# Education, Department of

Annual Performance Progress Report

Reporting Year 2021

Published: 9/29/2021 1:43:40 PM

KPM #	Approved Key Performance Measures (KPMs)
1	Protecting the Health & Safety of Children in Child Care - Percentage of citations for a serious valid finding that received a timely follow-up visit to confirm compliance
2	Access to Early Care and Education: Infants & Toddlers - Percentage of infants/toddlers (birth-2 years) with access to a regulated child care slot.
3	Access to Early Care and Education: Preschool Age - Percentage of preschool age children (3-4 years) with access to a regulated child care slot. Regulated child care slots include Certified Centers, Certified Family, and Registered Family Providers.
4	EARLY LITERACY - Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading
4	Early Learning Workforce Retention (all) - Percentage of early learning providers who have remained in the workforce.
5	STUDENTS ON TRACK TO GRADUATE - Percentage of 9th grade students on track to graduate.
5	Early Learning Workforce Retention (by race and ethnicity) - Percentage of early learning providers who have remained in the workforce disaggregated by race and ethnicity.
6	HIGH SCHOOL COMPLETION - Percentage of students who complete high school within four years
7	COLLEGE GOING - College-going rate of Oregon residents into post-secondary institutions
8	CHRONIC ABSENTEEISM - Percentage of students who are absent more than 10% of days of the school year
9	CUSTOMER SERVICE - Percentage of customers rating the agency's customer service as "good" or "excellent"

Pie chart:
- red: 66.6%
- green: 16.6%
- yellow: 16.6%
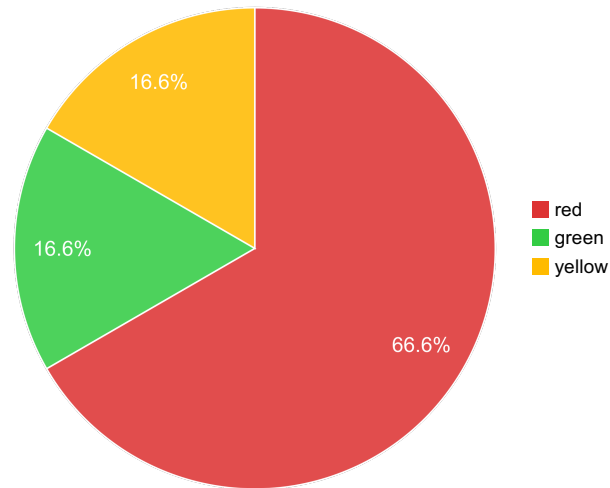
Performance Summary	Green	Yellow	Red
	= Target to -5%	= Target -5% to -15%	= Target > -15%
Summary Stats:	16.67%	16.67%	66.67%

KPM #1	Protecting the Health & Safety of Children in Child Care - Percentage of citations for a serious valid finding that received a timely follow-up visit to confirm compliance
	Data Collection Period: Jan 01 - Jan 01

Upward Trend = positive result
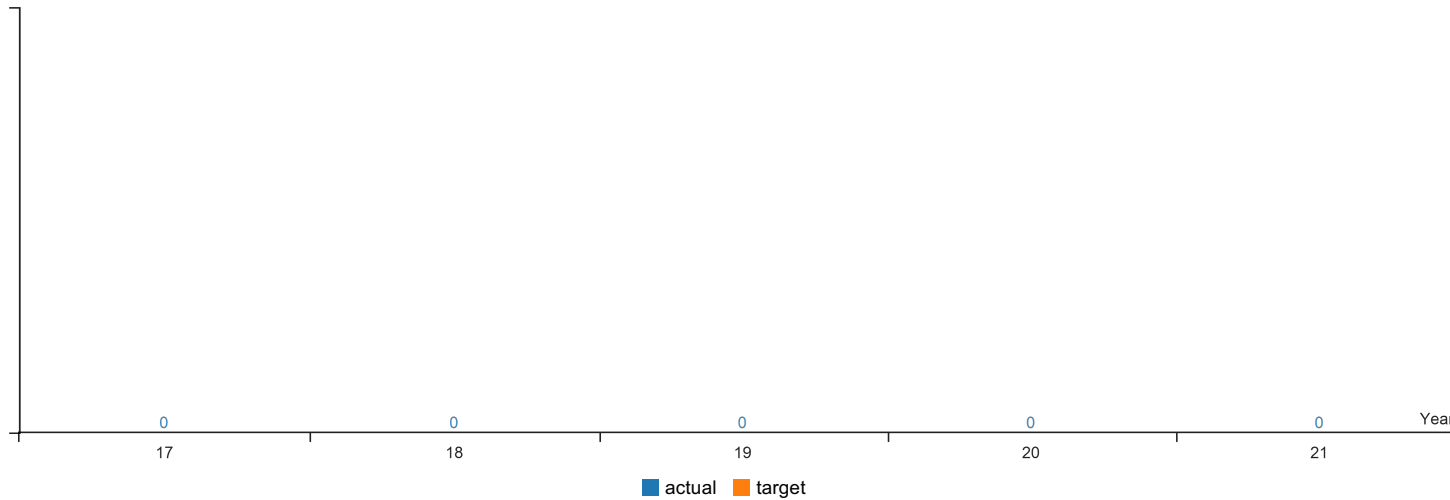
actual target

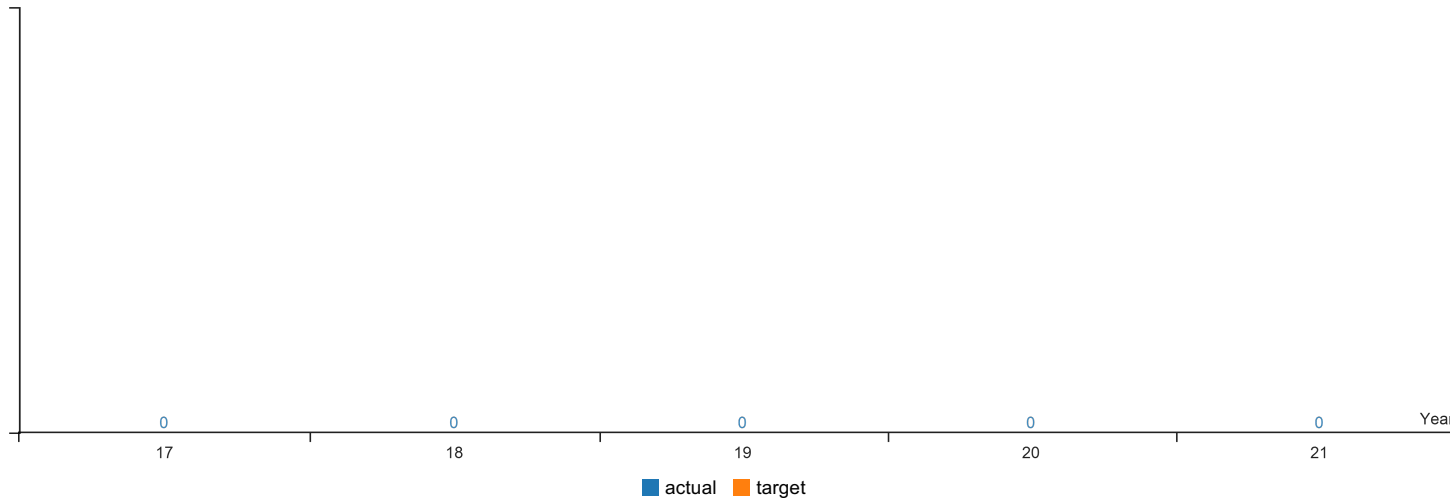| Report Year	2017	2018	2019	2020	2021
Protecting the Health & Safety of Children in Child Care					
Actual					
Target					

How Are We Doing

This is a new KPM approved during the 2021 legislative session. ELD will begin reporting on this KPM in 2022.

Factors Affecting Results

KPM #2	Access to Early Care and Education: Infants & Toddlers - Percentage of infants/toddlers (birth-2 years) with access to a regulated child care slot.
	Data Collection Period: Jan 01 - Jan 01

Upward Trend = positive result

actual target

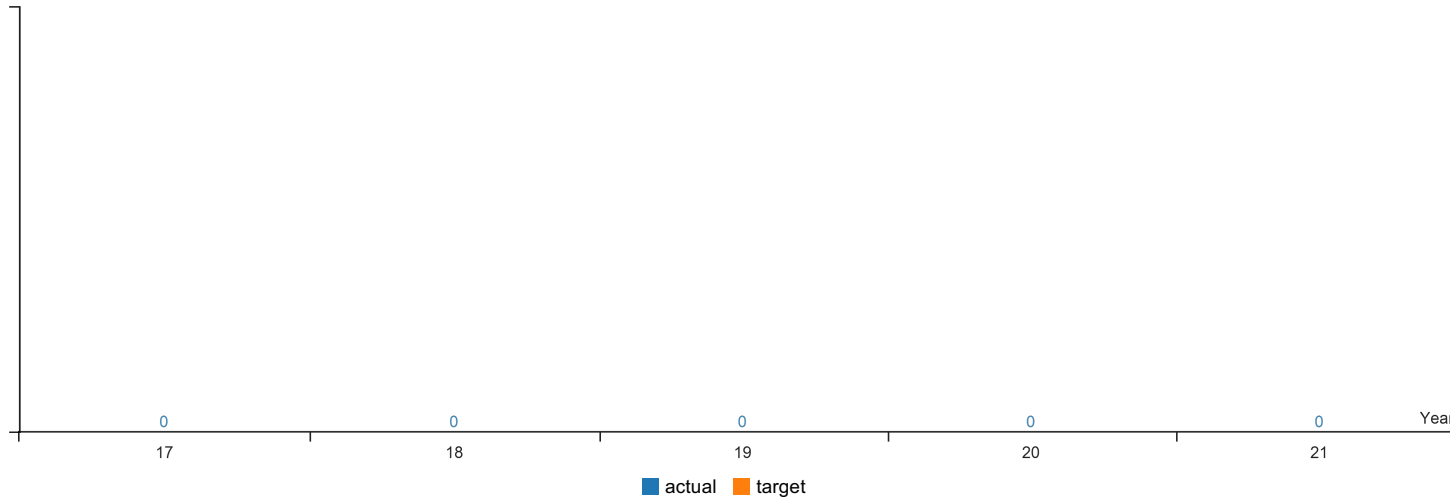| Report Year	2017	2018	2019	2020	2021
Access to Early Care and Education: Infants & Toddlers					
Actual					
Target					

How Are We Doing

This is a new KPM approved during the 2021 legislative session. ELD will begin reporting on this KPM in 2022.

Factors Affecting Results

| KPM #3	Access to Early Care and Education: Preschool Age - Percentage of preschool age children (3-4 years) with access to a regulated child care slot. Regulated child care slots include Certified Centers, Certified Family, and Registered Family Providers.
	Data Collection Period: Jan 01 - Jan 01

Upward Trend = positive result

Report Year	2017	2018	2019	2020	2021
Access to Early Care and Education: Preschool Age					
Actual					
Target					

How Are We Doing

This is a new KPM approved during the 2021 legislative session. ELD will begin reporting on this KPM in 2022.

Factors Affecting Results

KPM #4	EARLY LITERACY - Percentage of students meeting or exceeding statewide academic achievement standards in 3rd grade reading
	Data Collection Period: Feb 01 - Jun 30
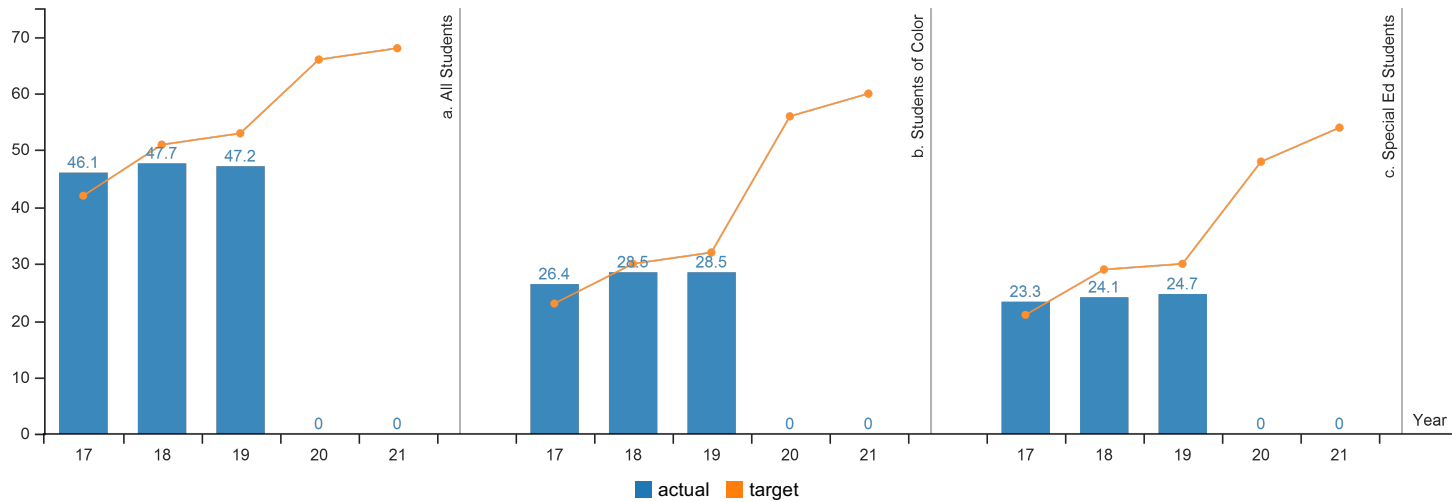
Report Year	2017	2018	2019	2020	2021
a. All Students					
Actual	46.10%	47.70%	47.20%		
Target	42%	51%	53%	66%	68%
b. Students of Color					
Actual	26.40%	28.50%	28.50%		
Target	23%	30%	32%	56%	60%
c. Special Ed Students					
Actual	23.30%	24.10%	24.70%		
Target	21%	29%	30%	48%	54%

How Are We Doing

While ODE reinstated the statewide assessment system for the 2020-21 school year, the COVID-19 pandemic and comprehensive distance learning model in place across much of the state during the 2020-21 school year resulted in low levels of participation in the assessments. Pursuant to the recommendations of Oregon's Technical Advisory Committee (TAC), composed of national measurement experts, ODE currently does not plan to publicly report state level data, as there are no groups that achieved 80% participation rates during the 2020-21 school year. Consistent with the requirements in OAR 581-022-2270 6(c), families whose children participated in spring 2021 state summative assessments will still receive Individual Score Reports, and districts and schools who participated have student scores for all participants, as well. Therefore, ODE is unable to provide updated data for KPM 4: Early Literacy for 2020-21.
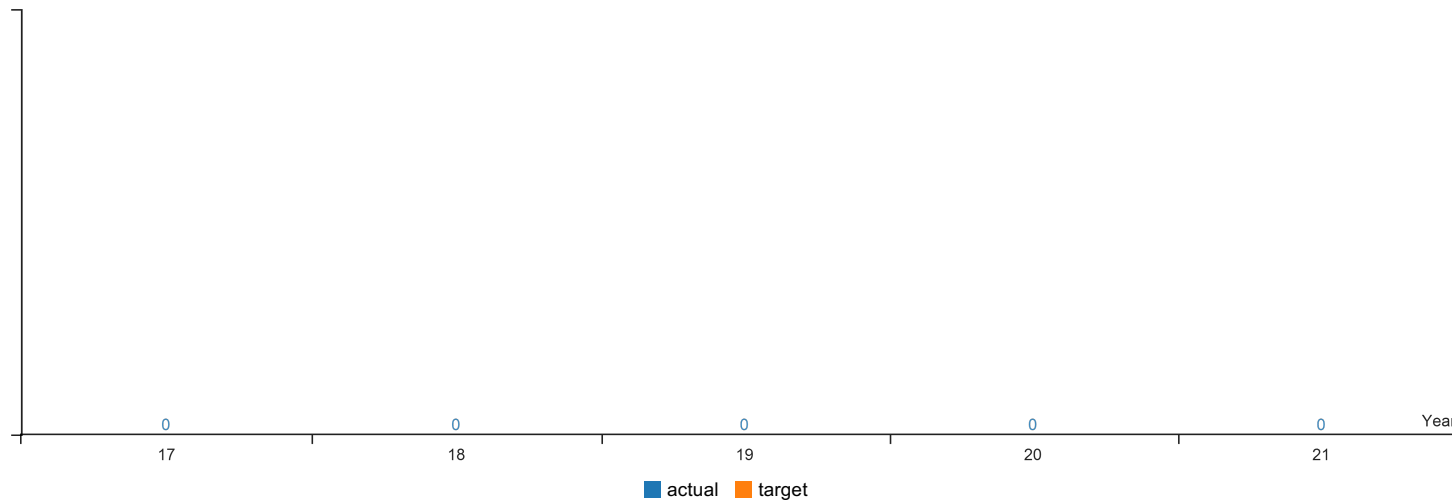
Factors Affecting Results

Instructional Materials: Oregon's state content standards for English Language Arts were adopted by the State Board of Education in June 2019, following a process of review and revision. This revision resulted in the development of more robust foundational reading skills standards. In addition, ODE revised the criteria for ELA instructional materials adoption to ensure a greater focus on early literacy in newly-adopted instructional materials.

New and Renewed Agency Positions: ODE has hired the following positions to further build agency capacity around early literacy in the areas of policy advice, technical assistance, systems, and organizational improvement regarding strategy implementation: PreK-3rd Grade Coordinator, K-2 Balanced Assessment Specialist, and Early Language and Literacy Intervention Specialist.

Dyslexia Legislation: SB 1003 outlines requirements for districts regarding universal screening for risk factors of dyslexia and teacher training requirements for K-5 schools in the state. Each year, the department reviews the list of approved universal screening and progress monitoring tools and accepts submissions of new tools for review and possible addition to the approved list. This continual focus on high-quality universal screening tools supports districts in their use of data to inform early literacy instruction. In addition to the requirements around universal screening, SB 1003 also requires at least one teacher in each K-5 school in the state to participate in dyslexia-related/foundational reading training. Each year, the department reviews the list of approved dyslexia-related training and accepts vendor submissions of new training programs for review and possible addition to the approved list. This continual focus on high-quality training is supportive of increasing teacher knowledge in the area of early literacy instruction.

KPM #4	Early Learning Workforce Retention (all) - Percentage of early learning providers who have remained in the workforce.
	Data Collection Period: Jan 01 - Jan 01

* Upward Trend = positive result

actual target

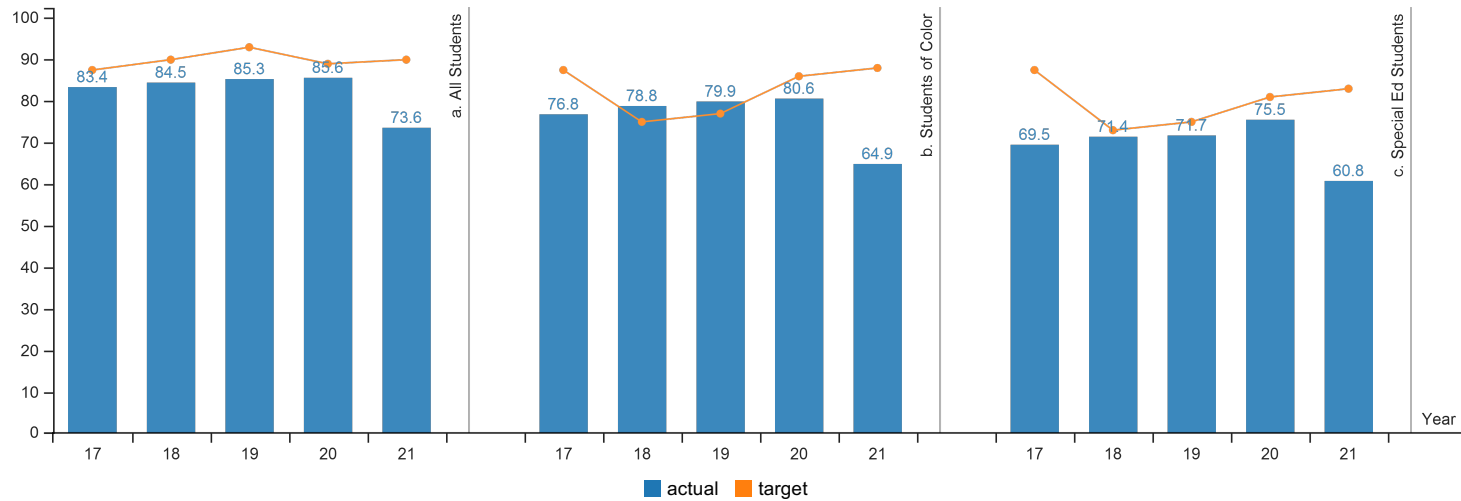| Report Year	2017	2018	2019	2020	2021
Early Learning Workforce Retention (all)					
Actual					
Target					

How Are We Doing

This is a new KPM approved during the 2021 legislative session. ELD will begin reporting on this KPM in 2022.

Factors Affecting Results

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

Report Year	2017	2018	2019	2020	2021
a. All Students					
Actual	83.40%	84.50%	85.30%	85.60%	73.60%
Target	87.50%	90%	93%	89%	90%
b. Students of Color					
Actual	76.80%	78.80%	79.90%	80.60%	64.90%
Target	87.50%	75%	77%	86%	88%
c. Special Ed Students					
Actual	69.50%	71.40%	71.70%	75.50%	60.80%
Target	87.50%	73%	75%	81%	83%

How Are We Doing

2020-21 marked the lowest 9th grade on-track rate since the measure was first collected in its current form, in 2013-14, both for the student groups called out above and for the overall rate. The rate for students of color (Black, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students) was 8.7 percentage points below the rate for all students, marking the largest gap recorded. The rate for students with disabilities was 12.8 percentage points lower, which while wider than the recorded gap in 2019-20 is still narrower than the gaps in any prior year.

Although the method of data collection for this measure was slightly modified for 2020 as part of ODE's response to the COVID-19 pandemic, 2021 data was collected and credit was awarded according to the standards of 2019 and earlier data.

Factors Affecting Results

Students in the 2020-21 cohort of 9th graders experienced substantial disruption to their education at the end of their 8th grade year and throughout their 9th grade year as schools shifted to offering comprehensive distance learning (CDL), hybrid, and in-person instruction at various times during the year. Students, families, and communities feel the impact of school closures and loss of access to normally relied-upon resources. CDL may have resulted in interruptions not only to instructional models, but also to engagement efforts and other resources designed to help students get and remain

on-track to graduate. While the level of unfinished learning that has resulted from these disruptions has impacted on-track rates in 2020-21, districts and schools will maintain rigorous expectations and support to accelerate learning for all students in 2021-22 and help bring these students back on-track to graduate.

The gaps identified above reflect the disproportionate impact of the pandemic and related closures on students of color. The Oregon Department of Education is committed to promoting educational systems that support every child's identity, health and wellbeing, beauty, and strengths. ODE has developed and continues to develop resources and research on the best ways to support students who are not on-track to graduate in order to help them graduate on time.

ODE has applied the following strategies to increase the number of Oregon's 9th grade students who are on track to graduate:

- In 2020-21, High School Success staff conducted comprehensive eligibility reviews of each recipient, evaluating among other things the recipient's practices to evaluate data and develop strategies to make sure 9th graders get and remain on-track. Recipients were provided technical assistance and resources to assist them in areas where improvement was needed. This work will continue into the 2021-22 school year.
- Since the creation of the High School Success Initiative, ODE has invested in training the High School Success staff and management about effective systems to increase the number of 9th grade students on track to graduate. ODE is using 9th grade on track as a metric for evaluating High School Success fund success, and districts are more focused on using these data to drive institutional practices. To support districts in sharpening their focus and apply an equity lens to their data, ODE provided guidance and a self-assessment system for districts to use as they applied for High School Success Funds. COVID school building closures may have impacted 9th grade on track improvements.
- ODE provided supports to the high schools receiving targeted or comprehensive support from ODE to increase student achievement, including increasing 9th grade students on track to graduate.
- ODE continues to provide statewide technical assistance to all districts to improve the quality of special education services, the Individualized Education Program (IEP) process, and ultimately, results for students with disabilities, including the percentage who are on track to graduate by the end of 9th grade. IEP teams must meet no less than annually but can meet more frequently in order to ensure a Free Appropriate Public Education (FAPE) is provided. Each IEP team is responsible for individually problem-solving the barriers that keep a child from independently accessing the general curriculum. This includes determining a child's present levels of academic achievement and functional performance (which could include on-track status), setting goals to enable the child to make progress in the general education curriculum, and determine the supports needed to allow the child to progress towards annual goals and the general education curriculum.

A focus on culturally responsive pedagogy and practice as well as strategic investments for students of color and English Learners provided evidence of the impact such supports provide. When educators can implicitly use the cultural knowledge, prior experiences, frame of reference, and performance styles of diverse students in a learning environment, educators can make learning appropriate (Gay, 2010). To that end, several of the grants funded by the African American/Black Student Success Act are focused on high school success, particularly directed at a strong first year performance, offering tutoring and mentoring programs to ensure consistent and significant support toward a positive 9th grade outcome.

KPM #5	Early Learning Workforce Retention (by race and ethnicity) - Percentage of early learning providers who have remained in the workforce disaggregated by race and ethnicity.
	Data Collection Period: Jan 01 - Jan 01
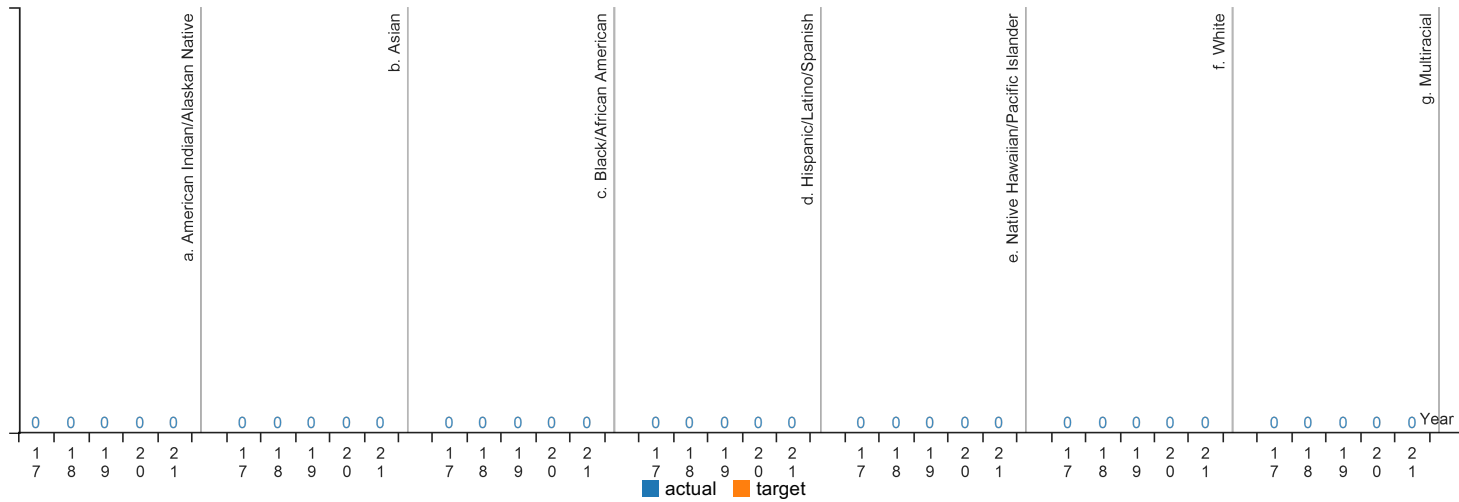
Report Year	2017	2018	2019	2020	2021
a. American Indian/Alaskan Native					
Actual					
Target					
b. Asian					
Actual					
Target					
c. Black/African American					
Actual					
Target					
d. Hispanic/Latino/Spanish					
Actual					
Target					
e. Native Hawaiian/Pacific Islander					
Actual					
Target					
f. White					
Actual					
Target					
g. Multiracial					
Actual					

Report Year	2017	2018	2019	2020	2021
Target					

How Are We Doing

This is a new KPM approved during the 2021 legislative session. ELD will begin reporting on this KPM in 2022.

Factors Affecting Results

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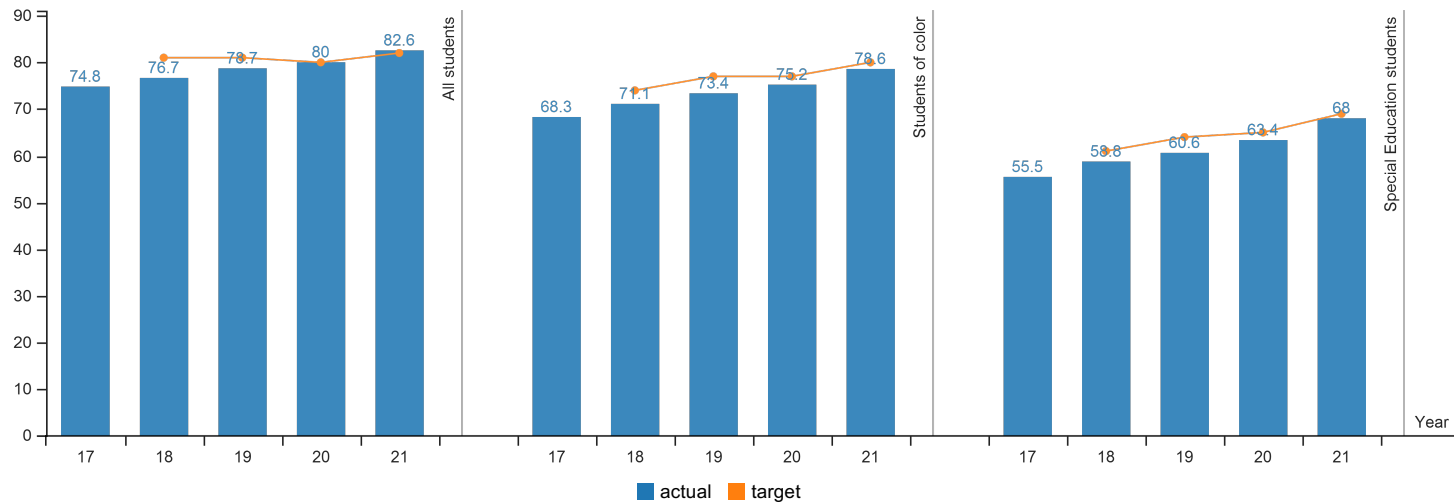
| actual | target |

Report Year	2017	2018	2019	2020	2021
All students					
Actual	74.80%	76.70%	78.70%	80%	82.60%
Target		81%	81%	80%	82%
Students of color					
Actual	68.30%	71.10%	73.40%	75.20%	78.60%
Target		74%	77%	77%	80%
Special Education students					
Actual	55.50%	58.80%	60.60%	63.40%	68%
Target		61%	64%	65%	69%

How Are We Doing

The statewide graduation rate for the class of 2019-20 is 82.6 percent, up 2.6 percentage points over the previous year and the highest graduation rate ever recorded in Oregon. The increase means the four-year graduation rate has increased more than 10 percentage points compared to six years ago.

In addition to these overall gains, Oregon's students who have been historically underserved by the system also experienced continuing gains compared with previous years. The year-to-year increase in graduation rates was greater for nearly every underserved student group than the increase in the state average, bringing those underserved student groups closer to the statewide average than ever before:

- African American/Black students saw the largest increase over last year of any student group, up 5.9 percentage points to 76.3 percent. That is close to what the statewide average graduation rate for all students was four years before (76.7 percent).
- Hispanic/Latino students graduated at a rate of 79.5 percent, up 3.3 percentage points from the previous year and higher than the statewide average was two years ago (78.7 percent).
- Students who have successfully completed English Learner programs in Oregon before they enter high school graduate at a rate of 86.1 percent, higher than the statewide average. Speaking multiple languages improves education outcomes no matter which language a student learns first.

- Career and Technical Education participants (those students taking at least one CTE course) graduated at a rate of 90.8 percent in four years and CTE concentrators (students passing two classes in a CTE Program of Study) had a 94.8 percent graduation rate in four years.
- The graduation rate for students experiencing homelessness is up from 50.7 percent from the class of 2017, to 60.5 percent for the class of 2020. The class of 2017 was the first class for which this data was calculated.

These gains made by student populations historically underserved by the system are particularly important given the alarming historic persistence of a significant achievement gap in Oregon between white students and students of color, including multiracial students Remaining gaps provide stark evidence of a failing system for children of color in Oregon schools that continues to create a considerable challenge for our collective future.

Due to the COVID-19 pandemic that closed schools to in-person learning in March 2020, some of the rules regarding graduation were changed. Seniors still had the same 24 credit requirement for the Oregon Diploma as in previous years. But, they were assured credit for any course in which they were passing at the time of the extended school closure. This allowed schools to provide additional focus on securing credit-earning opportunities and learning for seniors who were not yet passing all required courses at the time of the school closure. It is also important to note that not all those who do not graduate in four years drop out of school. Many go on to a fifth year or earn GED credentials.

Factors Affecting Results

ODE is continuing its comprehensive plan to address chronic absenteeism, backed by a $7.4 million investment by the 2017 Legislature. Through implementation of the High School Graduation and College and Career Readiness Act of 2016 (High School Success), ODE has provided funding to improve high schools through ninth grade teacher collaboration meetings; building data systems to track behavior, attendance, and course performance; and building partnerships, systems to ensure on-time graduation, systems to address chronic absenteeism, and systems to ensure equitable assignment to courses. Recipients of the funds hired staff and supported educator professional learning, built CTE programs, and implemented drop out preventions strategies. Access to career and technical education (CTE) and other hands-on learning experiences has expanded in part as a result of High School Success funding. Students in Career and Technical Education (CTE) courses have a far higher graduation rate than the state average. CTE programs continued to expand in the 2018-2019 school year. ODE continued to partner with community organizations, such as the immigrant and Refugee Community Organization, to support emerging bilingual students. The Department also supported school districts expanding their capacity to engage with community members to design high school programs that engage students.

The state also continued support of the Regional Promise Program to bring equitable participation in accelerated learning to Oregon schools. An Education Northwest study showed that students who participated in college courses while in high school were 30 percentage points more likely to graduate from high school, 25 percentage points more likely to enroll in college and 22 percentage points more likely to persist in college compared to their peers who did not take college credit courses while in high school. The expansion of college level courses to more students and targeting historically underrepresented student groups has helped boost our graduation rate. ODE also continues to offer support to districts in using student data to improve outcomes in partnership with Education Service Districts and Stand for Children and provides regional support on evidence based strategies to improve graduation such as advisory periods, career exploration, and equity and inclusion practices in teaching and curriculum development.

ODE continues to convene advisory panels of teachers, education leaders, and education partners serving diverse Oregon communities (such as community based organization) to discuss necessary policy and practice changes to improve graduation. ODE's engagement efforts have included asking students to voice their needs and partner with the school to find mechanisms that speak to their needs, soliciting advice and recommendations from community based organizations serving communities of color, and engaging parents and the community in conversations about the resources needed to encourage graduation and completion. ODE has also solicited recommendations from various equity-focused, ODE sponsored advisory groups that have developed plans that provide guidance on improving graduation outcomes for traditionally marginalized student populations (i.e., the African American/Black Student Success Plan, the American Indian/Alaska Native State Plan, and the English Learner Strategic Plan).

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

- Making graduation a high priority for all of our high schools and asking our leaders, teachers, and staff to identify structural supports that can provide pathways for graduation for students of color through the African American/Black Student Success Plan.
- Analyzing trends for students of color and identifying the strategies that are making the mark.
- The Office of Equity, Diversity, and Inclusion at ODE providing professional development and resources to district and school staff on culturally responsive pedagogy and practice.

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

- Continue the successful pilot using the **State Toolkit for Examining Post-School Success** – **STEPSS** with five more school districts in 2019-20 to improve transition programs and post school outcomes for students with disabilities. This data-based decision-making tool used by the five school districts has been used in collaboration with the National Technical Assistance Center on Transition (NTACT). It is used to help local educators, in partnership with other stakeholders, use a continuous data-based decision-making model with secondary transition data related to

graduation (Indicator 1), dropout (Indicator 2), compliant IEPs (Indicator 13), and post-school outcomes (Indicator 14) data to improve transition programs for youth with disabilities.

- Collaborate with the Department of Human Services (DHS) to support and increase the Youth Transition Program (YTP) in more than 120 high schools.
- Continue training local education agencies to write effective Summary of Performance (SOP) documents that identify a student's strengths and needs so the student has documentation to provide in the next environment they choose after high school.
- Ongoing partnership with our Parent Training Institute (PTI) to train parents, families, and staff on understanding and participating in the IEP process and to create a culture that sets high expectations for students with disabilities.
- Work closely with VR, DD, and OCDD to create systems that work to improve employment and post-school outcomes for students with disabilities.
- Provide professional development to school districts using post-school outcome data (PSO) to make changes to transition programs by implementing evidence based practices and predictors of post school success for students with disabilities.
- Collaborate with Vocational Rehabilitation (VR) and Oregon Developmental Disabilities (ODD) to develop and implement 36 cross-agency Regional Employment Collaboration (REC) professional development trainings focused on employment opportunities for staff working in VR, Parent Training Information (PTI), Developmental Disabilities, tribal VR, and education. These trainings were designed to facilitate universal information sharing, encourage collaborative resource delivery, and promote the shared outcome of employment for all transition age student with disabilities.
- Collaboration with VR to fund the Transition Technical Assistance Network (TTAN), which continues the work to improve Oregon's systems of designing and delivering employment services for students with disabilities. The Transition Network Facilitators (TNF) work to support the collaborative efforts of Vocational Rehabilitation, Developmental Disability Services, Employment First Teams, and Local Education Agencies in Oregon in the implementation of the Workforce Innovation and Opportunity Act (WIOA) and the provision of Pre-Employment Transition Services (Pre-ETS). Transition Network Facilitators provide training and technical assistance in their communities by supporting school districts to recognize and understand the outcomes of Executive Order No. 15-01 and WIOA, specifically focusing on successful transition to employment and/or education.
- Continue work with the National Technical Assistance Center on Transition (NTACT) for intensive technical assistance to support Oregon's continual efforts to improve outcomes for youth with disabilities.
- The Oregon Statewide Transition Conference (OSTC) provides attendees an opportunity to learn, network, and share innovative approaches regarding transition practices in Oregon. The over 620 attendees included educators, community college and university representatives, services providers, state agencies staff, and other support staff were able to choose from 72 different sessions to build their capacity in assisting, designing, and implementing services to improve successful transition from school to employment.

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

* Upward Trend = positive result
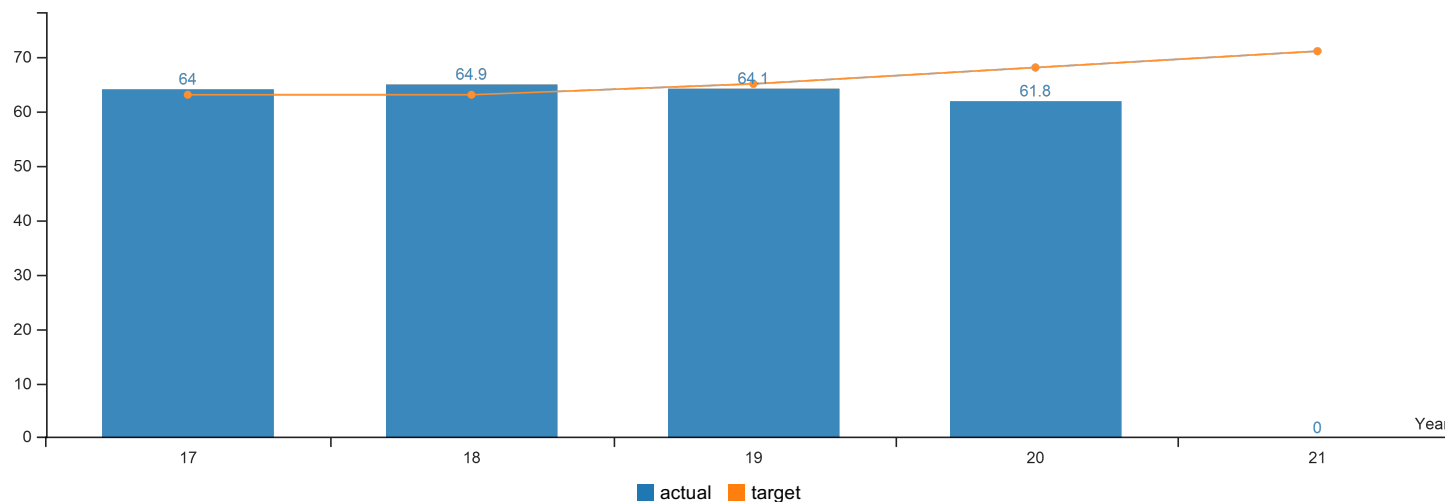
Report Year	2017	2018	2019	2020	2021
College-going rate					
Actual	64%	64.90%	64.10%	61.80%	
Target	63%	63%	65%	68%	71%

How Are We Doing

Because the Extended Participation Rate tracks participation within 16 months of high school graduation, the most recent year for which data should have been available is for the high school graduating class of 2019-20. Timing issues in the renewal of the data contract between the Department of Education and the National Student Clearinghouse prevented the relevant college-going data for the 2019-20 graduating four-year cohort from being available prior to the statutory deadline for publication of this annual report.

In addition, a prior error in reporting was discovered which resulted in the incorrect values for the 2015-16, 2016-17, 2018-19 and 2018-19 graduating cohorts to have been reported in the 2017, 2018, 2019 and 2020 KPM reports. This error was introduced when the KPM measure was revised in 2017 to include a larger set of graduates than the prior calculation included[1].

When this change was introduced, the new rate calculation was also performed for years for which outcomes were reported in prior KPM reports, and the data for the following years became misaligned so that the recalculated rate for the 2014-15 cohort that would have been reported in the 2016 KPM report was mistakenly reported as the result for the 2015-16 cohort in the 2017 report. This error cascaded, with the 2018 report re-reporting the prior mistake and incorrectly reporting the result for the 2015-16 cohort that should have been in the 2017 report as the result for the 2016-17 cohort in the 2018 report. This error persisted for the following two years, with each year re-reporting the prior errors and mistakenly reporting what should have been the prior year result as the current year result before omitting the 2018-19 cohort result that should have been reported in the 2020 report.

This iteration of the KPM report corrects those previous errors and reports the correct values for the 2017 through 2020 KPM report years.

For the class of 2019-20, the Extended Participation Rate for Oregon students was XX.X%. Oregon's current rates declined slightly in 2012-13, increased in 2013-14 through 2016-17, then dropped

sharply in 2017-18 and again in 2018-19. Up through the high school class of 2018-19, the rates exceeded the targets needed to keep Oregon on track to get to its year 2025 goal of 40% of high school students earning a bachelor's degree or higher, 40% earning an associate's degree or other postsecondary credential, and 20% earning a high school diploma (the "40-40-20 goal"). The fall in the Extend Participation Rate to 60.88% for the class of 2018-19, however, put it more than 7 percentage points below the target. The fall in the rate may be attributable to the continuing strong economy and tuition and fee increases that continue to outpace inflation.

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[1] Prior to the 2017 KPM report, the college-going rate only calculated for those 4-year graduates matriculating with a regular diploma. From 2017 onwards, the rules for inclusion in the college-going rate calculation were expanded to include all graduates who graduated with any of the following graduation outcome classifications: "Regular High School Diploma," "Modified Diploma," "Regular High School Diploma (Earned)," "Regular High School Diploma (Post Graduate Scholar)," or "Modified High School Diploma."

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 the early grades and 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. In addition, college attendance rates are sensitive to labor market conditions, with fewer students enrolling in college when job prospects are better in a growing economy.

KPM #8	CHRONIC ABSENTEEISM - Percentage of students who are absent more than 10% of days of the school year
	Data Collection Period: Jul 01 - Jun 30
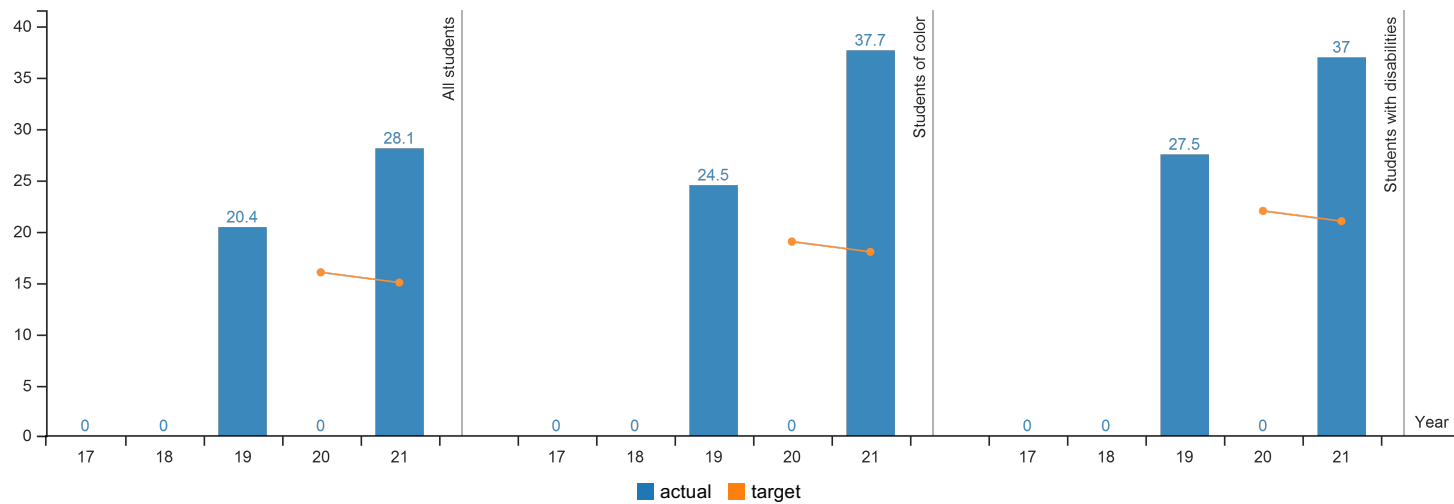
actual ■ target

Report Year	2017	2018	2019	2020	2021
All students					
Actual			20.40%		28.10%
Target				16%	15%
Students of color					
Actual			24.50%		37.70%
Target				19%	18%
Students with disabilities					
Actual			27.50%		37%
Target				22%	21%

How Are We Doing

The chronic absenteeism rates for the 2020-21 school year rose considerably from earlier years of reporting, following a one-year pause in reporting due to paused attendance tracking during the first months of COVID-19. It is difficult to determine if the chronic absenteeism rate rise reflects actual increases in student disengagement or if they are artifacts of changes in attendance reporting for the 2020-21 school year. We also saw an increase in disproportionality of chronic absenteeism—students of color, students navigating poverty, and students with disabilities all experienced even higher rates compared to prior years.

Factors Affecting Results

Chronic absenteeism is a measure of how many students have missed 10% or more of their enrolled days in a school year and changes to how student attendance is reported potentially have large effects on chronic absenteeism rates at the end of the year. The ODE expects that a few changes in reporting for the 2020-21 school year had such effects:

- Pausing the 10 day drop rule: historically, to prevent school districts from claiming enrollment of a student for financial purposes after they have been absent for 10 consecutive school days, school districts were required to remove the student from active role. This meant that a) the school district did not receive funding for the student after the tenth day; and b) the student did not continue to accrue days absent after the tenth day. For the 2020-21 school year, school districts did not remove students from active role after their tenth consecutive day of absence. This had

the positive effect of continued outreach to students and families from the school district beyond those ten days while simultaneously increasing student absences as reported to the state. This likely increased chronic absenteeism rates across the state but is expected to be contained to this one year, as the 10-day drop policy has been reinstated with the 2021-22 school year.

- Changes in attendance reporting for distance learning: Since a large number of students across the state shifted to distance learning opportunities for at least a portion of the year, practices for collecting attendance changed to reflect the increase in ways of tracking engagement. It is difficult to determine the effect this had on attendance rates as being "present" was demonstrated through more than being physically within the classroom, likely increasing attendance rates; however, this may have been implemented differently from school district to school district. As with any large shift in the way data are collected, it is expected that it will take a couple of years to become both valid and reliable across the state as training is provided, data are audited, and increased communication on best practices in reporting occurs. The ODE continues to maintain its commitment to clear guidance and training on attendance data collection and expects this to be a temporary lapse in data validity and reliability.

Also affecting the results, in addition to the two aforementioned concerns, is that with the onset of COVID-19 and concern about the economy, the Oregon legislature reduced the funding for the Chronic Absenteeism grant-in-aid (administered by the Every Day Matters team) that supported school district and regional work that aimed to reduce chronic absenteeism throughout the state. The grant program, which began in full in the 2018-19 school year, showed promising improvement in the supported school districts that first year with a leveling of previously increasing chronic absenteeism rates. Unfortunately, this program was suspended for the 2020-21 school year and that program's work to support students was decentralized and unfunded. It is difficult to say if that had a large effect for that year but it may explain some of the increase. With the renewal of that grant-in-aid for the 2021-23 biennium, this work will again occur across the state. This grant-in-aid focuses on building relationships, increasing support for students, and creating an inclusive school climate for all, with a focus on our historically underserved students.

The work to increase regular attendance across the state was not limited to the temporarily-suspended Chronic Absenteeism grants. The Tribal Attendance Promising Practices (TAPP) program was able to provide new ways of supporting students throughout the 2020-21 school year as highlighted here:

It is difficult to summarize everything TAPP sites have done during these challenging times; and here are some of the most innovative strategies common threads among all nine TAPP sites. TAPP became a bridge between school and home.

Relationships – It cannot be said enough about restorative reengagement with families, students, Tribes and school district staff including teachers, principals and superintendents. These relationships have deepened to include McKinney Vento, Food Banks, Attendance Secretaries, Child Development Specialist, Behavior Support Specialist, Title VI Educators, several departments within Tribes, Culture and Heritage staff, Wellness, Tribal Tutors, Recreation Coordinators, Family Services, Tribal Police and Judges, Prevention Staff, Natural Resources staff; inviting tribal staff and tribal citizens to educate students about traditional lifeways including food, housing, hunting and fishing techniques and language, in addition to storytellers, singers, drummers, artists and other indigenous educators and culture-bearers, and Tribal Councils. There are various forms of communication and engagement opportunities, facebook, On-Line Zoom Literacy night, On-Line Zoom beading, monthly videos to both families and students to recognized attendance/engagement and bridge the gap of separation and facilitate a connection with families. Home visits actually increased; checking in on families physical and mental health; one Family Advocate actually set-up a "Walk & Talk" with a 5th grader who had a difficult time with a virtual connection and needed more one-on-one with a caring adult. Several Family Advocates went to the locations food was being delivered to check-in with families and students. Several "kits" were sent home, wellness, hand sanitizers and masks, books, cultural projects, food, kindergarten registration forms, or other school information. TAPP still celebrated "attendance" with a shift toward "engagement." During the holidays sent home food and gifts. Also, TAPP had a focus on family education and goal setting. Supplied Chrome books, Hot Spots, and worked with both Community Based Organizations and businesses, many who supplied food and other resources to families.

This school year, one or more of our TAPP Tribal Advocates helped to encourage teachers to implement SB13 curriculum. Native American Cultural Awareness and Enrichment Activities in the school libraries and Family Nights were very popular pre-COVID. Family Advocates, in partnership with each building principal and classroom teachers, have created new engagement strategies to specifically address distance learning during the COVID pandemic. Several goals are created each month to encourage at home engagement using school-based computer programs. When the students meet their goal, they win a small prize. At each grade level there have been classroom raffles as well as classroom competitions for bigger prizes. By getting involved with programs students are using in the classroom, small incentives help promote school involvement. Not only is it a new face in the classroom to encourage students, but all prizes are mailed to students who are also participating in CDL. Students feel a sense of community as they work together or independently for a common goal. Every student's plan is different and uses their individual strengths and interests to maximize buy-in. One student began declining in attendance during the winter, so in the spring the Attendance Advocate created an attendance reward chart with his teacher. Since the implementation of the attendance plan, he has only had 1 unexcused absence. Every day he comes to school and looks forward to what prize he will receive, and he even reminds his teacher when he has attended all week. It is something he has started taking pride in, and his teacher has observed significant academic gains now that he is in the classroom every day. Finally, to quote one school administrator, **"We believe that student attendance is impacted by many factors. Elementary students are more dependent on their families to support them with productive school attendance behavior. Because of this we are hoping to build a sustainable system that will support families, reduce barriers, help develop and connect to community partners, and foster an eventful independence to continue productive attendance patterns."**

Overall, the ODE expects that changes in practices for attendance tracking and measurement due to COVID-19 had an impact on the Chronic Absenteeism measurement for the 2020-21 school year,

which made it difficult to compare to prior years. However, given that disparities between All Students and our Students of Color and Students Experiencing Disabilities continue to exist, the measure continues to reflect the need for our focus on these and other historically underserved student groups to increase belonging, engagement, and welcoming school environments for both our students and their families. This important work will continue to be a focus for the ODE through both the Tribal Attendance Promising Practices and Every Day Matters teams.

KPM #9	CUSTOMER SERVICE - Percentage of customers rating the agency's customer service as "good" or "excellent"
	Data Collection Period: Dec 01 - Dec 31
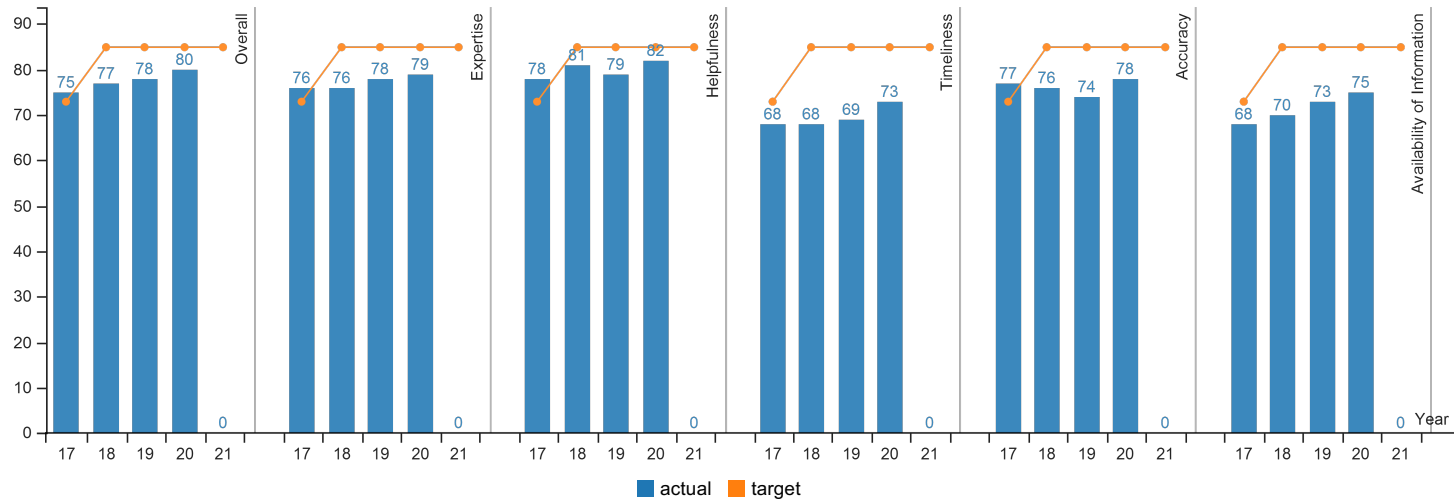
Report Year	2017	2018	2019	2020	2021
Overall					
Actual	75%	77%	78%	80%	
Target	73%	85%	85%	85%	85%
Expertise					
Actual	76%	76%	78%	79%	
Target	73%	85%	85%	85%	85%
Helpfulness					
Actual	78%	81%	79%	82%	
Target	73%	85%	85%	85%	85%
Timeliness					
Actual	68%	68%	69%	73%	
Target	73%	85%	85%	85%	85%
Accuracy					
Actual	77%	76%	74%	78%	
Target	73%	85%	85%	85%	85%
Availability of Information					
Actual	68%	70%	73%	75%	
Target	73%	85%	85%	85%	85%

How Are We Doing

ODE suspended its annual customer service survey, which would typically have been administered to customers of ODE, ELD, and YDD in January 2021. ODE made this choice in order to reduce the burden on our customer base at a time when Oregon's education system was struggling to meet the needs of Oregon's youth and families amidst a series of challenging circumstances caused by the COVID-19 pandemic and the 2020 wildfire season. As a result of this decision, ODE does not have updated survey results to report this year. While ODE may not have measured its customer service this past year, staff across ODE, ELD, and YDD made extensive efforts to go above and beyond in anticipating and meeting the needs of Oregon's students, families, communities, schools, early childhood educators, community-based organizations, and other crucial education and community partners. These efforts are summarized in the Factors Affecting Results section below.

Factors Affecting Results

ODE's mission and vision focus on fostering excellence for every learner, with an emphasis on providing excellent customer service to attain this goal. Throughout the pandemic, ODE, ELD, and YDD have continued to keep this mission statement front and center, maintaining a commitment to service in the face of highly volatile circumstances. In addition to maintaining pre-existing processes to provide excellent customer service, ODE, ELD, and YDD implemented a number of new strategies over the course of 2020 to meet the evolving needs of our customers and, ultimately, to improve the lives of Oregon's youth. These efforts ranged in scope from supporting schools and districts in providing students equitable access to education to ensuring that youth and their families had access to nutritious food and sustained access to services. Staff worked tirelessly to distribute relief funding and provide customers with updated guidance in response to the shifting landscape of the pandemic. In addition, staff created multiple spaces where customers could engage with staff to ask questions, get clarity, and simply share their experiences and challenges. These efforts included creating a number of virtual office hour webinars, staffing dedicated inboxes to process emails, hosting town hall events, and distributing newsletters. ODE also sought out efforts to partner with other agencies, education partners, tribes, and community partners to align resources in support of shared customers.