinating the public release of data with school district public information officers to ensure that they have the tools they need to effectively communicate to their local communities. We will continue to look for opportunities to collaborate more closely with school district staff in the future.

7. ABOUT THE DATA

The data are straightforward in terms of the outcome, but they do not reflect the magnitude of the work that goes into collecting and analyzing the data, writing and preparing a key public report, and then getting the report out the door. The key reports included in this measure represent important work of ODE and include the ACT College Placement Test, AMAO Report (English Language Proficiency), Statewide Assessment Results (reading, writing, mathematics, science), Dropout Report/Graduation Rate, Fall Membership Data (October 1 Enrollment Report), Final AYP for Title I Schools and Districts in Improvement, Homeless Student Report, Oregon School Directory, Preliminary AYP Report for All Schools and Districts, SAT College Placement Test Score Release, School Calendar for Upcoming School Year, School/District Report Cards, Special Education Child Count, Special Education Report Cards, the Oregon School Directory, and Statewide Report Card.

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KPM #19	CUSTOMER SERVICE – Percentage of customers rating the agency's customer service as "good" or "excellent"	2007
Goal	Accountable Systems ODE provides excellent customer service	
Oregon Context	Accountable Systems ODE uses feedback from customers to improve services	
Data Source	Survey of key customers: ESD and District Superintendents, Principals, Office Managers, and Technology Directors	
Owner	Office of Assessment and Information Services, Holly Carter, (503)947-5739	

Customer Satisfaction Survey Results
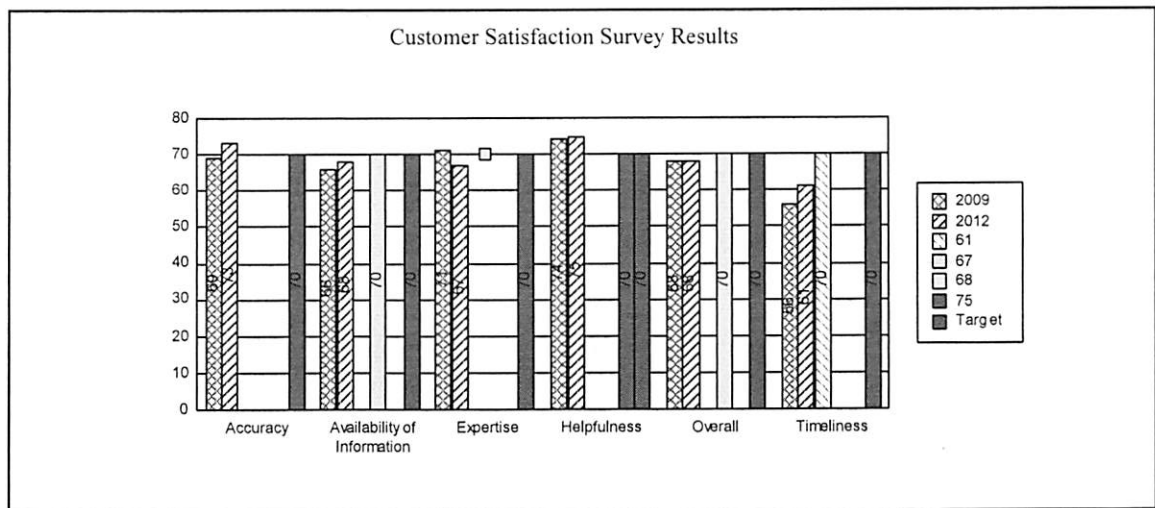
1. OUR STRATEGY

ODE's strategy is to foster excellent customer service, which links to ODE's strategic goal of excellent customer service.

2. ABOUT THE TARGETS

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The target of 70% of customers rating ODE's customer service as good or excellent reflects both ODE's commitment to providing excellent customer service and ODE's compliance-oriented relationship with its customers.

3. HOW WE ARE DOING

ODE completed its 2011 customer satisfaction survey in November – December 2011. The percentage of customers rating ODE's overall customer service as good or excellent was 68%, an improvement over last year. ODE exceeded its target of 70% for two criteria: helpfulness (75%) and accuracy (73%) and was within 5% of its target for three criteria: availability of information (68%), overall (68%), and expertise (67%). Ratings were highest for helpfulness (75%) and lowest for timeliness (61%). Even though timeliness received the lowest ratings, ODE still experienced significant improvement compared with last year when 51% of customers rated ODE's timeliness as good or excellent. The 2011 survey results indicate that ODE has made steady gains in improving customer service and is on the right track to continue increasing customer satisfaction.

4. HOW WE COMPARE

ODE's 2011 ratings represent an increase compared to the 2010 Customer Service Survey, demonstrating a trend of improvement since 2007, the first year in which ODE administered a customer service survey. The 2011 ratings were the highest across years for all service criteria except Expertise, which was slightly higher in 2009.

5. FACTORS AFFECTING RESULTS

Based on the feedback received from previous years' customer satisfaction surveys, ODE has made concerted efforts to improve customer service. Examples of actions taken by ODE to improve customer service include contracting with Education Service Districts (ESDs) to provide regional help desks to support schools and districts with assessments and key accountability data; increasing training of ODE staff to improve accuracy, timeliness, and helpfulness in responding to customer inquiries; increasing communications to customers through list-servs, newsletters, and the ODE website; establishing advisory groups populated with external customers; creating administrative rules and improving technical manuals to more clearly communicate ODE's policies and compliance expectations; and providing customers with additional technical and compliance-related training, including web-based training opportunities. Based on these efforts, ODE has seen improvement on each of the six customer service criteria. Customer comments provide positive feedback specifically citing some of these efforts and help ODE identify those areas still in need of improvement.

6. WHAT NEEDS TO BE DONE

Each of ODE's offices received a copy of the survey results. Based on the office-specific customer feedback included in the survey results, each office is expected to find ways to improve their customer service efforts. In addition to those actions which ODE has already taken (described in <u>Section 5. Factors</u>

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Affecting Results), ODE plans to expand its efforts to make its website more user-friendly, improve the clarity of training materials and technical manuals, and continue to include external customers in its advisory groups. In addition, the KIDS and DATA projects provide a technical and professional development infrastructure to support district and school staff in effectively using data. Finally, to address stakeholder complaints about receiving inconsistent information from different offices, ODE has committed to working on better coordination between offices, especially in light of reduced resources and staff shortages.

7. ABOUT THE DATA

ODE administered the 2011 customer satisfaction survey from November 16 – December 16, 2011. The survey population included ODE's key customers, namely district administrators and staff, charter schools, advisory panel members, professional organizations, and the media. ODE distributed the survey electronically via Survey Monkey to 1,961 ODE stakeholders. Of these, 347 stakeholders responded from 34 counties. This represents a response rate of 18 percent. Respondents rated ODE as a whole on each of the six customer service criteria. In addition, respondents had the opportunity to separately rate each of ODE's offices: the Office of the Superintendent, the Office of Assessment and Information Services, the Office of Educational Improvement and Innovation, the Office of Finance and Administration, and the Office of Student Learning and Partnerships on each of the customer service criteria.

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KPM #20	Percentage of eligible children who receive Early Intervention/Early Childhood Special Education services that meet service level standards.	2010
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	STUDENT SUCCESS: eligible children receive Early Intervention / Early Childhood Special Education (EI/ECSE)services	
Data Source	Individual Family Service Plans	
Owner	Nancy Johnson-Dorn, Office of Student Learning and Partnerships (OSLP), Early Childhood Section, 503-947-5703	

Percentage of Eligible children who receive Early
Intervention/Early Childhood Education services
Bar is actual, line is target

Data is represented by percent
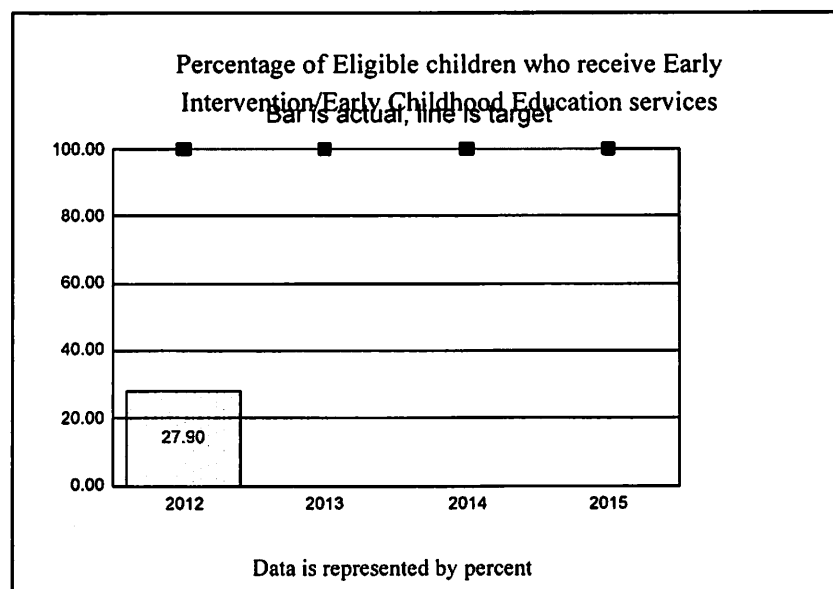
1. OUR STRATEGY

Increasing the number of infants, toddlers, and preschoolers with disabilities receiving Early Intervention and Early Childhood Special Education (EI/ECSE) at service levels considered beneficial is a priority to the Oregon Department of Education and the Oregon State

EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

Legislature.

Early Intervention (EI) is a special education program for infants and toddlers with disabilities or developmental delays to help lessen the impact of disability on the child's development and education and to help parents and families prepare for future steps in their child's education. Early Childhood Special Education (ECSE) is a federally mandated special education program for preschoolers, age three to kindergarten, with disabilities or developmental delays with the purpose of lessening the impact of the disability or delay on the child's future growth and success in school.

Over time there has been a decrease in the levels of EI and ECSE services to young children with disabilities and their families. Individual reviews were completed on child files in 2004, 2007, and 2010 comparing the level of service documented in all three years. The comparison of service levels were made separately for children receiving EI services and ECSE services. The findings were clear. EI services had decreased by 57.6 % and ECSE services by 33.6% from 2004 to 2010. EI/ECSE services are mandated by law and require a reasonable expectation that children benefit from the services.

In January 2009, a work-group comprised of legislative members, service providers, advocates, school administrators, and ODE staff was formed to develop a funding model based on reasonable levels of special education services to children with disabilities. ODE retained a national expert (Dr. Tom Parrish, American Institutes of Research), knowledgeable about special education funding and familiar with Oregon funding mechanisms. Dr. Parrish provided a framework which guided the work in determining the data collection process, cost determinations, and other key elements for a funding model. Dr. Parrish recommended that ODE determine:

· assumptions about the program and EI/ECSE services;
· the percentages of children in the program with low, moderate, and high needs;
· the service levels and caseload standards required to provide benefit to children in the program;
· personnel compensation standards;
· multipliers, or costs incurred by every program related to rent, property services, etc.;
· direct staff supervision costs; and
· indirect costs.

One of the results of this work was a description of service standards required to provide benefit to children in the program. The standards are:

· EI: One time a week home or community-based visit where an Early Intervention Specialist consults with the parent or child care provider on intervention strategies to be implemented with the infant or toddler on a daily basis. It was assumed that any infant or toddler with a disability requires at least one home visit a week by a professional (comparable to Healthy Start programs).

· ECSE for children with low needs: One time a week specialized ECSE service in the child's setting (home, child care, and preschool or skill group).

· ECSE for children with moderate needs: Preschool three times a week or 12 hours a week with one time a week ECSE consultation. Parent education or a home visit one time a month.

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EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

·   ECSE services for children with high needs: Preschool for 15 hours a week with a teacher to student ratio of 1:4. One time a week direct service or consultation from related service personnel (physical therapist, occupational therapist, vision teacher, etc). Parent education or home visit one time a month.

The percentages of low, moderate, and high needs were calculated only for children receiving ECSE services. It was not calculated for children receiving EI services because the service standard for this age group was the same for all three need areas (at least 1 x week home or community-based visit). The percentages of low, moderate, and high need for children receiving ECSE services are based on the number of each child's delay(s). There are seven possible areas of developmental delay: social, cognitive, fine motor, gross motor, receptive communication, expressive communication and adaptive. One to two areas of delay are considered low need, three to four areas of delay are considered moderate need, and five to seven areas of delay is considered high need.

The funding model is fully described at: http://www.ode.state.or.us/gradelevel/pre_k/eiecse/proposedeiecsefunding-modelfinal.pdf
Key Partners
Oregon Early Learning Council; Federal Office of Special Education Programs (OSEP); Federal Region X Head Start Office, Administration for Children and Families (ACF); Oregon Employment Department, Division of Child Care; Oregon Home Visiting Program; Oregon Child Development Coalition; Oregon Head Start Association; Migrant/Seasonal Head Start; Oregon Pre-Kindergarten; Tribal Head Start; Schools and Kindergarten Teachers; State Advisory Council for Special Education (SACSE); Oregon Education Association (OEA); Oregon School Boards Association (OSBA); Confederation of Oregon School Administrators (COSA); Children's Institute; State Interagency Coordinating Council (SICC).

2. ABOUT THE TARGETS

This is a new KPM with data reported for the first time. The goal for this KPM is to reach service level standards required to provide benefit to children in this program. ODE will develop targets for this measure once sufficient baseeline data has been collected.

3. HOW WE ARE DOING

A stratified random sample with proportional allocation was used for reviewing individual child service levels for: 1) children receiving EI services; 2) children with low need receiving ECSE services; 3) children with moderate need receiving ECSE services; and 4) children with high need receiving ECSE services. Data were collected only from programs close to the state average percentage of children receiving these services to minimize the possibility of over-representing children with low need.
The sample size for EI was 391 and for ECSE was 373; both sample sizes have 95% certainty that the results of the sample are

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EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

representative of the population. The 2011-12 data indicate:

- 27.9% of infants and toddlers with disabilities receive the EI service level standard;
- 70.0% of preschoolers with low needs receive the ECSE service level standard;
- 1.0% of preschoolers with moderate needs receive the ECSE service level standard; and
- 3.5% of preschoolers with high needs receive the ECSE service level standard.

4. HOW WE COMPARE

The data show that Oregon needs to improve its service levels to young children with disabilities.

5. FACTORS AFFECTING RESULTS

Increased funding is required for Oregon to meet its service level targets for this population of children.

6. WHAT NEEDS TO BE DONE

Ensure improved funding for this program so all eligible children receive a level of service designed to provide educational benefit.

7. ABOUT THE DATA

ODE based the percentages in this report on a sample of 764 children to reach a 95% confidence level that is representative of the entire population.

Agency Mission: Increase Achievement for All Students.

Percentage of Low Needs Students Receiving ECSE Services at Service Level Standards

Legend: Actual — Target

- 100.0%
- 80.0%
- 70.0% (2012)
- 60.0%
- 40.0%
- 20.0%
- 0.0%

Years: 2012, 2013, 2014, 2015

Percentage of High Needs Students Receiving ECSE Services at Service Level Standards

Legend: Actual — Target

- 100.0%
- 80.0%
- 60.0%
- 40.0%
- 20.0%
- 3.5% (2012)
- 0.0%

Years: 2012, 2013, 2014, 2015

Percentage of Moderate Needs Students Receiving ECSE Services at Service Level Standards

Legend: Actual — Target

- 100.0%
- 80.0%
- 60.0%
- 40.0%
- 20.0%
- 1.0% (2012)
- 0.0%

Years: 2012, 2013, 2014, 2015

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EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

KPM #21	Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within age level expectations or having made substantial progress (as defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.	2010
Goal	STUDENT SUCCESS: Each young child is ready for kindergarten	
Oregon Context	STUDENT SUCCESS: eligible children receive Early Intervention / Early Childhood services	
Data Source	Assessment, Evaluation, and Programming System (AEPS) and the Ages and Stages Questionnaire (ASQ) reported through ecweb (a web-based application)	
Owner	Nancy Johnson-Dorn, Office of Student Learning and Partnerships (OSLP), Early Childhood Section, 503-947-5703	

Percentage of children who exit Early Intervention/Early Childhood Special Education programs functioning within

Bar is actual, line is target

Data is represented by percent
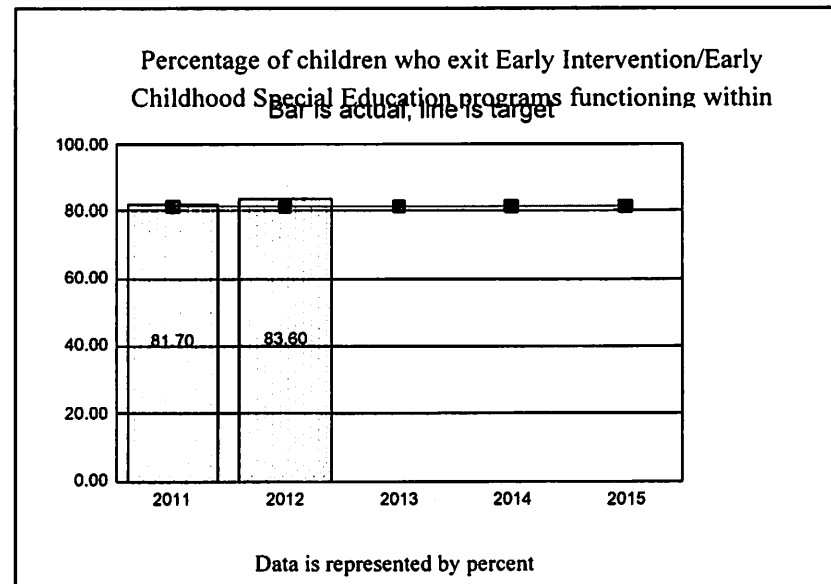
1. OUR STRATEGY

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EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

Increasing the number of infants, toddlers, and preschoolers with disabilities exiting special education programs having narrowed or closed the developmental gap is a priority for the Oregon Department of Education (ODE).

Early Intervention (EI) is a special education program for infants and toddlers with disabilities or developmental delays to help lessen the impact of the disability on the child's development and education and to help parents and families prepare for future steps in their child's education. Early Childhood Special Education (ECSE) is a federally mandated special education program for preschoolers, age three to kindergarten, with disabilities or developmental delays with the purpose of lessening the impact of the disability or delay on the child's future growth and success in school.

ODE administers the programs jointly, as one program. It supervises the programs for compliance with state and federal regulations, ensuring that programs are using research-based practices and implementing appropriate assessments. Other ODE responsibilities include providing technical assistance to program personnel, ensuring that fiscal records are maintained and audited, and assisting programs with local community collaboration.

Key Partners

Oregon Early Learning Council; Federal Office of Special Education Programs (OSEP); Federal Region X Head Start Office, Administration for Children and Families (ACF); Oregon Employment Department, Division of Child Care; Oregon Home Visiting Program; Oregon Child Development Coalition; Oregon Head Start Association; Migrant/Seasonal Head Start; Oregon Pre-Kindergarten; Tribal Head Start; Schools and Kindergarten Teachers; State Advisory Council for Special Education (SACSE); Oregon Education Association (OEA); Oregon School Boards Association (OSBA); Confederation of Oregon School Administrators (COSA); Children's Institute; State Interagency Coordinating Council (SICC).

2. ABOUT THE TARGETS

ODE set preliminary targets for 2014 and 2015 based on actual data from 2009-10 and 2010-11. These targets are currently aligned to the 2012 target established for federal reporting purposes. Based on federal reporting timelines, ODE has not yet set federal targets for 2014 and 2015 and will set these targets once additional baseline data become available. ODE recommends revising the 2014 and 2015 targets for KPM 21 to align with the federal targets once those targets have been established.

3. HOW WE ARE DOING

The 2012 data show that Oregon was meeting or exceeding two of the six targets.

4. HOW WE COMPARE

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EDUCATION, OREGON DEPARTMENT of	II. KEY MEASURE ANALYSIS

Children in both programs are showing a greater than expected growth in the area of social relationships. The majority of children (93.6%) receiving these services improved developmental functioning during their time in the programs.

5. FACTORS AFFECTING RESULTS

Early Intervention and Early Childhood Special Education (EI/ECSE) programs serve young children with developmental delays and disabilities, including children with severe disabilities and degenerative conditions. For children with severe disabilities, skill acquisition will proceed slowly; some children may even lose skills. For other children, the interventions help them catch up with other children their age.

6. WHAT NEEDS TO BE DONE

Collecting data on outcomes for young children with disabilities is a complex undertaking and is a relatively new activity for Oregon. Monitoring the quality of the data is an ongoing effort; ODE personnel provide support and technical assistance to programs in their use of the Assessment Evaluation Programming System (AEPS) and the ecWeb online data reporting system; review the ecWeb data collection, verification and reporting procedures; and review the data with EI/ECSE program personnel. ODE personnel also compare Oregon data with national averages to identify data discrepancies and possible data quality issues.

7. ABOUT THE DATA

All EI/ECSE programs in the state are required to report pre- and post-assessment data on infants, toddlers, and preschoolers who have been in the program at least six months. The assessment is conducted at program entry and again when they exit the program (become age ineligible, move, or no longer quality for services). Data are reported in three outcome areas: Social Emotional Skills, Knowledge and Skills (includes language and literacy), and Actions to Meet Their Needs.Data reporting began in May 2008 starting with all children new to the program (to obtain accurate entry data), so initially there were too few data to establish an accurate baseline. Over time the number of children with both entry and exit data has increased, therefore increasing the accuracy of the data. The data in the tables show the percentage of infants, toddlers and preschoolers leaving EI or ECSE services having *narrowed or closed* the developmental gap. It does not include the percentage of children who started the program at age expectations and maintained that level of functioning at program exit. The purpose of this metric is to focus on the children demonstrating a growth rate that is greater than before intervention.

Agency Mission: Increase Achievement for All Students.

Early Intervention: Knowledge and Skills

Early Childhood Special Education: Actions to Meet Needs

Early Intervention: Actions to Meet Needs

Early Childhood Special Education: Knowledge and Skills

Early Childhood Special Education: Social Relationships
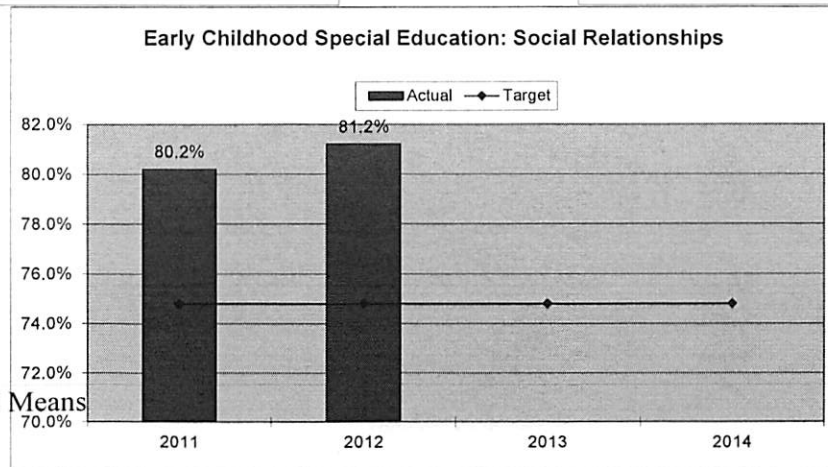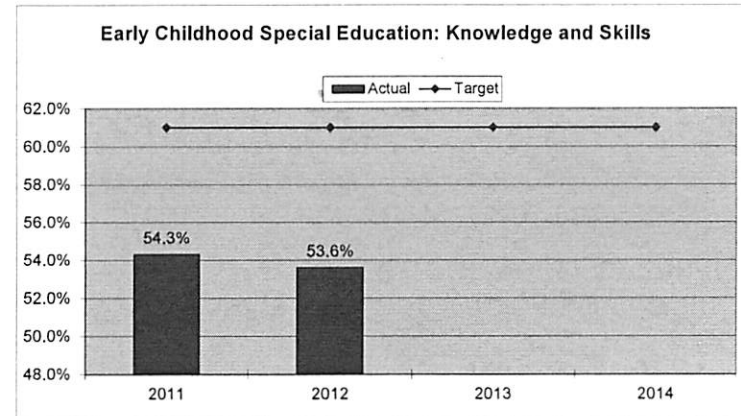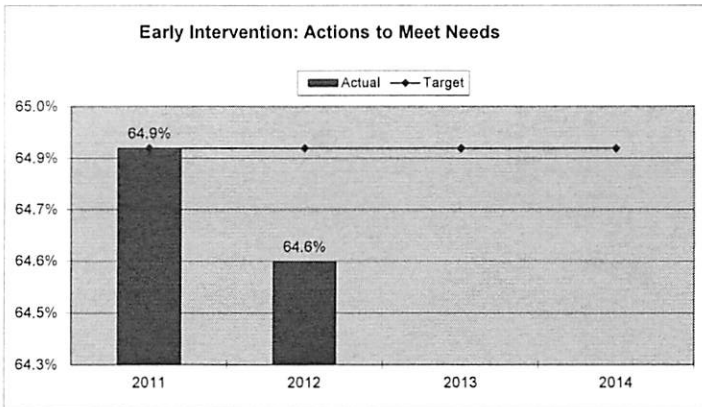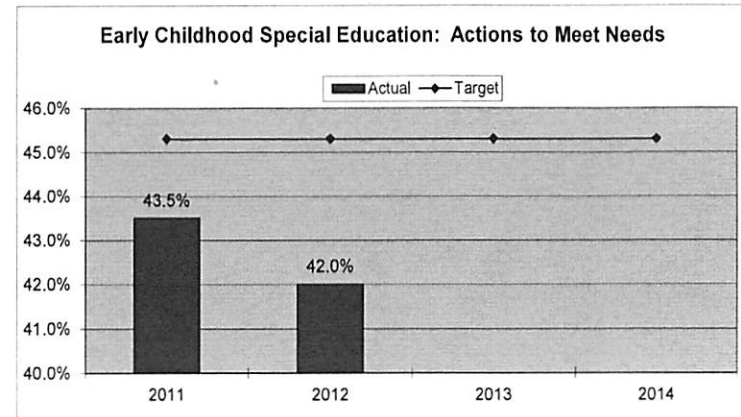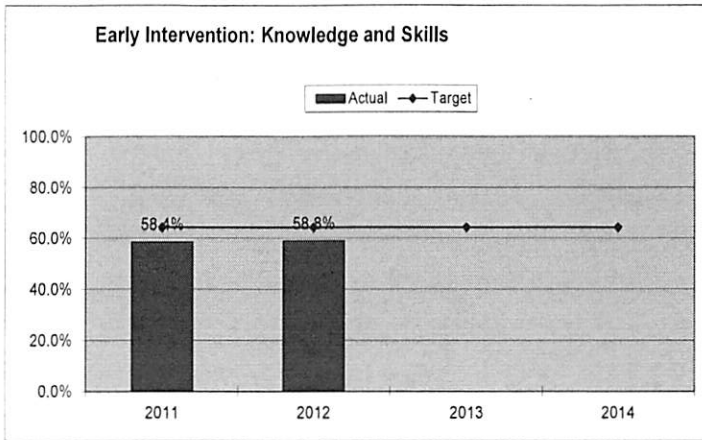
EDUCATION, OREGON DEPARTMENT of	III. USING PERFORMANCE DATA

Agency Mission:	Increase Achievement for All Students

Contact:	Doug Kosty, Assistant Superintendent	Contact Phone:	503-947-5825
Alternate:	Holly Edwards, Performance Measure Coordinator	Alternate Phone:	503-947-5739

The following questions indicate how performance measures and data are used for management and accountability purposes.	
1. INCLUSIVITY	* **Staff :** Approximately 60 ODE staff contributed to the development of the ODE Strategic Framework and the 2011-13 Key Performance Measures (KPMs). * **Elected Officials:** The KPMs included in this report were reviewed and approved by the Legislature. * **Stakeholders:** 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. * **Citizens:** Development of the 2011-13KPMs 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.
2 MANAGING FOR RESULTS	The importance of the KPMs and their influence on the management of ODE has become more obvious to ODE's Management Team, Directors, and staff. To integrate the KPMs and their related activities into ODE's functions/operations, ODE has worked to align its KPMs with the agency Strategic Plan. This is an ongoing effort.
3 STAFF TRAINING	ODE has worked with its KPM Owners to increase their understanding of the importance of performance measurement as 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 of our KPMs.
4 COMMUNICATING RESULTS	* **Staff :** 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.

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	* **Elected Officials:** Annual Reports, Website. * **Stakeholders:** Website and other reports the agency releases such as the Dropout Report and the State Report Card. * **Citizens:** Annual Reports, Website.

OREGON DEPARTMENT OF EDUCATION

Other Reports

Includes:

The Oregon Department of Education is subject to the provisions of HB 2020 (2011) and HB 4131 (2012), which require agencies that employ more than 100 budgeted positions and have a ratio of less than 11 to 1 of non-supervisory budgeted positions to supervisory budgeted positions to increase their ratio by one prior to October 31 of each year until a ratio of 11 to 1 is attained.

The ratio of non-supervisory budgeted positions to supervisory budgeted positions at the ODE was determined to be 6 to 1 on April 11, 2012. Under the provisions of HB 4131, the agency will need to attain a ratio of 7 to 1 by October 31, 2012 and 8 to 1 by October 31, 2013.

To meet the October 31, 2012 target of 7 to 1, various actions have been taken. These actions include a review of all management and executive service positions to ensure the supervisory status of each position was coded correctly, reclassifying a vacant management service supervisory position to utilize it as a classified SEIU- represented position, and abolishing a management service supervisory position. Specifically, the following actions were taken:

- Abolished two (2) Management Service Supervisory positions;
- Established four (4) classified, SEIU represented positions;
- Changed six (6) Management Service Supervisory positions to Management Service Managerial (non-supervisory);
- Reclassified one (1) position from Management Service Supervisory to classified, SEIU represented;
- Reclassified two (2) positions or employees from Management Service Managerial to Management Service Supervisory; and,
- Changed three (3) employees from Management Service Managerial to classified, SEIU represented.

The policy packages submitted in the Governor's Balanced Budget have a positive effect on the staffing ratio under House Bill 4131. As of October, 2012, the Department of Education has increased the ratio of non-supervised staff to supervisory staff from 6:1 to 7:1. Adding positions approved in the Governor's Balanced Budget, the ratio increases to 7.5:1.

The department will continue to make progress in meeting the staffing ratios required in HB 2010 (2011) and HB 4131 (2012) in the coming year. All vacant supervisory positions will continue to be reviewed prior to recruitment for possible repurposing or abolishment in our effort to increase the non-supervisory budgeted positions to supervisory budgeted positions ratio.

Instructions
If applicable, describe the results of all audits on the agency conducted by the Secretary of State under ORS 297.070 and provide the report required under HB 3291 (2011) describing changes the agency has made, or is making, to implement the audit recommendations.

The Department of Education had one audit that met these criteria.

Name of Audit
Strategies to Better Address Federal Level of Effort Requirements -
http://www.sos.state.or.us/audits/pages/state_audits/full/2012/2012-11.pdf

#	Secretary of State recommendation	Changes ODE has made, or is making, to implement audit recommendations
1	Encourage program staff to work with their federal agency contact to understand possible financial sources available to meet level-of-effort requirements, including funds outside of those directly budgeted for that program.	ODE will continue to encourage - and require – ODE staff to work with federal agency contacts. ODE program staff currently work with a number of federal personnel, including assigned contacts, audit facilitators, monitoring team leads, and audit team leads on this issue. ODE has sought and will continue to seek clarification whenever a question arises or circumstances have changed with regard to federal level-of-effort requirements, including what financial sources may or may not be included in meeting level-of-effort requirements.
2	Work with the Legislative Fiscal Office to make information available to Oregon legislative members explaining level-of-effort requirements and consequences for lack of compliance.	ODE has worked closely with the Legislative Fiscal Office (LFO) - as well as the Department of Administrative Services (DAS) - during budget development and reduction cycles to raise awareness of the level-of-effort requirements, most recently those related to federal special education funds awarded under the Individuals with Disabilities Education Act (IDEA), identifying the specific education programs that are included in IDEA level-of-effort calculations and the consequences for not meeting level-of-effort requirements. This was most notable during the 2011 legislative session when the State requested a level-of-effort waiver from U.S. Department of Education and was denied. Subsequently, the legislature was able to provide the necessary funding to allow ODE to meet the level-of-effort requirements. Constant communication with the Legislative Fiscal Office related to IDEA level-of-effort requirements was instrumental in obtaining the additional state funding.

Communication now occurs with every request for budget reduction scenarios not only for IDEA level of effort but for other federal programs also, such as the Carl Perkins grant. ODE also responds to all legislative requests for information on level-of-effort. Depending on the request, responses may be oral (such as presenting to legislative committees) or in writing. |

#	Secretary of State recommendation	Changes ODE has made, or is making, to implement audit recommendations
3	Conduct regular communications among program, financial, and budget staff within each agency to discuss level-of-effort compliance and cross-program expenditure possibilities.	Given our work with the current state of IDEA level-of-effort requirements (which are specific to amounts made available - not expenditures – for special education and related services), we are not aware of any possibilities for additional cross-program *expenditures* to count toward level-of-effort. Should there be new federal guidelines issued related to IDEA level-of-effort, or new state-funded programs created that could be counted toward IDEA level-of-effort, ODE will explore the possibility of adding more programs to the level-of-effort calculations. ODE currently engages in regular cross-office/function communication on this issue. As level-of-effort situations change (*e.g.*, during budget development or budget reduction scenarios), communication is frequent. During the past two years, ODE has developed good communication networks specific to IDEA level of effort and plans on developing more specific protocols for the regular mechanics of *all* level-of-effort calculations in the next six months, a period which corresponds to the 2013-15 budget development cycle.
4	Strengthen certification procedures across programs to allow more cross-program expenditures while ensuring compliance with federal mandates.	For IDEA, ODE currently requires written assurance via e-mail or letter from other state agencies regarding possible budget items that could count toward IDEA level-of-effort. We ask them to affirm whether they do or do not have budgeted amounts for special education and related services for students with disabilities. If an agency indicates that funds can be counted toward IDEA level of effort, the written communication must also include the annual amount budgeted for that purpose. The written communication is kept in the same file as the annual IDEA level-of-effort calculations for audit purposes. If any budget reductions occur, agencies are contacted again to determine if the amount budgeted for IDEA level-of-effort has changed. The federal Office of Special Education Programs reviewed this procedure during a verification visit in September 2010 and determined it to be sufficient. As the audit report notes, because of its role in assisting agencies through the budget process, the Department of Administrative Services may be able to assist in this endeavor. Therefore, rather than provide an agency-specific response to what appears to be a statewide issue, ODE believes DAS should take the lead and coordinate with all agencies to devise a system for cross-program certification.

Text of Budget Note or Other Legislative Direction	Responsible Office(s)	Deliver Report To	Due Date	Status
2011 Legislative Session:				
Internal Auditor Budget note: The State Board of Education shall report to the 2012 Legislative Assembly on its efforts to recruit and retain an internal auditor and to complete annual risk assessments for the Departments of Education and Community Colleges and Workforce Development. (House Bill 5020 *Budget Report and Measure Summary*, dated 6/10/11, page 4)	State Board of Education, Office of the Superintendent of Public Instruction, and the Department of Community Colleges and Workforce Development	Legislative Fiscal Office (LFO), Department of Administrative Services (DAS), and Legislative Assembly	During the 2012 legislative session	ODE reported on its progress in February 2012. The Education Subcommittee of Ways and Means recommended acknowledging receipt of the report, with instructions to the agency to seek an exception to the statewide hiring freeze for this position, but the full Ways and Means Committee did not adopt this recommendation. Regardless, the agency requested - and received - an exception to the statewide hiring freeze for the positions. The position was recruited successfully, with the incumbent starting on June 20, 2012
Budget implementation Budget Note: The legislature acknowledges that the approved reductions in General Fund support will necessitate reorganization and alignment of work across the Department of Education. The Department shall focus its efforts and expenditures to provide services to children, school districts, education service districts, and to meet minimum federal requirements. When implementing the 2011-13 legislatively adopted budget, the Department of Education shall not: a) reduce Spanish reading and social studies assessments, b) charge districts for assessment services, c) further reduce regional data warehouse services, nor d) suspend training or help desk services. The State Board of Education and the Department shall report by no later than January 6, 2012 on their strategic plan to implement this budget. In addition to the strategic plan, the report shall include detail on the use of professional service contracts, limited duration positions, double-filled positions, temporaries, and the potential to achieve efficiencies in writing assessments. (House Bill 5020 *Budget Report and Measure Summary,* dated 6/10/11, page 4)	All (Office of Finance and Administration as lead)	LFO, DAS, and Legislative Assembly	No later than January 6, 2012	The agency submitted a draft report to LFO on January 6, 2012 and presented an updated draft report to the State Board at its January 2012 meeting. During the February 2012 session, Superintendent Castillo and Board Member Duncan Wyse presented the report at the Education Subcommittee, with understanding the State Board would take final action (*i.e.,* adopt a final version of the report) at its March 2012 meeting. The Education Subcommittee recommended acknowledging receipt of the report and the full Committee on Ways and Means adopted this recommendation. On March 9, 2012, the State Board adopted the draft report with no changes, with the understanding ODE staff would return later in the year with an updated report. Superintendent Castillo resigned from office, leaving the Governor to assume the duties of Superintendent. Upon doing so, the Governor appointed Rob Saxton as the Deputy Superintendent (effective July 2012). Deputy Saxton has worked with the management team to update the agency Strategic Plan, and made presentations to the Board of Education and the House Education Subcommittee on the updated plan.

Text of Budget Note or Other Legislative Direction	Responsible Office(s)	Deliver Report To	Due Date	Status
2011 Legislative Session:				
Long-Term Care and Treatment Program Budget Note: The Department of Education shall convene a stakeholder work group to address the findings and concerns outlined in the 2008 American institutes for Research report *Funding Recommendations for Oregon's Long-term Care and Treatment Education Program*. The work group shall develop recommendations to address equity in funding and appropriate educational levels in residential and day treatment programs prior to the convening of the 2012 legislative session. (House Bill 5020 *Budget Report and Measure Summary*, dated 6/10/11, page 8)	Office of Student Learning and Partnerships	LFO, DAS, and Legislative Assembly	Prior to the convening of the 2012 legislative session	ODE convened a stakeholder group to address the elements in the budget note (*e.g.*, funding equity, educational levels) and reported as directed in February 2012. The Education Subcommittee of Ways and Means recommended acknowledging receipt of the report and the full Ways and Means Committee adopted this recommendation. SB 216 was filed to revise the funding formula for the LTCT program to address some of the equity concerns. Funding for changes to the formula were not included in the 2013-15 Governor's budget.
Oregon School for the Deaf Staffing Model Budget Note: The Department of Education shall develop a staffing model for the Oregon School for the Deaf to demonstrate an appropriate, not necessarily optimal, and comprehensive level of staff coverage to ensure student safety. The Department shall report to the 2012 Legislative Assembly on its finding and final staffing model. (House Bill 5020 *Budget Report and Measure Summary*, dated 6/10/11, page 6)	Office of Student Learning and Partnerships; Oregon School for the Deaf	LFO, DAS, and Legislative Assembly	During the 2012 legislative session	ODE submitted a report for the staffing model and the deferred maintenance plan (see the following budget note) in February 2012. However, in consultation with LFO, the agency withdrew the report and the request to have the Ways and Means Committee acknowledge receipt of the report. The intent is to provide a more complete report during the 2013 legislative session. The department is working with LFO to finalize the report. (February 2013)
Oregon School for the Deaf Deferred Maintenance - Legislative Direction: The Department of Education shall work with the Department of Administrative Services' Facilities Division to develop a five-year maintenance plan for the OSD that is inclusive of funding available within the existing operating budget, community donations, proceeds for the sale of the School for the Blind, and any resources available from other state agencies. The report should include an update on facility use with the improvements sponsored by the *Extreme Makeover: Home Edition* program. The report shall be considered in conjunction with the work of a legislative interim workgroup to review deferred maintenance needs and sustainability of OSD and the staffing model prepared by ODE in response to the budget note in the report for House Bill 5020. (Senate Bill 5508 *Budget Report and Measure Summary,* dated 6/29/11, page 12)	Office of Student Learning and Partnerships; Oregon School for the Deaf	LFO, DAS, and Legislative Assembly	ASAP	See the status report for the immediately preceding budget note.

Text of Budget Note or Other Legislative Direction	Responsible Office(s)	Deliver Report To	Due Date	Status
2011 Legislative Session:				
Vantage Learning Judgment - Legislative Direction: The Oregon Court of Appeals affirmed a circuit court's ruling against the Department of Education for breach of contract with Vantage Learning. The 2011 Legislative Assembly provided $5 million General Fund to help with the payment of the judgment. ODE is directed to first use its 2009-11 General Fund to the extent possible (approximately $2.4 million). Any remaining balance may be paid from the new $5 million appropriation. Remaining funds will be disapropriated from ODE's Operations budget when the 2012 Legislative Assembly convenes. (Senate Bill 5508 *Budget Report and Measure Summary*, dated 6/29/11, pages 11 and 12)	Office of Finance and Administration	LFO and DAS	Prior to the convening of the 2012 legislative session	The judgment is paid in full. The $5.2 million payment was covered with funds from both 2009-11 ($2.2 million) and 2011-13 ($3 million). The Legislative Assembly disaproppriated the remaining $2 million in February 2012.
School Year Subaccount Budget Note: For the 2011-12 school year, additional resources from the Education Stability Fund have been approved for the sole purpose of supporting smaller class sizes or the enhancement of learning opportunities, as compared to the 2010-11 school year, while allowing school districts, the Youth Corrections Education program (YCEP), and the Juvenile Detention Education program (JDEP) the flexibility to determine the specific activities to support these efforts. However, funding should focus on services to students in the classroom rather than on teacher mentoring, retention or professional development. Acceptable activities would include, but are not limited to, class size reduction, increased instruction time, remediation, and vocational education If a district or program is only able to maintain smaller class sizes or enhancements in some schools or classrooms rather than district-wide, the plan should identify why this was a priority. At a minimum, a school district's or program's written proposal shall include a description of the enhancements and activities along with the funding for each with comparable data for the 2010-11 school year, any measurable outcomes, and how the school district or program determined its priorities for expenditures. Proof of compliance shall consist of a signature by the school district superintendent certifying compliance along with proof of the school board's review and adoption of the written proposal (*e.g.*, board minutes, resolution, or signatures). For YCEP and JDEP, proof of compliance shall consist of the signature of the Superintendent of Public Instruction certifying compliance along with proof of the State Board of Education's review and adoption of the written proposals. (Senate Bill 5552 *Budget Report and Measure Summary*, dated 4/8/11, page 3)	Office of Student Learning and Partnerships (for YCEP and JDEP)	LFO		The State Board approved the YCEP/JDEP application in the fall of 2011. ODE submitted the board-approved application in February 2012 to LFO, which reviewed the applications for all grantees. The application was approved by LFO and the funds were expended as appropriated. Juvenile Detention programs received $68,077.90 and the Youth Corrections Education programs received $207,563.23. A final report will be submitted at the close of the 2011-13 biennium.

	Classification Title	Pos#	REPR	CLASS		Monthly Salary	Monthly Salary Change	Step
To	Admin Spec 1	0000281	OA	C0107	AA	2,380		1
From	Office Spec 2	0000281	OA	C0104	AA	2,214	166	1
To	HR Assistant	0000179	MMN	X1319	AA	2,749		2
From	Exec Support 1	0000179	MMN	C0118	AA	2,630	119	2
To	Procurement Asst	0000846	OA	C0435	AA	3,235		6
From	Office Spec 2	0000846	OA	C0104	AA	3,086	149	9
To	Mail Asst	0000042	OA	C0405	AA	2,214		6
From	Facilities Oper Spec 2	0000042	OA	C4015	AA	4,951	-2,737	8
To	Research Analyst 4	0910001	OA	C1118	AA	4,350		1
From	Research Analyst 2	0910001	OA	C1116	AA	3,132	1,218	
To	Office Spec 2	0000064	OA	C0104	AA	2,510		
From	Office Spec 1	0000064	OA	C0103	AA	2,083	427	
To	Info Systems Spec 4	0010000	OA	C1484	IA	3,589		1
From	Info Systems Spec 3	0010000	OA	C1483	IA	3,465	124	3
To	Admin Spec 2	9000056	OA	C0108	AA	3,434		
From	Admin Spec 1	9000056	OA	C0107	AA	3,434	0	
To	Info Systems Spec 7	0001114	OA	C1487	AA	6,343		7
From	Research Analyst 4	0001114	OA	C1118	IA	4,562	1,781	
To	Exec Support Spec 1	0000203	OA	C0118	AA	2,510		2
From	Admin Spec 2	0000203	OA	C0108	AA	3,783	-1,273	
			Total Net Change				-26	

DEPARTMENT OF EDUCATION
2013-15 WAYS AND MEANS PRESENTATION
DETAIL ON 2011-13 NEW HIRES
(Through December 2012)

WORK UNIT	POS#	REPR	CLASS	ODE HIRE DATE	HIRE STEP	JUSTIFICATION
EII	0000144	MESN	Z7012	9/17/2012	9 plus a pay line exception	Salary rate at hire was determined by the state's Chief Education Officer, Rudy Crew. Pay line exception requested and granted due to recruitment difficulties and exceptional qualifications.
EII	0000144	MESN	Z7014	9/17/2012	9	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
EII	0000166	OA	C1487	1/28/2013	3	
EII	0000184	OA	C1118	12/4/2012	4	The agency experienced recruitment difficulties filling this position.
EII	0000186	OA	C2301	9/12/2011	4	Employee possesses a level of education (Ph.D) and a set of unique skills, knowledge, and experience that allowed her to immediately assume the full duties of the position without additional training and coaching.
EII	0000195	OA	C2301	7/16/2012	2	
EII	0000213	OA	C2301	7/23/2012	4	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
EII	1110034	OA	C2301	9/11/2012	6	The agency experienced recruitment difficulties and one failed recruitment with this particular position. Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
EII	1317510	OA	C0104	5/3/2012	1	
OAIS	0000062	OA	C1118	11/19/2012	5	The agency experienced recruitment difficulties with this particular position. Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
OAIS	0000075	OA	C1484	9/7/2011	1	
OAIS	0000075	OA	C1484	1/14/2013	1	
OAIS	0000203	OA	C0118	12/10/2012	2	
OAIS	0000230	OA	C2301	11/7/2011	1	
OAIS	0000250	OA	C0107	8/27/2012	1	
OAIS	0000266	MMS	X7008	7/1/2011	6	Transferred in to the agency at a lower salary range and retained pay rate from previous agency

DEPARTMENT OF EDUCATION
2013-15 WAYS AND MEANS PRESENTATION
DETAIL ON 2011-13 NEW HIRES
(Through December 2012)

WORK UNIT	POS#	REPR	CLASS	ODE HIRE DATE	HIRE STEP	JUSTIFICATION
OAIS	0001114	OA	C1487	1/22/2013	7	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
OAIS	0910001	OA	C1118	9/10/2012	1	
OAIS	0910001	OA	C1118	1/7/2013	6	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
OAIS	1110035	OA	C0856	11/12/2011	Off step between steps 8 and 9	Transferred in to the agency at a lower salary range and retained pay rate from previous agency.
OAIS	1317301	OA	C1117	7/26/2011	1	
OAIS	1317322	OA	C0872	1/15/2013	2	
OFA	0000005	OA	C0436	12/17/2012	2	
OFA	0000042	OA	C0405	8/3/2011	6	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
OFA	0000083	OA	C1244	6/25/2012	1	
OFA	0000281	OA	C0107	11/26/2012	2 + 1/2 step	Transferred in to the agency in the same salary range and retained pay rate from previous agency.
SLP	0000006	MESN	Z7014	9/12/2012	9	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SLP	0000129	OA	C2301	8/27/2012	7	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SLP	0000147	OA	C2301	10/24/2011	7	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SLP	0000148	OA	C2301	4/23/2012	3	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SLP	0000149	OA	C2301	8/31/2011	4	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SLP	0000164	OA	C2301	12/14/2011	7	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SLP	0000236	OA	C1117	5/21/2012	1	

WORK UNIT	POS#	REPR	CLASS	ODE HIRE DATE	HIRE STEP	JUSTIFICATION
SLP	0000883	MMS	X7010	9/24/2012	8	The agency experienced recruitment difficulties and several failed recruitments for this particular position. Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SLP	1317510	OA	C0104	11/26/2012	1	
SLP - OSD	0000361	MMS	X7000	7/31/2012	7	The agency experienced recruitment difficulties filling this position.
SLP - OSD	0000373	OA	C6768	9/24/2012	2	
SLP - OSD	0000421	MMS	X9107	8/6/2012	4	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SLP - OSD	0000428	OA	C4101	12/11/2012	1	
SLP - OSD	0000663	OA	C6767	4/5/2012	1	
SLP - OSD	0000663	OA	C6767	11/13/2012	1	
SLP - OSD	0000663	OA	C6767	5/3/2012	1	
SLP - OSD	1327223	OA	C0108	11/13/2012	1	
SUPT	0000003	MEAH	Z7018	7/31/2012	Off step - above top step	Salary set by Governor Kitzhaber pursuant to ORS 326.300(4)
SUPT	0000842	MESN	Z7012	9/1/2011	9	Transferred in to the agency at a lower salary range and retained pay rate from previous agency.
SUPT	0000842	MESN	Z7012	9/24/2012	9	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SUPT	1310020	MMN	X5618	6/20/2012	8 plus a pay line exception	Transferred in to the agency in a lower salary range. Salary rate at hire was set at approximately 90% of the employee's rate at his former agency.
SUPT-CNP	0000098	OA	C5950	4/23/2012	6	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SUPT-CNP	0000102	OA	C0104	9/20/2012	1	
SUPT-CNP	0000102	OA	C0104	9/17/2012	2	
SUPT-CNP	0000104	OA	C5950	4/30/2012	1	
SUPT-CNP	0000295	OA	C5950	4/9/2012	2	

WORK UNIT	POS#	REPR	CLASS	ODE HIRE DATE	HIRE STEP	JUSTIFICATION
SUPT-CNP	1110025	OA	C5950	9/4/2012	7	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SUPT-CNP	1310009	OA	C1117	5/7/2012	3	Salary rate at hire was commensurate with the employee's salary history and qualifications for the position.
SUPT-CNP	1317218	OA	C0107	9/26/2012	1	

Accountability Flexibility Implementation:

The last two years have seen tremendous change in the education landscape – legislative bills have proposed ambitious education reforms and the U.S. Department of Education has approved Oregon's transformational ESEA Flexibility Waiver. In the new landscape, ODE has committed to increasing student achievement, implementing a high quality Teacher-Student Data Link, supporting effective instruction and leadership, and moving toward a system that provides a more robust understanding of students' progress toward college and career readiness.

Early Childhood Systems Integration:

Senate Bill 909 (2011) created the Early Learning Council (ELC), which requires a statewide longitudinal data system that includes early childhood data to streamline and strengthen early childhood services to at-risk youth to ensure all children are ready to learn when they enter kindergarten. In May 2012, the ELC approved the creation of an Early Childhood Data System (ecDS), but did not provide funding for the work. In July, the ELC adopted a statewide Kindergarten Readiness Assessment which was piloted in September 2012 and implemented statewide in September 2013. Currently, Oregon's early childhood information systems reside in multiple agencies that serve children and families. The Oregon Department of Education's (ODE) Statewide Longitudinal Data System (SLDS) has been identified as the core system to be enhanced to provide more coordinated services.

Next Generation Information Security Infrastructure:

The Oregon Department of Education (ODE) keeps records on every K-12 student in the state. These data are protected by federal law defined in the Family Educational Rights and Privacy Act (FERPA). ODE must comply with safeguarding student data in accordance with FERPA regulations and guidelines, as well as the newly created Senate Bill 583. Our ability to continue to exemplify compliance with federal regulations would be enhanced by investing in the project, which strengthens ODE's infrastructure and enhances the information security and privacy program. ODE's information systems infrastructure provides core services to all State of Oregon education initiatives, including those sponsored by the Governor and the Oregon Education Investment Board, by increasing the availability, confidentiality, and integrity of student-level data. The agency submitted a policy option package (#118, $1,534,960 General Fund), which was denied in the Governor's budget.

Statewide Longitudinal Data System (SLDS):

The SLDS program is a phased implementation of a statewide longitudinal data system within the enterprise of education in the state of Oregon. Active federally-funded phases include: Advancing Longitudinal Data for Educational Reform (ALDER). Some key outcomes of the

program include statewide professional development establishing a culture of data quality, enhanced data and governance integration with a variety of educational partners, implementation of a Teacher-Student Data Link (TSDL), and a statewide data quality plan.

Position	Pos Type	Anticipated Fill Date	Reason Narrative	Reason Category	XREF	GF	OF	FF	Vac 7-11	Vac 12+
0785183	PF		Per bargaining contract, when a position becomes vacant and there are no internal candidates interested in transfer, the position goes to WESD and we contract the work through them. This position is included in POP 251 (13-15 ARB) as an abolishment to shift funding to Special Pmts.	7	250-71-00-00000	-	59,352	-	0	1
0810004	PF		Per bargaining contract, when a position becomes vacant and there are no internal candidates interested in transfer, the position goes to WESD and we contract the work through them. This position is included in POP 251 (13-15 ARB) as an abolishment to shift funding to Special Pmts.	7	250-71-00-00000	-	74,064	-	0	1
0000010	PF		Pending office reorganization with new Asst. Superintendent (OSLP); determining appropriate level of need.	11	100-76-03-00000	-	-	74,064	1	0
0000035	PF	6/30/12	This position is budgeted in OF/FF, and is included in the agency's 13-15 budget on a POP to correct the funding. Hiring status of this position will be determined by the new Deputy.	10	100-72-01-00000	-	63,008	33,928	0	1
0000045	PP	7/1/2013	Held vacant to cover vacancy savings; will be used with other partial positions to finance a full FTE upon passage of HB 1538 to cover as much remaining workload as possible.	4	100-75-04-00000	-	-	41,496	0	1
0000163	PF	7/1/2013	opened several times; will wait until end of school year to reopen, pending office reorganization with new Asst. Superintendent	5	100-76-03-00000	-	-	158,088	1	0
0000168	PF	12/1/12	Filled through job rotation within the department.	2	100-75-07-00000	60,833	-	112,975	0	1
0000191	PF	2/1/2013	Held vacant to accumulate vacancy savings; workload covered by developmental rotation within unit	2	100-75-04-00000	32,652	-	97,956	0	1
0000241	PF	2/15/2013	Recruitment currently in process.	2	100-76-01-00000	32,364	-	75,516	1	0
0000271	PF	4/1/2013	This position is being held pending approval of the NCLB waiver request. The office has reorganized work processes, looking to efficiencies in staff. This position is held vacant to provide additional support to implementing NCLB waiver work.	11	100-75-05-00000	130,356	-	43,452	0	1
0000293	PF	7/1/2013	Held vacant to cover vacancy savings	6	100-75-07-00000	173,808	-	-	0	1
0000305	PF		This position being abolished in part for SB 5701 reductions in 11-13, and the remainder of the position will be abolished in POP 201 for 13-15 to reorganize OSD operations.	11	200-72-02-00000	142,824	-	-	0	1

Position	Pos Type	Anticipated Fill Date	Reason Narrative	Reason Category	XREF	GF	OF	FF	Vac 7-11	Vac 12+
0000311	PP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-02-00000	21,906	-	-	0	1
0000364	AF		This position is eliminated in package 081 of the 2013-15 ARB for reductions related to SB 5701 (2012).	11	200-72-03-00000	77,100	-	-	0	1
0000370	AP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-03-00000	-	53,587	-	0	1
0000398	AP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-04-00000	29,578	-	-	0	1
0000426	AF		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-05-00000	45,680	-	-	0	1
0000429	AP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-05-00000	37,104	-	-	0	1
0000445	PP	4/1/2012	Held vacant to cover vacancy savings and deferred maintenance projects	7	200-72-06-00000	36,190	-	-	0	1
0000462	AP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-02-00000	21,261	-	-	0	1
0000491	AP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	7	200-72-03-00000	-	12,365	-	0	1
0000634	AP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-02-00000	-	48,510	-	1	0
0000852	SP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-02-00000	1,064	-	-	0	1
0000855	SP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-02-00000	-	-	-	0	1
0000856	SP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-02-00000	-	-	-	0	1
9000005	PF		Per bargaining contract, when a position becomes vacant and there are no internal candidates interested in transfer, the position goes to WESD and we contract the work through them.	7	250-71-00-00000	-	74,064	-	1	0
0001114	PF	01/22/2013	Filled effective 1/22/13	2	100-73-02-00000	136,872	-	-	1	0
0000152	PF	3/1/2013	Looking at potential savings in other offices to fund position in the current biennium.	10	100-75-04-00000	-	-	74,064	1	0
0000184	PF	1/28/2013	Filled effective 1/28/13	2	100-75-04-00000	102,864	-	-	0	1
0000080	PF	1/1/2013	Filled effective 1/1/2013	2	100-74-01-00000	-	89,448	-	0	1
0720201	PP		This position is included in POP 201 (13-15 ARB) as an abolishment to reorganize OSD operations.	11	200-72-01-00000	18,516	18,516	-	0	1

Position	Pos Type	Anticipated Fill Date	Reason Narrative	Reason Category	XREF	GF	OF	FF	Vac 7-11	Vac 12+
1310021	PF		ORES director position; phased in 1/1/2012; further delay included in pkg 819 reduction list. Recruitment issues due to classification level compared to responsibilities.	5	100-72-01-00000	-	129,744	-	0	1
1317402	LF		based on budget reductions, we do not expect to hire this position as currently approved.	10	100-74-04-00000	38,820	38,820	-	0	1
1317302	LF		recruited unsuccessfully; do not anticipate being able to find qualified candidate for remainder of biennium. Will request new LD in 2013-15.	5	100-73-02-00000	-	-	162,048	1	0
1317506	LF	1/28/2013	2 failed recruitments; job offer pending on latest recruitment.	2	100-75-04-00000	-	-	107,880	0	1

BIDS

DEPARTMENT OF
OREGON EDUCATION

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Brian Reeder, 503-947-5670

Legend: ▨ General Fund ▨ Lottery Funds ■ Other Funds ▨ Federal Funds
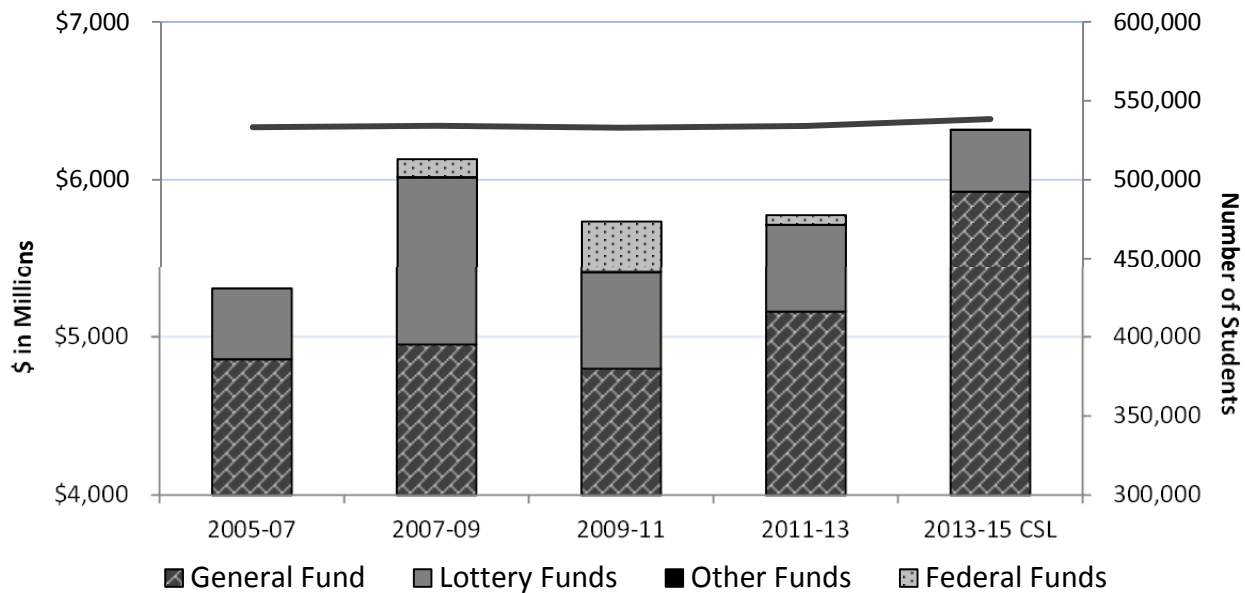
Executive Summary

The State School Fund (SSF) supports the education of more than 560,000 Oregon children in kindergarten through the 12th grade (K-12) by distributing 11 monthly payments annually to 197 school districts and 19 education service districts (ESDs). The State School Fund provides about two-thirds of public school districts' general operating revenues. Local property taxes make up the bulk of the remaining one-third. As the primary K-12 funding source, the State School Fund is the key policy tool the state has to promote the state's educational goals.

Department of Education staff, working with the Quality Education Commission, has developed models that take into account funding levels, student characteristics, and educational practices to understand the relationship between resources and student achievement. With a State School Fund at the levels shown in the table below, more than 90% of students in all grades are expected to meet state benchmarks by 2021-23. That would put Oregon's goal of having 100% of students graduate from high school by 2025 within reach.

2/15/13

| SSF Required to Phase-in QEM by 2021-23 | | | |
| Billions of Dollars | | | |
Biennium	Percent of Current Gap to Close	Added Funding Required	Total State School Fund Required
2013-15	10%	$0.563	$6.879
2015-17	15%	$0.872	$7.751
2017-19	20%	$1.162	$8.913
2019-21	25%	$1.453	$10.366
2021-23	30%	$1.743	$12.110

Description

The State School Fund provides flexible revenue for school districts and education service districts for the daily operation of schools throughout Oregon. A statutory distribution formula allocates the State School Fund to K-12 school districts and ESDs. The formula distributes only state funds but takes into account both state and local revenues available to schools to equalize the per-student funding across the state. These dollars are available for general operations and currently are not earmarked for specific uses and do not require specific outcome or levels of performance by either schools or students. They do not include bond revenue or state and federal categorical aid whose funds are dedicated to specific programs or populations.

The SSF formula distributes a General Purpose Grant to each district based on the number of "weighted" students, or ADMw, which is the average daily membership adjusted for the number of students with special needs (*e.g.*, English language learners, special education students, students in poverty, pregnant and parenting students,). The double-weight for special education is of particular importance because it is the key factor in determining Oregon's state-level contribution for federal maintenance-of-effort requirements for special education. The graph on the next page shows how the components of ADMw have changed over time.

2/15/13

Components of ADMw
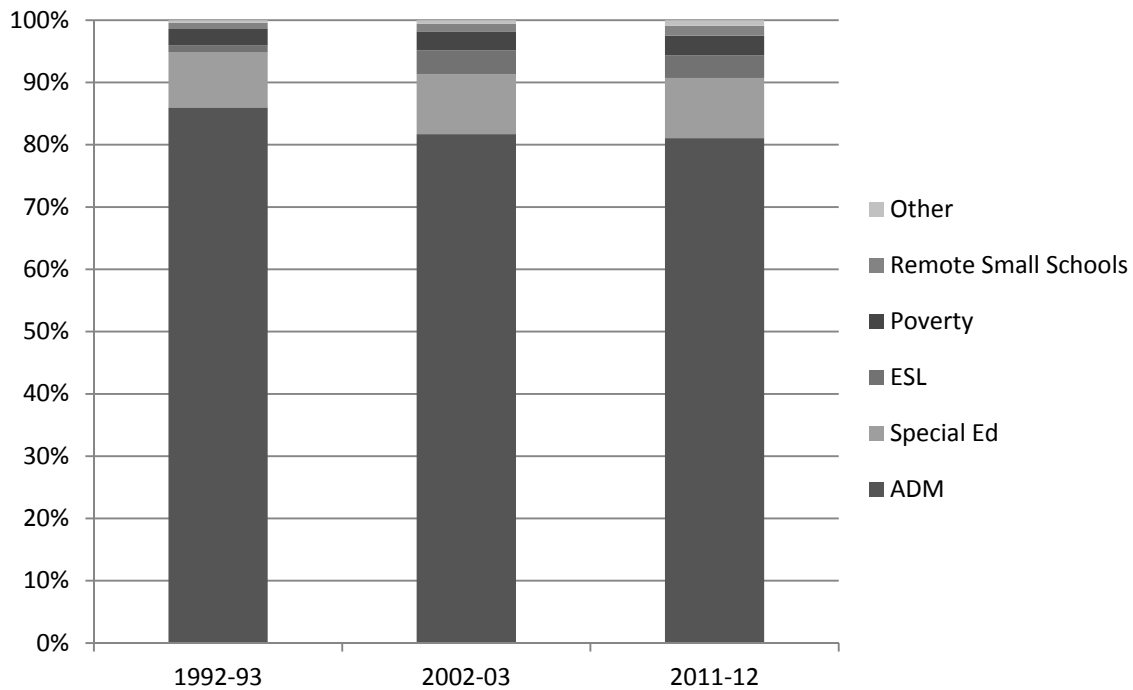
Additional grants for transportation costs, new facility costs, and high student-disability costs are included in the formula.

Prior to the distribution of the above grants to local education agencies, the Oregon Department of Education, by law, transfers dollars to specific programs targeted toward students in unique educational settings. These programs include youth corrections education programs at close custody facilities, such as Hillcrest and MacLaren, and county juvenile detention facilities; education programs at long-term day and residential treatment facilities operated by the Department of Human Services and the Oregon Health Authority; and education programs at hospitals for students with certain medical conditions that require long-term hospital stays. (See the bid for "Special Education Programs" for more detail on some of these programs.)

Over the last several biennia, the Legislature has "carved out" resources for other education programs such as Talented and Gifted (for one staff position at ODE), the Oregon Virtual School District, a 10th grade assessment, and speech-language pathology grants—a total of about $3.0 to $3.3 million each biennium.

This proposal also includes funding for local option equalization grants, which are available to eligible school districts that levy a local option property tax (ORS 327.339). The Legislature provides separate funding for these grants (*i.e.*, not through the SSF), which are distributed using their own unique formula.

2/15/13

Justification and Link to 10-Year Outcome

The Oregon Constitution requires the Legislature to provide for a uniform and general system of common schools and provide funding at the level needed to achieve the educational goals specified in statute. The State School Fund is an integral part of this system and supports three of the five key outcome goals expressed in the Oregon Education Investment Board's indicators: **Indicator 2** - students are ready to apply math and reading skills by the end of third grade; **Indicator 3 -** students are on track to earn a diploma as they enter the 9th grade; and **Indicator 4** - all Oregon students leave high school with a diploma and ready for college and career training. The State School Fund does this by providing general operations funding to allow school districts to hire teachers, buy supplies, and operate safe and effective schools.

The graph below shows that State School Fund appropriations have fallen short of the funding level the Quality Education Model estimates is needed to achieve Oregon's educational goals.

Oregon School Funding Gap
State Funding Trends v. Full QEM
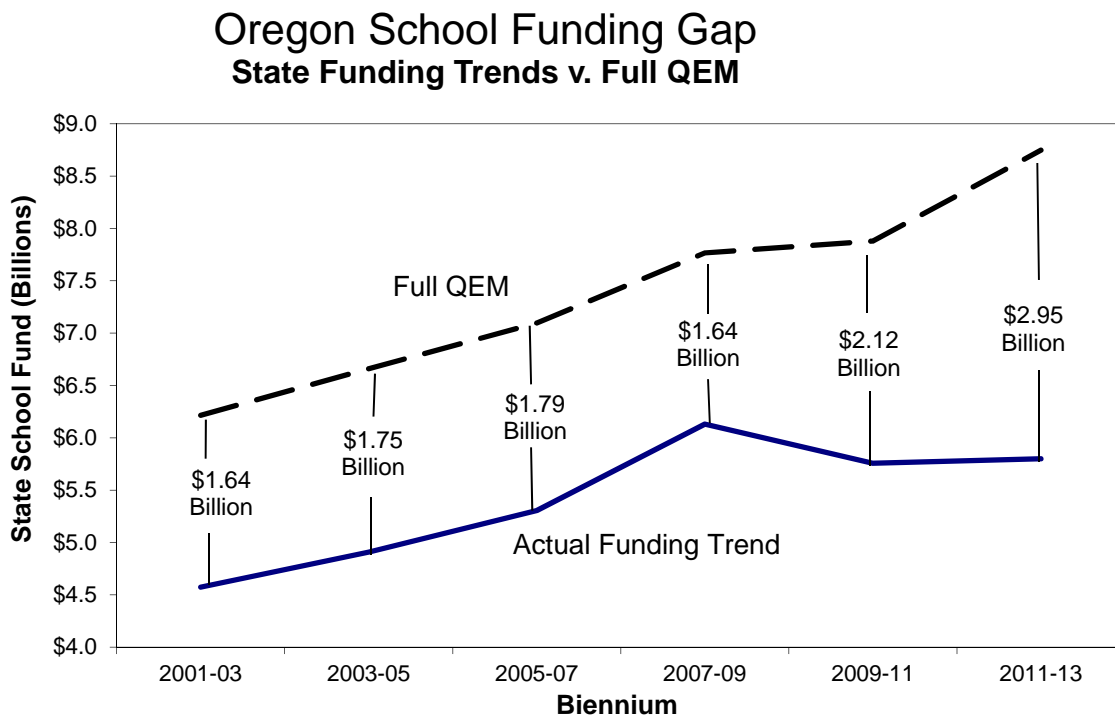
Performance

Student performance on Oregon's standardized assessments (the Oregon Assessment of Knowledge and Skills or "OAKS") has been increasing over time, with the percentage of students meeting or exceeding the state's benchmarks showing growth in most subjects and grades. Because the scores required for students to meet or exceed the benchmarks have been adjusted over time to better align the assessment system, in the following graph we have adjusted the percentages in prior years to reflect the current benchmarks—those for school year 2010-11.

Despite this progress on state assessments, Oregon's high school graduation has increased only modestly. Oregon schools will need more resources, and a better use of resources, to meet the 10-year goal of 100% of Oregon high school students receiving a high school diploma.

2/15/13

Percent Meeting or Exceeding State Benchmarks*
and High School Graduation Rate
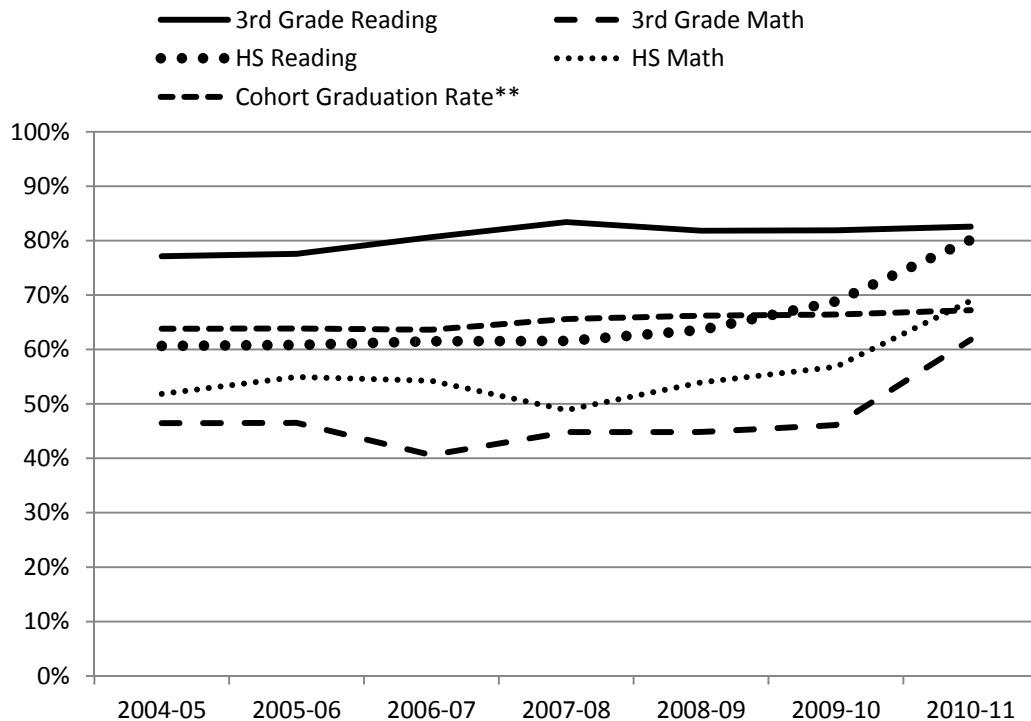
*Prior year test scores were applied to the 2010-11 standards to make the measures comparable over time.
** Cohort Graduation Rates prior to 2008-09 are estimates.

Enabling Legislation/Authorization

✓ Article VIII, section 8 of the Oregon Constitution requires the establishment of a uniform and general system of common schools.
✓ Article VIII, section 8 of the Oregon Constitution and ORS 171.857 require state funding at a level, as determined by the Quality Education Commission, sufficient to meet the quality goals established by law. If this requirement is not met, the Legislature must publish a report identifying the reasons for the insufficiency.
✓ ORS 339.115 guarantees a free and appropriate public education to all persons between the ages of 5 and 19.
✓ ORS 327.008 establishes the State School Fund.
✓ ORS 327.006 to 327.157 establishes the funding formulae and specifies the basis for funding educational services provided by school districts, public charter schools, education service districts, the Youth Corrections Education Programs, Juvenile Detention Education Programs and Long-Term Care and Treatment (LTCT) programs.
✓ ORS 327.008 apportions funds from the State School Fund for the Office of Regional Educational Services, a 10th grade assessment, talented and gifted education, speech-language pathology grants and the Oregon Virtual School District.

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Funding Streams

The State School Fund consists almost entirely of General Fund and Lottery Funds. In 2008-09, 2009-10, and 2010-11, a substantial amount of federal stimulus funding also "supported" the State School Fund, Technically these federal dollars did not flow through the fund but the same distribution formula was used to distribute the federal dollars and they helped mitigate the decline in state resources for K-12 programs. Local revenue sources (primarily property tax) provide, on a statewide average, about one-third of schools' general operating revenue. Allocation of the State School Fund takes into account the amount of local revenue received by each district to equalize school funding per student across the state.

Significant Proposed Changes from 2011-13

Enhanced services from added funding will vary across Oregon's 197 school districts depending on local needs. We anticipate, however, the focus will be on programs to improve teacher effectiveness, provide early interventions for students falling behind, increase the use of formative assessments to allow teachers to improve instruction, and develop proficiency-based instructional practices that better tailor instruction to individual student needs. These practices will move schools toward a system based on student proficiency rather than seat time.

We also anticipate that potential changes to Oregon's funding formula currently being considered by the Oregon Education Investment board (OEIB) can influence the way school districts use the additional resources they receive. The system of incentive and innovation grants, separate from the base grants distributed through the current SSF funding formula, will promote practices based on student outcomes.

The OEIB may also consider changes to the SSF funding formula itself. The changes could provide incentives for districts to use the base grant dollars more effectively. Currently the formula is based primarily on enrollment, and it rewards districts for operating programs that serve students with special needs. Altering the formula to provide funding in a way that creates incentives for desired student outcomes, rather than just participation in the programs, has the potential to increase achievement and lower costs.

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OREGON DEPARTMENT OF EDUCATION

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Nancy Johnson-Dorn, 503-947-5703

Legend: General Fund (bars), Annual Avg. Number of Students (line)
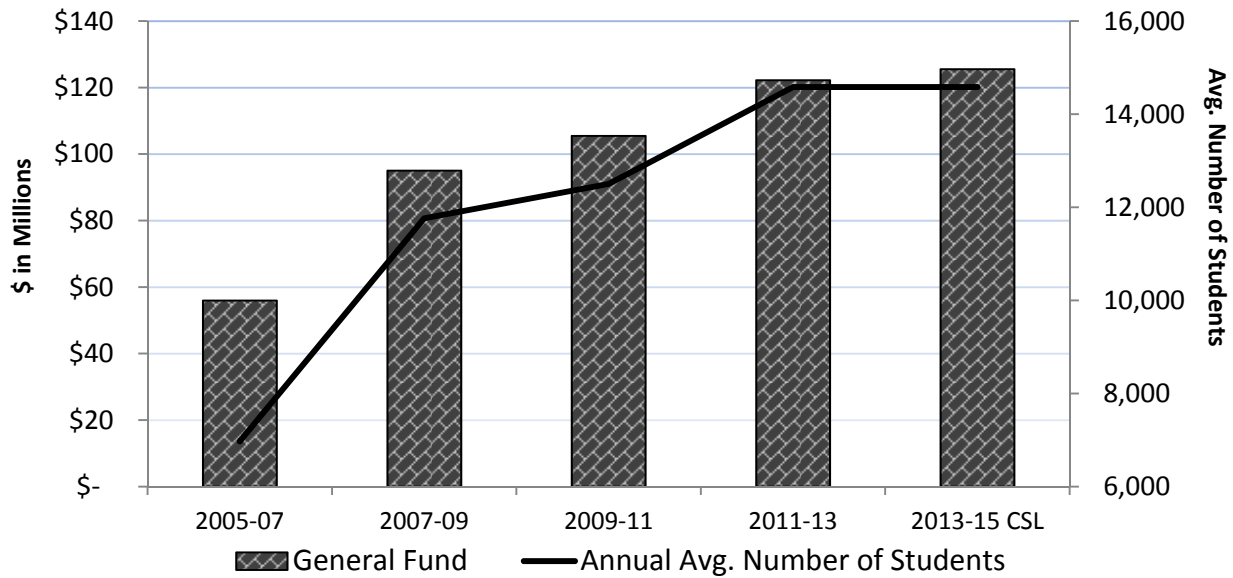
Executive Summary

The Oregon PreKindergarten (OPK) program provides preschool education, child health and nutrition, and family support services throughout the state to lowest income and highest need preschool children ages three to five years. Currently, more than 19,000 children qualify for the services, but state and federal funds only support 13,368 children for enrollment and there is a growing waiting list.

OPK programs are required to collect and analyze individual, child-level assessment data from a variety of sources. These data are used in combination with input from parents and families to determine each child's status and progress in language, literacy, mathematics, cognitive, physical, and social and emotional development. Programs aggregate and analyze assessment data at least three times during the year to provide baseline, midpoint, and year-end progress. The following are data from two of the outcome areas. More information on these outcomes is included in the performance section of this bid.

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Children in OPK Closing the Developmental Gap

Outcome Area	2011-12	2011-13 Target	2013-15 Target	2015-17 Target	2017-19 Target	2019-2021 Target
Literacy	86.4%	To be determined	To be determined	To be determined	To be determined	To be determined
Math	69.7%	To be determined	To be determined	To be determined	To be determined	To be determined

Note: The data show the percentage of children that closed the achievement gap in literacy and math from fall 2011 to spring 2012. The data represent 4,372children assessed in literacy and 4400 children assessed in mathematics at all three checkpoints. While OPK programs have collected and analyzed child-level assessment data for many years, this is the first time a large number of programs have used the same assessment. This allows the data to be aggregated across programs. It is anticipated targets will be set using these baseline data.

Description

In 1987, the Oregon Legislature created the Oregon PreKindergarten program (OPK)[1], modeled after and designed to work side by side with the federal Head Start program to build an efficient, jointly funded program reaching additional children and their families. These services (Head Start and OPK) are available in all 36 counties in Oregon with 21 programs receiving federal and state funds and seven programs receiving state funds only (some programs cover multiple counties). ODE and the federal Office of Head Start (in the U.S. Department of Health and Human Services or DHHS) work together to administer the 21 jointly funded programs.

The DHHS distributes federal Head Start funds directly to local public agencies, private non-profit and for-profit organizations, American Indian tribes, and school systems. The Oregon Department of Education distributes the state OPK funds through grants to local programs. The state/federal partnership makes it possible for OPK funds to be used to meet the 20% non-federal share (or "match") required of federal Head Start programs.

Grant fund recipients operate programs in local communities following all federal Head Start Performance Standards. These programs provide preschool education, health, dental, nutrition, mental health and family support services to children in the program. Children who qualify are living at or below the federal poverty level; are in foster care; are homeless; and have other risk factors (disability, child abuse and neglect, domestic violence, drug and alcohol abuse, parental incarceration, and medical or mental health issues). Program aspects include parental involvement plus community advocacy, transition to school activities and home visits.

Frequency of service delivery: Services include at least 32 weeks of services per year with combinations of classroom and home-based activities. OPK service models are configured in different ways depending on the needs of each community. These service models are:

Center-Based Model: Must provide classes for at least four to five days a week for a minimum of 3.5 hours per day, with at least 32 weeks of class over an eight- or nine-month period. Parents receive a minimum of two educational home visits from the teacher and two parent-teacher conferences. Programs may use other funding sources (such as employment related day care) to extend classes to full day/full year.

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[1] ORS 329.175

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<u>Home-Based Model</u>: Must provide one home visit per week per family for a minimum of 32 home visits per year, lasting at least 1.5 hours each. Programs also must provide two group socialization activities per month for each child totaling at least 16 per year.

<u>Combination Model</u>: Must provide class sessions and home visits over a period of eight to twelve months equivalent to services provided in a center- or home-based service option.

Purpose of the program: The purpose of the program is to:
- provide children with the skills necessary to be successful in school;
- assist families in understanding the needs of their children; and
- encourage families to be involved in their child's education. This is particularly important because many of the families with children in OPK did not have a successful school experience and it is important for them to be supportive of their child's education.

Program delivery: Services are provided to children and their families by professionals and paraprofessionals including: early childhood teachers, family educators, home visitors, health coordinators, mental health consultants, and nutritionists. All children are screened for developmental, sensory and behavior concerns. Children and families are referred to and helped with obtaining any needed health, dental and mental health services.

Partners necessary to guarantee success of the program: A major collaborator is Early Childhood Special Education (ECSE). At least 10% of OPK enrollment slots are dedicated to children with disabilities. Most programs exceed that percentage. OPK and ECSE work together to provide these children a complete package of services, with ECSE providing special education services to children with disabilities.

OPK programs are required to:
- establish ongoing collaborative relationships with community organizations such as health care providers, child care and other organizations/businesses that provide support and resources to families;
- work with local districts and have written plans for transitioning children to kindergarten; and
- have formal working relationships with the U.S. Department of Agriculture's Child and Adult Food Program, Temporary Assistance to Needy Families program, and Child Protective Services.

Major cost drivers: The major cost drivers are the personnel costs to provide services to these children. Approximately 46% of children and families who qualify do not receive these services.

Opportunities to improve performance through alternative delivery methods: The Governor's Early Learning Council is charged with increasing coordination and integration of early childhood services, including services to children living in poverty. It is expected that the OPK program will be a part of this work.

Justification and Link to 10-Year Outcome

There is a direct link between OPK and the 10-Year overarching education outcome: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship. While the program is linked

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to all of the indicators the most direct link is to Indicator 1: ready for school, which will be measured by the yet-to-be-determined Kindergarten Readiness Assessment.

In addition, there are links between this program and the strategies in the Oregon Education Policy Vision: 1) focusing on transition points between learning stages; 2) defining the core outcomes; 3) aligning early learning standards and assessments with the Common Core State Standards; and 5) ensuring health care and education service integration. The program does this by:

- providing General Fund dollars to local programs to provide comprehensive Head Start services to children and families living in poverty;
- initiating work to align OPK child outcome standards with the Common Core State Standards; and
- Requiring programs to:
  - work with school districts to transition preschoolers to kindergarten;
  - develop, implement and track school readiness goals aligned with local and state school standards; and
  - track and analyze progress toward meeting school readiness goals.

Performance

Currently the state funds 7,290 child enrollment slots through the OPK program. Federal Head Start funds 6,074 child enrollment slots and "other sources" fund 4 slots for a total of 13,368 enrollment slots. The average state cost is $8,376 and the average federal cost is $9,569 per child enrollment slot.

All OPK programs are required to collect and analyze individual, child-level assessment data from a variety of sources. These data are used in combination with input from parents and families to determine each child's status and progress in language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development. Programs aggregate and analyze assessment data at least three times during the year to provide baseline, midpoint, and year-end progress.

The following chart, based on data from 19 programs using the Teaching Strategies GOLD assessment, shows the percentage and number of children who met or exceeded widely held age-level expectations in literacy and math during the fall of 2011 and the winter of 2012. Spring data will be reported and analyzed in early summer. These percentages include only those children who were assessed at both checkpoints.

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Children in OPK Closing the Developmental Gap
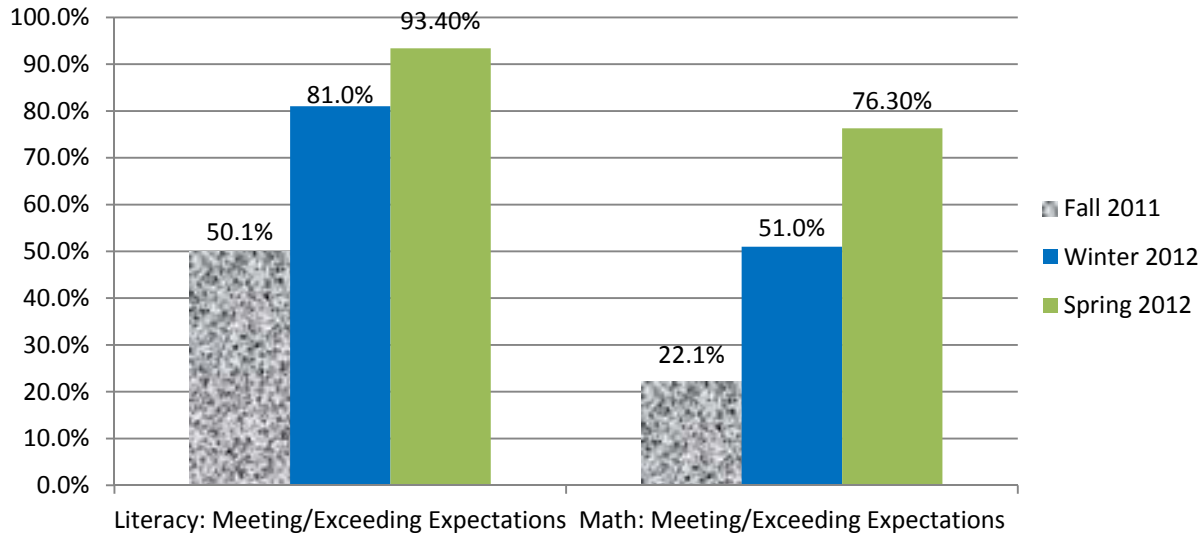
Figure 1: The percentages show the number of children meeting or exceeding expectations in literacy and math at baseline (fall), mid-point (winter) and year-end (spring) data points. The data indicate approximately 86.9% of the children closed the achievement gap in literacy and 69.7% closed the achievement gap in math by spring 2012. The data represent 4,372 children assessed in literacy and 4400 children assessed in mathematics at all three checkpoints.

Enabling Legislation/Authorization

ORS 329.175 directs the Department of Education to establish the Oregon prekindergarten program.

Funding Streams

General Fund: 100% for state-funded enrollment slots. Federal Head Start funds do not flow through ODE; they are sent directly to local providers by DHHS.

Significant Proposed Changes from 2011-13

As the work of the Early Learning Council proceeds there may be different service models, targets and administrative focus. It is anticipated that OPK services supported by state funding will transfer to the Early Learning Council.

Update: The Governor's budget creates the Early Learning Division (ELD) within ODE and transfers the Early Learning Council, OPK and other programs to the ELD.

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OREGON DEPARTMENT OF **EDUCATION**

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Nancy Johnson-Dorn, 503-947-5703
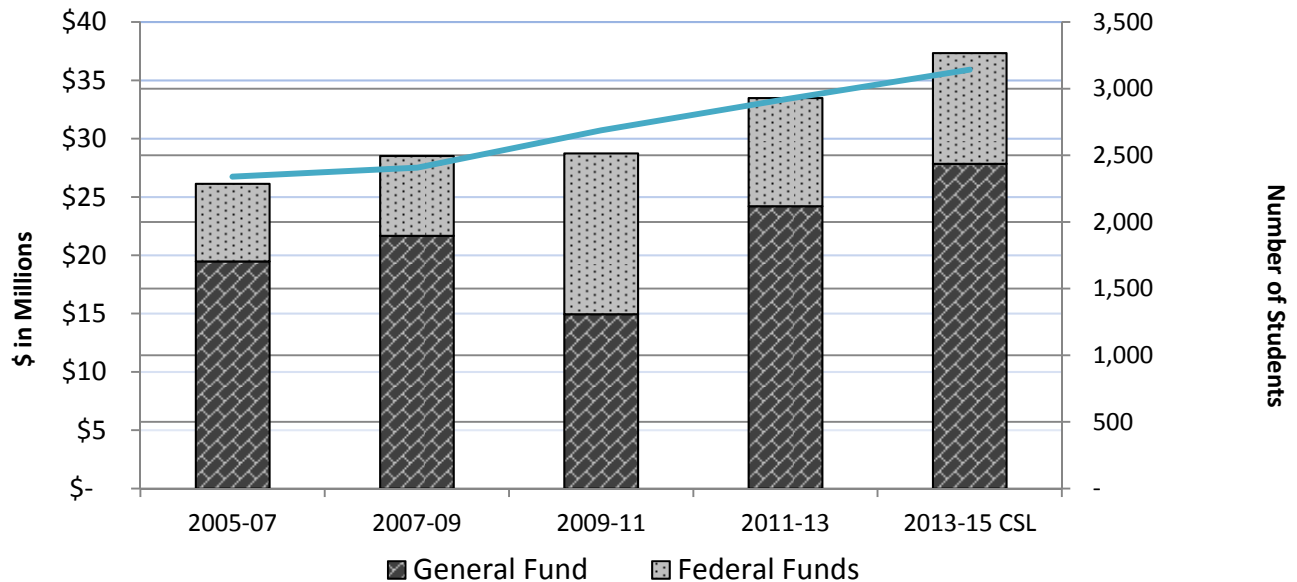
Executive Summary

ODE serves nearly 3,000 infants and toddlers living with disabilities through a state-mandated special education program called Early Intervention (EI). Children ages birth to three years receive coordinated health and educational services such as physical and cognitive therapies to help lessen the impact of the disability on the child's development and education and to help parents/families prepare for future steps in education. Data show the need for Early Intervention services across the states are on the rise, with Oregon expecting an increase of 110 children who will need specialized services by April 2013.

The program model is based on seamless EI and Early Childhood Special Education (ECSE) services to children with disabilities birth to kindergarten. ODE administers the EI program in conjunction with the ECSE program, providing administrative efficiencies while also aligning the two programs.

EI programs are required to report pre- and post-assessment data on infants and toddlers who have been in the program at least six months. The assessment is conducted at program entry and again when they exit the program (become eligible for ECSE services, move or no longer qualify for EI services). Data are reported in three outcome areas, as listed in the following table. More information on these outcomes is included in the performance section of this bid.

Narrowing or Closing the Child Development Gap

Outcome Area	2009-11	2011-13	2013-15	2015-17	2017-19	2019-21

	(actual)	Target	Target	Target	Target	Target
Social Relationships	81.7%	81.4%	81.4%	81.4%	81.4%	81.4%
Knowledge and Skills	58.4%	64.2%	64.2%	64.2%	64.2%	64.2%
Actions to Meet Needs	64.9%	64.9%	64.9%	64.9%	64.9%	64.9%

Note: This table represents baseline data from 2009-11 and targets for 2011 through 2021. Targets were set by stakeholders in fall 2009 and may be revised as additional data are collected and analyzed. The data show the percentage of children leaving EI services having narrowed or closed the developmental gap by the time they exited the program.

Description

Early Intervention services are designed to enhance the child's development in the areas of physical development, cognitive development, communication development, social and emotional development and adaptive development.

All children who qualify receive services. The number of children receiving services continues to increase. The most recent data show a 3.73% caseload increase from last year (calculated in April 2012 using a 12-month rolling average). While we expect caseload growth to level off at some point, the national percentage of children receiving EI services is 2.83% of the eligible population; Oregon's average is 2.08%.

Frequency of service delivery: Frequency of EI service is determined by each child's Individualized Family Service Plan (IFSP) team based on each child and family's unique needs. The amount of EI service considered beneficial to children with disabilities and their families is an average of one hour a week or four hours per month as defined in the "Proposed Funding Model for Early Intervention/Early Childhood Special Education."[1] Data from fall 2011 show children and their families receive an average of 2.8 hours of service per month.

Given the EI funding model (a per-case amount increased by caseload growth and inflation each biennium) and periodic General Fund reductions, over time program funding has not kept pace with costs. The number of children needing services continues to increase. Consequently, programs stretch staff to serve more children and provide services less frequently. The implication for young children with disabilities is that they are continuing to get less service no matter how complex their disability

Purpose of the program: Early Intervention services are designed to assist infants and toddlers with disabilities, developmental delays or conditions likely to result in developmental delay to improve developmental functioning. The purpose of the EI program is to:
- intervene as early as possible to lessen the impact of the disability for future growth and development;
- assist families in understanding their child's disability and the impact on learning; and
- prepare the child for the next phase of their education.

Program delivery: Most children receive services in their home or child care setting where parents and/or child care providers are taught the interventions necessary to improve the child's functioning. Services are provided in this way so interventions can be implemented on a daily basis during every-day routines with the infant or toddler.

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[1] http://www.ode.state.or.us/gradelevel/pre_k/eiecse/proposedeiecsefunding-modelfinal.pdf.

Services are provided to children and their families by professionals and paraprofessionals including: service coordinators, early intervention teachers, physical therapists, occupational therapists, speech/language therapists, teaching assistants and specialty teachers. Service coordinators are appointed to and work with individual children and their families to coordinate all services across agency lines and act as a single point of contact in helping parents obtain the services and assistance they need.

The program is administered by ODE through contracts with nine Education Service Districts (ESDs) across the state to provide services in 35 local programs. It is a single system of Early Intervention and Early Childhood Special Education services that minimizes transitions for families and creates efficiencies for program operation. The programs are monitored by ODE through the System Performance Review and Improvement system of accountability that focuses on procedural compliance identified through federal and state regulations and performance indicators identified by community stakeholders.

Partners necessary to guarantee success of the program: Necessary partners include any and all private or public entities that provide services or supports to the child's family, including: child care providers, faith-based organizations, health and medical providers, mental health providers, and Early Head Start.

Major cost drivers: The major cost drivers are the personnel costs to provide services to an increasing number of children and the increasing number of children requiring high-cost educational services (children with hearing impairment and autism).

Opportunities to improve performance through alternative delivery methods: The Governor's Early Learning Council is charged with increasing coordination and integration of early childhood services, including services to children with disabilities. It is expected that early intervention services to infants and toddler with disabilities and their families will benefit from this work.

Justification and Link to 10-Year Outcome

There is a direct link between Early Intervention and the 10-Year overarching education outcome: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship. The most direct link is to Indicator 1: ready for school, which will be measured by the yet-to-be-determined Kindergarten Readiness Assessment.

In addition, there are direct links between this program and the strategies in the Oregon Education Policy Vision: 1) focusing on transition points between learning stages; 2) focusing on accelerating learning for those furthest behind; and 3) building a statewide longitudinal database. The program does these by providing federal and state General Fund dollars to local programs to provide direct EI services to children with disabilities and their families. EI programs use evidence-based practices to support the unique needs of infants and toddlers with disabilities and provide focused support on children transitioning out of EI to other early childhood programs. The program developed a database that is being linked to the statewide longitudinal database. Children receiving EI services are given Secure Student Identification Numbers (SSIDs) at program entry.

Performance

Currently 2,958 infants and toddlers are eligible and receiving early intervention services in the state. In April 2012, the growth rate of this population was calculated at 3.73% per year. In April 2013, we anticipate an additional 110 children in the program.

All Early Intervention programs in the state are required to report pre- and post-assessment data on infants and toddlers who have been in the program at least six months. The assessment is conducted at program entry and again when they reach age three or when they exit the program (move or no longer qualify for Early Intervention services). Data are reported in three outcome areas:
- Social Emotional Skills
- Knowledge and Skills (includes early language and literacy)
- Actions to Meet Their Needs

Data reporting began in May 2008 starting with all children qualifying for Early Intervention services. The following chart shows the percentage and number of children in the program who narrowed or closed the developmental gap (compared to the developmental functioning of typical peers) from program entry to program exit in one of the outcome areas. Additional information on early intervention child outcome data can be located under Indicator 3 of Oregon's Annual Performance Report at: http://www.ode.state.or.us/wma/initiatives/idea/sppapr/aprc2010.pdf.
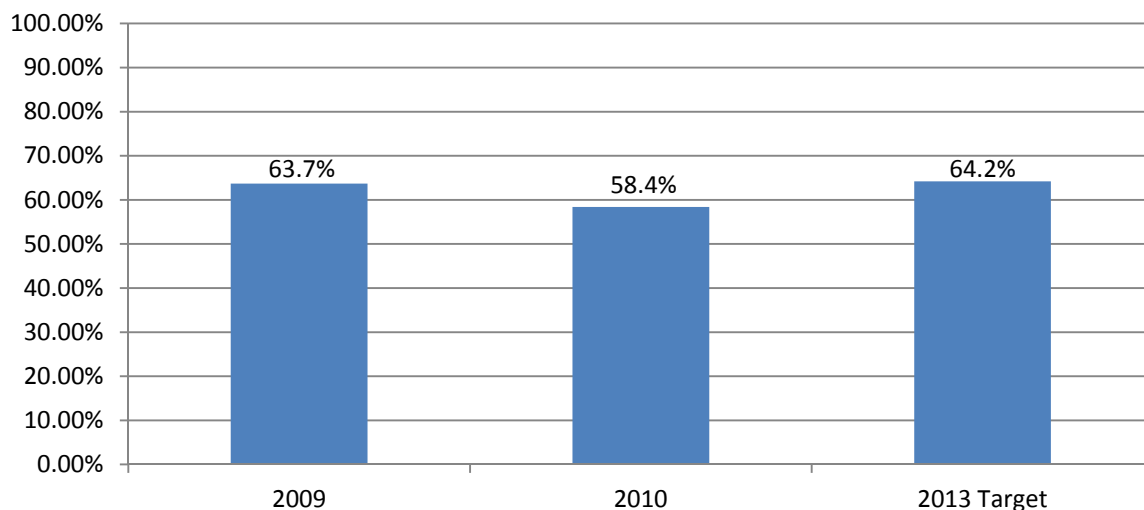
Outcome Area: Knowlege and Skills

Figure 1: Percentage of children who narrowed or closed the developmental gap by the time they exited the program.

ODE will be reporting two new Early Intervention/Early Childhood Special Education (EI/ECSE) Key Performance Measures in its Annual Performance Progress Report starting in summer 2012:
- KPM 20: Percentage of children who receive EI/ECSE services that meet service level standards
- KPM 21: Percentage of children who exit EI/ECSE programs functioning within age level expectations or having made substantial progress (defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs

Enabling Legislation/Authorization

- ✓ Federal law (Part C of IDEA – 20 USC Chapter 33) Early Intervention Program for Infants and Toddlers with Disabilities, Assistance to States for the Education of Children with Disabilities is a permissive program in which a state may or may not participate. If a state accepts federal funding it is obligated to meet all Part C requirements.
- ✓ ORS 343.475 establishes the Early Intervention program.

Funding Streams

Federal IDEA Part C funds (26%), Medicaid reimbursement funds (1%), and General Fund (73%)

Note: Oregon must meet Maintenance-of-Effort requirements with its General Fund to continue receiving federal funds.

Significant Proposed Changes from 2011-13

As the work of the Early Learning Council (ELC) proceeds, there may be different service models, targets and administrative focus.

Anticipated changes may have the ELC, rather than ODE, administering the program. This includes funding, annual reporting on the State Performance Plan, annual application for early intervention funding, implementing federal special education law (Part C regulations), and monitoring EI programs for compliance with state and federal regulations.

Update: The Governor's budget creates the Early Learning Division (ELD) within ODE and transfers the Early Learning Council, EI/ECSE and other programs to the ELD.

DEPARTMENT OF
OREGON EDUCATION

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Nancy Johnson-Dorn, 503-947-5703
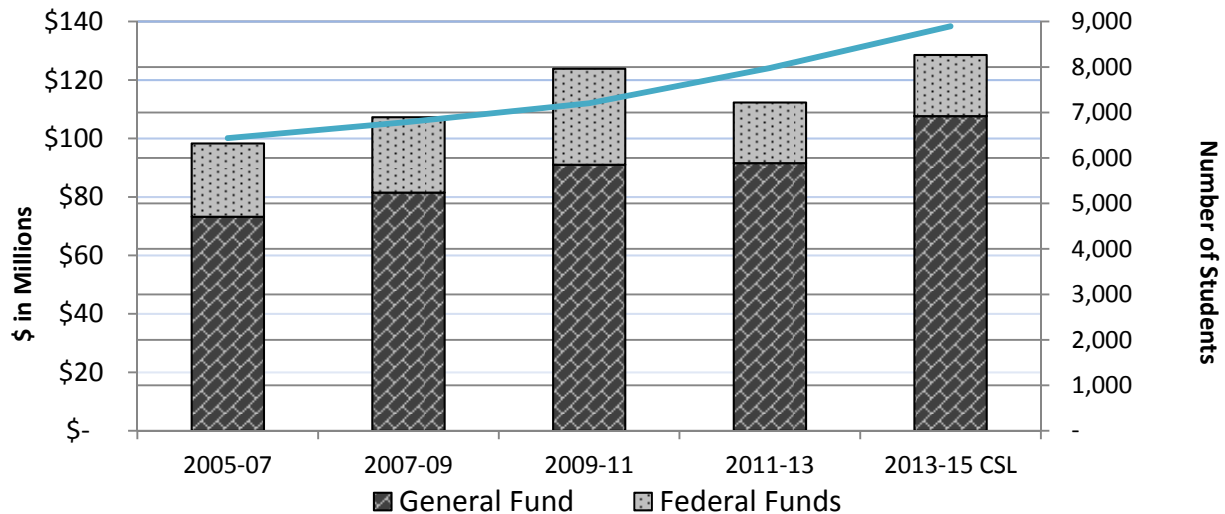
Executive Summary

Early Childhood Special Education (ECSE) is a federally mandated special education program for preschoolers, age three to kindergarten, with disabilities or developmental delays. Currently the state serves about 8,400 children through in these programs. Research shows early intervention can lessen the impact of the disability or delay on the child's future growth and development and success in school. Funding has not been able to keep up with the steady demand of service.

The program model is based on seamless Early Intervention (EI) and ECSE services to children with disabilities birth to kindergarten. ODE administers the ECSE program in conjunction with the EI program, providing administrative efficiencies while also aligning the two programs.

ECSE programs are required to report pre- and post-assessment data on preschoolers who have been in the program at least six months. The assessment is conducted at program entry and again when they exit the program (become eligible for kindergarten, move or no longer qualify for ECSE services). Data are reported in three outcome areas, listed in the following table. More information on these outcomes is included in the performance section of this bid.

Narrowing or Closing the Child Development Gap

Outcome Area	2009-11 (actual)	2011-13 Target	2013-15 Target	2015-17 Target	2017-19 Target	2019-21 Target

Social Relationships	80.2%	74.8%	74.8%	74.8%	74.8%	74.8%
Knowledge and Skills	54.3%	61.0%	61.0%	61.0%	61.0%	61.0%
Actions to Meet Needs	43.5%	45.3%	45.3%	45.3%	45.3%	45.3%

Note: This table represents baseline data from 2009-11 and targets for 2011 through 2021. Targets were set by stakeholders in fall 2009 and may be revised as additional data are collected and analyzed. The data show the percentage of children leaving ECSE services having narrowed or closed the developmental gap by the time they exited the program.

Description

ECSE services are designed to enhance the child's development in the areas of: physical development, cognitive development, communication development, social and emotional development and adaptive development. All children who qualify receive services.

Frequency of service delivery: Frequency of ECSE service is determined by each child's Individualized Family Service Plan (IFSP) team based on each child's unique special education and related service needs. Services can range from thirty minutes to 15+ hours a week. In recent years the service level for children in this program has been decreasing due to a funding model that has not kept pace with personnel costs. Data from fall 2010 show that service level has decreased by 43.4% from fall 2004. Further information about reasonable service levels that are beneficial to children with disabilities and the costs associated are described in the "Proposed Funding Model for Early Intervention/Early Childhood Special Education."[1]

Given the funding model (a per-case amount increased by caseload growth and inflation each biennium) and periodic General Fund reductions, over time program funding has not kept pace with costs. Over time the funding of the program has not kept pace with the costs. The number of children needing ECSE services continues to increase. Consequently, programs stretch staff to serve more children and provide services less frequently. The implication for young children with disabilities is they are continuing to get less service no matter how complex their disability.

Purpose of the program: ECSE services are designed to assist preschoolers with disabilities to improve developmental functioning. The purpose of the ECSE program is to:
- intervene as early as possible to lessen the impact of the disability for future growth and development;
- assist families in understanding their child's disability and the impact on learning;
- prepare the child for the next phase of their education; and
- reduce the need for future special education services.

Program delivery: Children receive services in a variety of settings, including child care, public preschool, Oregon Prekindergarten (OPK), special education preschools, home and community settings such as local libraries. The setting is determined by each child's specific special education needs.

Services are provided to children and their families by professionals and paraprofessionals including: ECSE teachers, teaching assistants, physical therapists, occupational therapists, speech/language

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[1] http://www.ode.state.or.us/gradelevel/prek/eiecse/proposedeiecsefunding-modelfinal.pdf

therapists, and specialty teachers. Service coordination (coordinating all services across agency lines) is an optional service that is provided by most ECSE programs.

The program is administered by ODE through contracts with nine Education Service Districts (ESDs) across the state to provide services in 35 local programs. It is a single system of Early Intervention and Early Childhood Special Education (EI/ECSE) services that minimizes transitions for families and creates efficiencies for program operation. The programs are monitored by ODE through the System Performance Review and Improvement system of accountability that focuses on procedural compliance identified through federal and state regulations and performance indicators identified by community stakeholders.

Partners necessary to guarantee success of the program: A major collaborator is Oregon PreKindergarten. Many children receiving ECSE services also receive services from OPK. The programs work together to provide complimentary services to these children. Other necessary partners include any and all private or public entities that provide services or supports to children and their families, including: child care providers, faith-based organizations, health and medical providers, and mental health providers.

Major cost drivers: The major cost drivers are the personnel costs to provide services to an increasing number of children and the increasing number of children requiring high-cost educational services (children with hearing impairment and autism).

Opportunities to improve performance through alternative delivery methods: The Governor's Early Learning Council is charged with increasing coordination and integration of early childhood services, including services to children with disabilities. It is expected that ECSE services to children with disabilities and their families will benefit from this work.

Justification and Link to 10-Year Outcome

There is a direct link between ECSE and the 10-Year overarching education outcome: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship. The most direct link is to Indicator 1: ready for school, which will be measured by the yet-to-be-determined Kindergarten Readiness Assessment.

In addition, there are direct links between this program and the strategies in the Oregon Education Policy Vision: 1) focusing on transition points between learning stages; 2) focusing on accelerating learning for those furthest behind; and 3) building a statewide longitudinal database. The program does these by providing federal and state General Fund dollars to local programs to provide direct ECSE services to children with disabilities. ECSE programs use evidence-based practices to support the unique needs of preschoolers with disabilities and provide focused support on children transitioning to kindergarten. The program also developed a database that is being linked to the statewide longitudinal database. Children receiving ECSE services are given Secure Student Identification Numbers (SSIDs) at program entry.

Performance

Currently 8,418 preschoolers are eligible and receiving ECSE services in the state. In April 2012, the growth rate of this population was calculated at 5.59% per year. In April 2013, an additional 470 children are anticipated to be in the program.

All ECSE programs in the state are required to report pre- and post-assessment data on preschoolers who have been in the program at least six months. The assessment is conducted at program entry and again when they exit the program (become eligible for kindergarten, move or no longer qualify for ECSE services). Data are reported in three outcome areas:
- Social Emotional Skills
- Knowledge and Skills (includes early language and literacy)
- Actions to Meet Their Needs

Data reporting began in May 2008 starting with all children qualifying for ECSE services. The following chart shows the percentage and number of children in the program that narrowed or closed the developmental gap (compared to the developmental functioning of typical peers) from program entry to program exit in one of the outcome areas. Additional information on ECSE child outcome data can be located under Indicator 7 of Oregon's Annual Performance Report at: http://www.ode.state.or.us/wma/initiatives/idea/sppapr/aprb2010.pdf.

Outcome Area: Knowledge and Skills
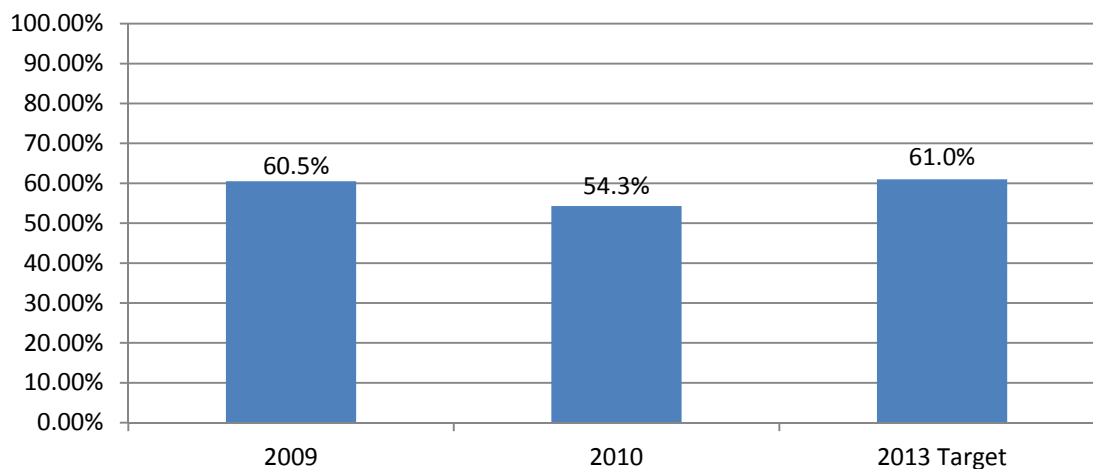
Figure 1: Percentage of children who narrowed or closed the developmental gap by the time they exited the program.

ODE will be reporting two new (EI/ECSE Key Performance Measures in its Annual Performance Progress Report starting in summer 2012:
- KPM 20: Percentage of children who receive EI/ECSE services that meet service level standards
- KPM 21: Percentage of children who exit EI/ECSE programs functioning within age level expectations or having made substantial progress (defined by ODE) in the outcome areas of positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs

Enabling Legislation/Authorization

Federal law (Part B of IDEA – 20 USC Chapter 33) Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities is a federally mandated program. All children eligible for the program must receive services.

Funding Streams

Federal IDEA Part B (17%), Medicaid reimbursement funds (1%), and General Fund (82%)

Note: Oregon must meet Maintenance of Effort requirements with its General Fund to continue receiving federal funds.

Significant Proposed Changes from 2011-13

As the work of the Early Learning Council (ELC) proceeds there may be different service models, targets and administrative focus.

Anticipated changes may have ECSE services transferring to the ELC with the federal requirements for the Individuals with Disabilities Education Act (IDEA) remaining with Oregon Department of Education. The ELC may recommend changes to services for these children. ODE will continue to report to the federal Office of Special Education Programs, including annual reporting on the State Performance Plan, annual application for special education funding, and monitoring ECSE programs for compliance with state and federal regulations.

Update: The Governor's budget creates the Early Learning Division (ELD) within ODE and transfers the Early Learning Council, EI/ECSE and other programs to the ELD.

OREGON **DEPARTMENT OF EDUCATION**

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Nancy Johnson-Dorn, 503-947-5703
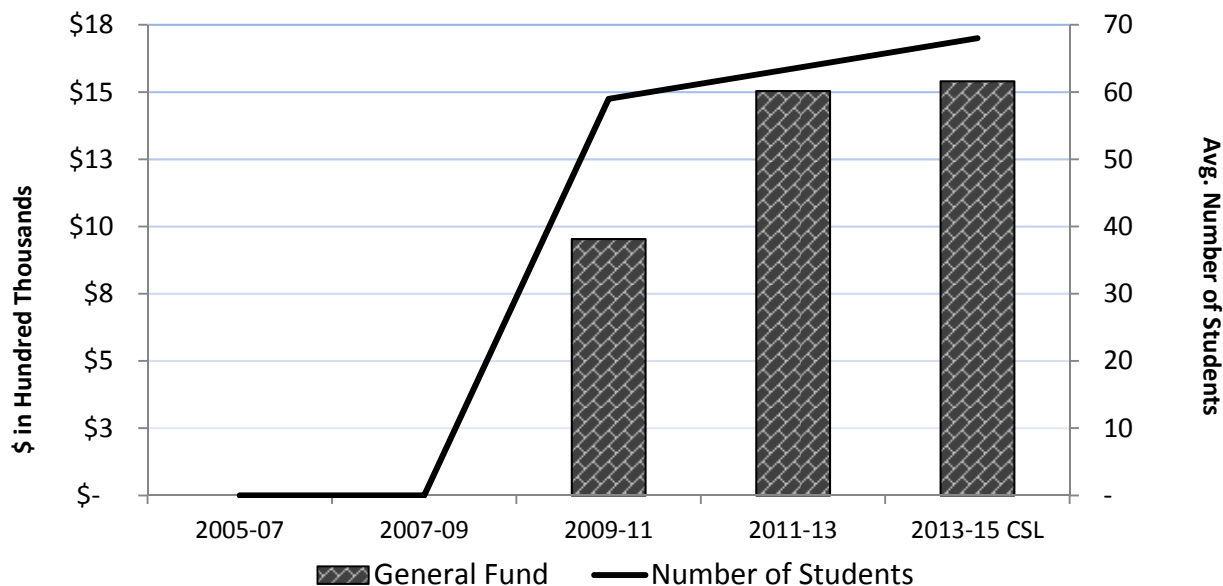
Executive Summary

The Oregon Early Head Start (EHS) program provides comprehensive services to children under age three and expectant mothers living at or below the federal poverty level. The services are a critical link for children to gain necessary skills to be successful in school; to assist families in understanding the needs of their children; and to encourage families to be involved in their child's education.

In Oregon more than 33,000 children are eligible for the services but, due to lack of funding, only about 6% were able to gain access to these services**.**

EHS programs report to federal Head Start and are not required to report to ODE. ODE does not have EHS performance data.

Description
Early Head Start was created by the federal government in 1994 to provide comprehensive child development services for infants, toddlers and expectant mothers who live in poverty. In 2010, the Oregon Legislature appropriated funds to ODE to support additional EHS enrollment slots in existing federally funded programs, following all federal Head Start Performance Standards. The state/federal partnership makes it possible for state EHS funds to be used to meet the 20% non-federal share (or "match") required of federally funded Early Head Start programs.

The programs provide services focused on the whole child, including early education addressing cognitive, developmental, and socio-emotional needs; medical and dental screenings and referrals; nutritional services; mental health services; parent involvement activities; and referrals to social

service providers for the entire family. In addition to children living at or below the federal poverty level, qualifying children include those in foster care, who are homeless, and have other risk factors (child abuse and neglect, domestic violence, drug and alcohol abuse, parental incarceration, and medical or mental health issues). At least 10% of the children in the program are children with disabilities who receive services from Early Intervention.

Currently, the state funds 59 enrollment slots through this program. Federal Head Start funds 1,645 child enrollment slots for a total of 1,704 enrollment slots.

Frequency of service delivery: Services are provided throughout the year for 48 to 52 weeks a year with combinations of home-visiting or classroom based activities. EHS service models are configured in different ways depending on the needs of each community and include the following:

Home-Visiting Model: EHS is required to provide weekly home visits to support child development and nurture the parent-child relationship. Twice per month, the program provides opportunities for parents and children to come together as a group for learning, discussion, and social activity. The EHS home-visiting model is one of the seven evidence-based home-visiting models selected for the federal Maternal Infant and Early Childhood Home Visiting program.

Center-Based Model: In this model, EHS is required to provide care and enrichment activities and services to children in an early care and education setting for up to 10 hours a day. Staff members also provide home visits to the family at least twice a year.

Purpose of the program: The purpose of the program is to:
- provide children with the skills necessary to be successful in school;
- assist families in understanding the needs of their children; and
- encourage families to be involved in their child's education.

Program delivery: Services are provided to children and their families by professionals and paraprofessionals including: EHS teachers, EHS home visitors, family educators, health coordinators, mental health consultants, and nutritionists. All children are screened for developmental, sensory and behavior concerns. Children and families are referred to and assisted with obtaining any needed health, dental and mental health services.

Partners necessary to guarantee success of the program: A major collaborator is Early Intervention. At least 10% of EHS enrollment slots are dedicated to children with disabilities. Most programs exceed that percentage. Programs are encouraged to partner with local agencies providing child care services to best meet the needs of enrolled families (*i.e.*, families needing full-day / full-year services or non-traditional child care schedules). They also work closely with programs that provide services to parents who are working, in job training, or in transition-to-work.

EHS programs are required to:
- establish ongoing collaborative relationships with community organizations such as health care providers, child care and other organizations/businesses that provide support and resources to families;
- have written plans for transitioning children to Head Start or other services once the child turns age three; and

- have formal working relationships with the U.S. Department of Agriculture's Child and Adult Food Program, Temporary Assistance to Needy Families Program, and Child Protective Services.

Major cost drivers: The major cost drivers are the personnel costs to provide services to these children and their families. A limited number of children and families that qualify receive services. Approximately 94% of children and families who qualify do not receive these services.

Opportunities to improve performance through alternative delivery methods: The Governor's Early Learning Council is charged with increasing coordination and integration of early childhood services, including services to children living in poverty. It is expected that the EHS program will be a part of this work.

Justification and Link to 10-Year Outcome

There is a direct link between Early Head Start and the 10-Year overarching education outcome: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship. While the program is linked to all of the indicators, the most direct link is to Indicator 1: ready for school, which will be measured by the yet-to-be-determined Kindergarten Readiness Assessment.

In addition there are links between this program and the strategies in the Oregon Education Policy Vision: 1) focusing on transition points between learning stages; 2) defining the core outcomes; and 3) aligning early learning standards and assessments. The program does this by:
- providing general fund dollars to local programs to provide comprehensive EHS services to children and expectant mothers living in poverty;
- assisting parents in becoming their children's advocate as they transition into community preschools, Head Start, or other child care settings; and
- performing screening to identify infants and toddlers who should be referred for evaluation for possible developmental, health, or sensory concerns.

Performance

The state funds 59 enrollment slots for an average of $12,523 per slot. Oregon currently serves (with state and federal funds) less than 6% of the families and children eligible for services.

Enabling Legislation/Authorization

- ✓ The program is not mandated by federal or state law.
- ✓ Funds were appropriated by the Oregon Legislature to support additional enrollment slots in existing federal EHS programs (see HB 5020 (2011)).

Funding Streams

General Fund: 100% for state funded enrollment slots

Significant Proposed Changes from 2011-13

As the work of the Early Learning Council proceeds, there may be different service models, targets and administrative focus. It is anticipated that EHS services supported by state funding will transfer to the Early Learning Council.

Update: The Governor's budget creates the Early Learning Division (ELD) within ODE and transfers the Early Learning Council, OPK and other programs to the ELD.

OREGON DEPARTMENT OF EDUCATION

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Nancy Johnson-Dorn, 503-947-5703
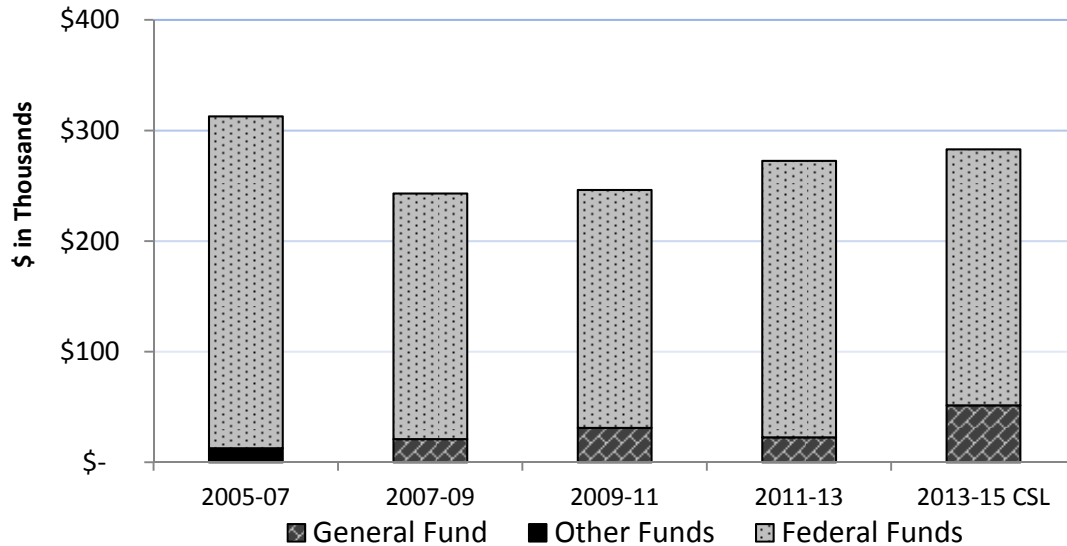
Executive Summary

Head Start Collaboration works across the state with 28 Head Start Prekindergarten and Early Head Start programs, one statewide Migrant/Seasonal Head Start/Early Head Start program, and five Tribal Head Start/Early Head Start programs. The Head Start Collaboration Officer is the liaison to the federal Office of Head Start and acts as a catalyst to enhance relationships among Head Start programs, childcare providers, state preschool programs, and public and private entities that provide a range of services to Head Start children, families and staff.

The program and position transfer to the Early Learning Council on October 1, 2012. The federal Office of Head Start provides $125,000 annually to fund this position and required travel. The State of Oregon is required to provide 20% match for the position.

Description

Description of the program and the clients it serves:
The Head Start State Collaboration Officer supports the development of multi-agency and public/private early childhood partnerships at the state level and ensures Head Start's participation in systems-integration strategies to benefit low-income children and their families. The program coordinates with 28 Head Start Prekindergarten and Early Head Start programs, one statewide Migrant/Seasonal Head Start/Early Head Start program, and five Tribal Head Start/Early Head Start programs.

Frequency of service delivery:

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The Head Start Collaboration Officer participates in early childhood systems development efforts as a member of state-level committees, boards, councils and work groups to ensure Head Start is included in State systems integration strategies. The officer works closely with the Oregon Head Start Association to ensure local Head Start program representatives are on relevant early childhood committees and reports at association meetings three times per year. The Head Start officer also provides information at Head Start director meetings two times a year.

Partners necessary to guarantee success of the program:
The primary partners are the Governor's Office, ODE, the federal Office of Head Start and the Oregon Head Start Association. Other partners, by priority area required in the Head Start Act, include the following:

Head Start Priority Area	Required Partner(s)
Head Start Transition and Alignment with K-12	ODE; Oregon Public School Districts
Professional Development	Oregon Center for Professional Development; Oregon University System
Unified Data System	ODE; Oregon Department of Human Services / Oregon Health Authority (DHS/OHA)
Tiered Quality Rating and Improvement System	Oregon Employment Department/Child Care Division; ODE
Health Care	DHS/OHA
Children Experiencing Homelessness	ODE; DHS/OHA
Child Welfare	DHS/OHA
Child Care	Oregon Employment Department/Child Care Division
Family Literacy Services	ODE
Children with Disabilities	ODE
Community Services	DHS/OHA

Major cost drivers:
The costs of this program are the salary, benefits, and travel for the Oregon Head Start Collaboration Officer placed at ODE. The federal Office of Head Start provides $125,000 annually to fund this position and required travel. The State of Oregon is required to provide 20% match for the position.

Opportunities to improve performance through alternative delivery methods:
The Governor's Early Learning Council is charged with increasing coordination and integration of early childhood services, including federal Head Start. It is expected that the Oregon Head Start Collaboration Office will be a part of this effort.

Justification and Link to 10-Year Outcome

There is a direct link between the work of the Head Start Collaboration Office and the 10-Year overarching education outcome: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship. The most direct link is to Indicator 1: ready for school, which will be measured by the yet-to-be-determined Kindergarten Readiness Assessment.

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In addition, there are direct links between Head Start Collaboration and the strategies in the Oregon Education Policy Vision: 1) focusing on transition points between learning stages; 2) implementing coordinated and aligned set of standards, assessments and validations; 3) aligning early learning standards and assessments with the Common Core State Standards; 4) establishing a quality rating and improvement system for early learning programs; and 5) ensuring health care and education service integration. This program does this by:

- working to align Head Start child outcome standards with the Common Core State Standards;
- participating in work to establish a quality rating and improvement system that includes Head Start program;
- participating in initiatives to provide or improve health care and dental services for children in Head Start; and
- working with Head Start programs to:
  o work with school districts to transition preschoolers to kindergarten;
  o develop, implement and track school readiness goals aligned with local and state school standards; and
  o track and analyze progress toward meeting school readiness goals.

Performance

The Head Start Collaboration Office is required to submit two reports per year to the Office of Head Start. The reports include a description of accomplishments in the required priority areas, needs assessment update, and collaboration with the Office of Head Start national and regional initiatives.

Enabling Legislation/Authorization

✓ The Head Start Collaboration Office is addressed in federal law. The Improving Head Start for School Readiness Act of 2007 (Public Law 110-134), Sec. 642B Head Start Collaboration; State Early Education and Care (42 U.S.C. 9837b)(2)(A) is a permissive program for which a state may request funding.
✓ If the state accepts federal funding for the Office it is obligated to meet all requirements in the federal law.

Funding Streams

Federal Office of Head Start: $125,000 annually
State: 20% non-federal contribution (currently $31,250 annually)

Significant Proposed Changes from 2011-13

This position will transfer to the Early Learning Council on October 1, 2012. The Early Learning Council may determine changes related to this position while also meeting requirements of the federal Office of Head Start.

Update: The Governor's budget creates the Early Learning Division (ELD) within ODE and transfers the Early Learning Council, OPK and other programs to the ELD.

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OREGON DEPARTMENT OF EDUCATION

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Nancy Johnson-Dorn, 503-947-5703

Executive Summary[1]

The Early Childhood Unit (ECU) comprises staff in four overlapping programs that serve more than 20,000 Oregonians. Clients range from expectant mothers, families with young children, children with special needs and children living at or below poverty across the state. Programs provide services that help build a foundation for healthier kids, families and prepare children ready to learn as they enter school.

1. Oregon PreKindergarten (OPK): a comprehensive preschool program for children living at or below the federal poverty level;
2. Early Head Start (EHS): a comprehensive program of services for children under age three and expectant mothers living at or below poverty level;
3. Early Intervention/Early Childhood Special Education (EI/ECSE): a program of special education services for infants, toddlers and preschoolers with disabilities and their families; and
4. Head Start Collaboration: a service that supports the development of multi-agency and public/private early childhood partnerships at the state level and ensures Head Start's participation in systems-integration strategies to benefit low-income children and their families.

Funding

Funding comprises:
1. General Funds for OPK office operations to support staff for administering, supporting and monitoring twenty-eight OPK programs. In addition, it reflects continued work on the Kindergarten Readiness Assessment, participation in the development of Oregon's Tiered Quality Rating Improvement System (TQRIS), and program budgeting and fiscal support of the state Early Head Start dollars (no administrative dollars have been allocated for this program).
2. General funds for Maintenance of Effort (MOE) in the EI/ECSE operations budget (the balance of this budget is all federal funds) to continue administering, supporting and monitoring EI/ECSE programs. This includes annual reporting on Oregon's State Performance Plans (one for EI, the other for ages 3 to 21) to the federal Office of Special Education Programs (OSEP), annual applications for early intervention and special education funds, implementing federal and state laws governing early intervention and special education, and monitoring EI and ECSE programs for compliance with state and federal regulations. In addition, all staff will continue participating on state initiatives to include infants, toddlers and preschoolers with disabilities.
3. General funds are **not** requested to continue support of the Head Start Collaboration project. This position transfers to the Early Learning Council on October 1, 2012.

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[1] The Early Childhood Unit coordinates, integrates and monitors a series of early intervention services described in other proposals. The costs for this unit are included in those proposals. This narrative is intended to provide additional information for the reader on the ECU.

Description

The Early Childhood Unit works together to provide program development, data support, technical assistance, fiscal support and oversight/monitoring to all of its programs. Staff often works interchangeably across program areas depending upon the work and relevance to their primary work assignment. Examples of personnel working across programs or work that is addressed jointly include:

1. One staff person is the assigned contact for OPK and EI/ECSE programs in one geographic area of the state.
2. A staff person with a primary assignment to OPK worked with a staff assigned to EI/ECSE to develop and provide professional development in Positive Behavioral Interventions and Supports to teams of OPK and EI/ECSE providers to better support children in their classrooms, including children with disabilities.
3. The staff person assigned to the Kindergarten Readiness Assessment represents all children, including children with disabilities in her role with the assessment.
4. Staff assignment to state committees includes the expectation that EI/ECSE and OPK are represented. Some of these assignments include the Common Core State Standards Stewardship Committee, the Child and Adult Care Food Program, and the Home Visiting Grant Steering Committee.
5. The Unit's director holds joint meetings with OPK grantees and EI/ECSE contractors to address commonalities in the programs.
6. A joint data system (PreK Data) was developed to generate Secure Student Identification numbers for children receiving OPK and EI/ECSE services. This system is a precursor to including early childhood in the State Longitudinal Data Base through Project ALDER (Advancing Longitudinal Data for Educational Reform).
7. The EI/ECSE program is designed, operated and monitored as a single system addressing federal requirements through single applications. These include:
   ➢ Procedural Compliance Review: EI/ECSE programs complete individual child file reviews and submit the data to ODE. Data are collected on a specified number of child files and are evenly split between EI and ECSE.
   ➢ Program Performance Determination: All programs receive an annual written notification of their determination status – based on compliance with EI (Part C of the Individuals with Disabilities Education Act [IDEA]) and ECSE (Part B of IDEA). Parents with children in the program also receive one EI/ECSE report card containing program compliance and performance results.
   ➢ Annual Reporting to the federal Office of Special Education Programs: The State Performance Plan and the Annual Performance Report are required annual documents. The EI document includes 14 indicators and the ECSE document includes 12 indicators that are directly related to preschool age children.
   ➢ The programs use a through single web-based application (ecweb) that was developed specifically for the program to report data to ODE.

Partners necessary to guarantee success of the program:
The primary partners are the Governor's Office, the federal Office of Head Start and the Oregon Head Start Association, the federal Office of Special Education Programs, and the Oregon Employment Department's Child Care Division.

Major cost drivers:
The cost drivers for this program are the increasing or changing federal and state regulations and data reporting requirements.

Opportunities to improve performance through alternative delivery methods:
The Governor's Early Learning Council is charged with increasing coordination and integration of early childhood services. It is expected that the Early Childhood Unit will be a part of this effort.

Justification and Link to 10-Year Outcome

There is a direct link between the work of the Early Childhood Education Unit and the 10-Year overarching education outcome: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship. While the Unit is linked to all of the indicators, the most direct is to Indicator 1: ready for school, which will be measured by the yet-to-be-determined Kindergarten Readiness Assessment.

In addition, there are direct links between the Unit and strategies in the Oregon Education Policy Vision: 1) focusing on transition points between learning stages; 2) defining the core outcomes; 3) aligning early learning standards and assessments with the Common Core State Standards; and 5) ensuring health care and education service integration. It does this by:
- providing General Fund dollars to local programs to provide services to children and families living in poverty and children with disabilities and their families;
- initiating work to align OPK child outcome standards with the Common Core State Standards; and
- requiring programs to:
  o work with school districts to transition preschoolers to kindergarten;
  o develop, implement and track school readiness goals aligned with local and state school standards; and
  o track and analyze progress toward meeting school readiness goals.

Enabling Legislation/Authorization

See the bids for Early Head Start, Early Intervention, Early Childhood Special Education, Oregon PreKindergarten and Head Start Collaboration.

Funding Streams

See the bids for Early Head Start, Early Intervention, Early Childhood Special Education, Oregon PreKindergarten and Head Start Collaboration. Note:

- ✓ OPK personnel are funded through General Fund; one staff receives partial funding from Part B of IDEA.
- ✓ EI/ECSE personnel are funded through Part C of IDEA, Part B of IDEA, and General Fund Maintenance-of-Effort.
- ✓ Early Head Start has no funding stream for program administration.

Significant Proposed Changes from 2011-13

It is anticipated that administration of OPK, EHS and EI programs will transfer to the Early Learning Council. The Early Learning Council may propose changes to the administration, oversight and funding models of these programs.

The federal requirements for the IDEA will remain with ODE. ODE will continue to report to the federal Office of Special Education Programs, including annual reporting on the State Performance Plan, annual application for special education funding, and monitoring ECSE programs for compliance with state and federal regulations

Currently, ODE administers the EI program in conjunction with the ECSE program, providing administrative efficiencies while also aligning the two programs. Anticipated changes will have the Early Learning Council administering the program including annual reporting on the State Performance Plan, annual application for early intervention funding, implementing federal IDEA, Part C regulations and monitoring EI programs for compliance with state and federal regulations.

OREGON **DEPARTMENT OF EDUCATION**

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Steve Smith, 503-947-5711
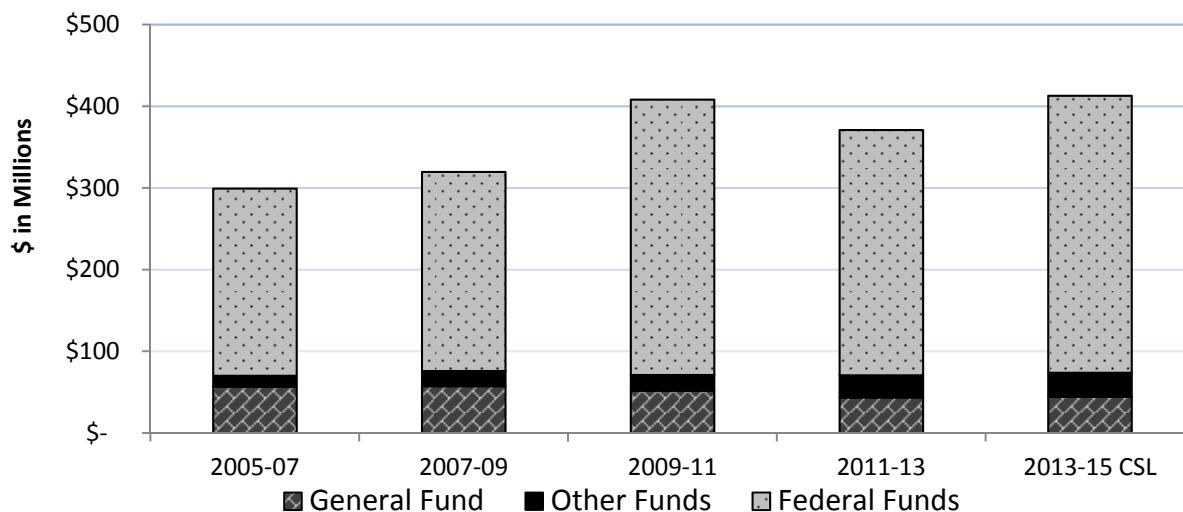
Executive Summary

ODE and districts have an obligation to ensure students with disabilities receive a free, appropriate public education in the least restrictive environment. Special education is a broad spectrum of programs and services offered by districts and the state for the education of students with disabilities. Without programs and services, students with disabilities will not be able to meet the 40-40-20 goal and will continue to have achievement gaps when compared to their non-disabled peers.

Description

Special education programs and services support tens of thousands of Oregon's children who have one or more disabilities as defined by the Individuals with Disabilities Education Act (IDEA). Approximately 74,452 - or 13.3% - of Oregon's children (K-21) have one or more IDEA-defined disabilities, an increase of 2.2% from 2008-2009 (see table at the end of this section). Programs and services for these children include the following:

District programs and services comprise the largest area of special education. Districts are primarily responsible for meeting the individual educational needs of resident students with disabilities. District obligations for special education include finding, evaluating, and identifying eligible students; developing and implementing Individualized Education Programs (IEPs); determining the least restrictive environment for the student; and complying with numerous fiscal, data, and legal requirements established in federal regulation.

Eight regional contractors work in collaboration with local school districts and education service districts to provide specialized educational support for children, birth-to-21, with *low-incidence disabilities*. These students have unique and challenging disabilities that in most cases school districts

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are not equipped to address without specialized help. More than 10,000 students are served annually. (2011-13 spending: avg. $7,000 per student)

The Blind and Visually Impaired (BVI) Student Fund was established upon closure of the Oregon School for the Blind in 2009 to improve educational services to approximately 860 students throughout the state who are blind or visually impaired. In addition to school districts and education service districts (ESDs), ODE works in collaboration with the Commission for the Blind, Northwest Association for Blind Athletes, National Federation of the Blind in Oregon, and the Washington State School for the Blind. (2011-13 spending: avg. $2,700 per student)

The Long Term Care & Treatment education program provides education to approximately 2,000 students annually who have been placed by other state agencies, school districts or their parents in day and residential treatment facilities. Collaborations exist with local school districts, ESDs, other state agencies and treatment facilities across the state. ODE contracts with local school districts or ESDs to provide the services. (2011-13 spending: avg. $15,000 per student)

The Hospital education program collaborates with ESDs and local hospital authorities to provide instruction (via contract with districts or ESDs) to students while they are hospitalized for medical reasons. Approximately 80 students are served annually. (2011-13 spending: avg. $2,100 per student)

Students supported by these programs have one or more of the following disabilities:

Disability	2011-12	2010-11	2009-10	2008-09	% Change from 2008 to 2011
Autism	7,947	7,719	7,324	6,890	15.34%
Deaf/Blindness	13	10	9	15	-13.33%
Emotional Disturbance	4,605	4,670	4,689	4,702	-2.06%
Hearing Impairment	853	874	879	865	-1.39%
Intellectual Disability*	3,877	3,968	4,052	4,067	-4.67%
Other Health Impairment	10,486	10,060	9,578	9,285	12.93%
Orthopedic Impairment	790	767	776	797	-0.88%
Specific Learning Disability	27,086	27,284	27,659	27,662	-2.08%
Speech/Language Impairment	18,191	18,142	17,865	17,932	1.44%
Traumatic Brain Injury	274	272	287	281	-2.49%
Visual Impairment	330	333	331	342	-3.51%
Oregon K-21 Special Ed Total	74,452	74,099	73,449	72,838	2.22%
Total Oregon Oct 1 Enrollment	560,951	561,331	561,698	564,064	-0.55%
% of Total Enrollment that are Sp Ed	13.27%	13.20%	13.08%	12.91%	

Disability changed in 2011 from Mental Retardation to Intellectual Disability.

The Oregon Department of Education, in addition to the programs described above, serves special education stakeholders in a number of critical areas that can be grouped into services and supports. Services provided by ODE include grants and technical assistance[1], professional development, and

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[1] Effective Behavioral & Instructional Support Systems (EBISS), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), Scaling Up, Speech/Language Pathologist (SLP) Scholarships (http://www.ode.state.or.us/search/page/?id=2901)

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dispute resolution options for districts and parents of students with disabilities. Supports include ODE's comprehensive special education monitoring and improvement system, extended assessments, diploma options and secondary transition, special education report cards, data analysis and reporting, and fiscal guidance/grant management.
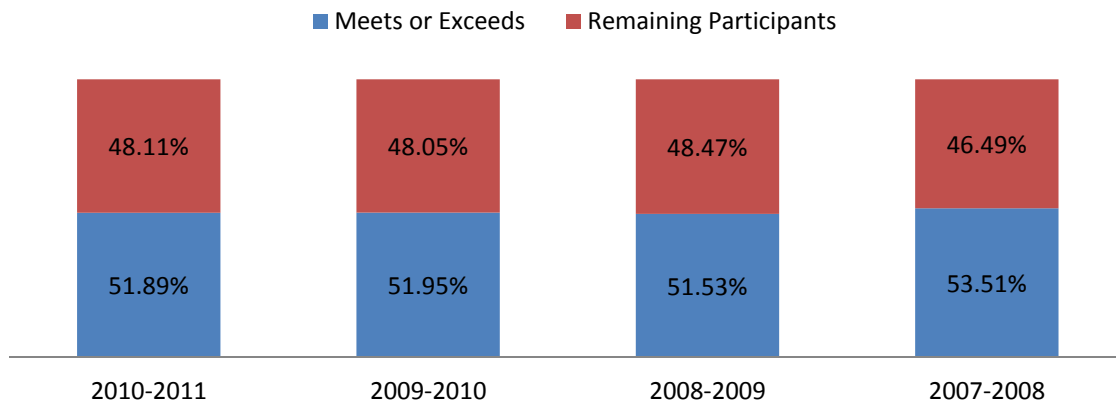
Justification and Link to 10-Year Outcome

There is a direct link between each of these programs and the 10-Year overarching education outcome: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship. To gauge progress toward this outcome, the following indicators and measures are utilized: ready to apply math & reading skills (#2) and ready for college and career training (#4).

In addition to the links to the indicators and their related measures, there are also direct links between this program area and the strategies in the Education Strategy Map. These programs invest in evidence-based programs and practices that improve student outcomes by utilizing evidence-based practices[2] to support the unique needs of the student populations they serve to increase the opportunity for student success and to close any achievement gaps that exist. Special Education is also tied to the outcome of creating a coordinated public education system due to the focus on transition points between learning stages and aligned standards and assessments. The Special Education program area also ties to the outcome of building system-wide standards, guidance and support through the dissemination of best practices, accountability and reporting for the Special Education subgroup, support for continuous improvement and intervention, and removing barriers and reducing mandates.[3]

Performance

Students with Disabilities in 3rd Grade Taking Reading & Literacy Assessments

■ Meets or Exceeds ■ Remaining Participants

	2010-2011	2009-2010	2008-2009	2007-2008
Remaining Participants	48.11%	48.05%	48.47%	46.49%
Meets or Exceeds	51.89%	51.95%	51.53%	53.51%

(Due to the limit on the length of this document, additional metrics are listed on the accompanying spreadsheet.)

District program performance is multi-faceted and primarily communicated to districts and the public through the district *Special Education Report Cards*. The annual report cards are available on the

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[2] EBISS, RTI, and Regional Autism Training Sites (http://www.ode.state.or.us/search/page/?id=2901)
[3] Special Education Design Lab (http://www.ode.state.or.us/offices/slp/speddesignlab.pdf)

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ODE website.[4] Information in the report cards include information on state assessment results, graduation rates, dropout rates, post-school outcomes, secondary transition goals, services in the least restrictive environment, disproportionate representation, discipline, timely evaluations, and parent satisfaction. All measures include a comparison to state targets established in Oregon's State Performance Plan (SPP) located on the department's website.[5]

ODE's performance for Special Education is determined annually by the U.S. Department of Education's Office of Special Education Programs (OSEP). OSEP's determinations are primarily based on Oregon's performance on the Annual Performance Report (APR), which is located on the ODE website.[6] The APR contains 20 indicators of performance and compliance with targets currently set through 2012-13. ODE has received a determination of "Meets Requirements" for four of the past five years.

The SLP scholarship program has provided scholarships to 71 Oregon educators working in 33 school districts. All 71 scholarship recipients have signed agreements to continue working in Oregon schools for a minimum of two years after completing their education programs. Currently, ODE is in the process of awarding scholarships to an additional 25 recipients, raising the totals to 96 scholarship recipients in 42 school districts. Additionally, approximately 25 candidates for Cohort V are investigating or are already enrolled in pre-requisite coursework in preparation for the start-up of Cohort V in February 2014. This scholarship program is addressing a critical need for qualified Speech Language Pathologists across the state. According to data reported by school districts and ESDs, there were 735.52 FTE Speech Language Pathologists employed or contracted during 2010-11. Of those, 45.82 were not fully certified. This data does not include any unfilled vacancies that may exist.

Enabling Legislation/Authorization

- ✓ Federal law (IDEA – 20 USC Chapter 33) requires the provision of a free, appropriate public education to children with disabilities from birth to age 21 if the state accepts funds under IDEA.
- ✓ ORS chapter 343 requires the provision of special education, early childhood special education and early intervention services to children who are birth to age 21.
- ✓ ORS 327.013 specifies the K-12 funding formula and addresses funding for the provision of special education by school districts.
- ✓ ORS 327.008 and 327.348 establishes the High Cost Disability Fund.
- ✓ ORS 343.236 requires the provision of regional programs.
- ✓ ORS 343.247, 343.261 and 343.961 establishes the LTCT and Hospital Programs.
- ✓ ORS 346.315 establishes the Blind and Visually Impaired Student Fund.

Funding Streams

- ✓ Districts receive funds for special education primarily from the State School Fund (including 2nd weights up to 11% of ADMr, additional amounts above the 11% cap, and the High Cost Disability Fund) and federal IDEA funds.
- ✓ Regional programs receive funds from ODE (General Fund, federal IDEA grants, and a small amount of state-level IDEA discretionary funds) and federal IDEA funds from school districts.
- ✓ BVI program funding is 100% General Fund.

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[4] http://www.ode.state.or.us/data/reportcard/sped/default.aspx?Type=D&Language=E
[5] http://www.ode.state.or.us/search/page/?=1813
[6] http://www.ode.state.or.us/search/page/?=1813

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- ✓ LTCT and Hospital education programs are a mix of General Fund, State School Fund transfers, and federal funds (IDEA and Title I-D, respectively).
- ✓ The SLP scholarship program is funded with a combination of General Fund and federal IDEA funds.
- ✓ ODE state-level operations receive funding from General Fund, federal IDEA funds, and other federal discretionary grant funds.

It is critical to note that the State must maintain the same (or greater) level of state financial support for special education from one year to the next or it risks a permanent reduction (in the amount of the shortfall) in federal funds. This requirement is commonly referred to as State Maintenance-of-Effort.

Significant Proposed Changes from 2011-13

With the federal Office of Special Education Programs claiming a forthcoming immediate shift from compliance to performance measures, there may be a shift in the way ODE utilizes federal discretionary funds. This will need to be determined after OSEP reveals their new monitoring system.

With the approval of Oregon's ESEA waiver, there may be a shift in the way discretionary funds are focused. It remains unclear how the SMARTER Balanced assessments will impact federal funds for states, including IDEA funds.
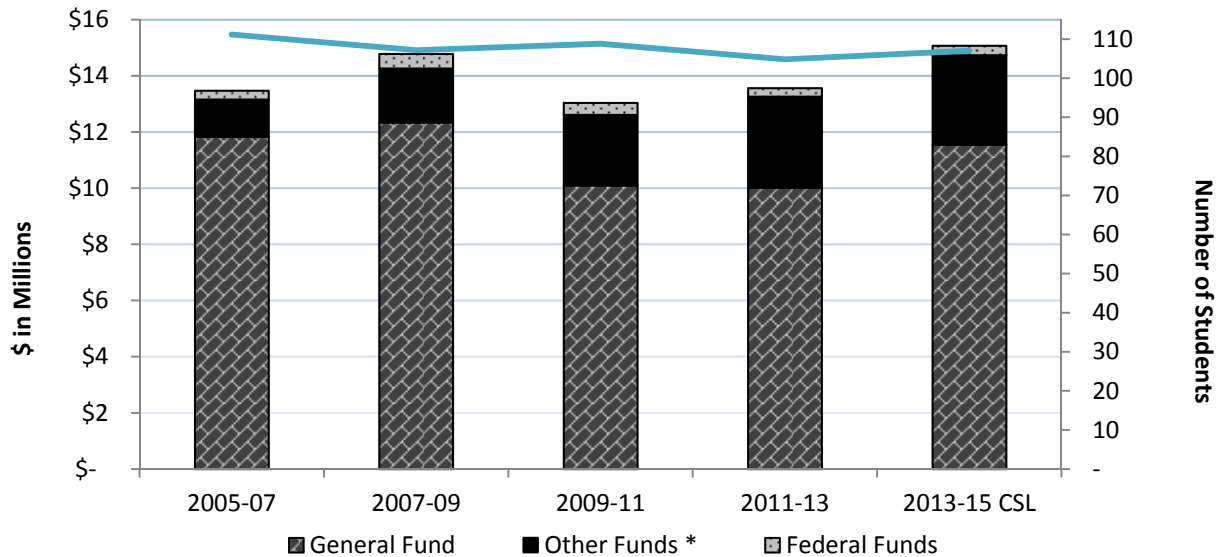
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Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Patti Togioka, 503-378-3842

Legend: General Fund, Other Funds *, Federal Funds

* OF (black) includes one-time funds from the OSB property sales proceeds dedicated to deferred maintenance needs.
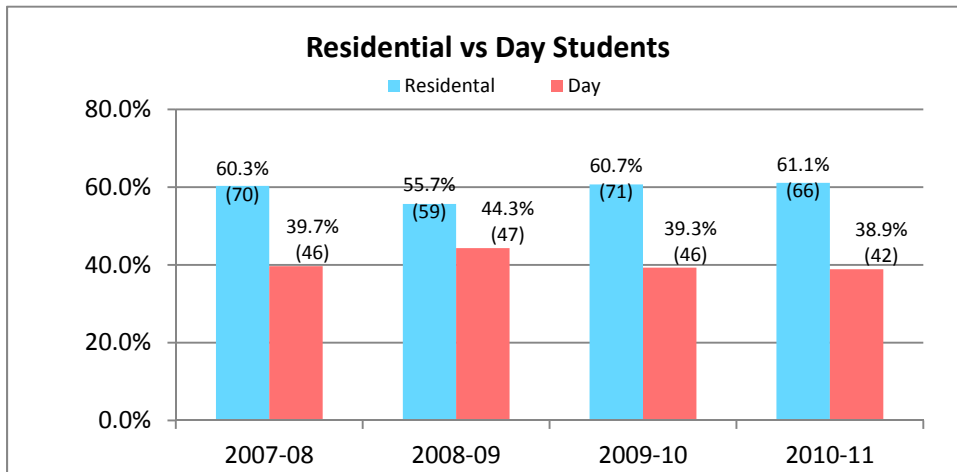
Executive Summary

The Oregon School for the Deaf (OSD) provides a unique, ODE-operated comprehensive school (residential and day program) for students ages 5-21 who are deaf and hard of hearing (DHH). OSD also serves as the statewide resource for school districts and education service districts (ESDs) regarding instruction for DHH students. The program serves students from throughout the state on a 52-acre campus located in Salem and meets the following education indicators: ready to apply math and reading skills (#2); on track to earn a diploma (#3); and ready for college and career training (#4).

Description

OSD is a residential/day school offering academic programs with the same subjects as public schools. In addition to the academic program, OSD provides instruction in living skills and academic enrichment in its residence halls, athletics, book and activity clubs and leadership training. Throughout all aspects of the program, there is a strong emphasis on bilingual, visual/auditory methodology (American Sign Language/English) for literacy, written language development, communication, visual arts, deaf culture, speech, speech reading and auditory training. High school students pursue any of the state approved diploma options and include college readiness, career preparation, onsite Vocational Rehabilitation counseling and work experience. State curriculum standards are addressed at all age levels. Each student has an Individualized Education Program (IEP) as required under the federal Individuals with Disabilities Education Act (IDEA). All students receive specially designed instruction in areas identified on the IEP within small group settings.

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Below is a chart with historical student counts for the last four complete school years. Because Oregon is a large rural state, the majority of students come from a distance to attend OSD. This necessitates dormitories to house students during the week to access their IEP required educations.

Residential vs Day Students

Bar chart showing Residential vs Day Students percentages:
- 2007-08: Residential 60.3% (70), Day 39.7% (46)
- 2008-09: Residential 55.7% (59), Day 44.3% (47)
- 2009-10: Residential 60.7% (71), Day 39.3% (46)
- 2010-11: Residential 61.1% (66), Day 38.9% (42)

Main cost drivers include staffing costs and the residential component of the school. A number of buildings need upgrades and/or replacement of key components such as roofs and windows.

Justification and Link to 10-Year Outcome

Of the DHH students in Oregon, approximately 13% have a hearing loss severe enough to require specialized instruction. (The federal IDEA requires that each DHH student's individual need for direct communication be addressed in the IEP.) These students require an environment where they can directly engage with instructors, peers, and deaf adult models to prepare them for lifelong learning, rewarding work and engaged citizenship. Targeted instruction includes task analyzed step-by-step visual methods, specialized vocabulary and comprehension strategies, direct instruction by certified teachers of the deaf using sign language and/or speech, as well as curricula, materials and instructional techniques adapted to the unique brain development of DHH learners. (Research by Bellugi, Marschark and others). The Oregon School for the Deaf is the only school for the deaf in the U.S. that fully carries out the entire Positive Behavioral Interventions and Supports program (PBIS). This is the number one research-based school behavior system in the U.S. Programs for the deaf have visited or called OSD for help in setting up PBIS systems and OSD was invited to speak to the International Congress of the Deaf on PBIS. During its recent accreditation by the Conference of Educational Administrators of Schools and Programs for the Deaf, OSD received full unconditional accreditation and has been asked to share its information with other programs for the deaf. OSD also received full accreditation by the Northwest Accreditation Commission for its K-12 grade program.
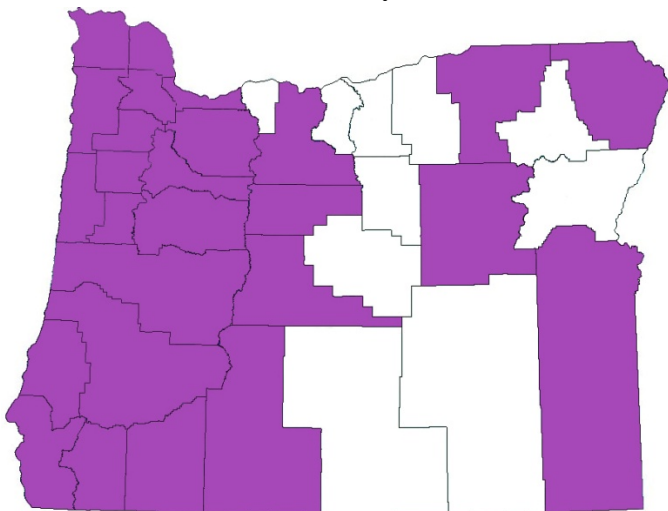
OSD carries out the Free Appropriate Public Education (FAPE) for children and youth who are DHH as required under IDEA. OSD also acts as a state-wide resource for training, consultation and evaluation as requested by school districts and regional program staff. Short-term technical and educational placements are available to school districts and

regional programs to complete specialized evaluation and instruction.

Students receiving modified diplomas or certificates from their districts or OSD attend the Adult Transition Program (ATP) (as required under IDEA). ATP teaches independent living skills and transitions students to community college, work, or further vocational training.

Counties served the past 5 years

Performance

OSD's performance is related to the following three education indicators and respective measures:

INDICATOR 2: Ready to apply math and reading skills
MEASURE: OAKS Math & Reading at 3rd grade
OSD GOALS:
1. Increase OSD's cohort average scores by 3+ RIT points for 3rd through 8th grade students taking the NWEA in Math and Reading. (Due to enrollment/student numbers, using only 3rd grade scores will not be statistically significant. Because OAKS scores go to each individual school district, OSD gives the NWEA assessment based on Oregon standards yearly to measure growth.)
2. At least 70% of OSD students will continue to take the regular OAKS assessments (45% of OSD students are multi-disabled).

INDICATOR 3: On track to earn a diploma
MEASURE: 6th grade not chronically absent; 9th grade on track
OSD GOALS:
1. Increase attendance rate from 92.9% to 95%.
2. Maintain a drop-out rate of 1% or less.
3. Maintain an expulsion rate of 1% or less.

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K-21 Program Stats

- Absentee Rate
- Explusion Rate
- Drop-out Rate

	2007-08	2008-09	2009-10	2010-11
Absentee Rate	6.2%	6.7%	7.5%	7.1%
Explusion Rate	0.9% (1)	0.9% (1)	0.0%	0.0%
Drop-out Rate	0.0%	0.9% (1)	0.0%	0.9% (1)
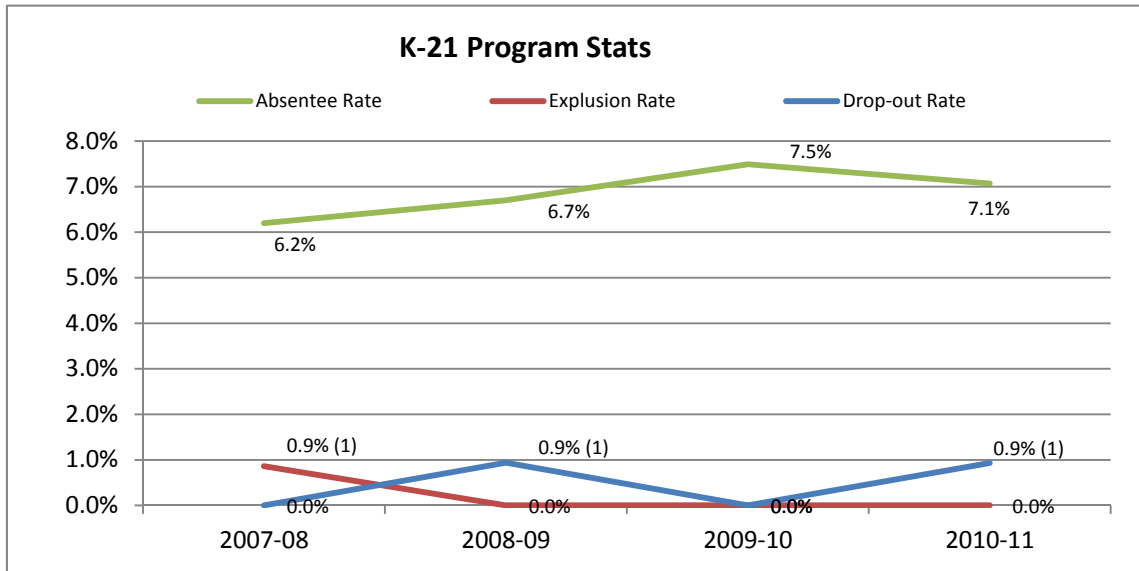
INDICATOR 4: Ready for college and career training
MEASURES: Oregon Diploma; credit earned in high school; college enrollment
OSD GOALS:
1. Maintain percentages of regular plus modified diplomas upon implementation of new diploma requirements.
2. Maintain 100% completion of regular or modified diplomas for students whose IEPs indicate their ability to complete all required credits and assessments.
3. At least 90% of OSD graduates attend educational programs the following year.

OSD Graduates

- Regular Diploma
- Modified Diploma
- Certificate of Completion

	2007-08	2008-09	2009-10	2010-11
Certificate of Completion	23.1% (3)	52.9% (9)	15.4% (2)	21.4% (3)
Modified Diploma	23.1% (3)		30.8% (4)	35.7% (5)
Regular Diploma	53.8% (7)	47.1% (8)	53.8% (7)	42.9% (6)

Outcomes of OSD Graduates at Time of Graduation

- College-Bound
- Transition Program
- Employment
- Unknown

	2007-08	2008-09	2009-10	2010-11
Unknown	7.7% (1)	17.6% (3)		
Employment	7.7% (1)	11.8% (2)	7.7% (1)	14.3% (2)
Transition Program	30.8% (4)	35.3% (6)	38.5% (5)	42.9% (6)
College-Bound	53.8% (7)	35.3% (6)	53.8% (7)	42.9% (6)

OSD utilizes Oregon/Common Core State Standards, tests students on OAKS and employs best practices by triangulating student data using computerized and sign-mediated assessments in all required areas. OSD employs the school improvement practices found in other public schools in Oregon as well as research-based strategies in deaf education. These include Structured Linguistic

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Analysis, Fairview Curriculum, Visual Phonics, ASL/English Bilingual Research, specially-designed visual materials, and Speech Intelligibility techniques unique to DHH.

Enabling Legislation/Authorization

- ✓ Federal law (IDEA – 20 USC Chapter 33) requires the provision of a free, appropriate public education to children with disabilities from birth to age 21 if the state accepts funds under IDEA.
- ✓ ORS chapter 343 requires the provision of special education, early childhood special education and early intervention services to children birth to age 21.
- ✓ All children at OSD qualify for required educational services under both IDEA & ORS 343.
- ✓ ORS 346.010 to 346.092 specifies the establishment of a school for children who are deaf in Marion County.

Funding Streams

The budget for Oregon School for the Deaf includes General Fund (primary source), Other Funds and Federal Funds. Other funds include a transfer from the State School Fund (based on a double-weighting of the number of students), leasing of space at the campus, reimbursements from districts for certain services to students, minor grants, and miscellaneous receipts. Federal Funds include IDEA funding and reimbursement from the U.S. Department of Agriculture for nutrition programs.

Significant Proposed Changes from 2011-13

This request includes funds to educate students from 5 - 21 years of age, house students who live too far away to be transported daily, provide utilities, maintain facilities, and purchase educational materials/programs and related services.

The 2011-13 legislatively adopted budget removed the cost of three maintenance staff from General Fund support and funded them with the proceeds from the sale of the Oregon School for the Blind property. Because these proceeds are earmarked for deferred maintenance, if the maintenance payroll continues to come out of this fund, the money needed for deferred maintenance projects will quickly diminish.
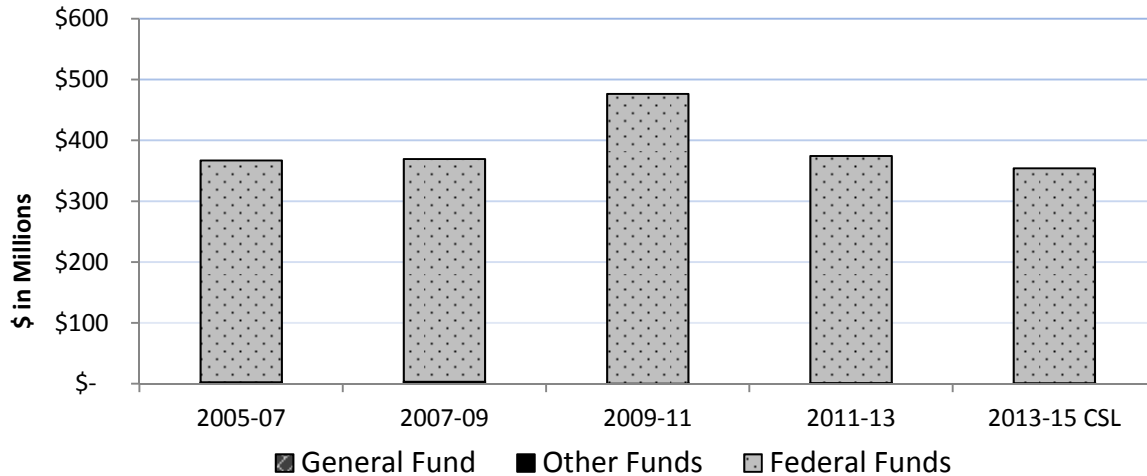
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OREGON DEPARTMENT OF EDUCATION

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Tryna Luton, 503-947-5922; Susan Inman, 503-947-5685

Chart: $ in Millions. Categories: 2005-07, 2007-09, 2009-11, 2011-13, 2013-15 CSL. Legend: General Fund, Other Funds, Federal Funds.

Executive Summary

The main goal of the compensatory education program is to improve and enhance the programs and services funded under the regular education program for educationally disadvantaged students by implementing best practices that will support learning for all children and eliminate the achievement gap between student subgroups.

Compensatory education programs, which include federally-funded Title programs, provide supports to under-served populations through the implementation of evidence-based best-practices, support for continuous improvement and innovation, and accountability for outcomes.

Funding provides support to eligible entities served by the federal compensatory programs designed to meet established goals and results in student growth and achievement outcomes.

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To achieve the goals set forth in this proposal, there are multiple programs and strategies planned for implementation:

1. School improvement is the primary focus of this funding proposal. To achieve the expected outcomes set by the legislature and Governor's initiatives, schools falling in focus and priority status relating to failure to meet necessary academic achievement and growth goals will need to be provided with significant interventions, training and accountability supports. Additionally, programs failing to meet Annual Measureable Achievement Objectives (AMAOs) for more than four years are required to modify their instructional strategies and programs to evidence-based practices proven effective for achievement of established outcomes. Expenditures will focus on disadvantaged students and training and implementation of effective strategies resulting in a narrowing of the achievement gap.

2. Providing ongoing professional development relating to the successful implementation of instructional strategies and formative assessment instruments will be a key factor in closing the achievement gap. Community engagement and community partnership development are necessary for the efficient and effective program transformation necessary for achievement of progress towards the 40/40/20 goals. Programs relating to rigorous learning standards will be necessary for all entities holding the responsibility of planning and implementing systems of learning and achievement, including extended learning options, and will rely heavily on a community-wide effort. By leveraging federal, state and other funds, along with the development of community support, effective systems of support will meet the standards required by the alignment with Common Core State Standards (CCSS) and provide professional development required by the CCSS implementation.

3. Sixth grade attendance levels have been established as a key predictor for student engagement leading to post-secondary enrollment. This proposal will provide resources for school support needed to measure and implement strategies designed to improve sixth grade attendance correlating to increased high school completion and post-secondary enrollment. Funds are requested to provide research and technical assistance for supports to encourage increased student engagement leading to establishing student engagement programs effective for college-and career-readiness for at-risk students.

Description

Compensatory education programs help to ensure all children have the opportunity to obtain a high quality education and are proficient on challenging state academic standards and assessments. Funds support programs in preschools, elementary, middle and high schools throughout Oregon. These programs provide assistance to students who may not otherwise receive the intensive interventions required to gain and maintain the high academic performance necessary to be career- and college-ready.

The primary costs factors for compensatory education activities are instructors and curriculum. Generally, intervention programs require smaller instructor to student ratios due to the specialized interventions necessary to narrow the existing achievement gap. Identified students in some programs generate additional weighted state school funding based on eligibility and federal funding is intended to supplement state funding.

Program	Description
Title I-A: Low-income	Provides a mechanism for holding the state, school districts, and schools accountable for improving the academic achievement of disadvantaged students and turning around low-performing schools. Provides research-based instructional programs in high-poverty schools and formula grants to school districts, which allocate to specific schools based on their students' documented SES level. School improvement efforts are targeted in schools that are rated low-performing and have low-achieving subgroup populations. Formula award. Improving Basic Programs serves 201,453 Schools in improvement: 84 School Improvement Grants: 17 programs serve 4,500 students in 11 districts Measures: Third grade OAKS reading and math, sixth grade regular attendance.
Title 1-C: Migrant education	Supports high-quality and comprehensive educational programs for migrant children to reduce the educational disruption resulting from frequent moves and interruptions to a comprehensive educational program. Formula award. Serves 19,000 students through 19 programs in 28 districts Measures: Third grade OAKS reading and math, sixth grade regular attendance
Title II-B: Math and science partnership	Increases the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Competitive award. 10 sub-grants made serving 7 LEAs for the period 2010-2012
Title III: Limited English proficiency	Helps ensure children and youth who are limited English proficient, Native American and/or immigrants attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards that all students are expected to meet. Formula award. Serves 58,000 students in 154 schools in 129 districts Measures: Third grade OAKS reading and math, sixth grade regular attendance, graduation rates.
Title I-D: Neglected and delinquent	Serves neglected and delinquent youth, provides supplementary educational services to improve academic achievement for students in facilities and institutions for neglected and delinquent children, and assists with successful transitions to regular education, college, or employment. Formula award. Serves 8,583 students.

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Program	Description
Title IV-B 21st Century Community Learning Centers	Offers extended learning opportunities in academic areas, STEM education, and enrichment activities for high-risk students typically in before-, after-and summer school configurations. Formula (state) and competitive (local) awards. Serves 12,000 students through 31 programs in 28 districts
Title V-B: Charter Schools	Providing previous funding for charter schools, this program assisted in the development of the 115 currently operating public charter schools throughout the State of Oregon. Serves 24,054 students in 115 programs in 71 districts Measures: Third grade OAKS reading and math, sixth grade regular attendance.
Title VI-B: Rural education	Assists rural districts in using federal funds more effectively, providing greater flexibility in the use of funds and providing formula grants to these districts. Formula award.
Title X: Homeless	Ensures that children and youth in homeless situations have equal access to the same, free, appropriate public education provided to other students. Formula award. Serves 21,632 students. Measures: Third grade OAKS reading and math, sixth grade reg. attend.

Related Activities:

In addition to mandated compensatory programs, bi-national and multicultural opportunities are represented in the Memoranda of Understanding Oregon has signed with China, Japan, Mexico and Spain to allow for visiting teachers from each of these countries to work in Oregon schools. The intent of these partnerships is to promote positive relations between citizens of the State of Oregon and the citizens of other countries, foster knowledge and appreciation of the respective cultures, and provide Oregon students with bilingual and multicultural education as an additional avenue of training for future success. Currently, 12,000 students are served in three programs in three districts. These activities are not eligible for funding through federal sources.

Justification and Link to 10-Year Outcome

According to the 10-Year Plan for Oregon Project, the most pressing issue faced by Oregon is the necessary improvement of academic achievement rates for low-income learners, English Language Learners, special education students and students of color (April 2012). Compensatory programs target high-needs students in these and other subgroups – assisting them to close the achievement gap by providing them with an equitable opportunity for college-and career readiness, life-long learning, and engaged citizenship.

According to Duncan-Andrade and Morrell (2008), the correlation between innate intelligence and academic achievement is false; although this assumption plays out in classrooms and schools throughout our nation. "With remarkable consistency, schools serving low-income, non-white children disproportionately produce the citizens who will spend most of their adult lives in the least desirable and least mobile socioeconomic positions (prison, low-ranking military positions, and

service labor)." These assumptions should and will be eliminated through the appropriate and efficient implementation of compensatory programs in Oregon.

Delinquent students are at particularly high risk for not completing high school and remaining trapped in a cycle of criminal involvement. Winters (1997) reports: "Low levels of academic achievement, school attendance, and graduation rates are all correlated with the involvement of youth in crime and the criminal justice system." Research has demonstrated a positive relationship between recidivism and high school completion, such that those juvenile offenders who do not earn a high school diploma are twice as likely as those who do to reoffend during the first year following release (Ambrose & Lester, 1988).

Efforts to help young people such as these overcome the barriers they encounter can have significant impacts on the nation's economy as well. The Alliance for Excellent Education estimates "…if the 1.3 million high school dropouts from the Class of 2010 had earned their diplomas instead of dropping out, the U.S. economy would have seen an additional $337 billion in wages over these students' lifetime…If this annual pattern is allowed to continue, 13 million students will drop out of school during the next decade at a cost to the nation of more than $3 trillion." (Alliance for Excellent Education, 2010)

Clearly, the assistance these programs provide to districts to address the needs of disadvantaged students is essential to the welfare of our state, and the nation.

Performance

The purpose of compensatory education programs is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Performance metrics include 3rd grade OAKS achievement in math and reading as well as 6th grade attendance. These correspond to the outcome indicators of ready to apply math and reading skills (#2) and on track to earn a diploma (#3). Comparison data for performance and attendance relevant to each program is presented in the program description table beginning on page 2. Additional data regarding performance on the state assessments (OAKS) for math, reading, science, and writing can be viewed on the agency's website.[1]

Enabling Legislation/Authorization

- ✓ Federal Public Law 107-110 is the reauthorization of the Elementary and Secondary Education Act (ESEA) governing the implementation of federal programs including all Titles.
- ✓ There are a series of additional laws enacted by the State of Oregon that impact the implementation of programs for at-risk youth.

Funding Streams

- ✓ Elementary and Secondary Education Act: Title I- Part A, C & D, Title IIB/STEM (no longer funded), Title III, Title IV Part B, Title V Part B (no longer funded), Title IV Part B, and Title X

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[1] http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR

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Significant Proposed Changes from 2011-12

Compensatory programs are positively impacted by the recent approval of Oregon's Flexibility Waiver application by the United States Department of Education. Program funds will be planned and implemented with specific interventions in mind and targeted to those school programs falling in the lowest 15% of achievement levels. Applying best practice strategies, along with creating a service model at the Oregon Department of Education, will encourage a transition from a program compliance emphasis to a focus on student outcomes and increased academic achievement.

While changes for the compensatory programs vary, the implementation of each of the programs takes on a new sense of urgency considering the clearly defined targets and strategies for success emanating from the Oregon legislature during the 2011 and 2012 sessions. Based on the state's 40/40/20 goals, program implementation will culminate in significant increases to the number of students reaching the clearly defined standard of college-and career-readiness by 2025.

From this lens, providing the structure of support to establish effective programs, formative assessments and creating a pattern of the replication of successful programs becomes imperative. To prepare for the needed increase in service levels to school districts to achieve higher academic outcomes, programs are currently undergoing a review and revision process to increase efficiency and effectiveness. The standards alignment process is nearly complete, and the Response to Intervention model necessary to assist struggling schools has been identified and articulated in the Flexibility Waiver. (See Bid #16.)
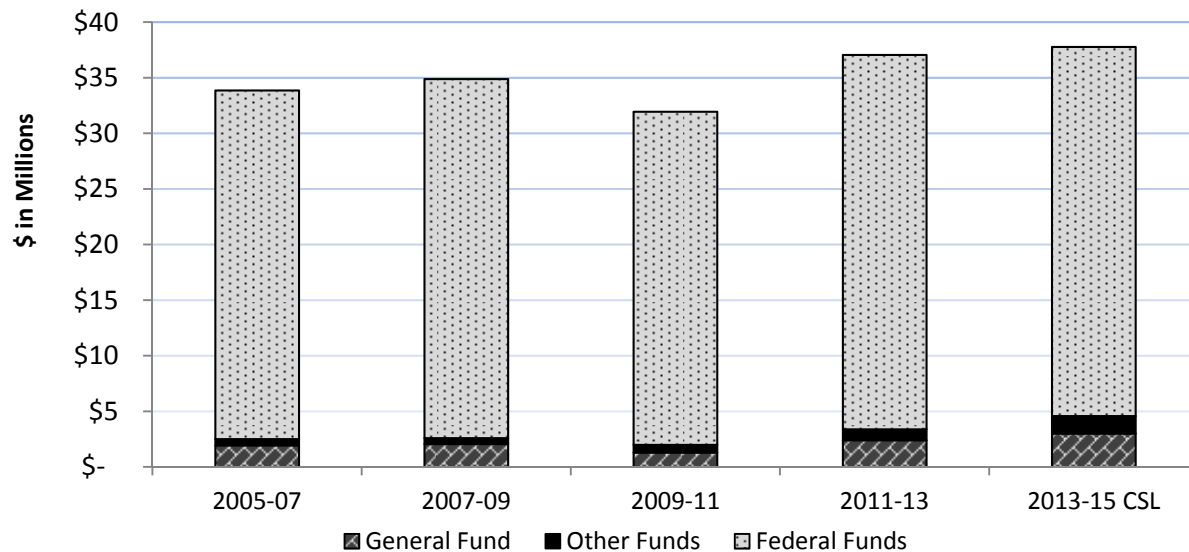
DEPARTMENT OF
OREGON EDUCATION

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Laura S. Roach, 503-947-5656

Executive Summary

Learning in a career context creates relevance and motivation for students resulting in higher student retention rates, high graduation rates, and smoother transitions after high school graduation. Career and Technical Education (CTE) provides high school and community college students with career-focused, industry-aligned academic and technical knowledge and skills, personalized career development, and structured pathways for seamless transitions to postsecondary education and/or to employment, industry apprenticeships and training, or the military. CTE supports Oregon's overarching education outcome: Oregonians are prepared for lifelong learning, rewarding work, engaged citizenship, and relates to the following education indicators: on track to earn a diploma (#3); ready for college and career training (#4); and ready to contribute to career and community (#5). These comprehensive program designs support the Oregon Education Funding Team Results: 1) Investing in Outcomes, 2) Support & Accountability, 3) Support and Elevate Education, 4) Standards & Assessments, and 5) Engaged Communities.

Funding covers:
- General Fund for the required administrative match of the federal Carl D. Perkins allocation for career and technical education;
- ODE staffing and grants to school districts and community colleges for career and technical education;
- Continuation of the state's CTE Revitalization Grant;
- Continuation of the Oregon Career and Technical Education Student Leadership Organization grant for sustainability/transitions efforts to independently funded 501 (c) (3) CTE student organizations.

At the secondary level, performance is aligned to academic and graduation projections made in the Oregon waiver from No Child Left Behind performance requirements. ODE expects students will continue to increase in academic and technical attainment, graduation, and post high school placement. At the community college level, continued growth is expected in career pathway development, certificate and degree attainment, placement and wage increases. However, projections are not available at this time as the Oregon community colleges have not made such projections in their achievement compacts. At this time, there are no projected increases in federal funds, rather possible reductions at an 8% rate due to sequestration.

Funding for the program in subsequent biennia is based on application of inflationary factors supplied by the Department of Administrative Services to the 2013-15 funding request.

Description

Oregon high school and community college CTE programs are based on four principles:
- Alignment of standards to equip students with 21st century skills (for high school, college, industry);
- Collaboration across the P-20 education system and with business and industry to improve program quality;
- Accountability for continuous improvement in academic outcomes and building technical and employability skills; and
- Innovation to achieve Oregon's systemic education and workforce goals.

Students select from six career areas (Chart 1) and 123 specific career pathways. For example, students in business management, agricultural education, early childhood education, or automotive may take from one to eight credits while in high school and from 15 to 104 + credits at community colleges to earn a certificate, industry credential, and/or Associate of Applied Science degree. Generally, up to 12 CTE credits may be transferred to a university baccalaureate program (*e.g.*, Agricultural Education or Engineering).

Chart 1: Career Area Programs		
Chart 1: Career Learning Area Programs	High Schools	Community Colleges
Agriculture, Food & Natural Resources	101	26
Arts Information & Comm.	48	15
Business & Management	216	95
Health Sciences	52	27
Human Resources	42	25
Industrial & Engineering	214	108
TOTAL	**673**	**296**

State administration and leadership activities include, but are not limited to: the development of a CTE State Plan, review/approval of high school and community college program applications, data collection, professional development, and technical assistance. State-level services are coordinated through the CTE Regional Coordinators and Community College Leaders Network, which meets (at least) quarterly. State and regional conferences and webinars provide technical assistance and professional development to CTE regional coordinators and educators.

Service Delivery

Chart 2: CTE Participation

CTE is provided in 215 Oregon high schools, middle schools, regional technical centers, all 17 community colleges and four youth and nine adult correctional facilities. CTE integrates academic and technical instruction and assessment, necessitating

Year	CTE Secondary Total (.5 credits and above)	% of all Secondary Students	CTE Postsecondary Total	% of all Postsecondary Students
2010-2011	93,121	52%	80,243	64.20%
2009-2010	101,133	61%	80,140	65.79%
2008-2009	96,504	58%	66,224	62.98%

collaboration across education and industry systems. Services are provided at the regional consortia or local level based on the individual, regional or institution needs, as well as community employment opportunities and resources. Programs receiving federal Perkins funds have higher requirements (particularly around alignment, articulation and industry involvement) than those not receiving federal funds.

CTE Revitalization Grant
Oregon HB 3362 (2011) provided $1.9 million in state funding for innovative CTE programs. Eight innovative programs ranging from pre-engineering to graphic arts received grants in April 2012, including twenty high schools and middle schools in partnership with community colleges and industry (*e.g*., Bureau of Labor and Industry, Oregon Home Builders Association, Community Colleges and Workforce Development, and the AFL-CIO).

Career and Technical Student Leadership Organizations (CTSOs) CTSO students develop into outstanding leaders! Integrated classroom instruction and community involvement provide opportunities for leadership and the application of career-related knowledge and skills. Over $56,000 in scholarships were awarded to Oregon CTSO students in 2009-2010 through local, national and international training and competitive events. These programs are invaluable in helping students meet the academic and essential skills requirements of the Oregon Diploma. CTSO students are motivated and passionate as they grow in public speaking, project planning, and facilitation through officer and committee leadership roles.

State General Fund supports six organizations and their leadership boards. Funding has declined (from about $750,000 in 2007-2009 to about $241,000 in 2011-2013). Along with the reduction in funding, there has been an overall decline in student CTSO participation. Student leadership organizations require financial support for infrastructure, travel, and teacher/volunteer training and leadership. Additional financial and volunteer support comes from businesses and communities; as well, CTSOs are attempting to establish a self-sustaining funding model through 501c3 boards and foundations and soliciting business and industry partners. But state funding and state CTE staff leadership are still essential to their success.

The primary costs factors for CTE are instructor salaries and equipment. Generally, CTE programs have smaller class size because of the laboratory components. The purchase and maintenance of 21st century industry equipment is necessary to train students to enter employment or postsecondary education. Where possible, programs have used industry-donated equipment or industry sites for training and apprenticeships. Weighted funding (more dollars per student or program) is offered in some states, but not Oregon.

Justification and Link to 10-Year Outcome
CTE supports Oregon's overarching education outcome and three outcome indicators as noted earlier.

The 2011 Harvard University report "Pathway to Prosperity" reports that our nation's narrowing focus on academics and college for all is leaving the U.S. underprepared for 21st century workforce needs. The report supports providing students with multiple career pathways and a national reinvestment in career and technical education.

Despite more than 175,000 unemployed Oregonians, there are currently an estimated 10,000 job openings waiting to be filled, yet employers continue to struggle to find qualified workers. For Oregon, and the nation as a whole, the skills gap is in the middle - that is, jobs that require training beyond high school but not a four-year degree. Today, about 49% of Oregon's jobs are in middle-skill occupations, but only about 43% of the state's workers are likely to have the skills for these jobs (Oregonian, Feb. 2012).

Nationally, CTE students graduate at a 90.2% rate as compared to 74.9% for the general population. High-risk CTE 11th and 12th graders are eight to ten times less likely to drop out. In Oregon, 55.3% of Oregon's 2011 high school CTE graduates enrolled in postsecondary education. At the community college level, 70% of the enrolled postsecondary CTE students were retained or transferred to a four–year degree program. In support of Oregon's 40-40-20 goal and our nation's economy, CTE is a wise and worthwhile investment and should be available to all students.

CTE addresses Oregon's multiple strategies: 1) a coordinated PK-20 system (*i.e.*, secondary-postsecondary CTE Programs of Study); 2) building system-wide standards guidance and support; and 3) a focus on investment on achieving student outcomes.

Performance

An obligation of receiving Carl D. Perkins federal funds is the tracking and reporting of student attainment of academic and technical knowledge and skills. These data are reported to the U.S. Congress through the Office of Vocational and Adult Education as well as to Oregon's state and local stakeholders. Chart 3 lists some of the performance measures required along with the respective aggregated data.

Chart 3: High School Concentrator Performance	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 Target 2012-2013
Reading/Language Arts	65.60%	73.34%	73.66%	75.16%	Data not available	90%
Mathematics	60.35%	67.47%	66.21%	67.68%		90%
Writing	63.02%	60.41%	62.10%	61.15%		90%
Technical Skill Attainment	Not required for reporting until 10-11.			58.36%		70%
High School Graduation	50.58%	92.24%	91.03%	85.36%		68.10%

Performance of secondary students, who earned one credit or more in CTE in the year indicated.

Performance of students who completed 18 or more program credits, of which 9 credits are CTE, and are part of a CTE Program of Study (POS), and the CTE POS terminates in the award of a degree, with a community college certificate of completion or a credential awarded by industry (e.g., Nursing License).

Chart 4: Community College Concentrator Performance	Year 1 2007-2008	Year 2 2008-2009	Year 3 2009-2010	Year 4 2010-2011	Year 5 2011-2012	Year 6 Target 2012-2013

Technical Skill Attainment	95.89%	96.14%	95.08%	98.36%	Data not available	80%*
Academic Attainment	93.41%	93.43%	92.36%	91.69%		92.75%
Credential, Certificate, or Degree	47.34%	46.07%	51.76%	46.77%		54%
Student Retention or Transfer	62.32%	67.38%	73.98%	75.61%		76%
Student Placement	80.44%	79.08%	73.21%	71.50%		76 %
*Changes in reporting definitions results in change in targets						

Enabling Legislation/Authorization

- Federal Public Law 109-270 Carl D. Perkins Vocational and Technical Education Act Amendments of 2006 requires CTE if the state accepts federal funds.
- ORS 344.075 established the CTE Revitalization Grant.
- ORS 329.451 requires school districts to award a high school diploma to students. CTE instruction and the related CTE Programs of Study and student leadership organizations are a component in the Standard Education for high school students and an option to achieve an Oregon Diploma.

Funding Streams

Federal Perkins funding (approximately $13.4 million per year in grants distributed by formula to 158 schools); CTE Revitalization Grant ($1.9 million General Fund); Student Leadership Grant (General Fund)

Significant Proposed Changes from 2011-2013

Proposed funding reductions and changes to the Carl D. Perkins Act could significantly narrow and/or limit the scope and number of CTE programs of study funded with Perkins dollars. In the currently proposed federal Perkins Blueprint, only certain consortia configurations would be eligible for funding, some funds would only be available through competitions, and some perhaps only available to the programs that meet exceptional standards and high demand types of career preparation. For FY 2011, level funding is anticipated, but the pending sequestration may reduce Perkins funding by over 8%.

The CTE Revitalization Grant is currently supporting the implementation of eight new programs for this biennium (funds already awarded). Continuation of this award would allow for an additional eight to ten programs or further expansion of the newly designed programs.

Maintaining the current service level for the Oregon Career and Technical Student Leadership Organizations (CTSO) will provide minimal support to the foundations attempting to function as a 501(c)(3) entity. However, it will not provide infrastructure/leadership funding for expansion to new co-curricula CTSO programs such as Business Professional of America, Technology Students of America, Future Educators of America or FIRST Robotics.
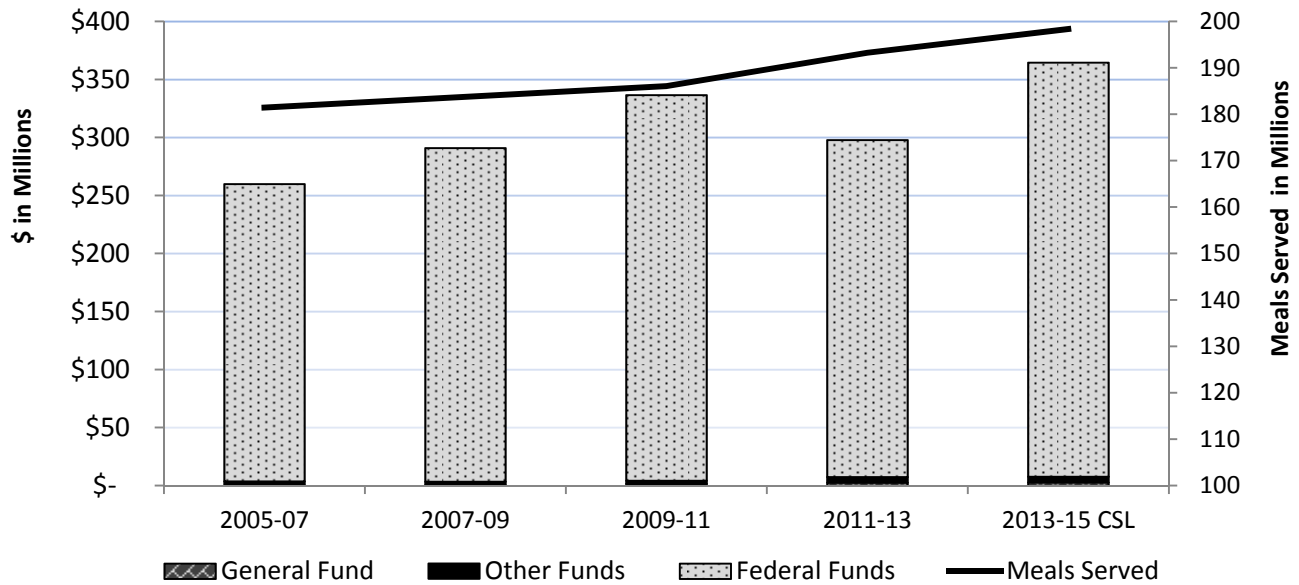
OREGON DEPARTMENT OF **EDUCATION**

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Joyce Dougherty, 503-947-5888

Executive Summary

Oregon children are among the hungriest in the nation. Children who are hungry are at higher risk for developmental and academic problems, frequent illness and nutritional inadequacies[1] while a well-nourished child is ready to learn, with energy to play, exercise, and learn; better able to form social relationships; and given a solid foundation to succeed in school and in life.

The Oregon Department of Education's Child Nutrition Programs address the hunger issue through the administration of federal and state funds:

- Reimbursing organizations for serving nutritious meals and snacks to eligible participants in schools and community-based programs;
- providing training and oversight to ensure compliance with state and federal requirements;
- increasing fresh fruit and vegetable consumption in low-income areas;
- supporting child care wellness activities related to nutrition and physical activity;
- supporting purchase of fresh, locally-grown products in schools; and,
- encouraging expansion of afterschool programs through administration of mini-grants.

The Oregon Department of Education's Child Nutrition Programs provides children (and some adults) access to food, a healthful diet, and nutrition education in school-based and/or community-

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[1] http://www.childhoodhunger.org/

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based settings, giving participants a nutritional boost where they learn and play. For many Oregon children, the only reliable meal of the day comes from their school or community program.

Oregon Child Nutrition Programs estimates it will reimburse programs for serving 195,516,037 meals and snacks during the 2013-15 biennium. The funding required to do so totals $363.1 million. This figure comprises $357.3 million in Federal Funds expenditure authority, $3 million in Other Funds expenditure authority, and $2.8 million in state support (General Fund).

<u>Description</u>

The mission of Child Nutrition Programs is to support the growth and development of Oregon's children so they will reach their highest potential for life-long learning, health and well-being.

ODE has an agreement with the United States Department of Agriculture (USDA) Food and Nutrition Services (FNS) to administer Child Nutrition Programs based on the Code of Federal Regulations Title 7, Subchapter A – Child Nutrition Programs (CNP). The 2011 Oregon Legislative Session amended ORS 336.426 to add the Oregon Farm to School and School Garden Program to promote use of Oregon grown and processed foods and products in child nutrition programs. In addition, ODE CNP receives state funds as GIA for reduced-price breakfast and meals served in the summer to encourage healthy lunches for at risk students, and mini-grants to expand afterschool nutrition programs.

U.S. Department of Agriculture (USDA) Child Nutrition grant-in-aid funds administered by Child Nutrition Programs are pass-through (entitlement) dollars provided as reimbursement to sponsors for meals served. Child Nutrition Programs provide cash reimbursement and donated food assistance to public and private schools, residential childcare institutions, and child and adult day care programs, after-school programs, and homeless programs serving youth. Child Nutrition Programs assure participants have access to nutritionally-adequate meals and milk. All participants in a sponsoring organization have access, regardless of household income and protected class.

The programs are divided into two groups: school-based and community-based.
- School-based programs include the following: National School Lunch Program; School Breakfast; Afterschool Snack Program; Special Milk Program; Fresh Fruit and Vegetable Program; Commodity Food Distribution Program; Seamless Summer Option Program; and Oregon Farm to School and School Garden Program.
- Community-based programs include the following: Child and Adult Care Food Program (CACFP); Afterschool At-Risk Meal and Snack Program; and Summer Food Service Program (SFSP).

In addition to the above, USDA and state operational funds provide resources for the following:
- Direct Certification to receive electronic files of students eligible for National School Lunch Program benefits directly from the Department of Human Services;
- Farm-to-School Program to connect schools with local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing health and nutrition education opportunities that will last a lifetime, and supporting local small farmers;
- School Garden Program for outdoor classrooms where children explore nature, grow their own food, and integrate lessons in science, math, reading, environmental studies, nutrition, and health;
- Team Nutrition Training Grant funds to design and implement a training course for increasing the number of Healthier US School Challenge (HUSSC) applicants from Oregon;
- Mini-grants to support expansion of afterschool nutrition programs; and

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- CACFP Child Care Wellness Grant funds to support a peer-based learning project for childcare workers that supports childcare settings to develop and sustain best practices related to childhood obesity prevention by encouraging good nutrition, increasing physical activity, and breastfeeding support and promotion.

The Oregon Child Nutrition Programs is one of four USDA Food and Nutrition Services programs: Women, Infant and Children (WIC) in Oregon Health Authority, Child Nutrition Programs in Oregon Department of Education, Supplemental Nutrition Assistance Program (SNAP) in Department of Human Services (DHS), and Oregon State University Extension SNAP Nutrition Education Program. All four programs work collaboratively to deliver consistent nutrition education messages through program channels to reach Oregon's children and low-income households and communities.

In addition, the Child Nutrition Programs partners with DHS to issue meal benefits to economically disadvantaged students; the Oregon Health Authority, to promote healthy eating and physical activity in school and child care environments; the Employment Department Child Care Division, to promote best practices for health and nutrition; and the Oregon Department of Agriculture, to place Oregon produced foods in Oregon schools statewide.

Justification and Link to 10-Year Outcome

According to the 2009 Oregon Healthy Teens Survey, a survey of 8th and 11th grade Oregon students, 16.4 % of 8th grade students and 18.1% of 11th grade students answered positively to the question, "*In the past 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?*"

Food is a basic necessity of life - children who are malnourished cannot grow, develop or learn. Malnourished children have trouble focusing in class and getting along with classmates; often complain of headaches, stomachaches and other ailments; and fall behind in many ways. Research shows these children are at a higher risk for developmental and academic problems. Children living in poor families are at an additional risk for diet-related illnesses such as diabetes and obesity. But Child Nutrition Programs can help Oregon make progress on educational indicators.

Indicator #1: Ready for school
The Child and Adult Care Food Program provide reimbursements for meals and snacks served to children in childcare centers, including Head Start facilities, and home-based settings. Nutritious food is critically important for very young children, particularly those who may not be getting adequate nutrition at home. The Summer Food Service Program was designed to fill the gap for children who rely on meals during the school year; however, it also serves children aged 1-18 years at parks, churches, playgrounds and Boys and Girls clubs. These community-based programs ensure children get the nutrition they need to grow, develop and learn at an early age, so they are ready to learn in school.

Indicator #2: Ready to apply math and reading skills
Child Nutrition Programs make a positive contribution to a child's ability to apply math and reading skills. Children perform better in school when they are well-nourished. Research published in the Journal of Public Health Nutrition shows that an environment that promotes nutrition and physical activity led to an upward trend of performance on standardized test scores and a downward trend of nurse, counseling and disciplinary referrals. Research published in the American Journal of Public Health shows that children who do not eat breakfast have quantifiable negative outcomes in academic, cognitive, health and mental health functioning. Feeding children in school settings

supports the learning experience; it also gives children living in homes where their parents are struggling with food insecurity a better chance at academic success.
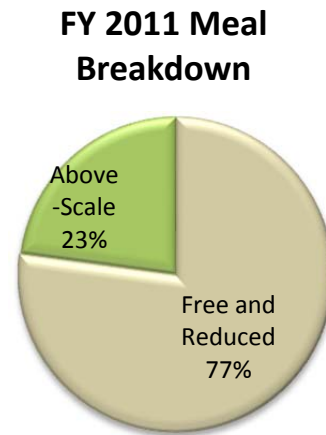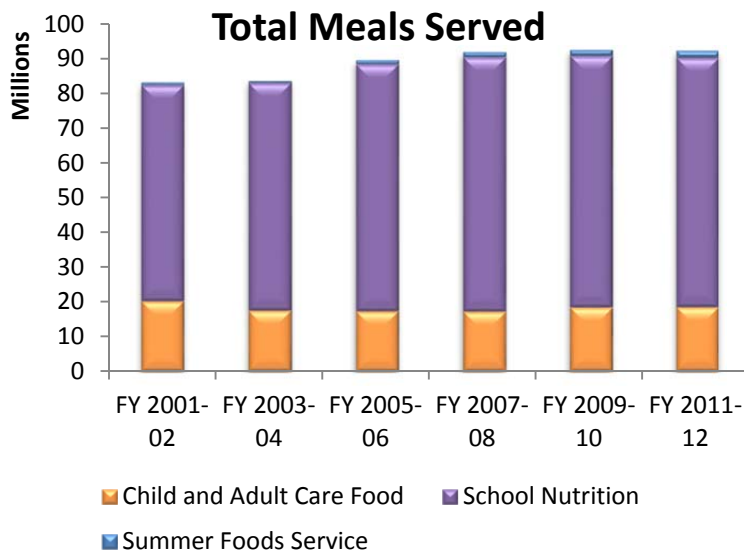
Indicator #4: Ready for college and career training, and
Indicator #5: Ready to contribute in career and community
A little known fact about school nutrition programs is their origination in 1946. Legislation was passed in response to claims that American men had been rejected for military service because of diet-related health problems. Adequate food and nutrition was established as "a measure of national security, to safeguard the health and well-being of the Nation's children…" What this tells us is that when a child does not get enough nutrition in their youth, they are not as well-prepared to succeed in life as adults, in college and future careers, in families and as members of their communities. As our mission states, Child Nutrition Programs support the growth and development of Oregon's children so they will reach their highest potential for life-long learning, health and well-being.

Performance

- Number of meals served. The number of meals served to children in Fiscal Year (FY) 2011 is 92,540,530. Since FY 2001, the number of meals reimbursed by Child Nutrition Programs has risen by 11.9%. Of the meals served, 77.9% are served to children eligible for free or reduced price meals. In FY 2011, the number of breakfast meals served increased when state funds contributed $0.30 per reduced price school breakfast ($6,597,903.90 total).
- Quality of meals served. By law, meals must meet Dietary Guidelines for Americans. These guidelines focus on the need for healthy eating and good nutrition, which contribute to growth and development. The new NSLP and SBP meal pattern reflects the 2010 edition of the Dietary Guidelines for Americans and is based on the most recent research and science.
- Instituting programs and Initiatives. Oregon has a history of instituting programs and initiatives to create positive food and nutrition environments. The Farm to School and School Garden coordinator links farmers to schools to increase the availability of local foods and assist schools interested in starting or expanding school gardens. State funds were appropriated for the biennium beginning July 1, 2011, for grants to school districts to purchase Oregon food products. From FY 2010 to FY 2012, the number of schools purchasing fresh fruits or vegetables from local farms rose from 56.3% to 77%.
- Reimbursement Rate. The USDA-established reimbursement rate for sponsors serving paid, free, and reduced-price lunches in school year 2012-13 is as follows: Paid $0.27; Reduced Price $2.46; Free $2.86. The reimbursement rate changes annually on July 1.

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Total Meals Served

FY 2011 Meal Breakdown

- Child and Adult Care Food
- School Nutrition
- Summer Foods Service

Enabling Legislation/Authorization

Richard B. Russell National School Lunch Act (1946); Child Nutrition Act of 1966; Healthy, Hunger-Free Kids Act of 2010; Code of Federal Regulations 7 Parts 210, 215, 220, 225, 226, 235, 245, 250, 3016, 3017, 3018, 3019; SB 480 (2011 mini-grants); HB 3601 and HB 2800 (2011 Farm to School), HB 5020 (2011 Summer Food Service Program) HB 5054 (2009 School Breakfast Program)

Funding Streams

Nearly all funding for meal reimbursements is federal (about $300 million budgeted in 2011-13; the expectation is actual reimbursements will be higher). State funds in 2011-13 for programs such as Farm to School, Summer Food Service and School Breakfast total about $2.6 million.

Significant Proposed Program Changes from 2011-13

In 2013-15, ODE CNP will receive an increase in federal funds over existing levels from program reimbursements due to incentive payments for implementing the new meal pattern in the National School Lunch Program and anticipated increases in the Consumer Price Index. Federal mandates require increased monitoring frequency of local program sponsors by ODE CNP from at least once every five years to at least once every three years. A policy option package to address this new requirements – and other workload increases – is included in ODE's 2013-15 budget request and reflected in the requested funding in this bid.

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OREGON DEPARTMENT OF **EDUCATION**
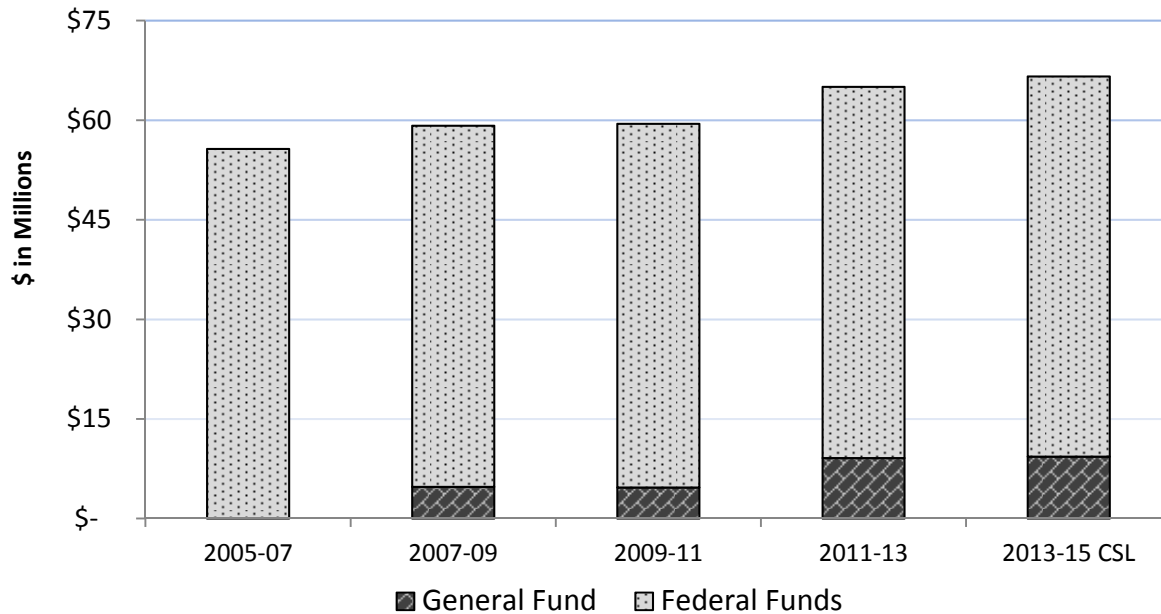
Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Theresa Richards, 503- 947-5736

Chart: $ in Millions by biennium (2005-07, 2007-09, 2009-11, 2011-13, 2013-15 CSL), showing General Fund and Federal Funds.

Executive Summary

Investing in the creation and support of effective teachers and leaders is one of the most significant strategies towards improving student achievement in which the state can engage. Consistent and significant investment in this area will yield highly qualified teachers guided by effective leaders in every school, which will translate into effective learning and improved outcomes for all students. This strategy addresses the following indicators: ready to apply math and reading skills; on track to earn a diploma; and ready for college and career training.

Funding covers the following programs in 2013-15:

- Teacher and Principal Quality Program (Title IIA), Grant in Aid
    - ✓ Performance 2013-15: Support and Elevate Education Professionals
        1. 100% of classes in Oregon school districts will be taught by highly qualified teachers (HQT federal requirement).
        2. 100 % of Title IIA funds spent in all districts will be tracked and determined based on districts' need assessment.
        3. All districts will implement high quality, professional development (defined by the national Standards for Professional Learning).

- Teacher and Principal Quality Program (Title IIA), program services to school districts.
    - ✓ Performance 2013-15: Support and Elevate Education Professionals

1. 100% of State Education Agency project funds will be used to supplement state priorities, *e.g.*, statewide professional development as well as regional professional development and support for teacher and administrator evaluation and support systems, mentor programs for new teachers and administrators, improvement of instructional strategies for common core state standards, equitable distribution of effective teachers, and recruitment and retention. Quality performance measures will be developed and tracked.

- Beginning Teacher and Administrator Mentorship Program, Grant in Aid to school districts
  - ✓ Performance 2013-2015: Support and Elevate Education Professionals
    1. The number of eligible districts participating in the Oregon Mentor Program will increase.
    2. The number of mentors trained and the number of new teachers and new administrators served will increase.
    3. ODE and the Oregon Induction Leadership Network are determining performance measures and data to evaluate the quality of the program and impact on students, teachers, administrators, and mentors.

- District Collaboration Grant Program, Grant in Aid to school districts
  - ✓ Performance 2013-2015: Support and Elevate Education Professionals
    1. The number of eligible districts participating in the grant program will increase.
    2. Participating districts will demonstrate effective approaches for career pathways, evaluation processes, professional development and compensation models for teachers and administrators targeted to improve educators' practice and student achievement. ODE and the contractor hired to facilitate a coaching network for grantees are determining the performance data to measure effectiveness.

Description

Scientifically-based activities and supports for Oregon's newest education professionals is the primary goal of the teacher and principal development strategies described in this proposal.

A number of programs exist to support teachers and administrators. ODE has been working collaboratively with key stakeholders and organizations to create a supportive and comprehensive state policy infrastructure focused on educator effectiveness that spans the career continuum of teachers and administrators, including preparation, licensing, induction, mentoring, professional learning, and performance evaluation. During the past two years, the Oregon Legislature has enacted key legislation and the State Board of Education has adopted supporting state policy and rules to promote educator effectiveness.

Oregon Framework for Teacher and Principal Evaluation and Support Systems - ODE is leading efforts to develop a state framework for local teacher and principal evaluation systems following state legislation (SB290) and federal waiver criteria, to be adopted by the State Board of Education. The state framework will ensure local evaluation systems are rigorous and designed to support professional growth, accountability and equitable outcomes where *all* students, regardless of background, are ready for college, careers, and engaged citizenship. Intended outcomes of strengthening local evaluations systems:

- Improved student learning at all schools and for all students

- Effective teachers in every classroom
- Effective leaders in every school and district
- Reducing achievement gaps between the highest and lowest performing student groups, while increasing achievement and success for every student
- Continuous professional growth for teachers and leaders throughout their careers

ODE will pilot the framework in 2012-13 in selected districts (11 District Collaboration Grant sites, SIG sites, Focus and Priority Schools) and facilitate regional professional development and technical assistance statewide as districts develop and implement new evaluation systems or align current evaluations systems to the state criteria. This will require a new investment of state funds.

Teacher and Principal Quality program - Title IIA, Part A of the Elementary and Secondary Act (ESEA) provides supplemental funding for district-based initiatives designed to improve the quality of teaching and leadership in schools. Title II-A funds support all school districts and may be used for high-quality professional development aligned to district needs, recruitment and retention of teachers/principals, helping teachers meet federal requirements for "highly qualified" status, and ensuring the equitable distribution of effective teachers/ principals in schools. The federal "supplement-not-supplant" requirement prohibits the use of funds provided under Title IIA to pay for services that, in the absence of these funds, would be paid from state and local funds.

Beginning Teacher and Administrator Mentoring program - The state mentoring program supports research-based mentorship programs for beginning teachers and administrators. Monies appropriated by the Legislature are awarded to districts and consortia through a competitive grant process (due to limited funds). Funds provide training, 90 hours of mentor-mentee support, and collaborative time for mentors and their beginning teachers and administrators. Final evaluations provided by projects suggest gains made by students of teachers who have been mentored are similar to gains made by students who are taught by veteran teachers.

School District Collaboration Grant program - This program supports districts awarded a grant to develop and implement a) career pathways teachers and administrators, b) evaluation processes for teachers and administrators, c) compensation models for teachers and administrators, and d) professional development for teachers and administrators. ODE will pilot the adopted Oregon Framework for Teacher and Administrator Evaluation and Support Systems in these grant sites.

Justification and Link to 10-Year Outcome

The teacher/administrator support programs are specifically aimed at fulfilling the goal of investing in teacher and leader effectiveness as an essential strategy for increasing academic success for all students. Great teachers and great school leaders can make all the difference in a child's education. In the school setting, teachers have an extraordinarily powerful impact on the future lives of their students. A study of the long-term impact of teachers by researchers Chetty, Friedman, Rockoff (2011) suggests effective teachers not only improve student achievement but students are more likely to go on to college, obtain higher-paying jobs when taught by effective teachers. Effective school principals influence student achievement indirectly through their leadership actions by as much as 25% according to a report by New Leaders for New Schools (2009).

These programs have the potential to transform the teaching and leadership skills of Oregon's teachers and administrators and impact student performance tied to all five indicators: ready for

school, ready to apply math and reading skills, on track to earn a diploma, ready for college and career training, and ready to contribute in career and community. Oregon will not meet its 40-40-20 goal and the demanding requirements for improving student achievement without effective teachers and school principals.

Performance

Teacher and Principal Quality program - Districts across the state have been working to meet the federal requirement of having 100% of their classes taught by a highly qualified teacher (HQT). HQT means that teachers must hold at least a bachelor's degree, be fully licensed by the state, and demonstrate subject matter competency in each subject that they teach. Data show that, in 2012-11, 98% of all core academic classes (English, math, science, social sciences, foreign language, and art) were taught by highly qualified teachers. Title IIA provides funds for all 197 districts, affecting 1,343 schools; 30,001 teachers; and 561,328 students in our state.

Beginning Teacher and Administrator Mentorship program - Since its inception in 2007, this program has supported 35 projects serving 1,823 beginning teachers, 139 beginning administrators, and 13 beginning superintendents. The need far exceeds the funding available. Statewide comparisons conducted by ECONorthwest of those projects that have participated in the past three years demonstrate a statistically significant difference in student achievement scores between students who were taught by mentored teachers and those whose teachers were not part of a mentoring relationship, particularly in math. Specifically, math achievement scores for those students whose teachers were mentored averaged 2-4 points higher than the scores obtained by students whose teachers were not part of a mentoring relationship.

District Collaboration Grant - New this biennium, these grants have just recently been awarded. Eleven districts were awarded grants out of fourteen applications, based on a competitive process. Awardees will report program performance data at the end of the 2012-13 school year.

Enabling Legislation/Authorization

- ✓ The Elementary and Secondary Education Act, Title II, Part A (PL 107-110 Section 2101) established the Teacher and Principal Quality program.
- ✓ ORS 342.856 established requirements for teacher and administrator evaluations.
- ✓ ORS 329.788 to 329.820 established the Beginning Teacher and Administrator Mentorship program.
- ✓ ORS 329.838 and 329.839 established the School District Collaboration Grant.
- ✓ ORS 342.805 to 342.937 established general requirements relating to the employment of teachers and administrators by school districts.

Funding Streams

Teacher and Principal Quality: Federal Title II, Part A funds are distributed by formula to 197 Oregon school districts. Additionally, local districts may choose to use funding from their State School Fund payments for this program. Federal Title II monies are approximately $55 million per biennium.

Beginning Teacher and Principal Mentorship: This is a competitive grant program in its second biennium (fourth year of implementation). The funding level for the current biennium is $4.5 million.

District Collaboration Grant: This competitive grant program is funded by a General Fund appropriation, which is $4.6 million for 2011-13.

Significant Proposed Changes from 2011-13

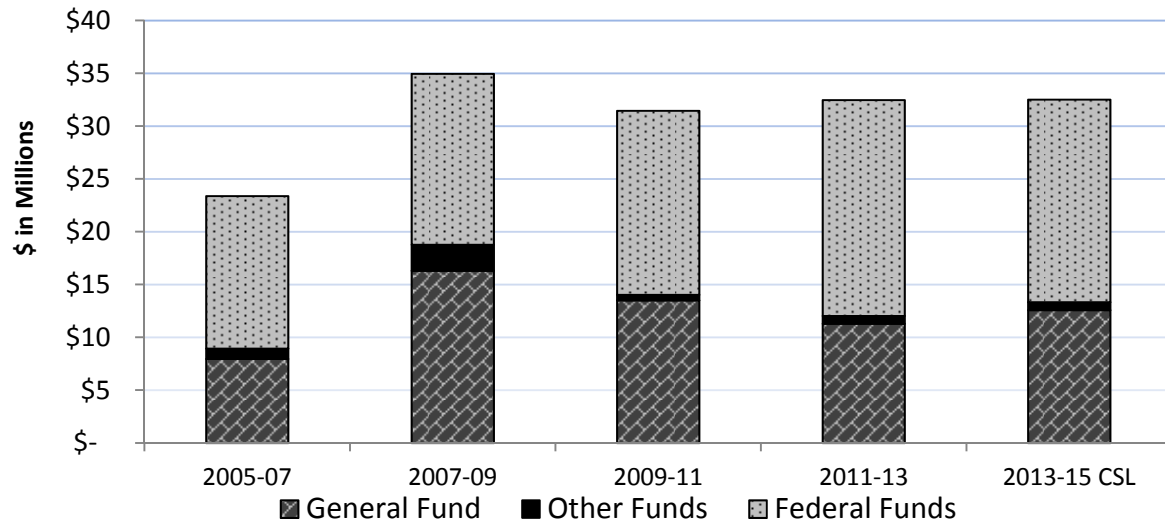This funding proposal maintains the same level of funding and services provided currently by this program.

OREGON DEPARTMENT OF EDUCATION

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Doug Kosty, 503-947-5825

Executive Summary

Standards, Assessment and Reporting (SA&R) form the foundation of school accountability and a coordinated public PK-20 education system that transitions into the workforce through the development and implementation of academic content standards, student assessments, a statewide longitudinal data system (including student, staff, school, and district data), and timely and accurate reporting. Related outcome indicators are ready to apply math and reading skills (#2); on track to earn a diploma (#3) and ready for college and career training (#4).

Funding supports the following components:
- ongoing support for districts to maintain content standards in the content areas of English language arts, mathematics, health, physical education, science, second language, social sciences, and the arts;
- ongoing support for the collection, validation, management, and reporting of student, staff, school, and district-level data;
- administration of the Oregon Assessment of Knowledge and Skills (OAKS) in the areas of English Language Proficiency, Science and Social Science;
- administration of the OAKS in the areas of math, reading and writing for the 2013-14 school year; and
- basic support for the Assessment of Essential Skills.

Description

Standards, assessments and reporting are essential to ensuring a common expectation for all Oregon students to prepare for lifelong learning, rewarding work, and engaged citizenship and to creating

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common measures of success in achieving educational outcomes. We work closely with our postsecondary partners (Department of Community Colleges and Workforce Development and the Oregon University System) and are prepared to work with our early childhood partners to ensure we collectively can prepare our students for their transitions throughout the educational system. *Academic Content Standards* identify what Oregon students are expected to know and be able to do in the content areas of English language arts, mathematics, health, physical education, science, second language, social sciences, and the arts. The adoption in October 2010 of the Common Core State Standards (CCSS) in English language arts and mathematics allows Oregon to set expectations in math and language arts consistent with all states and allows for a more coordinated and streamlined structure.

Student Assessments Based on Academic Content Standards measure what students know and can do as a class and as individuals, provide information for policy decisions, support instructional program improvement efforts, inform the public about student achievement in Oregon and are fundamental to accountability measures. We design assessments to be accessible for all students, including English Language Learners and students with visual impairments. High school assessments are used by students as one of their Essential Skills assessment options for obtaining their diploma. Oregon annually administers 1.5 million assessments to approximately 500,000 students.

As noted earlier, the adoption of CCSS allows Oregon to set expectations in math and language arts consistent with all states. Oregon is a governing state in the Smarter Balanced Assessment Consortium, which is developing a rigorous common assessment to measure student achievement toward the CCSS. This will first be administered starting in 2014-15. Sharing a common assessment with other states provides educators with an expanded pool of resources for identifying and implementing best practices and preparing students for lifelong learning, rewarding work and engaged citizenship.

Reporting functions include the collection, validation, management, and reporting of student, staff, school, and district-level data through a Statewide Longitudinal Data Systems (SLDS) to provide timely and accurate information on student progress. The U.S. Department of Education awarded three grants to ODE to design, implement and enhance the SLDS. Oregon was successful in receiving these grants due to the thoughtful investments made by the Oregon Legislature and our successful implementation of the Database Initiative (DBI), Student Growth Model, K-12 Data Warehouse (KIDS) and web-based testing (OAKS) since 1997.

Project ALDER supports the enhancement and expansion of longitudinal data systems to enable educators in Oregon to securely examine student progress from early childhood into career. ALDER builds upon the foundational efforts of two previous SLDS grants (the Direct Access To Achievement [DATA] Project and Project Oregon Formative Assessment Resources [OFAR]) as well as the state-funded DBI and KIDS initiatives. The DATA Project focuses on building a culture of data quality and supporting data-driven decision-making, primarily for in-service teachers. The DATA Project provides training in foundational, general data use as well as training in the specific content areas of reading, math and writing. Project OFAR extends training on use of data to pre-service teachers, supports policy analysis around data-driven educational reform and supports the development of formative assessment systems.

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The following table reflects how the demographics of our K-12 students are changing.[1] This change increases the complexities of managing SA&R to ensure we address the needs of *all* students.

Demographic	1997-1998	2010-2011	Percent	Magnitude
White	83.7%	66.3%	-17.4	-21%
Non-White	16.3%	33.7%	+17.4	+107%
Special Education	11.7%	13.2%	+1.5	+13%
English Learners	2.5%	11.4%	+8.9	+356%
Free and Reduced Lunch	31.9%	41.9%	+10.0	+31%

Justification and Link to 10-Year Outcome

As noted earlier, SA&R directly affects three of the five indicators adopted by the Oregon Education Investment Board. It does this by measuring the progress of educators in preparing our students for lifelong learning, rewarding work, and engaged citizenship based on a foundation of academic content standards, high-quality assessments, timely and accurate reporting through our data systems, and best practices for educators to effectively use data.

- *INDICATOR 2:* OAKS Math & Reading assessments are integrated into our data systems to support timely and accurately reports.

- *INDICATOR 3:* Oregon's SLDS incorporates student-level collections and reports to track the progress of our students toward earning their diplomas.

- *INDICATOR 4:* Students demonstrate essential skills requirements in reading, writing, and math on the Oregon Diploma based on the standards and assessments and reported through our longitudinal data systems to ensure students are ready for college and career training.

Oregon's longitudinal data system supports test administration, data collection, data validation and reporting. Various assessments are administered through a common system to streamline the testing process; allow educators to track which students have tested; and provide educators, policymakers and the public with real-time reports on student, class, school, and district performance through our coordinated data system. Our data system supports Oregon's state and federal accountability reports and provides educators with data to support continuous improvement and intervention efforts. To support educators' effective use of data so they can assist students to reach their potential, ODE annually publishes updated test administration requirements and best practices.[2]

Oregon will implement and administer the Smarter Balanced assessment beginning in 2014-15. Smarter Balanced will coordinate and streamline test delivery and reporting. Also, Smarter Balanced will include formative and interim assessments to provide educators and students with feedback throughout the year on student progress and achievement. While the new assessment will most likely cost more than the existing OAKS, it is aligned to the CCSS in English language arts/literacy and mathematics, which are of high rigor and will help prepare all students as they transition from high school to being college- and career-ready. Smarter Balanced is guided by the belief that a high-quality assessment system can provide information and tools for teachers and schools to improve

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[1] Reference statewide report card: http://www.ode.state.or.us/data/annreportcard/rptcard2011.pdf

[2] http://www.ode.state.or.us/go/tam

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instruction and help students succeed, regardless of disability, language, or barrier. Smarter Balanced will provide a valuable tool for districts and schools feedback on student performance and will allow for more effective intervention in support of continuous school improvement.[3]

Oregon continues to support educators with implementation of the CCSS by providing critical resources for educators. ODE has developed a web page[4] and a Toolkit for Oregon's education community with resources related to the Common Core. The Toolkit currently includes resources for Awareness and Transition. Tools for Implementation and Monitoring & Modifying will be added.

Performance

SA&R serves the needs of more than 560,000 students, 70,000 local staff, nearly 1,300 schools, 197 districts, and 19 educational service districts. The 2011 Customer Service Survey asked ODE stakeholders to rate assessment and reporting on six different service criteria. The table to the right shows

Service Criteria	Rated as Good or Excellent
Accuracy	75%
Availability of Information	71%
Expertise	76%
Helpfulness	75%
Timeliness	65%
Overall	73%

the percentage of stakeholders who rated OAIS as good or excellent for each service criteria. The following table provides information on the number of OAKS tests by type and costs. It is important to note that, as part of the Smarter Balanced bid proposal, Oregon had the fifth lowest cost per pupil of 31 states. The average cost for these states was $31 per pupil, exclusive of the English Language Proficiency Assessment (ELPA).

2009-11	ELPA	Writing	Math, Reading
Total cost by test type	$2,525,214	$3,983,575	$9,291,211
Number of tests administered biennially	120,000	236,000	3,200,000
Cost per test	$21.04	$16.88	$2.90
Number of students tested	120,000	236,000	695,000
Cost per student to test	$21.04	$16.88	$13.37

To continue at our current performance levels, the following points should be considered.
- ✓ 2011-13 budget cuts shifted SLDS staff from General Fund to one-time federal funds.
- ✓ Smarter Balanced Assessments will cost more than our current system (OAKS).
- ✓ New diploma requirements create additional reports, testing opportunities and legal fees.
- ✓ DATA and OFAR funds to support teacher training in the use of data expire in 2012.
- ✓ ODE has limited capacity to conduct value-added research and analysis.

This bid links to the following Key Performance Measures:
- KPM #3: Student Achievement (OAKS reading data)
- KPM #5: High School Graduation
- KPM #16: Timely Assessments and Assessment Results

This bid contributes to the following Oregon Core Outcomes to reach the 40/40/20 goal:
- ready for school and

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[3] Additional information about Smarter Balanced including regular development updates is posted at http://www.smarterbalanced.org/.
[4] www.ode.state.or.us/go/commoncore

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- ready to apply math and reading skills.

This bid will analyze results by using our current reporting system, which includes student performance data: Student-Centered Staging, Student-Centered Operational Data Score, and Oregon's Data Warehouse. Funding this bid will result in:
- an increased number of K-12 teachers implementing teaching practices aligned with the CCSS in English/Language Arts and mathematics;
- new 12th grade courses or course modules in English/Language Arts and mathematics;
- an increased number of K-12 students prepared for college and careers;
- a decrease in the number of students enrolling in remedial/developmental college writing and mathematics courses;
- an increase in community college enrollment;
- an increased in university enrollment; and
- support of all three facets of 40/40/20.

Enabling Legislation/Authorization

Standards, assessment and reporting are mandated by the following state and federal laws:
- ✓ P.L. 107-279 "National Assessment of Educational Progress Authorization Act"
- ✓ NCLB Title I, Title X - EDEN
- ✓ NCLB SEC. 101. Improving The Academic Achievement Of The Disadvantaged
- ✓ NCLB SEC. 1111. State Plans.
- ✓ NCLB SEC. 3122. Achievement Objectives and Accountability
- ✓ ORS 329.485 Statewide Assessment System
- ✓ ORS 329.105 School and district performance reports and statewide report card

Funding Streams

General Fund and Federal Funds *(*ODE receives approximately $5.5 million in federal funds annually for Oregon's student assessment and accountability system. ODE received approximately $18 million in federal grants funds that are scheduled to expire or have expired recently.)

Significant Proposed Changes from 2011-13

The base proposal ($25.8 million) will provide the same service as the previous biennium.

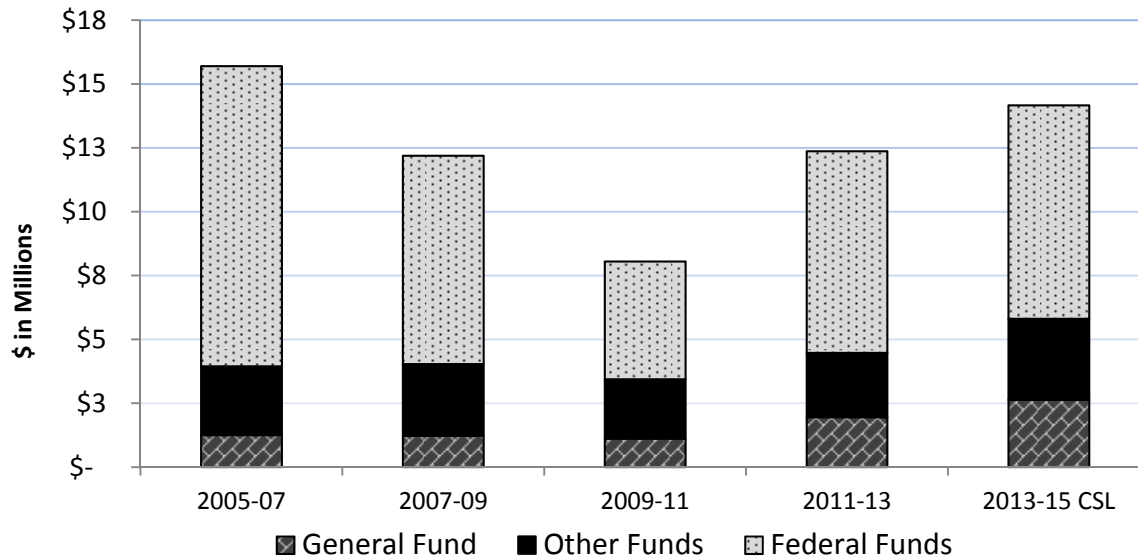2/15/13

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Primary Contact: Laura Roach, 503-947-5656

Executive Summary

This proposal addresses small and miscellaneous programs and strategies not included in other bids. These include strategies that make education more relevant to students such as accelerated learning, the Advanced Placement Test Fee Program, FIRST Robotics and physical education grants as well as programs that ensure the safety of students such as pupil transportation, fingerprinting and background checks. Some of these activities address the following indicators: ready to apply math and reading skills; on track to earn a diploma; and ready for college and career training.

Description

Activities in this bid category vary as to their purpose, administration, and outcomes. They currently make up less than ¼ of 1 percent of the entire agency budget and include (but are not limited to):

- the Accelerated College Credit Grant, which provides awards to public school districts, community colleges and university system institutions is to enhance and support concurrent enrollment for high school students to advance their education and reduce costs of going on to post-secondary study;
- the Advanced Placement (AP) Test Fee Program, which pays for placement and International Baccalaureate (IB) examinations for low-income students;
- FIRST Robotics, which provides small (no more than $10,000) state grants to public high schools (currently 45) for initial or continuing support of FIRST Robotics competitive teams in support of

"STEM" education that allows opportunities for students to explores science, technology, engineering and math (STEM);

- physical education grants, which award funds to public school districts and public charter schools to hire licensed physical education teachers or provide physical education professional development to classroom teachers;
- pupil transportation, which ensures qualified drivers transport students in safe, well-maintained vehicles (this is not the same at the transportation grant that partially reimburses districts for their transportation costs); and
- criminal background checks and fingerprinting of certain district staff, which help to ensure the safety of all individuals within the school system.

Historical expenditures in this bid include some federal programs that have been phased out, such as: Title IV-A Safe and Drug-free Schools and coordinated school health programs. Historical expenditures for the private career school program also are included in the funding chart but will have a separate proposal under the new Higher Education Coordinating Commission.

Justification and Link to 10-Year Outcome

Accelerated Learning and Advanced Placement tie directly to Oregon's indicator ready for college and career training (#4) and the 40-40-20 goal. The results of the Oregon University System Dual Credit studies (2008-2010) demonstrate that students in accelerated programs succeed at a higher rate in postsecondary education, have higher grade point averages, and have a higher rate of persistence than non-dual credit students. Dual credit types of programs can reduce the transition time for students moving between institutions. The Advanced Placement Test Fee supports Oregon's goal of ready for college and career training and the 40-40-20 goal also. Students who take AP and IB courses and exams succeed at a higher rate in postsecondary education, have a higher grade point average, and higher rate of persistence and graduation than students who do not take these accelerated courses. Students who score 3-5 on AP exams and 4-6 on IB exams can earn college credit while still in high school, reducing the cost and possibly the length of time in college.

FIRST Robotics also ties to college and career readiness as it supports STEM education and may provide a pathway for students to postsecondary education. Students in these competitions address tasks that require critical thinking, creativity along with communication and collaboration. Participants in these programs often receive scholarships in engineering related college programs. A national study indicated that students who participate in FIRST programs are more than twice as likely to expect to pursue a career in science and technology and nearly four times more likely to expect to pursue a career in engineering than the comparison group.

Physical education supports Oregon's Healthy People goal. Increased physical education minutes can decrease the number of behavioral issues and increase students' ability to focus.

To learn at school, students need to *get* to school - and in a safe manner. Pupil transportation provides this service for the many students who do not have an alternative form of transportation.

Finally, when students get to school, the environment needs to be safe so students can focus on learning. Both the fingerprinting and criminal background check services help ensure a safe environment for students and staff.

Performance

1) The Accelerated Learning Grant was just awarded this May (2012). However, Oregon has a long history of supporting advanced learning opportunities.
   - 2009-10 data show 16,535 students reported as participants (unduplicated head count)
   - 135, 075 earned college credits were reported (CCWD, 2010).

2) Advanced Placement:

Oregon AP & IB Examination Growth 2002-2012

	AP Examinations		IB Examinations		Total Exams
2002-2003	353		72		425
2003-2004	729	+106%	141	+96%	870
2004-2005	932	+21%	221	+56%	1153
2005-2006	1,283	+37%	308	+39%	1,591
2006-2007	1,702	+32%	353	+14%	2,055
2007-2008	2,177	+27%	556	+57%	2,733
2008-2009	2,860	+31.3%	591	+6.2%	3,451
2009-2010	3,968	38.7%	836	41.4%	4,804
2010-2011	4,664	+17.5	965	+15.4%	5,629
Projected 2011-2012	5566	+19.3	1162*	+20.4	6,728
Cost projection for 2011-2012: Based on geometric mean average growth rates, current district anticipated requests, and announced cost increases for AP examinations. Program office projects that $273,372 will be required to meet the demand for examinations from eligible students. **Anticipated request numbers reported by districts to ODE for 2011-2012 IB exams and registration.*					

3) FIRST Robotics - This was the first year of this award and ODE issued grants to 45 high schools. Most schools used the funds to support one team. Approximately 700 students participated in the program in spring 2012. Three out of the six Oregon teams that attended the national competition were funded by this grant.

4) Physical Education - The total amount awarded in 2008-09 school year was $307,071 to 15 schools. As a result, 104 teachers received professional development and 18 teachers were hired. In the 2009-10 school year, $773,000 was allocated to 26 schools and 17 physical education teachers were hired. In the 2010-11 school year, 24 schools received $476,856 and 16 physical education teachers were hired. During 2011-12 school year, $200,148 was allocated to 9 schools; 24 teachers participated in PE professional development and 7 PE teachers were hired.

5) Pupil Transportation – Due to the limit on the length of this document, please see the metrics in the accompanying Excel spreadsheet.

6) Fingerprinting and Criminal Background Checks - Due to the limit on the length of this document, please see the metrics in the accompanying Excel spreadsheet.

Enabling Legislation/Authorization

- ✓ ORS 341.450 Accelerated College Credit Options and 340.300 Accelerated College Credit Programs
- ✓ ORS 340.310 and 340.320 established dual credit standards and accelerated learning grants.
- ✓ ORS 340.005 through 340.090 established the Expanded Options Program.
- ✓ Advanced Placement Test Fees: No mandates; U.S. Department of Education annual funding program
- ✓ FIRST Robotics: Oregon Senate Bill 5508 (2011) provided funding.
- ✓ ORS 329.496 Physical Education Participation; Minimum Requirement; Exceptions; Professional Development;
- ✓ ORS 329.501 Grants for Physical Education
- ✓ ORS 820.100 through 820.190, 801.455, 801.460 Pupil Transportation Program
- ✓ ORS 326.603 through 326.607 Fingerprinting and Criminal Background Checks

Funding Streams

- ✓ Accelerated Learning: Primarily General Fund. Districts must use State School Fund, Oregon Community College state funding, and Carl D. Perkins Funds Career and Technical Education Funds to support infrastructure costs.
- ✓ Advanced Placement: Federal funds
- ✓ FIRST Robotic Grant: General Fund
- ✓ Physical Education: General Fund
- ✓ Pupil Transportation: General Fund
- ✓ Fingerprinting: Fees charged to applicants
- ✓ Criminal Background Checks: Fees charged to applicants

Significant Proposed Changes from 2011-13

- ✓ Increase the total applications from eligible educational institutions.
- ✓ Transition Accelerated College Credit Program Grant to a competitive/performance based award process.
- ✓ There are no "enhancements" requested in this bid.

Advanced Placement Update:

Projections for the Advanced Placement Test Fee program in the table below are based on the assumptions listed and projected needs of school districts.

		2013-2015		2015-2017		2017-2019		2019-2021	
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	$572,606	$684,836	$819,063	$979,599	$1,171,600	$1,401,233	$1,675,874	$2,004,345	$2,397,196

# of Exams	8,046	9,623	11,509	13,764	16,461	19,687	23,545	28,159	33,678
Biennium $		$1,503,899		$2,151,199		$3,077,107		$4,401,541	
Biennium Exams		21,132		30,225		43,232		61,837	

Projection made with these assumptions:
- USDOE will continue the Test Fee Program through 2021 and will fund 100% of Oregon's need.
- Test fees will not increase from 2011-2012 levels.
- Program growth will be consistent with 2011-2012 – 19.6% each year.
- Growth projection will be matched with qualified low-income students that participate.

OREGON DEPARTMENT OF EDUCATION

Goal: Oregonians are prepared for lifelong learning, rewarding work, and engaged citizenship.

Primary Outcome Area: Education
Contact: Sue MacGlashan, 503-947-5658
       Brian Reeder, 503-986-5670
       Doug Kosty, 503-986-5825
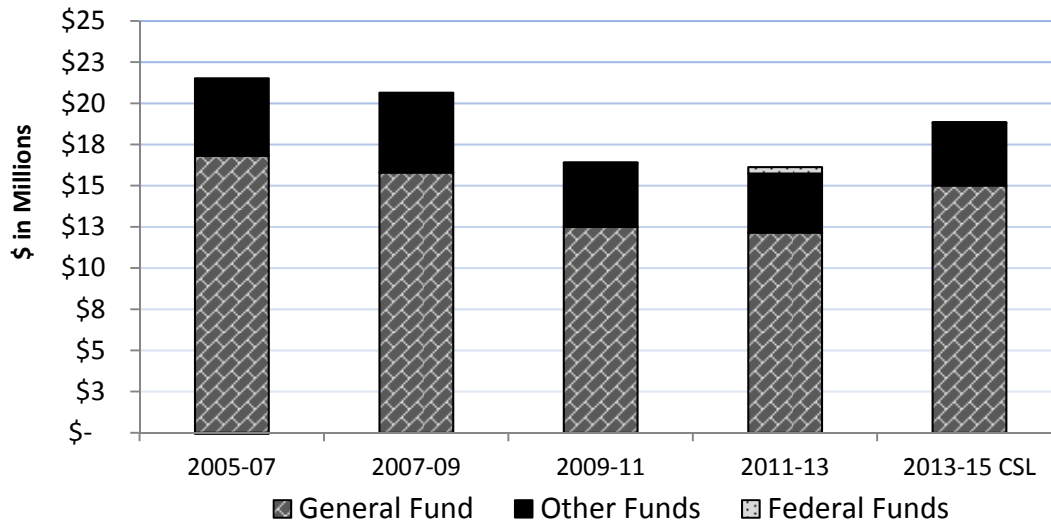
Executive Summary

"Program Support" includes those functions and activities that benefit a broad range of programs in the Oregon Department of Education (ODE) and often are referred to as "indirect costs" or "administration" because their *precise* benefits to a *specific* project are difficult or too complex to track. Regardless, these programs provide valuable and necessary services to a wide variety of internal and external stakeholders as well as programs that support the goal of having Oregonians prepared for lifelong learning, rewarding work, and engaged citizenship.

Funding of $20.5 million comprises $14.2 million General Fund, $4.9 million in Other Funds expenditure authority, and $1.4 million in Federal Funds expenditure authority.

Performance as rated by the agency's customer service ratings (see "Performance" section) is expected to change. However, this change is likely going to be due more to education reform efforts underway. These efforts include more of an emphasis by ODE on services and support to local programs (as opposed to compliance). This emphasis will be reflected throughout the agency and affect more than just the programs covered by this bid.

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Description

Program Support activities include the following:
- State Board of Education
- Superintendent's Office (including communications, legal issues and legislative coordination)
- Information technology services
- Fiscal services
- Facilities
- Human resources
- Business continuity/disaster preparedness
- Internal audit
- Procurement.

These programs provide services to a wide range of stakeholders, who include ODE's 376+ employees (not including temporary hires), 197 school districts and their employees and students, 19 education service districts and their employees and students, 90 legislators, and multiple state and national constituent and interest groups.

Individual programs in this proposal provide a variety of unique and discrete functions. *Some* of these are listed below.

- The State Board meets almost monthly to adopt rules to implement legislation directed at local education entities and to set policy for school districts and community colleges. During the 2009-11 biennium, the State Board took action on 83 rules.
- The Communications Unit communicates rule and policy changes to school districts and employees; assists the Superintendent in her direct communications; and responds to media inquiries and public records requests.
- The legislative liaison function responds year-round to legislative members and staff on a variety of education-related matters and ensures agency activities and priorities align with legislative priorities and intent.
- Annually, the legal unit conducts or oversees 55 to 60 hearings to ensure the rights of students, school district staff, schools, districts and contractors are protected by providing an appeals process that meets both federal and state legal requirements. The unit also investigates and responds to complaints against districts including civil rights and other discrimination complaints.
- The Financial Services Unit provides financial reports and data to other offices and external parties for a variety of reasons, including proper management of the agency's budget and informed decision-making.
- The Technology and Information Resource Management Unit ensures computers, printers, e-mail, calendaring, phone, and other components of the agency's data systems are available and functioning so ODE employees can do their work timely and effectively.
- The procurement function ensures ODE, following all statutes and other requirements, purchases the goods and services it needs to carry out ODE's responsibilities.

Interactions take place on a daily, weekly, monthly or other basis depending on the issue.

The major cost driver for program support is the cost of personnel. For the most part, these costs are largely outside the agency's control (*i.e*., collective bargaining and the state's compensation plan have a major impact on personnel costs). There may be opportunities to control costs through

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consolidation in some areas. These opportunities are still being explored—both internally and externally.

Justification and Link to 10-Year Outcome

Like the nuts and bolts on an aircraft, Program Support perhaps is not as interesting as the engine but is critical to the overall functioning of the agency. Program Support enables the ODE aircraft to land safety and confidently on the runway of the 40/40/20 goal. A well-established, efficient and effective infrastructure is critical for supporting programs that ensure Oregon attains the 40/40/20 goal.

Many of the functions in "Program Support" are not *directly* mandated by state or federal law but play a critical role in meeting the obligations of other programs that have mandates. Without these services, qualified employees could not be hired, timely and accurate payments would not be made to hundreds of vendors, rules would not be promulgated to carry out legislative intent, data would not be collected efficiently, and critical information and input would not be shared or provided to, among others, the legislature and other key stakeholders.

Performance

Program performance is measured mainly through an annual customer service survey. It is also measured by positive stories in the media, smooth legislative relationships, and an absence of audit findings and procurement bid protests, among other things.

ODE's customer service survey is done on both an agency-wide and office basis. The goal is to have 70 percent or more of respondents rating ODE as good or excellent in the areas of Accuracy, Helpfulness, Availability of Information, Expertise, Timeliness and Overall.

For 2011, ODE exceeded its target of 70 percent for both Accuracy and Helpfulness, with the highest ratings for Helpfulness - at 75 percent. In addition, ODE was less than five percent away from the target for Availability of Information, Expertise, and Overall ratings. Timeliness continues to be the area most in need of improvement: however, even for Timeliness, ODE experienced a ten percent increase compared to 2010, when only 51 percent of customers rated ODE as good or excellent.

ODE's overall 2011 ratings represent an increase over 2010, continuing a trend of improvement since 2007, the first year in which ODE administered a customer service survey. The 2011 ratings were the highest for all years for all service criteria except Expertise, which was highest in 2009.

It should be noted the customer service survey covers all offices in ODE. The following graph shows the percentage of respondents who rated the ODE offices providing the majority of the functions in this bid as good or excellent—compared to ODE overall.

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2011 Results for Select Offices & ODE Overall
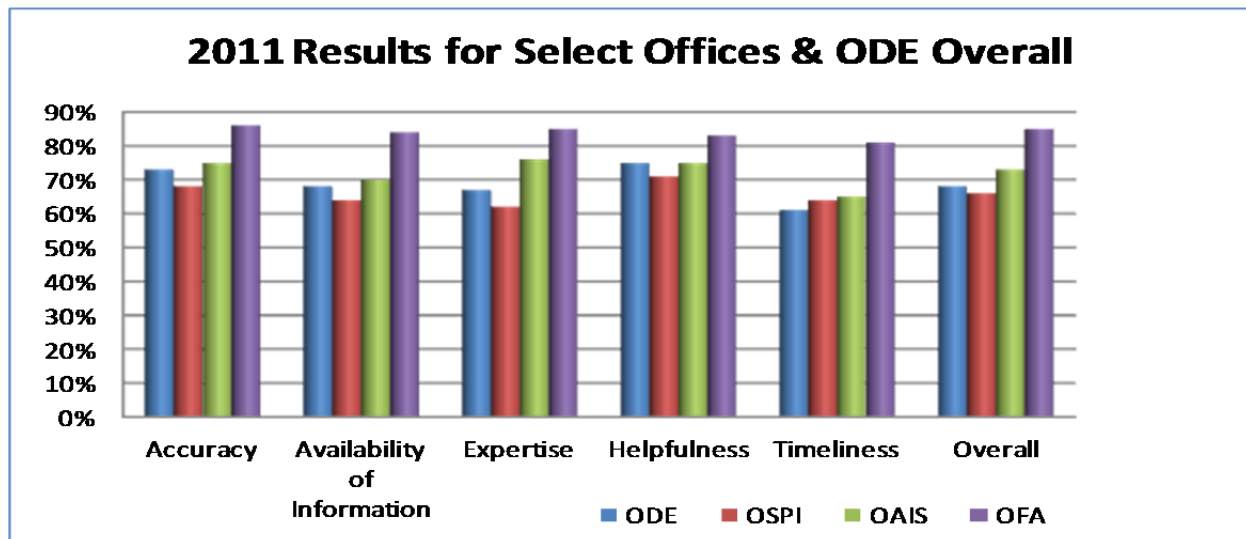
Another key measure for these functions is the percentage of their costs compared to the rest of the budget. The entire Operations budget itself, which includes more than the programs in this bid, is less than 2% of the total agency budget. Within the Operations budget, traditional "back office" functions of finance, human resources, purchasing, and information technology are roughly 12% of the Operations budget or ¼ of one percent of the entire ODE budget.

Specifically for the new funding:
Additional IT funding enhances information security and privacy. The three main achievements from this investment are confidentiality of data, integrity of data, and availability of data.

Confidentiality of data and systems will be enhanced as follows:
- Implementation of an endpoint security product to ensure all devices attaching to the ODE network are secured, virus-free, and will not expose the network or ODE systems to external vulnerabilities.
- Implementation of a suite of scanning tools to scan and test ODE applications and the ODE network for security vulnerabilities and provide recommendations for rapid remediation of any identified risks.
- Implementation of comprehensive information security and privacy oversight coordinated under the Chief Information Security Officer and performed by a trained information security analyst.

Integrity of data and systems will be enhanced by:
- installation of a log aggregation server and log management tool to compile access logs, monitor for anomalies and identify potential security issues as they arise; and
- training in forensics analysis and adoption of a standard set of forensics tools to aid in investigation of anomalies in ODE data systems.

Availability of data and systems will be enhanced by:
- upgrading and migrating email to a software-as-a-service (SaaS) email system that supports fast and accurate archiving, retention, and e-discovery and increases efficiency and responsiveness in fulfillment of electronic records;

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- migrating backup of all data and systems to an encrypted, offsite, cloud backup system that supports fast recovery and restoration of data and systems needed for good business continuity planning and disaster recovery planning;
- implementing hardware, software and training for a SharePoint system for document management since SharePoint offers both enhanced security features and more flexibility and efficiency in collaborative work efforts of the department than current file storage systems;
- increasing speed and accuracy of application deployment through the purchase and implementation of a Microsoft Project Server to support project management of ODE initiatives; and
- enhancing the Salem Teleconference Studio infrastructure to upgrade the mobile editing and production equipment and add the ability to live stream from anywhere. This is especially important as the Chief Education Officer works to connect with schools across Oregon. Live streaming reduces the need to travel extensively and provides the ability to support efficient, just-in-time delivery of communication to the field

Funding for enhancing the research capacity at the department will add three positions to the Office of Analysis and Reporting. The staff members will work with ODE's Data Governance Committee (DGC), data collection owners, and IT on data collection and reporting analysis. The results of this analysis will be used to improve data collection processes and the quality of data in the State Longitudinal Data System (SLDS).

Outcomes include an improved response time for research requests, increased documentation, and a streamlined research request process. Currently research requests are handled with existing staff, which causes delays in releasing data and answering questions. The National Center for Education Statistics (NCES) recently released a "Forum Guide to Supporting Data Access for Researchers: A State Education Agency Perspective" that states:

Partnerships with researchers can lead to numerous other tangible benefits to education agencies, such as
✓ *encouraging research projects that reflect an education agency's information needs and priorities;*
✓ *supporting data-driven decision making by educators and policymakers, including instructional and management choices that directly affect the quality of teaching and learning;*
✓ *providing access to experts who can design programs that permit more robust analytical studies (e.g., with pre- and post-tests, pilots, and control and treatment groups); and*
✓ *supplementing an agency's research capacity and/or building the research skills of staff who will work alongside members of the research community while reviewing and servicing data requests.*

The NCES guide goes on to state:

SEAs vary tremendously in their needs, circumstances, structure, and settings—yet core practices apply to the vast majority of education organizations. When organizations adapt or adopt these types of recommended core practices, they
✓ *invest in efficiencies that can lower operational costs and improve operations;*
✓ *confirm that existing policies meet expected standards and regulations;*
✓ *contribute to a body of best practices that advance the field of education data;*
✓ *support data-driven policy decisions and evidence-based actions in education agencies; and*

✓ *contribute to the development of data standards, which has advantages for both education agencies and researchers.*

The ODE Data Governance Committee's mission is to "ensure accurate and relevant data by making timely, authoritative decisions regarding agency data issues weighing impact, risk and resources surrounding those issues." Currently there are no staff dedicated to coordinating the work of the DGC. The new staff will be responsible for coordinating the work, and the workgroups, of the DGC.

The ALDER Executive Committee (AEC) is the primary governance body overseeing SLDS work. This committee is comprised of senior representatives from the following state agencies: Governor's Office, Department of Education, Department of Community Colleges and Workforce Development, Oregon University System, Teacher Standards and Practices Commission, and the Employment Department. The new staff will assist in the coordination of research and analysis efforts across the AEC member agencies.

Enabling Legislation/Authorization

✓ U.S. Constitution, 14th Amendment – equal protection clause, due process
✓ Federal Civil Rights Laws including Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination); Title IX of the Education Amendments of 1972 (prohibiting sex discrimination); Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination); Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities)
✓ Oregon Constitution , Article I, section 20 – equal protection clause
✓ ORS 326.011-.075 – Establishment of the State Board; functions; duties
✓ ORS 326.111- Establishment of the Oregon Department of Education
✓ ORS 326.300-.310 - Superintendent's role and duties
✓ ORS 327.102 and 327.103 – School district and school complaints
✓ ORS 327.109, 659.850, 659.855 - Prohibited discrimination and civil rights
✓ ORS chapter 338 – Charter school and student appeals
✓ ORS 342.905 and 342.930 - Fair Dismissal Appeals Board

Additional statutes define specific duties and responsibilities of the State Board, the Superintendent and the Department of Education.

As noted earlier, many of the functions in "Program Support" are not *directly* mandated by state or federal law but play a critical role in meeting the obligations of other programs that have mandates. These functions, and their staff, are authorized biennially by the legislature through the budget adoption process of the Joint Committee on Ways and Means.

Funding Streams

The majority of these programs are supported by the state General Fund (about 40% of total operational costs) and federal revenues (about 50% of total operational costs) with the remainder supported by other miscellaneous revenues. Federal revenues are generated by charging federal programs using an indirect cost rate based upon a cost allocation plan approved by the U.S. Department of Education and, when spent, are recorded as Other Funds. In certain circumstances, federal programs are charged directly for discrete work but this is an exception and not the norm.

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Significant Proposed Changes from 2011-13

    None.