

TEACHER STANDARDS and PRACTICES COMMISSION
Annual Performance Progress Report (APPR) for Fiscal Year (2010-2011)

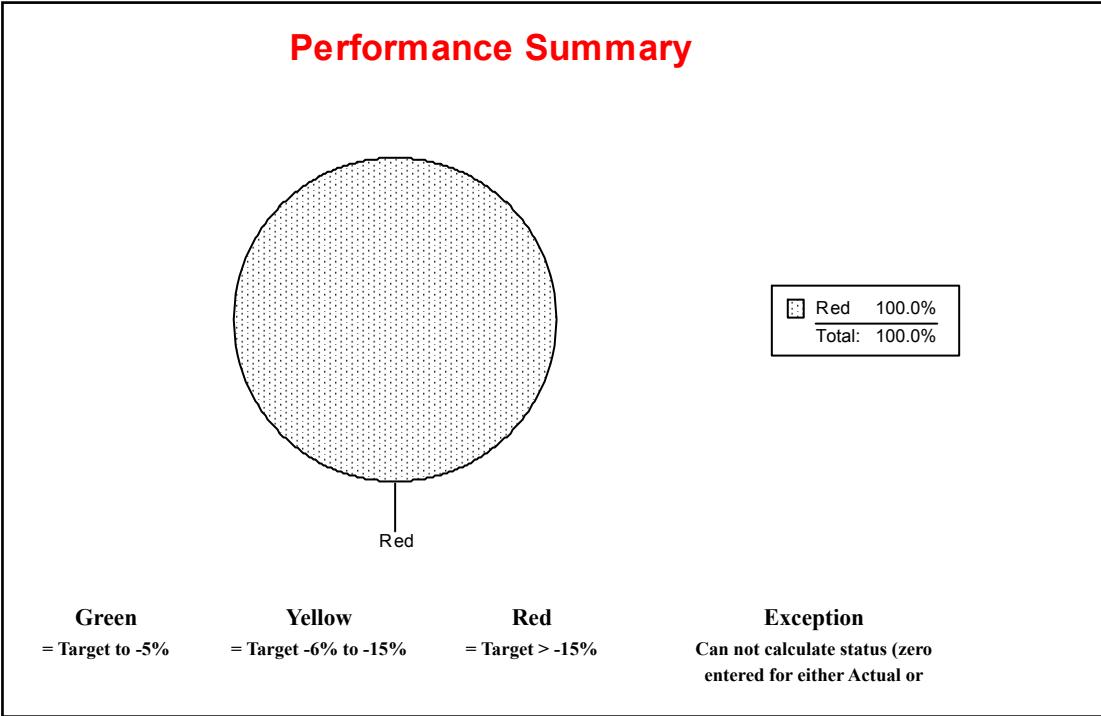
Original Submission Date: 2010

Finalize Date: 11/10/2011

2010-2011 KPM #	2010-2011 Approved Key Performance Measures (KPMs)
1	PHONE/EMAIL CUSTOMER SERVICE – Percent of phone calls and email responded to within 3 days.
2	APPLICANT CUSTOMER SERVICE – Percent of completed applications processed in 20 days.
3	INVESTIGATION SPEED – Percent of investigated cases resolved in 180 days (unless pending in another forum).
6	CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.

New Delete	Proposed Key Performance Measures (KPM's) for Biennium 2011-2013
	Title: Rationale:

TEACHER STANDARDS and PRACTICES COMMISSION		I. EXECUTIVE SUMMARY	
Agency Mission: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.			
Contact: Vickie Chamberlain		Contact Phone: 503-378-6813	
Alternate:		Alternate Phone:	



1. SCOPE OF REPORT

Licensure and discipline functions are the agency services covered by the key performance measures. Program approval functions are not covered by the key performance measures, although reports of program site visits are public documents and available upon request.

2. THE OREGON CONTEXT

The Oregon Teacher Standards and Practices Commission sets standards for, approves and reviews Oregon educator preparation programs including: teaching; administration; school counseling, school psychology and school social work. The commission also issues charter school registrations for teachers and administrators and school nurse certifications. The commission issues and renews licenses authorizing public school educators to work in the above-mentioned roles in public schools supported by public funds. Finally, the commission serves as the professional practices board for public educator misconduct and has the authority to issue private letters of reproof, reprimand, put on probation, suspend or revoke an educator's license as a result of professional misconduct. The commission partners with: Oregon Department of Education; Oregon public higher education educator preparation programs (Western Oregon University; Oregon State University; University of Oregon; Portland State University; Eastern Oregon University; Southern Oregon University); private higher education educator preparation programs (Concordia University; Corban University; George Fox University; Lesley University; Lewis and Clark College; Linfield College; Marylhurst University; Multnomah University; Northwest Christian University; Pacific University; University of Portland; University of Phoenix; Warner Pacific College; Willamette University); Oregon Education Association, Confederation of Oregon School Administrators; Oregon School Personnel Association and the Oregon School Boards Association.

3. PERFORMANCE SUMMARY

The agency's performance has declined on KPM's 1, 3 and 4. KPM #1 (speed returning email and phone calls): Our target is 60 percent of email and phone calls returned in 3 days or less. We dropped from 81% in 2008 to 43% in 2009, then again to 40% in 2010. However, the number of total communications (email and phone calls) increased from 32,552 in 2008, to 49,115 in 2009, to 64,635 in 2010. There was a 24% increase in total communications from 2009 to 2010, with no additional staffing increases. KPM #2 (speed issuing licenses): Performance in number of applications processed in 20 days remained stationary at 29%. The agency's performance dropped on KPM #3 (speed from complaint to investigation report): With staffing temporarily expanded by 2 Limited Durations positions, we were able to increase the rate within which we complete applications in less than 18 months. We went from 48% in 2008 to 62% 2009. Due to staffing turnovers, the percentage of cases turned around in 18 months dropped from 62% to 39%. This drop is due primarily to the high number of complicated cases that continue to come into the agency. KPM #4: The agency's ratings of above average to excellent dropped from 64% in 2009 to 56% in 2009. In October 2008, we began collecting comments with our customer service surveys and have learned much about which processes need to be improved. Top complaints center around response times (KPM's 1 & 2).

4. CHALLENGES

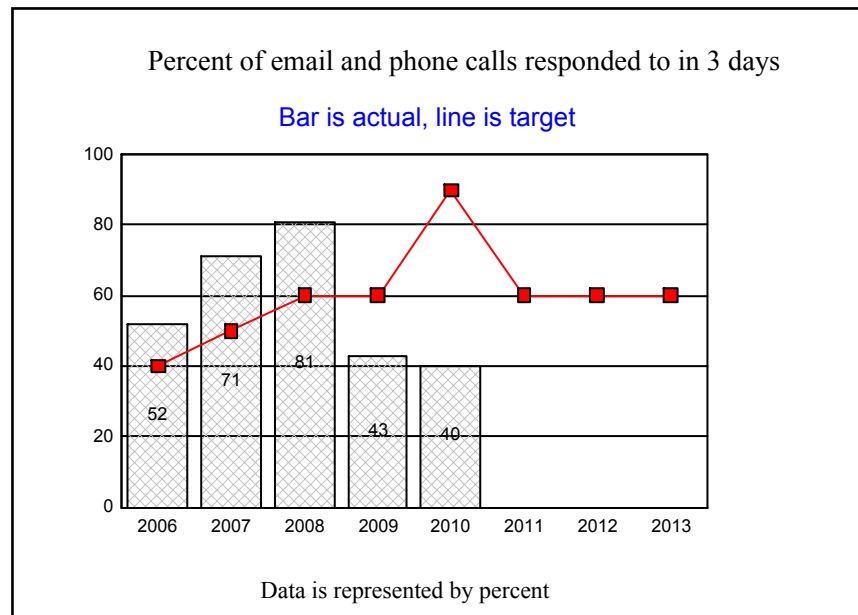
The agency's challenges have been related to staffing levels and consistency. The agency turned over the Director of Licensure position two times since 2008 and we attempted to fill the position with a 0.5 FTE retired school administrator. While the quality of the work was excellent, the position requires a constant presence for staff, the public, and performance monitoring. We filled the position (as of July 2010) with a full time person who is experienced with performance monitoring. In order to improve customer service, we have assigned public service representatives to districts for direct assistance with licensure issues including proper assignment of licensed educators. This means a significant number of phone calls that previously routed through the agency's "front line" are now going directly to agency staff desks. That means our ability to accurately track workload in the phone call area has been removed. Licensure applications are at an all time high as are email and phone calls. The agency is working diligently with very limited IT staffing to establish an online process for

licensure application.

5. RESOURCES AND EFFICIENCY

The agency's budget for 2011-2013 is \$5,544,612 (all funds). Changes in our budget that will influence performance would be: 1. Increased number of persons issuing licenses (from two to five.) 2. Retain current Limited Duration staffing in investigations (2 investigators and 1 support staff). This will allow us to continue to reduce the backlog in complaints. Efficiencies in past year: 1. Eliminated overtime; 2. Eliminated paper sent to Commissioners at meetings including reducing mailing costs. Commissioners now access all commission materials on a secured web site for confidential information and a public web site for other materials. 3. We have balanced our workload to open the office from 7:00 a.m. to 6:00 p.m. and occasional Saturdays from 8 to noon for better customer service. 4. Reduced staff travel, including investigators by conducting more telephone interviews, and requiring licensees to come to Salem for interviews.

KPM #1	PHONE/EMAIL CUSTOMER SERVICE – Percent of phone calls and email responded to within 3 days.	2002
Goal	CUSTOMER SERVICE: Provide high quality services to all stakeholders.	
Oregon Context	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
Data Source	KPM's 1 & 2: Internal data collection of daily email received, phone messages received, email responses and phone message responses. [Electronic]KPM 3: Commission agenda's and data tracking.KPM 4: Customer service survey.	
Owner	Licensure, Victoria (Vickie) Chamberlain (503) 378-6813	



1. OUR STRATEGY

Returning phone calls and email quickly allays licensee anxiety. It also facilitates the issuance of licenses if we are able to help the applicant make a better

application. The slower we are at responding, the more people send duplicate email searching for answers (or they call). We publish statistics daily regarding backlog on office data board and by daily updates in email. We review statistics and strategies frequently with staff. All staff receive comments from the customer service survey monthly. We monitor the number of dropped calls and the highest volume during the day. We have adjusted schedules to have more people available to answer phones during those hours. We have altered our office hours from 8 a.m. to 5 p.m (Monday through Friday), to 7 a.m. to 6 p.m. on Monday through Thursday and 7 a.m. to 5 p.m. on Friday. We are also open on occasional Saturdays for customer access from 8 to noon.

2. ABOUT THE TARGETS

The targets were developed based on anecdotal tracking of email and phone responses before we had electronic data tracking ability in this area. The volume of communications remains high at 49,115 communications in 2009, and 36,498 "trackable" communications in 2010. An ideal target would be 100 percent in 48 hours. However, we do not have the staffing to manage this outcome. If any person is ill, we quickly become buried in the volume. A higher percentage represents a better response time to licensees.

3. HOW WE ARE DOING

We are not doing as well as we believe we could do in this area. [Communications are email and phone calls.] We made actual gains from 2006 through 2008 and achieved a high return rate of 81% in three days. However, due to staff turnover in leadership in this unit and other staffing, we took a steep drop in 2009 to only 43% communications returned in three days.

In 2007, TSPC received a total of 26,104 communications. In 2009, TSPC received 49,115 communications for a 53% increase. In 2010, we received a total of 36,498 communications tracked by the same method as in 2009 and prior years, but we instituted a new program that assigned public service representatives (PSRs) directly to school districts to allow them nearly "instant" access to agency staff to work on licensure and assignment issues. The move to assigning district liaisons has been a success, communications-wise, however, we are unable to electronically track the number of phone calls that agency staff receive related to customer service on their direct phone lines. Nor are we able to track the "turn-around" time for these calls. We started this program about mid-year 2010, and have continued it into 2011. The improved access to districts has resulted in a diminished ability to also answer licensee phone calls and email. We also believe that agency furloughs and the agency's inability to pay overtime to deal with backlogs as they arise has had a huge impact on performance this past year. Additionally, we had a PSR retirement in the latter half of 2010 and since we had one position occupied by a temporary employee, we did not seek to retain that position in our 2011-2013 budget request. Finally, due to the small size of the staff, any turn over, illness or other legitimate absence sets us back very quickly.

4. HOW WE COMPARE

We do not have actual data, but in reviewing results with many of our neighboring states (through informal conversations), it appears that even though we are

not meeting our own expectations, in the educator licensure arena, Oregon's office excels at customer service.

5. FACTORS AFFECTING RESULTS

Factors affecting results:1. Significant increase in volume of communications;2. Assignment of staff as school district liaisons;3. Furloughs and no overtime for backlog decreases;4. The licensure rules are complex due to changes the commission made 10 years ago. Public service representatives strive to make the most accurate and helpful responses possible and this sometimes takes time;5. Due to assignment of staff direct phone lines to school district representatives, a large number of email/phone call communications handled through Outlook and the staff's desk telephones, we are now unable to accurately "count" all phone call and email responses as we have in the past. We have increased school district/customer satisfaction, but it appears that our "stats" are down. We will have to figure out another way to define great progress in this area.

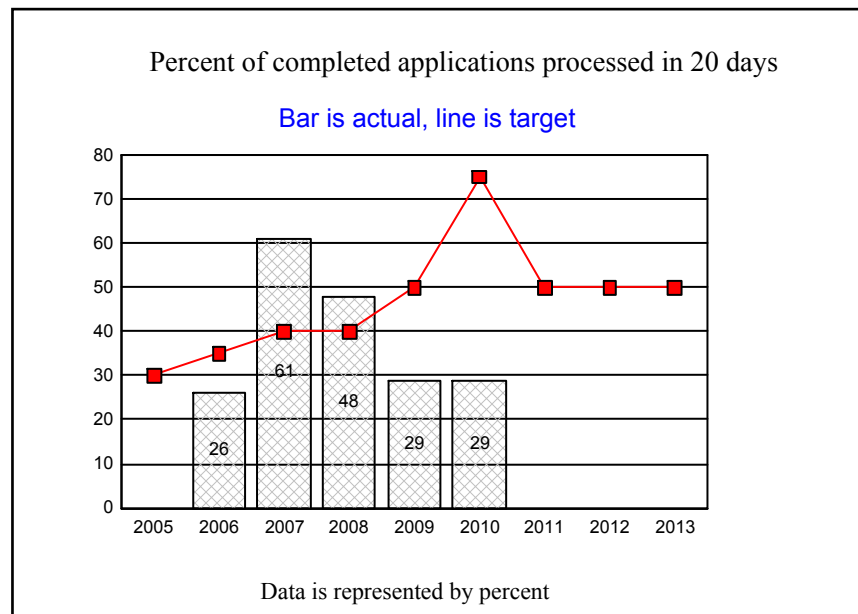
6. WHAT NEEDS TO BE DONE

Stay focused on responding to email and phone calls;Continue to monitor performance both good and bad;Increased staffing (at least one position, if not two, would eliminate the backlogs and provide premium service.)

7. ABOUT THE DATA

The reporting cycle is the calendar year: January 1 through December 31.The data are reliable. We have accurate electronic tracking of all phone calls and email through our electronic filing sytem. However, as noted above. We have transferred some of the workload to direct-phone access rather than sole access through the agency's main phone line and general email inbox. That workload is not track-able given our current configuration for electronically collecting data.It is our belief that if were able to add the customer service provided directly from public service representatives' desks, we would have higher percentages of speedy return rates to report.

KPM #2	APPLICANT CUSTOMER SERVICE – Percent of completed applications processed in 20 days.	2003
Goal	CUSTOMER SERVICE: Provide high quality services to all stakeholders.	
Oregon Context	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
Data Source	Internal tracking of date application received through date license is issued	
Owner	Licensure, Victoria (Vickie) Chamberlain (503) 378-6813	



1. OUR STRATEGY

We have increased the number of license evaluators (people who issue the licenses) from three to five (effective May 1, 2011)

2. ABOUT THE TARGETS

Originally, we developed the targets using anecdotal information. The data collected since 2006 represents actual numbers. We believed, based on the anecdotal data that we were ambitious about adopting targets believing it would drive us more quickly toward achieving them. The real data reveal that we were too cautious. The direction we want to achieve is a higher percentage.

3. HOW WE ARE DOING

The office has always attempted to process licenses in 30 calendar days, but we did not collect or verify data. Using a hatch-mark system, we calculated that we never reached the 20-day goal in 2002 and 2003. Hence, we set the goal high in order to keep our goals focused on delivering licenses more quickly. We saw improvement in 2006 and exceeded the target significantly in 2007. Staff attrition affected results in 2008. TSPC has three permanently funded positions to evaluate and issue licenses. One evaluator (1/3 of our workforce in this area) resigned without notice in the middle of the summer. We have since reorganized and reassigned duties to other staff to improve our performance. We believed that the 2009 results would meet or exceed the 2007 results. We were wrong. The affect of a change in leadership was unanticipated. Because of a limited work schedule (half-time PERS retiree), the work on motivating staff, improving performance, monitoring performance and other critical work-related job duties were too much to achieve. Performance in this area dropped from 48% of applications issued in 20 days or less to 29%.

4. HOW WE COMPARE

Our customer service survey respondents tell us we are generally faster than California, Washington and Arizona when it comes to issuing licenses. We do not have data on how other state agencies fair in this area.

5. FACTORS AFFECTING RESULTS

Staffing levels and a high number of applications negatively affected this outcome. We were unable to get additional staff trained, as hoped for, to issue licenses. There are over 20,250 licenses issued a year. This was accomplished by two people. If one or both of them were out at any time, we had significant slow-downs.

6. WHAT NEEDS TO BE DONE

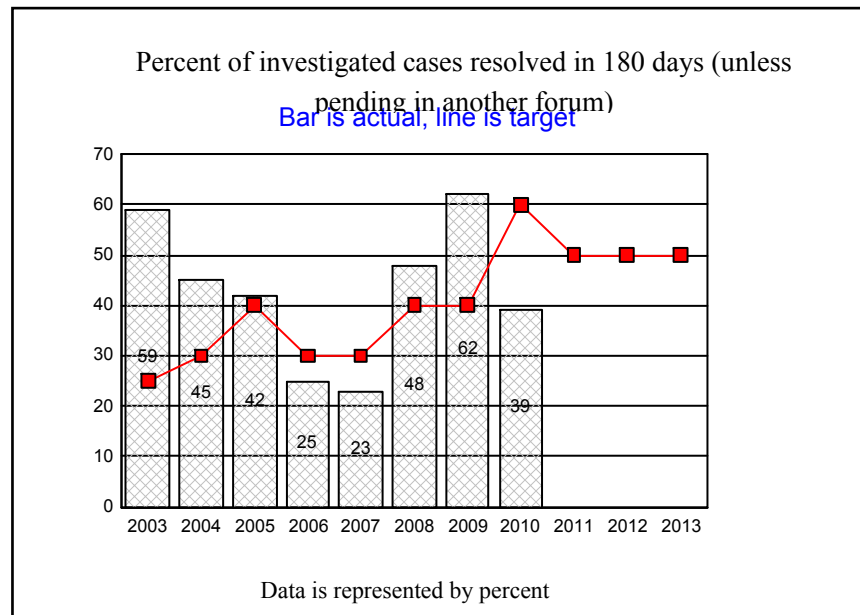
1. We have increased the number of people issuing licenses from two in 2010 to five in 2011.2. We are removing "bureaucratic" detail that needs to be

provided by licensees and districts in order to speed up licensure issuance.³ We have evened out the staffing presence in the office to have someone on staff able to issue licenses at all times during the week.⁴ We will not know until mid 2012 whether this strategy will work due to adjustments made in 2011 (supported in 2011-2013 LAB.)⁵ "Time" in which licenses are processed may not be the best indicator. In 2011, we are showing a trend upwards of number of licenses issued per month from an average of 1,868 per month to 2250 a month starting with the increase of license evaluators (June 2011) to present.

7. ABOUT THE DATA

TSPC issued **21,726** licenses in 2007 and **19,013** licenses in 2008, **20,254** in 2009, and **22,428** in 2010. These numbers are representative of the number of licenses issued over the past several years. In 2007 and half of 2008, we had three full time evaluators. From August 2008 through December 2010, we only had two evaluators.

KPM #3	INVESTIGATION SPEED – Percent of investigated cases resolved in 180 days (unless pending in another forum).	2003
Goal	CUSTOMER SERVICE: Provide high quality services to all stakeholders	
Oregon Context	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.	
Data Source	Data collected continuously electronically, cases entered and tracked. Summary of progress at each commission meeting.	
Owner	Professional Practices, Melody Hanson, Director (503) 373-1260	



1. OUR STRATEGY

Our strategy to achieve this goal involves adding staff and reorganizing the work. We work closely with the Department of Justice on discipline cases to accomplish this goal.

2. ABOUT THE TARGETS

Discipline cases should be processed as quickly as possible. Resolving cases in 180 days would be a sign of expeditious action. Higher is better.

3. HOW WE ARE DOING

In 2003, the rate of resolving cases was nearly 60%. A lower than expected performance in 2007 resulted from staff turnover and a vacancy in the full time investigator position for nearly three months. The results in 2008 reflect the addition of 3.0 FTE investigators (limited duration) to the staff. The results in 2009 reflect 4 FTE investigators and 2 FTE support staff. Three of these six FTE are currently Limited Duration positions. Due to the increased staffing, our performance increased sharply from 48% in 2008 to 63% in 2009. Currently, after three meetings in 2010, the rate is nearly 65%. Additionally, the commission considered 378 cases in 2009 as compared to 321 in 2008 and 228 in 2007. However, the numbers of complaints continue to climb, from 214 in 2007 to 290 in 2009.

4. HOW WE COMPARE

No data at this time. (I don't know if anyone else tracks their data similarly).

5. FACTORS AFFECTING RESULTS

1. A dramatic increase in reported incidents has resulted in a significant backlog. Additionally, more educators are contesting the charges resulting in more hearings, which takes time and delays the ability to resolve a case quickly. Investigators must travel statewide to investigate which further affects their ability to complete investigations quickly. The complexity of the case, the number of witnesses and the geographic location of the case also affect results. The commission has been dealing with all reports of sexual misconduct or misconduct that deals with student safety ahead of all others. This has resulted in the aging of other less significant charges of professional misconduct. 2. 2010 included staff turnover and a shifting of cases to new investigators resulting in a dip in investigation speed for a short amount of time.

6. WHAT NEEDS TO BE DONE

Continue to employ increased staffing in this area; focus on serious cases; and delay negotiations for settlement until after the commission considers the evidence.

7. ABOUT THE DATA

This data is collected for calendar years and is the most common way we have tracked this data. [Calendar years align with the appointment of commissioners and we track the data based on the number of cases the commission considers at each of their meetings annually.]

KPM #6	CUSTOMER SERVICE – Percent of customers rating their satisfaction with the agency’s customer service as “good” or “excellent”: overall customer service, timeliness, accuracy, helpfulness, expertise and availability of information.	2006
Goal	CUSTOMER SERVICE: Provide high quality services to all stakeholders	
Oregon Context	AGENCY MISSION: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon students.	
Data Source	Customer Service surveys sent out with licenses issued.	
Owner	Administration, Keith Menk, (503) 378-3757	



1. OUR STRATEGY

Our strategy is to improve our customer service, thereby improving the results. In October 2008, we added a comment box to our customer service survey. The results were much more valuable than the Lickert scale rating system.

2. ABOUT THE TARGETS

Based on the low performance of 2006, the targets were set high to encourage improvement in the evaluation of our performance.

3. HOW WE ARE DOING

We are not doing as well as we would like. The comments have enabled us to focus on the issues that are affecting the results. The comments showed a much lower rating of our service than the actual responses to questions reveal. In October 2008, only 20.5% of the comments were positive; November - 23.3%; December - 27.2%; January 2009 - 45.7%.

4. HOW WE COMPARE

No data.

5. FACTORS AFFECTING RESULTS

Slow licensure processing; failure to reach live person on phone; delayed email response; inconsistent answers from staff; inconsistent information in agency materials; insufficient or confusing information on the Web.

6. WHAT NEEDS TO BE DONE

We need to expand the pool of customers to include higher education and stakeholder interest groups, not just licensees. Continue to publish results and work with staff to eliminate factors over which we have direct control such as consistent answers; better materials; staff attitude; speed of response, etc.

7. ABOUT THE DATA

TSPC has been collecting customer service data since February 2006. We have been collecting comments since October 2008. Data: We only "count" ratings above average or excellent.

TEACHER STANDARDS and PRACTICES COMMISSION	III. USING PERFORMANCE DATA
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Agency Mission: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

Contact: Vickie Chamberlain	Contact Phone: 503-378-6813
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Alternate:	Alternate Phone:
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The following questions indicate how performance measures and data are used for management and accountability purposes.

1. INCLUSIVITY	<ul style="list-style-type: none"> * Staff: Management staff participated with Commission to develop measures. Staff reviewed and commented on targets for KPM 1 and 2 at staff retreat. Staff review statistics daily. * Elected Officials: While not directly involved, questions from elected officials over the years helped the commission to develop the measures. * Stakeholders: Members of public including higher education, Oregon Education Association, Confederation of Oregon School Administrators, Oregon School Personnel Association and other are invited into the discussion when measures initially adopted. * Citizens: • Citizens: Citizens were not directly involved but are welcome to provide input through the Web and at Commission meetings.
2 MANAGING FOR RESULTS	<p>The statistics related to the efficiency measures are published daily and posted within the office. The intranet also contains charts indicating daily progress toward achieving and managing pending workload such as emails pending, applications pending review and documents pending review. Recent changes include: Adding comments to the customer service survey and publishing results with staff and commission; tracking Web “look ups” daily; publishing discipline orders to the Web; connections established with some school districts and a few higher education institutions for the exchange of “real time” data, including employee licensure and other information; creating an online licensure handbook to assist districts and educators track appropriate assignments based on licensure and endorsements; we have established a phone back-up person to improve customer access to a “live body.” Internally, the safety committee established a healthy snacks center in the office, provided small weights; stretching recommendations; organized short chair massages during afternoon break; first aid training; weight loss contests and other employee work-place enrichment activities. Performance, time worked, time loss and other efficiencies are monitored through regular staff evaluations and reports to Commissioners.</p>

3 STAFF TRAINING	The APR is published on the Web. We discuss at staff meetings the goals of processing speed and email and phone call response speed.
4 COMMUNICATING RESULTS	<p>* Staff: White board in office with updated statistics daily; all staff email; personal reminders. Electronic activity reports daily to track individual progress. Daily review of progress from previous day on licensure, phone calls, email, documents received, and open applications.</p> <p>* Elected Officials: Through the budget process and through reports regarding legislation of interest.</p> <p>* Stakeholders: Through “news releases” (higher education and school districts); Commission meeting information.</p> <p>* Citizens: Through publication of our meeting minutes on the Web. Posting of Annual Performance Report on the Web; Regular news letters on licensure activities; Visibility presenting at stakeholder events.</p>