



Date: February 23, 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

Thank you for allowing the Oregon Department of Education to speak in front of the Joint Committee on Ways and Means Subcommittee on Education on Monday, February 20th through Wednesday February 22nd. We appreciate having the opportunity to share the efforts and progress made with our colleagues from the other education agencies in building a seamless system of education in Oregon.

Over the course of the presentation there were a few questions specific to the Oregon Department of Education. Most of the questions we were able to field during the presentation, however, there were four in which we promised to follow up on. Below is a list of the questions, along with the answers to each.

1. What is the federal formula that is used to designate free and reduced lunches for students?

The federal formula for determining the eligibility for reduced and free lunches for students is driven by federal poverty income levels. These income levels are identified per household size and are established through the federal poverty guidelines. To determine the income eligibility for reduced student lunches, the appropriate income level is multiplied by 1.80. For free lunches, the income level is multiplied by 1.30. Below are the current Income Eligibility Guidelines that are effective from July 1, 2016 through June 30, 2017.

INCOME ELIGIBILITY GUIDELINES											
Effective from July 1, 2016 to June 30, 2017											
HOUSEHOLD SIZE	FEDERAL POVERTY GUIDELINES	REDUCED PRICE MEALS - 185 %					FREE MEALS - 130 %				
	ANNUAL	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY	ANNUAL	MONTHLY	TWICE PER MONTH	EVERY TWO WEEKS	WEEKLY
48 CONTIGUOUS STATES, DISTRICT OF COLUMBIA, GUAM, AND TERRITORIES											
1	11,880	21,978	1,832	916	846	423	15,444	1,287	644	594	297
2	16,020	29,637	2,470	1,235	1,140	570	20,826	1,736	868	801	401
3	20,160	37,296	3,108	1,554	1,435	718	26,208	2,184	1,092	1,008	504
4	24,300	44,955	3,747	1,874	1,730	865	31,590	2,633	1,317	1,215	608
5	28,440	52,614	4,385	2,193	2,024	1,012	36,972	3,081	1,541	1,422	711
6	32,580	60,273	5,023	2,512	2,319	1,160	42,354	3,530	1,765	1,629	815
7	36,730	67,951	5,653	2,832	2,614	1,307	47,749	3,980	1,990	1,837	919
8	40,880	75,647	6,304	3,152	2,910	1,455	53,157	4,430	2,215	2,045	1,023
For each add'l family member, add	4,160	7,696	642	321	296	148	5,408	451	226	208	104

2. What is the data related to student dropout and graduation rates for Talented and Gifted (TAG) identified students?

The table below provides the 2015-16 student dropout rates for both students identified as talented and gifted (TAG) versus all other students.

	TAG	Non-TAG
Student Dropout Rate	0.56%	4.25%
4-year Cohort Graduation Rate	92.70%	73.04%
4-year Cohort Completer Rate	94.84%	76.44%
5-year Cohort Graduation Rate	94.51%	76.12%
5-year Cohort Completer Rate	96.84%	80.42%

3. Of the 48,259 students that participated in a CTE program in 2016, what percentage of these students actually completed a program of study?

The Department evaluates the number of high school graduates participating in an Oregon Career and Technical Education (CTE) Program of Study to determine the number of these graduates that have completed the program and successfully passed all the required courses and skill assessments. A program of study is a sequence of courses, aligned to industry standards at the secondary and post-secondary level, that integrates technical and career skill proficiencies with academic content. The table below shows that since 2010, the percentage of graduates that have successfully completed the CTE Program of Study has risen from 58.36% to 74.15%.

	2010-11	2011-12	2012-13	2013-14
Percentage of high school graduates who have participated in a CTE program of study and have successfully completed and passed all required courses and skill assessments.	58.36%	64.90%	65.42%	74.15%

4. What progress has been made in mentoring and training teachers to improve the retention of teachers within the discipline?

Oregon Department of Education

The table below provides data that demonstrates the increased amount of beginning teachers that have received mentoring since additional investments began in the 2013-14 school years. The number of beginning teacher that have received mentoring has tripled since the 2012-13 school year. Based on the data, the rate of retention for mentored beginning teachers has been between 5-9% higher than the rate for all beginning teachers. Based on the 2016-17 teacher retention rates for beginning teachers that received mentoring during the 2015-16 school year, 91% of the teachers were retained for the current year compared to 85% for all beginning teachers. Nearly 80% of mentored teachers that began three years ago have been retained in the current school year, versus 67% of all beginning teachers that started at the same time. As increased mentoring occurs for beginning teachers, retention rates will continue to improve and grow.

Year	Number of Mentored Beginning Teachers	Number Still Teaching in OR 2016-17	Mentored Beginning Teachers Retention Rate	All Beginning Teachers in Oregon Retention Rate	Retention Rate Comparison
2015-16	1,231	1,117	91% (1 year)	85%	+6%
2014-15	1,357	1,166	86% (2 year)	79%	+7%
2013-14	963	756	79% (3 year)	74%	+4%
2012-13	410	313	76% (4 year)	67%	+9%
2011-12	364	250	69% (5 year)	61%	+8%
2010-11	435	262	60% (6 year)	55%	+5%

If you have follow-up questions after reviewing this information, we are happy to meet with you or any of the committee members to further discuss. We look forward to our budget presentation to the committee next week.

cc Salam Noor, Deputy Superintendent of Public Instruction
 Lindsey Capps, Chief Education Officer
 Doug Wilson, LFO Budget Analyst
 Lisa Pearson, CFO Budget Analyst