

Oregon Department of Education  
Responses to Legislative Information Requests  
3-13-13

From the March 11, 2013 meeting of the Education Subcommittee:

1. Regarding the chart on slide 105 (students with disabilities ages 5-21), how many are ages 18 to 21 years (transition ages)? (Representative Komp)

RESPONSE: The 2012 numbers include 3,346 students of transition age. These students are included in the high school numbers.

2. What are the low-incidence disabilities? (Senator Edwards)

RESPONSE: Low-incidence disabilities include:

- deaf-blindness;
- severe orthopedic impairment;
- traumatic brain injury;
- vision impairment; and
- hearing impairment.

These disabilities are described as *low-incidence* because of their relatively low rates of occurrence in the general population. As a result, it is often difficult and costly for individual districts to employ specialized staff and provide the full range of related services needed by the students and required under law. Providing these services on a regional basis takes advantage of economies of scale while assuring students receive programs and services from qualified staff.

3. There seem to be some discrepancies between the numbers in the graph on page 105 and the numbers on page 106 for autism. (Senator Edwards)

RESPONSE: The graph on page 105 represents, among other things, a 2012 statewide count of students with autism spectrum disorder. These students may be served in regional programs, schools districts or other state programs such as long-term care and treatment, the Oregon School for the Deaf, or the Youth Corrections Education Program.

In 2012-13, slightly over 8,200 students are being served through these various programs. This number aligns with the graph on page 105, which reflects 8,204 students with autism spectrum disorder (with 3,627 in elementary school, 1,947 in middle school and 2,630 in high school).

The numbers on page 106 reflect a different time period and were provided to illustrate the significant growth in the number of students with autism. The majority of students are served through regional programs and therefore this growth is a cost-driver for the programs.

4. Why is the amount of federal funds for the Oregon School for the Deaf (OSD) so small and does any of the \$200.2 million in federal Individuals with Disabilities Education Act (IDEA) pass-through go to the OSD? (Senator Girod)

RESPONSE: The allocation of federal IDEA funding to OSD is based on student counts. Currently OSD has 107 students while Oregon districts and other programs serve over 70,000 students with disabilities. The \$300,000 in federal funds in OSD's 2013-15 current service level budget represents its share of the overall IDEA funding estimated to be received by Oregon in 2013-15. The \$200.2 million is the budget for the estimated pass-through to districts and does not include additional federal funds for OSD.

5. Was there anything unique about 1999 that caused the federal government to adopt that year as the base for allocations of IDEA funding? (Representative Komp)

RESPONSE: We are not aware of any specific reason other than it was the year the federal government changed the distribution formula.

Prior to that year, districts received allocations based on child count. The purpose of changing the formula was to reduce the implicit incentive in the old formula to identify more students as having disabilities in order to receive additional funds. But at the same time, the intent was to hold districts harmless as much as possible under the new formula. For this reason, the population and poverty portions of the formula apply only to the funds added to the federal allocations after 1999. As the federal allocation increases, the amounts for population and poverty increases but the 1999 base stays the same.

6. What federal funds would Oregon lose if students/families were asked for documentation of citizenship? (Senator Girod)

RESPONSE: Currently being researched

7. Provide a definition of "school-wide" and "school-specific" under Title IA. What are the additional opportunities/requirements for Title I schools? (Representative Komp)

RESPONSE: Local educational agencies (LEAs) target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Schools enrolling at least 40 percent of children from low-income families are eligible to use Title I funds for "**school-wide programs**" designed to upgrade their *entire* educational programs to improve achievement for *all* students, particularly the lowest-achieving students. A school can only go school-wide if they have a 40% or greater free-and-reduced lunch rate and have gone through a year of planning.

Title I schools with less than the 40 percent school-wide threshold or that choose not to operate a school-wide program offer a "**targeted assistance program**" in which the school identifies students who are failing, or most at risk of failing, to meet the state's challenging academic achievement standards. Targeted-assistance schools design, in consultation with parents, staff, and district staff, an instructional program to meet the needs of those students.

Both school-wide and targeted assistance programs must use instructional strategies based on scientifically based research and implement parental involvement activities.

Here is a list of 2011-12 Title IA schools as well as those not receiving Title IA (the 2012-13 list is not yet available):



2011-12 List of Title  
IA schools.xlsx

8. Regarding 21<sup>st</sup> Century Community Learning Centers (CCLC), are these Title IV-B funds distributed only to school districts? (Representative Sprenger)

RESPONSE: No. School districts, education service districts (ESDs), community-based organizations, and faith-based organizations may apply for funds to implement the 21st CCLC program, which is targeted toward high-poverty communities to help children achieve academically and to provide quality out-of-school-time programming. Schools and community organizations are encouraged to apply in partnership.

Current grantees are primarily school districts and ESDs that work collaboratively and in partnership with local community organizations to best meet the needs of the students attending these programs.

9. What are the requirements for continuing professional development/education for teachers (hours and other measures)? (Senator Girod)

RESPONSE: Division 90 of the Teacher Standards and Practices Commission's (TSPC's) rules sets forth these requirements but TSPC reports it just increased the requirements for licensure and is repealing the older rules at the beginning of the division (OARs 584-090-0001 through 584-090-0060). ([http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_584/584\\_090.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_090.html))

TSPC's web site summarizes PDU (or Professional Development Units) requirements and recent changes:

- If an educator is currently employed by a school district half-time or more, 25 PDUs per year, or a total of 75 PDUs for a three-year license and 125 PDUs for a five-year license are required. **(No change to current practice.)**
- If an educator holds a Basic, Standard, Initial II, or Continuing Teaching License and has substituted or is retired or unemployed, a total of 75 PDUs for a three-year license and 125 PDUs for a five-year license are required. **(Change from current practice.)** *(This requirement does not immediately go into effect. It will be phased in beginning January 1, 2013.)*
- If an educator holds a Substitute Teaching License or a Restricted Substitute Teaching License, a total of 30 PDUs will be required. **(Change from current practice.)** *(This requirement does not immediately go into effect but will be phased in, likely beginning January 1, 2013.)*

**What activities may be used as PDUs?**

Activities must fall within one of the seven "standards" specified in OAR 584-090-0110 to earn credit. To see activities already approved by the commission, go to the PDU Activity List.

Educators do not have to complete college coursework to earn PDU credit, although coursework is completely acceptable. If an educator chooses to complete coursework, credit may be earned from a community college, college, or university. Also, either undergraduate or graduate level credit is acceptable. College coursework counts as follows:

- ✓ One quarter of college credit = 20 PDUs
- ✓ One semester of college credit = 30 PDUs

For activities that do not have a specified number of credits attached, PDUs will be counted as follows: one hour of "seat time" = one PDU.

The approved PDU Activity List is not an exhaustive list. An educator can request TSPC allow a specific activity for PDU credit. The activity needs to relate to one of the seven standards.

10. Recent news reports indicate Massachusetts added 90 minutes to extend each school day. What are they doing with this additional time? How did they do this? (Senator Girod and Representative Komp)

RESPONSE: Massachusetts is one of five states this year receiving federal funds to experiment with longer school days to boost student achievement - along with Colorado, Connecticut, New York and Tennessee.

Reportedly, the Ford Foundation will contribute private funding for the new effort, adding to federal and state funds. At this time it not known how much the federal and state governments will contribute to the program.

Participating schools will receive technical assistance and schools in the pilot program plan to offer 300 extra hours of instruction and enrichment during the year.

This is not a new venture for Massachusetts and extended learning time has not always been implemented seamlessly in that state. Reported problems among schools that either dropped programs or balked at launching them included a lack of parental support and teacher collaboration time.

However, one of the success stories in Massachusetts is Kuss Middle School (KMS), which was labeled "chronically underperforming" about six years ago. Subsequently, KMS adopted extended learning time (ELT) in 2007 that resulted in 300 extra hours of school every year. Since going to the longer day, KMS kids have caught up to their peers. The number scoring "proficient" or "advanced" on standardized tests has risen 47 percent in math and 58 percent in English, according to test data compiled by KMS and the National Center on Time and Learning.

Reportedly, when first started, the initiative resulted in a lot of pushback from parents but enrollment is now up and there's a waiting list of families in neighboring districts hoping to get into KMS.

Massachusetts subsidizes KMS with an extra \$1,300 a year per student in state funding, which enables the school to pay teachers more for the extra time worked.

Nationwide, more than 1,000 schools offer extended day programs in 36 states and the District of Columbia serving about 520,000 students, according to the National Center on Time and Learning ( see [adopted a longer school day \(PDF\)](#)).

Related news article: [http://www.cbsnews.com/8301-18563\\_162-57573499/longer-school-days-take-hold-in-massachusetts/](http://www.cbsnews.com/8301-18563_162-57573499/longer-school-days-take-hold-in-massachusetts/)

Report on Kuss Middle School: [http://www.timeandlearning.org/files/kusscasestudy\\_0.pdf](http://www.timeandlearning.org/files/kusscasestudy_0.pdf)

11. What percent of students make progress on closing the achievement gap over the summer?  
(Representative Sprenger)

RESPONSE: Oregon has not conducted a controlled study on this subject. However, original research by Professor Harris Cooper on this issue was published in 1996 and 2000. Following is the abstract from the 1996 article:

“A review of 39 studies indicated that achievement test scores decline over summer vacation.

The results of the 13 most recent studies were combined using meta-analytic procedures. The meta-analysis indicated that the summer loss equaled about one month on a grade-level equivalent scale, or one tenth of a standard deviation relative to spring test scores.

The effect of summer break was more detrimental for math than for reading and most detrimental for math computation and spelling.

Also, middle-class students appeared to gain on grade-level equivalent reading recognition tests over summer while lower-class students lost on them.

There were no moderating effects for student gender or race, but the negative effect of summer did increase with increases in students' grade levels.

Suggested explanations for the findings include the differential availability of opportunities to practice different academic material over summer (with reading practice more available than math practice) and differences in the material's susceptibility to memory decay (with fact- and procedure-based knowledge more easily forgotten than conceptual knowledge). The income differences also may be related to differences in opportunities to practice and learn. The results are examined for implications concerning summer school programs and proposals concerning school calendar changes.”

This two-page research brief was posted in 2009:

[http://www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research Brief 04 - Cooper.pdf](http://www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research%20Brief%2004%20-%20Cooper.pdf)