

State of Alaska FY2013 Governor's Operating Budget

Department of Education and Early Development Teaching and Learning Support Results Delivery Unit Budget Summary

Teaching and Learning Support Results Delivery Unit

Contribution to Department's Mission

This Results Delivery Unit supports the mission of the Department of Education and Early Development as defined in the department level performance management model. Please refer to the information provided under the Department of Education and Early Development.

Core Services

- Provide leadership and technical assistance to schools related to state and federal education requirements and strategies that will result in improved student success.
- Provide assistance to parents, families and schools to achieve greater involvement in students' education.
- Administer statewide testing and assessment, provided technical assistance to district staff, and collects and analyzes data.
- Provide ongoing and daily technical assistance to grantees related to increased student achievement, educational improvement, school health and safety.
- Administer and provide technical assistance to schools on school choice options, such as Statewide Correspondence Programs and Charter Schools.
- Issue and administer state and federal grants, contracts and Reimbursable Services Agreements for the provision of direct student instruction and professional development.
- Administer Teacher Certification, National Council for Accreditation of Teacher Education (NCATE), and assure quality of in-state teacher preparation programs.
- Administer Youth in Detention and Special Schools.

Key RDU Challenges

- The No Child left Behind (NCLB) Act requires a Statewide Accountability Plan. This plan includes all statewide assessments, whether state or federally mandated, data collection and reporting requirements, a system for designating schools in need of improvement and schools that are highly successful. Amendments to the Accountability Plan now include reporting school results for making Adequate Yearly Progress both through the status model (percent of students meeting the annual targets) and through the growth model (the percent of students not proficient who are on track to be proficient in 4 years).
- NCLB requires an increasingly higher level of monitoring and accountability for school district programs, student achievement, and teacher and paraprofessional qualifications.
- NCLB requires that schools and districts be identified annually to determine if they meet Adequate Yearly Progress (AYP). Required actions increase the longer a school or district fails to meet AYP. Providing meaningful assistance to help schools and districts develop plans and implement strategies that will result in higher student achievement and meeting AYP continues to be a challenge.
- NCLB requires that school districts with schools identified as needing improvement provide supplemental educational services and/or school choice options for students in the school improvement site. This continues to be a challenge for Alaska's rural and remote schools, where these providers and options are limited.
- NCLB requires that all limited English proficient (LEP) students in grades K-12 be tested each year for English language proficiency. It also requires LEP students to be tested on the Standards Based Assessments (SBAs) in reading, writing and math in grades 3-10. These assessments are in English and can present difficulty to newly arrived immigrant LEP students as well as to Alaska Native students in immersion programs who are being taught in their Alaska heritage language in the early grades.
- NCLB requires that teachers and paraprofessionals meet the federal "highly qualified" requirements. The deadline for all teachers to be highly qualified in core content courses they teach was June 30, 2007. Every

district must have a Highly Qualified Teacher Plan to show that if teachers are still not highly qualified, they are being provided training to become highly qualified. This is a challenge for teachers in small rural schools who teach multiple core content areas. Many paraprofessionals are also required to take a rigorous state-approved test that demonstrates competency in reading, writing and mathematics and the ability to assist in instruction.

- NCLB requires the department to review teacher preparation in order to comply with the requirements of the Higher Education Act. This is an ongoing process.
- The Individuals with Disabilities Education Act (IDEA) requires the department to align state regulations related to special education with the new act. This is an ongoing process.
- The federal Head Start Act in December 2007, and the Carl Perkins Vocational Education programs of 2006, created new requirements for grant recipients and the state. These are ongoing processes.
- The division is closely monitoring the reauthorization of Elementary and Secondary Education Act, ESEA.

Significant Changes in Results to be Delivered in FY2013

Improve student results through focus on instruction, curriculum, professional development, and assessments aligned to state standards and grade level expectations (GLEs).

Major RDU Accomplishments in 2011

- Developed test items for Standards Based Assessments in reading, writing, and mathematics for grades 3-10 including content and bias review with statewide committees.
- Field-tested Standards Based Assessments and field-tested future test items for the High School Graduation Qualifying Examination (HSGQE).
- Administered the Alaska Standards Based Assessments in grades 3 through 10, and the High School Graduation Qualifying Examination in grade 10, and the High School Graduation Qualifying Examination retake exam in grades 11, 12, as well as for adults.
- Distributed, administered, scored, and reported results of the Alternate Assessment in grades 3-10.
- Administered an alternative assessment program for students with disabilities who are on a diploma track. This program includes the Modified HSGQE and the Non-standardized HSGQE.
- Continued testing for students who are Limited English Proficient.
- Administered the TerraNova (CAT 6) examination in grades 5 and 7.
- Developed a Revised Kindergarten Developmental Profile based on the new Early Learning Guidelines and the K-2 Standards.
- Statewide administration of the Revised Kindergarten Developmental Profile.
- Improved and continued to implement an individualized student identification system to measure student assessment results more accurately.
- Continued the development of classroom assessments that will be highly aligned to the state's grade level expectations and statewide standards-based assessments.
- Continued implementation of the Alaska Statewide Mentor Project, including mentoring for beginning teachers and coaching for principals (see Statewide Mentoring Program component).

- Continued the Special Education Component to the Alaska Statewide Mentor Project. This was accomplished by a Federal State Professional Development (SPDG) Grant. These activities provide mentoring to beginning special education teachers and administrators (see Statewide Mentoring Component).
- The system used for the Continuous Improvement Monitoring Process (CIMP) has been updated and additional components were added to meet the requirements imposed by the Office of Special Education Programs (OSEP). These changes provide additional clarity to districts and a more transparent monitoring system. This system of self-monitoring by the state will ensure better student outcomes for students with disabilities.
- In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA-2004) the department continued implementation of the special education State Performance Plan (SPP). This set of 20 indicators provides specific measures required by the USDOE Office of Special Education and IDEIA. The SPP was revised to extend targets through 2012 at the direction of the Office of Special Education Programs (OSEP).
- In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA-2004) the department developed the special education Annual Performance Report (APR). This set of 20 indicators provides specific measures required by the USDOE Office of Special Education and IDEIA. The report is required annually and is presented on the special education website. Alaska continues to meet federal requirements for the SPP-APR.
- Conducted the following annual training for Alaska Special Education Due Process Hearing Officers; Alaska Special Education Complaint Investigators; Alaska Special Education Mediators in conjunction with the 2-day Special Education Directors' Training, which replaced a longer conference. This was done to minimize the time Special Education Directors would need to be away from their districts.
- Conducted federal and state compliance monitoring activities with 12-15 districts (on a 5-year rotating schedule).
- 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 (Response to Intervention RTI) relating to meeting performance standards in reading, writing, and math.
- Provided improvements to the Alaska Statewide Longitudinal Data System for federal and state data collection and reporting to provide quality data to stakeholders and policy makers, including data warehouse upgrades, reporting portal functionality, State Report Manager and Data Validation tool for districts, security enhancements and several outreach, training and mentoring sessions.

Contact Information
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**Teaching and Learning Support
RDU Financial Summary by Component**

All dollars shown in thousands

	FY2011 Actuals				FY2012 Management Plan				FY2013 Governor			
	UGF+DGF Funds	Other Funds	Federal Funds	Total Funds	UGF+DGF Funds	Other Funds	Federal Funds	Total Funds	UGF+DGF Funds	Other Funds	Federal Funds	Total Funds
Formula Expenditures None.												
Non-Formula Expenditures												
Student and School Achievement	10,088.8	1,019.5	175,330.5	186,438.8	11,173.4	812.3	205,473.5	217,459.2	13,699.0	700.3	155,940.2	170,339.5
State System of Support	1,613.6	0.0	0.0	1,613.6	2,061.9	0.0	0.0	2,061.9	2,100.0	0.0	0.0	2,100.0
Statewide Mentoring	3,900.0	0.0	0.0	3,900.0	3,150.0	0.0	0.0	3,150.0	3,150.0	0.0	0.0	3,150.0
Teacher Certification	614.8	0.0	0.0	614.8	724.2	16.4	0.0	740.6	896.5	16.4	0.0	912.9
Child Nutrition	89.8	0.0	48,625.6	48,715.4	95.0	0.0	50,574.8	50,669.8	100.0	0.0	50,588.3	50,688.3
Early Learning Coordination	8,584.7	0.0	157.8	8,742.5	10,414.7	0.0	267.1	10,681.8	10,425.2	0.0	273.2	10,698.4
Totals	24,891.7	1,019.5	224,113.9	250,025.1	27,619.2	828.7	256,315.4	284,763.3	30,370.7	716.7	206,801.7	237,889.1

Teaching and Learning Support
Summary of RDU Budget Changes by Component
From FY2012 Management Plan to FY2013 Governor

All dollars shown in thousands

	<u>Unrestricted Gen (UGF)</u>	<u>Designated Gen (DGF)</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
FY2012 Management Plan	26,501.3	1,117.9	828.7	256,315.4	284,763.3
Adjustments which will continue current level of service:					
-Student and School Achievement	143.1	0.0	-212.0	-49,533.3	-49,602.2
-State System of Support	-361.9	0.0	0.0	0.0	-361.9
-Teacher Certification	0.5	21.8	0.0	0.0	22.3
-Child Nutrition	5.0	0.0	0.0	13.5	18.5
-Early Learning Coordination	-689.5	0.0	0.0	6.1	-683.4
Proposed budget increases:					
-Student and School Achievement	2,350.0	32.5	100.0	0.0	2,482.5
-State System of Support	400.0	0.0	0.0	0.0	400.0
-Teacher Certification	0.0	150.0	0.0	0.0	150.0
-Early Learning Coordination	700.0	0.0	0.0	0.0	700.0
FY2013 Governor	29,048.5	1,322.2	716.7	206,801.7	237,889.1