

State of Alaska FY2002 Governor's Operating Budget

Department of Education and Early Development
Teaching and Learning Support
Budget Request Unit

Teaching and Learning Support Budget Request Unit

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BRU Mission

To improve student performance.

BRU Services Provided

- Provides leadership and coordination in the development of student, school and professional standards and assessments
- Provides assistance to parents, families and schools to achieve greater involvement in students' education
- Administers statewide testing and assessment
- Provides ongoing and daily technical assistance to grantees related to increased student achievement and educational improvement
- Issues and administers grants, contracts and Reimbursable Services Agreements for the provision of direct student instruction and professional development
- Administers Teacher Certification, Community Schools, Youth in Detention, Schools for the Handicapped, and Kotzebue Technical Center Operations Grant

BRU Goals and Strategies

Administer the statewide assessment system including the benchmark assessments in grades 3, 6, and 8, and the High School Graduation Qualifying Exam.

Provide professional development activities and technical assistance to all school districts.

Create a system of teacher licensure that results in an adequate supply of qualified educators for Alaska's Schools.

Develop a system of school accountability resulting in school performance designations.

Key BRU Issues for FY2001 – 2002

Administration of the statewide assessment system including the High School Graduation Qualifying Exam, norm referenced tests, benchmark assessments in grades 3, 6, and 8, and the developmental profile, for incoming kindergarten or first grade students.

The single, largest issue for FY2002 is the timing of the high-stakes consequences of the High School Graduation Qualifying Exam for the students graduating in the spring of 2002.

With two administrations of the HSGQE, it is clear that the state will be denying diplomas to thousands of next year's seniors unless the exam's effective date is adjusted. More than 5,000 of next year's seniors, from every corner of Alaska, are not on track to get a diploma. Three-quarters of them have passed the reading portion of the exam, about half have passed writing but just one-third have passed math. Even with additional opportunities to take the exam, a large percentage of these students still won't pass all three sections by May 2002. Denying diplomas to this group of students is especially unfair because they haven't had the new sequence of benchmark testing and extra assistance to help them meet the new standards. Also, although significant progress has been made in aligning curriculum to state standards, some schools have only recently aligned what they're teaching with the standards being tested. The State Board of Education and Early Development has recommended that the HSGQE be given and reported on transcripts but the effective date of the high stakes consequences of the exam be targeted for 2006.

The department will also work with school districts and the public in creating a system of school accountability, which will result in school performance designations in FY2002.

The department will also need to address the increasing demand for qualified educators that has exceeded supply. As standards for educators are increasing, so are the shortages of qualified personnel. This is the first time the State of Alaska has signed the National Association of State Directors of Teacher Education & Certification Interstate Contract. We are recognizing reciprocity of program approval with 44 other states. The department will also work with stakeholders statewide to address teacher recruitment, retention, in-service and pre-service needs.

Implementation of the federal Individuals with Disabilities Education Act (IDEA), related to special education, will continue to be a key issue in FY2001-2002. Issues surrounding the IDEA legislation include, but are not limited to, the following: adequate funding to implement all provisions of the IDEA; new student discipline provisions; teacher training; and parent training.

Major BRU Accomplishments for FY2000

Administered the High School Graduation Qualifying Exam and the benchmark assessments in grades 3, 6, and 8 in March of 2000. Results of these assessments were made available in September of 2000.

Completed and implemented the Developmental Profile in the fall of 1999.

Provided standards-based professional development to approximately 2,000 Alaska educators.

Provided resources to school districts to assist in program evaluation and student intervention programs relating to meeting performance standards in reading, writing, and math.

Key Performance Measures for FY2002

Measure: the percentage of students who meet the proficiency level in benchmark assessments in grades 3, 6, and 8;

(Added by Legislature in FY2001 version.)

Current Status:

Percent Proficient in Reading, Writing and Mathematics on Benchmark Examinations, Spring 2000

Grade	Reading	Writing	Mathematics
3rd	73	49	65
6th	70	72	62
8th	83	68	39

Benchmark:

Benchmark examinations were administered for the first time in March of 2000. The State Board of Education and Early Development set the proficiency level for each grade. These proficiency levels are Advanced; Proficient; Below Proficient; and, Not Proficient. These data from the first administration in March 2000 will establish a baseline for measuring student performance. Proficiency is defined as the sum of students who scored at the Advanced and Proficient levels on the Benchmark exams.

Background and Strategies:

State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or first grade, benchmark assessments in reading, writing, and mathematics at grades 3, 6, and 8, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2002. The department has:

1. Provided school districts with state performance standards in reading, writing, and mathematics at the appropriate grade levels.
2. Developed the benchmark examinations in reading, writing, and mathematics for grades 3, 6, and 8.
3. Provided professional development opportunities for standards based instruction.

4. Provided technical assistance to school districts in aligning curriculum to state standards.

The department is in the process of:

1. Working with school districts to develop programs that provide students with opportunities to learn in order to reach the state standards at the appropriate age/grade levels.
2. Developing intervention strategies to assist students that fail to meet standards or are at risk of failing to meet standards at the appropriate age/grade levels.
3. Working with school districts to target staff development and teacher in-service opportunities to support standards-based instruction and assessments.
4. Targeting federal grant dollars to support increased student performance in reading, writing, and mathematics.
5. Identifying a new norm-referenced assessment, linked to Alaska performance standards that will be potentially administered at grades 4, 5, 7, and 9.

Measure: the percentage of students performing above the national average on state adopted norm referenced tests;

(Added by Legislature in FY2001 version.)

Current Status:

In school year 1999-00, 31.9% of Alaska's 4th graders scored in the top quartile in reading, 30.7% in the top quartile in language arts and 37.3% in the top quartile in mathematics.

Benchmark:

The chart on the following page illustrates where Alaska's 4th grade students scored on the norm-referenced test in school years 1996-1997 through 1999-2000.

Background and Strategies:

The department has used the CAT/5 norm-referenced test for the past 5 years. The current contract will expire in June of 2001 and the department will seek competitive proposals for a new norm-referenced test to be used for school year 2000-2001 and beyond. The new contract will solicit proposals for norm-referenced tests at grade 4, 5, 7 and 9. The addition of two new norm-referenced tests at grades 5 and 9 will provide a transition to an assessment system with capabilities not now available. Under the new system, students will be assessed each year from grades 4 to 10 using a combination of Benchmark, HSGQE and norm-referenced tests, which will allow for a measure of student academic growth from year-to-year. The ability to track student growth will allow the department to implement in 2002, a school rating system that will assign a designation of distinguished, successful, deficient or in-crisis to each public school in the state as required by AS 14.03.123.

Measure: the percentage of students who pass the state high school graduation qualifying exam; and

(Added by Legislature in FY2001 version.)

Current Status:

Reading - 75%

Writing - 48%

Mathematics - 32%

Benchmark:

The High School Graduation Qualifying Examination is completed and was administered in March of 2000. The State Board of Education & Early Development set the proficiency level for the exam. This data from the first administration of the graduation-qualifying exam will establish the baseline for measuring student performance. The exam will be offered in October and March of each school year to provide additional opportunities for high school sophomores, juniors, and seniors to take the exam. A second opportunity was provided in October 2000. Data from the second administration will be available in December 2000.

Background and Strategies:

State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or first grade, benchmark assessments in reading, writing, and mathematics at grades 3, 6, and

8, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2002. The department has:

1. Provided school districts with state performance standards in reading, writing, and mathematics.
2. Developed the graduation qualifying examination in reading, writing, and mathematics.
3. Provided professional development opportunities for standards based instruction.
4. Provided technical assistance to school districts in aligning curriculum to state standards.

Measure: the cost per student in meeting the measures in 1-3 of this subsection.
(Added by Legislature in FY2001 version.)

Current Status:

The department's cost per student based on the statewide assessment budget is approximately \$68.

Background and Strategies:

Success of the measure will be calculated using the total department expenditures for the CAT/5, benchmark assessments and the High School Graduation Qualifying Exam divided by the number of students tested annually.

The department's statewide assessment budget including the benchmark assessments in grades 3, 6, and 8, the norm-referenced tests, and the High School Graduation Qualifying Exam is approximately \$4.0 million. In FY2000 58,122 students were tested. This measure does not accurately reflect the cost per student in meeting measures 1-3 for students who meet or exceed proficiency levels. This measure needs additional modification.

Status of FY2001 Performance Measures

	<i>Achieved</i>	<i>On track</i>	<i>Too soon to tell</i>	<i>Not likely to achieve</i>	<i>Needs modification</i>
<ul style="list-style-type: none"> • the percentage of students who meet the proficiency level in benchmark assessments in grades 3, 6, and 8; • the percentage of students performing above the national average on state adopted norm referenced tests; • the percentage of students who pass the state high school graduation qualifying exam; and • the cost per student in meeting the measures in 1-3 of this subsection. 		X			
		X			
		X			
					X

**Teaching and Learning Support
BRU Financial Summary by Component**

All dollars in thousands

	FY2000 Actuals				FY2001 Authorized				FY2002 Governor			
	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds
Formula Expenditures None.												
Non-Formula Expenditures												
Special & Supplemental Service	123.9	46,530.7	1,782.6	48,437.2	125.6	47,457.6	210.4	47,793.6	125.3	49,451.1	210.2	49,786.6
Quality Schools Education	4,577.4	25,536.3	58.6	30,172.3	4,597.2	26,122.4	0.0	30,719.6	4,769.6	27,312.6	0.0	32,082.2
Special Projects	50.0	66.8	476.9	593.7	50.0	158.0	464.3	672.3	50.0	158.0	464.3	672.3
Child Nutrition Administration	45.1	652.6	0.0	697.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher Certification	631.2	0.0	12.0	643.2	7.9	0.0	682.8	690.7	2.6	0.0	686.0	688.6
Totals	5,427.6	72,786.4	2,330.1	80,544.1	4,780.7	73,738.0	1,357.5	79,876.2	4,947.5	76,921.7	1,360.5	83,229.7

Teaching and Learning Support

Proposed Changes in Levels of Service for FY2002

The FY2002 budget request includes the following increments:

\$2.0 million federal receipt authority will provide sufficient authorization for federal grant increases and carry forward for Special Education and Title I programs.

\$177.7 general funds are needed to fund a staff position that will administer the gifted and talented program and the statewide correspondence program. District applications for each of these two programs are received, reviewed, and approved. Staff will provide technical assistance related to GT and statewide correspondence program development and address other questions from parents, teachers, administrators and public members. Staff will also conduct on-site GT and statewide correspondence program reviews, when necessary.

Funding will also provide for the training of GT complaint investigators and due process hearing officers. There will also be funding available for contracting with complaint investigators and due process hearing officers when complaints and requests for due process hearings are received at the department.

\$1.2 million federal funds for Right Start, a multi-year project aimed at providing extended day kindergarten programs for students identified as in need of additional support to reach the developmental and academic levels expected for success in future grades. Funding will also be used to place academic intervention coordinators in schools with high percentages of students in need of such extended services at the kindergarten level, and in need of additional support at other grade levels.

Teaching and Learning Support

Summary of BRU Budget Changes by Component

From FY2001 Authorized to FY2002 Governor

All dollars in thousands

	<u>General Funds</u>	<u>Federal Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
FY2001 Authorized	4,780.7	73,738.0	1,357.5	79,876.2
Adjustments which will continue current level of service:				
-Special & Supplemental Service	-0.3	-6.5	-0.2	-7.0
-Quality Schools	-5.3	-9.8	0.0	-15.1
-Teacher Certification	-5.3	0.0	3.2	-2.1
Proposed budget increases:				
-Special & Supplemental Service	0.0	2,000.0	0.0	2,000.0
-Quality Schools	177.7	1,200.0	0.0	1,377.7
FY2002 Governor	4,947.5	76,921.7	1,360.5	83,229.7