



Date: March 8, 2017

To: Senator Rod Monroe, Co-Chair
Representative Barbara Smith-Warner, Co-Chair
Ways and Means Education Subcommittee

From: Salam Noor, Deputy Superintendent of Public Instruction

RE: Education Agency Presentation – Follow Up from March 8th Hearing

As part of our presentation to the Ways and Means Education Subcommittee for the Oregon Department of Education's 2017-19 Budget (SB 5516 and SB 5517), we are pleased to provide you with follow-up information to questions posed during our March 8, 2017 hearing.

What transition strategies or supports are offered to students leaving the custody of OYA's correctional facilities? (Representative Parrish)

There are two different scenarios to describe:

- If a student has completed his/her sentence imposed by a Judge during a criminal case (e.g. Incarceration for 3 years), OYA has no other jurisdiction to require anything more of the student.
- If a student is released from OYA incarceration early (e.g., released after 2 years of a 3 year sentence), they will be placed on parole and are required to make school attendance a part of the parole plan.

What percentage of students currently enrolled at the Oregon School for the Deaf have multiple disabilities and special needs? (Senator Roblan)

As of March 8, 2017, there are 123 students enrolled at the Oregon School for the Deaf (up to from the December count by 2 students). Of this group, 39.8 percent (49 students) have more than one disability documented on their Individual Education Plan (IEP).

Please provide a comparison the measure of academic achievement of OSD student versus students who are hearing impaired and attend public schools? (Representative Parrish)

Below is student assessment data for the 2014-15 school year that compares academic achievement in the area of English Language Arts, Mathematics, and Science for students enrolled at the Oregon School for the Deaf versus students who are hearing impaired and enrolled in public schools statewide. As presented by Ms. Drinkwater during her testimony today, the data clearly shows that students at OSD have much lower scores. In most cases, this is linked to the fact that these students have faced much greater challenges and barriers in learning both in school and at home.

Student Assessment (2014-15)	Percentage of Meeting Academic Standard	
	Oregon School for the Deaf Students	Statewide Hearing Impaired Students
English Language Arts	7.7%	34.7%
Mathematics	24.4%	19.2%
Sciences	29.9%	4.8%

Notes:

1. Tested grades for English language arts and mathematics are 3 through 8 and 11. Tested grades for science are 5, 8, and 11.
2. Statewide hearing impaired represents all students whose primary disability is hearing impairment. Moreover, it excludes all hearing impaired students attending the Oregon School for the Deaf.

For Long-Term Care and Treatment Program, how many education service providers are private organizations? (Senator Roblan)

The Oregon Department of Education currently contracts with 27 school districts and education service districts to provide the appropriate education services to students in the Long Term Care and Treatment (LTCT) Program. Three school districts have chosen to subcontract with four different private organizations to deliver required educational services. The education services delivered through the LTCT program are provided to students who have been placed in specifically identified day and residential treatment facilities and there are currently forty facilities throughout the state that are a part of this program.

As Grant-In-Aid is presented, please be sure to identify where State School Fund carve outs are used and what areas, if reduced, would trigger potential federal reductions (i.e. Maintenance of Effort and Match Requirements)? (Representatives Lively and Smith Warner)

As the Department proceeds through its presentation, we will be sure to reference areas within in Grant-In-Aid or Operations that is funded with carveouts identified during the State School Fund, as well as programs that have some form of Maintenance of Effort (MOE) or matching requirement.

In reference to MOE, the largest and most complex requirement is our Federal Funds related to Individuals with Disabilities Education Act (IDEA). The rules require Oregon to demonstrate it will not reduce the amount of state financial support for students with disabilities below the amount made available for the preceding year. This includes non-federal funding support for the following areas of the ODE's budget:

- Oregon School for the Deaf
- Youth Corrections Education Program
- Juvenile Detention Education Program
- Early Childhood Special Education Program
- Regional Program
- Long-Term Care and Treatment Programs
- Hospital Education Programs
- Blind and Visually Impaired Student Fund
- Carveout from State School Fund for High Cost Disability Fund
- State School Fund Amount for Students with Disabilities (second weight)
- State School Fund Amount for 11% Cap Waiver
- Operations Cost related to Special Education

There is a small MOE requirement related to Nutrition Programs, as well as the MOE and matching requirements outlined in the memorandum of March 7th for ELD responses. There is also a match requirement related to Federal Funds received from the Carl Perkins Grant specific to CTE/STEM related programs that is covered by Operation expenditures paid with state funds for program staff.

If you should have any need for further clarification on these questions, please let me know and we can certainly cover those during our hearing.