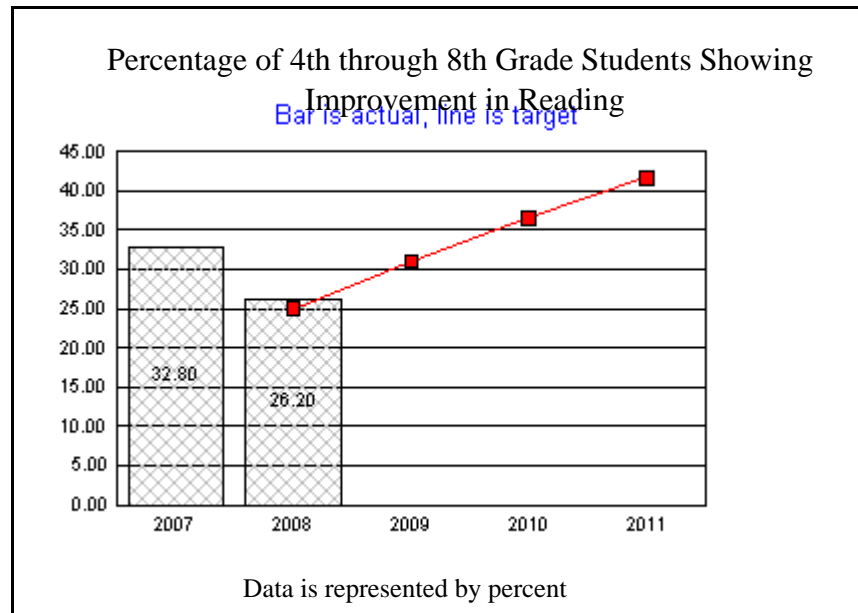


KPM #4	Developmental Measure related to longitudinal student growth (data process in development, expected to be available in 2007).	2007
Goal	STUDENT SUCCESS: Each student meets or exceeds academic content standards.	
Oregon Context	STUDENT SUCCESS: improvement is shown for all students.	
Data Source	Annual Statewide Assessments	
Owner	Office of Assessment and Information Services, (OAIS) Assessment Section, Jonathan Wiens, 503-947- 5764	



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
School and district leadership training
School improvement professional development
Accountability requirements for schools and districts
The School Improvement Fund (SIF) and its application process

Key Partners

Regional Education Service Districts (Regional ESD Partners), School Districts, Schools, teachers, and other staff, Advisory Team on Underrepresented and Minority Student Achievement, 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)

2. ABOUT THE TARGETS

The No Child Left Behind Act (NCLB) requires that all schools and districts achieve 100% proficiency by 2014. 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 are based on benchmark data from the 2006-07 testing year and preliminary data from 2007-08. Growth targets are increased over time to support KPM 3 – Student Achievement.

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. 2007-08 data for reading appear in the graph above. 2007-08 data for math appear in a supplemental graph at the end of the analysis for KPM 4 – Student Growth. For 2007-08, 26.2% of students who had previously not met reading performance standards transitioned to meeting standards, and 34.9% of students who had previously not met math performance standards transitioned to meeting standards.

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

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.

6. WHAT NEEDS TO BE DONE

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.

As part of its 2009-11 Budget Request, ODE is proposing Policy Option Package # 103 – Targeted Intervention to Improve Student Achievement. ODE believes that passage of POP # 103 will improve ODE’s ability to meet its targets for KPM 4 – Student Growth during the 2009-11 biennium. ODE is still in the process of identifying the expected degree of POP # 103’s impact on future performance for this KPM.

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. Data for each year is not available until September, following the release of final AYP data.