

State of Alaska FY2003 Governor's Operating Budget

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

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
- Partners with early development and the state libraries on early literacy and language development initiative
- 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 technical development activities related to all assessment and testing requirements.

Administer the norm-referenced exam, the Terra Nova, in grades 4, 5, 7 and 9.

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

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

Create a process that assists in the retention and recruitment of educators in Alaska.

Provides oversight and direction in developing a system to recruit and retain Alaska Native educators.

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

Key BRU Issues for FY2002 – 2003

Administration of the statewide assessment system including the High School Graduation Qualifying Exam beginning in grade 10, norm referenced tests in grades 4, 5, 7, and 9, benchmark assessments in grades 3, 6, and 8, and the developmental profile, for incoming kindergarten or first grade students.

Providing student assessment data to school districts and schools in a timely manner in order to set goals for students.

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 2002 (FY03).

Implementation of Student Identifier in order to support a comprehensive school accountability system.

The department stands ready to offer assistance to districts once the federal Elementary and Secondary Education Act (ESEA) has been reauthorized.

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 uniprocity of program approval with 44 other states. The department will also work with stakeholders statewide to address incentives, teacher recruitment, retention, in-service and pre-service needs.

Department in partnership with all branches of the military will establish a Troops to Teachers office for Alaska.

Implementation of the federal Individuals with Disabilities Education Act (IDEA), related to special education, will continue to be a key issue in FY 2002-2003. The reauthorization process begins in 2002 and will create new demands for Alaska educators.

Work with the public and legislature to create a system for waivers and appeals for students denied a high school diploma.

Major BRU Accomplishments in 2001

Administered the High School Graduation Qualifying Exam and the benchmark assessments in grades 3, 6, and 8 in October of 2000 and again in March 2001. Results of these assessments were made available in September of 2001.

Selected the new norm-reference test, the Terra Nova, to be administered in grades 4, 5, 7, and 9 in March 2002.

Completed and implemented the Developmental Profile for incoming kindergarten or first grade students.

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.

Continue to provide support to districts in the area of reading and math.

Key Performance Measures for FY2003

Measure:

the percentage of students who meet the proficiency level in benchmark assessments in grades 3, 6, and 8;
Sec 50(b)(1) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

Percent Proficient in Reading, Writing and Mathematics on Benchmark Examinations, Spring 2001

Grade	Reading	Writing	Mathematics
3rd	71.2	53.5	66.3
6th	69.4	73.0	62.9
8th	82.5	67.9	39.5

Benchmark Comparisons:

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. Proficiency is defined as the sum of students who scored at the Advanced and Proficient levels on the Benchmark exams. The following chart illustrates the percentage of students who have met the proficiency levels in the two administrations of the benchmarks, Spring 2000 and 2001, the October 1 enrollment, and the participation rate in the assessments.

		Grade 3					
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		October 1 Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
READING	2000	7,220	72.5%	2,740	27.5%	10,706	93.0%
	2001	7,065	71.2%	2,855	28.8%	10,700	92.7%
WRITING	2000	4,851	48.8%	5,084	51.2%	10,706	92.8%
	2001	5,302	53.5%	4,617	46.5%	10,700	92.7%
MATHEMATICS	2000	6,453	65.0%	3,478	35.0%	10,706	92.8%
	2001	6,550	66.3%	3,326	33.7%	10,700	92.3%

		Grade 6					
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		October 1 Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
READING	2000	6,958	69.9%	3,001	30.1%	10,574	94.2%
	2001	6,912	69.4%	3,043	30.6%	10,623	93.7%
WRITING	2000	7,180	72.2%	2,760	27.8%	10,574	94.0%
	2001	7,265	73.0%	2,687	27.0%	10,623	93.7%
MATHEMATICS	2000	6,161	62.2%	3,752	37.8%	10,574	93.7%
	2001	6,241	62.9%	3,681	37.1%	10,623	93.4%

		Grade 8					
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		October 1 Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
READING	2000	7,993	83.2%	1,613	16.8%	10,575	90.8%
	2001	7,824	82.5%	1,660	17.5%	10,377	91.4%
WRITING	2000	6,479	67.5%	3,125	32.5%	10,575	90.8%
	2001	6,420	67.9%	3,040	32.1%	10,377	91.2%
MATHEMATICS	2000	3,724	39.0%	5,815	61.0%	10,575	90.2%
	2001	3,711	39.5%	5,675	60.5%	10,377	90.5%

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

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, taking the Terra Nova at grades 4, 5, 7, and 9, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2004. 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 continues to:

1. Work 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. Develop 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. Work with school districts to target staff development and teacher in-service opportunities to support standards-based instruction and assessments.
4. Target federal grant dollars to support increased student performance in reading, writing, and mathematics.
5. Administer the norm-referenced assessment, linked to Alaska performance standards at grades 4, 5, 7, and 9.

Measure:

the percentage of students performing above the national average on state-adopted norm-referenced tests;
Sec 50(b)(2) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

The following data shows the percentage of students performing above the national average on the California Achievement Test, Version 5 (CAT/5) for school year 2000-2001

Grade	Reading	Language	Math
4th	58	55	62
7th	58	56	64

Benchmark Comparisons:

The following chart contains information on the Grade 4 results for the CAT/5 in school years 1998-1999, 1999-2000, and 2000-2001, including the percentage of students scoring in the top and bottom quartile and the percentile ranking for those students scoring above the national average. The same information is included for Grade 7, except for the 1998-1999 school year when the CAT/5 was not required for Grade 7.

GRADE 4

School Year	READING			LANGUAGE			MATH		
	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank
1998-1999	31.0	23.0	57	29.2	25.2	52	35.3	22.2	60
1999-2000	31.9	21.9	58	30.7	24.5	53	37.3	20.5	62
2000-2001	33.0	20.8	59	31.1	23.0	55	37.8	18.9	63

GRADE 7

School Year	READING			LANGUAGE			MATH		
	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank	Top Quartile	Bottom Quartile	Percentile Rank
1998-1999	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1999-2000	31.9	21.2	58	31.7	22.6	57	38.1	17.5	63
2000-2001	31.2	20.9	59	31.6	21.1	57	40.5	16.3	65

Background and Strategies:

The department used the CAT/5 norm-referenced test for the past 5 years. The department has entered into a new contract to administer the TerraNova-CAT/6 test in grades 4, 5, 7, and 9 beginning in the 2001-2002 school year. The addition of 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 3 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 took and passed the state high school graduation qualifying exam in the current school year; and
Sec 50(b)(3) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

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FY2003 Governor
Department of Education and Early Development

Results of Spring 2001 High School Graduation Qualifying Exam

Reading	65.9%
Writing	46.6%
Mathematics	44.0%

Benchmark Comparisons:

The High School Graduation Qualifying Examination (HSGQE) was administered for the first time in March of 2000. The State Board of Education & Early Development set the proficiency level for the exam. The exam is offered in October and March of each school year to provide additional opportunities for high school sophomores, juniors, and seniors to take the exam. The following chart illustrates the HSGQE results comparing the Grade 10 students in the spring of 2000 to the 10th Grade Students in the spring of 2001:

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹	October 1 Enrollment	Participation Rate ²
Spring 2000	6,178	74.6%	2,098	25.4%	10,217	81.0%
Spring 2001	5,469	65.9%	2,831	34.1%	10,110	82.1%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹	October 1 Enrollment	Participation Rate ²
Spring 2000	3,924	47.6%	4,319	52.4%	10,217	80.7%
Spring 2001	4,039	46.6%	4,625	53.4%	10,110	85.7%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹	October 1 Enrollment	Participation Rate ²
Spring 2000	2,717	33.3%	5,454	66.7%	10,217	80.0%
Spring 2001	3,807	44.0%	4,852	56.0%	10,110	85.6%

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

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 2004. 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.
- Provided technical assistance to school districts in aligning curriculum to state standards.

During the last legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these areas in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the “minimum competency in essential skills” for all high school graduates.

This direction requires that the test be reviewed and refined to determine test items to be used to measure essential skills in reading, writing, and math. This refocusing will require that new test questions be field-tested in the spring of 2002 and that new cut scores be determined in summer of 2002.

Measure:

the percentage of students in a high school grade level who pass the state high school graduation qualifying exam on a cumulative basis.

Sec 50(b)(4) Ch 90, SLA 2001(HB 250)

Alaska's Target & Progress:

The following chart illustrates the percentage of students in the class of 2002 that have passed the three parts of the HSGQE based on October 2000 enrollment data. These numbers will be updated to include the October 2001 enrollment information and the results from the October 2001 administration of the HSGQE:

	Number Proficient	Percent Proficient	October 2000 Enrollment
Reading	7,495	84.3%	8,887
Writing	5,365	60.4%	8,887
Mathematics	4,495	50.6%	8,887

Benchmark Comparisons:

The following chart illustrates the results for the class of 2002 for each administration of the High School Graduation Qualifying Exam beginning with the first administration in the spring of 2000. This information will be updated to include the October 2001 results as soon as the data becomes available. Similar cumulative data will be available for each class.

**STATEWIDE HSGQE
CLASS OF 2002**

HSGQE Student Test Results: Spring 2000, Fall 2001 and
Spring 2001

READING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2000	6,178	74.6%	2,098	25.4%	10,217
Grade 11	October 2000	994	43.6%	1,286	56.4%	8,887
Grade 11	March 2001	323	24.2%	1,009	75.8%	8,887

7,495

WRITING

Grade	Test Date	Number Proficient	Percent Proficient	Number Not Proficient	Percent Not Proficient	October 1 Enrollment
Grade 10	March 2000	3,924	47.6%	4,319	52.4%	10,217
Grade 11	October 2000	897	22.6%	3,066	77.4%	8,887
Grade 11	March 2001	544	21.3%	2,014	78.7%	8,887

5,365

MATH

Alaska's education reform movement is on the right track. We are raising academic standards, seeking new resources and demanding accountability. The high-stakes consequences of the High School Graduation Qualifying Exam will be implemented for students graduating in the spring of 2004 rather than 2002.

During the last legislative session, there was significant discussion about what our students are being tested on and how well they are being asked to perform in these areas in order to receive a high school diploma. The legislature was very clear in passing SB 133, Chapter 94, SLA 2001, that the competency exam is to measure the "minimum competency in essential skills" for all high school graduates.

The commissioner convened a committee of approximately 45 educators to work with the department and the department's test contractor, CTB McGraw-Hill, in refocusing the High School Graduation Qualifying Exam on essential skills. Subcommittees in each of the content areas, reading, writing, and mathematics, reviewed test items that could potentially be used to measure essential skills. This refocusing will require that new test questions be field-tested in the spring of 2002 and that new cut scores be determined in summer of 2002. Additional resources will be needed in the FY2003 budget to accomplish these tasks.

The delay of the high stakes consequences of the HSGQE until the spring of 2004, while continuing to administer the Benchmark exams in grades 3, 6, and 8 as well as the revised and refocused HSGQE, will give us the tools and the time needed to be sure the standards reflect what Alaskans think is important, the test is a good measure and students are adequately prepared. The additional time will assure that all students, including those with learning disabilities and those in highly mobile families who move in and out of our schools, will have had a reasonable opportunity to learn what's tested.

Teaching and Learning Support
BRU Financial Summary by Component

All dollars in thousands

	General Funds	FY2001 Actuals Federal Funds	Other Funds	Total Funds	General Funds	FY2002 Authorized Federal Funds	Other Funds	Total Funds	General Funds	FY2003 Governor Federal Funds	Other Funds	Total Funds
<u>Formula</u>												
<u>Expenditures</u>												
None.												
<u>Non-Formula</u>												
<u>Expenditures</u>												
Special & Supplemental Service	125.5	50,205.3	2,875.2	53,206.0	125.3	56,096.9	310.2	56,532.4	226.2	61,126.6	810.7	62,163.5
Quality Schools	4,592.2	25,795.7	0.0	30,387.9	5,882.5	31,933.2	182.2	37,997.9	6,991.5	32,198.6	182.2	39,372.3
Education	50.0	113.6	328.7	492.3	113.0	3,060.1	1,459.0	4,632.1	50.0	158.0	464.3	672.3
Special Projects												
Teacher Certification	0.0	0.0	620.2	620.2	2.6	0.0	686.0	688.6	0.0	0.0	695.2	695.2
Totals	4,767.7	76,114.6	3,824.1	84,706.4	6,123.4	91,090.2	2,637.4	99,851.0	7,267.7	93,483.2	2,152.4	102,903.3

Teaching and Learning Support

Proposed Changes in Levels of Service for FY2003

The Division intends to strengthen its ability to ensure academic and fiscal accountability through securing additional resources to target key areas. The FY2003 budget request includes the following increments:

Special and Supplemental Services

Early Literacy

Funding will support a new Education Specialist II, position in Juneau to coordinate efforts to improve the literacy of children ages 0-8. The coordinator will pool resources from existing programs to train parents, caregivers, educators, and paraprofessionals in age appropriate early literacy instruction. \$100.0

Federal Reading Excellence Act

The department has received a federal grant award from the U.S. Department of Education under the Reading Excellence Act (REA). Nearly all of the 2nd and 3rd year funds (\$5.0 million) will be granted to Alaska schools that need to improve the reading levels of their students. Grant activities include: the issuance of grant awards to schools to improve reading levels of students; professional development for teachers, administrators and parent; establishment of family literacy programs; and an evaluation.

Fetal Alcohol Syndrome

Through the Fetal Alcohol Syndrome (FAS) project, department staff will work with schools to raise awareness of Fetal Alcohol Syndrome. Staff will travel to communities and provide training through presentations, workshops, conferences and teleconferences. This project also funds grants and contracts that will be awarded to provide FAS related services to schools. \$500,000 is transferred by Reimbursable Service Agreement from the Department of Health and Social Services.

Quality Schools

Correspondence Program Monitoring & Review

The number of students enrolling in statewide correspondence programs has increased dramatically over the past several years. The department does not have the resources to adequately review the applications from school districts to operate these programs or follow up on monitoring and evaluating these programs. Additional oversight is necessary to ensure instructional and fiscal accountability. The department is requesting an Education Specialist II and an Education Program Assistant. \$175.0

Distance Delivered Courses

This funding will provide distant delivered courses in core content areas to small schools that do not have access to certified staff in specific content areas such as math and language arts. Access to these courses is a critical element in closing the achievement gap for all kids. The Education Funding Task Force recommended \$1.0 million for distance delivered courses.

Statewide Data Collection & Analysis

The Education Funding Task Force recommended that the department expand its capacity to provide statewide data collection and analysis as a critical element of school accountability. \$730,000 is included for 4 new data collection & analysis staff to address and respond to State Assessment Program issues. A comprehensive statewide assessment program is being implemented that includes: the developmental profile at kindergarten or grade 1; norm-referenced testing at grades 4, 5, 7, and 9; state benchmark assessments at grades 3, 6, and 8; the high school graduation qualifying examination beginning at grade 10; the collection of data for school level report cards; and a system of school designators, beginning in 2002. This comprehensive statewide assessment program generates a large amount of school and student data that must be collected, analyzed and reported. The department receives numerous requests for this data in a variety of configurations from Legislators, school staff, educational agencies, other state departments, and the public. Current staffing levels are inadequate to address these many requests for information and to accurately and adequately collect, analyze, and report assessment data in a timely fashion. \$730.0

Department of Defense - Troops to Teachers

A national project to provide educational opportunities for retired military personnel to become teachers. Funding for this project will support two new positions, a Program Coordinator, and an Administrative Clerk II, both positions will be

located in Anchorage. \$250.0

Teaching and Learning Support
Summary of BRU Budget Changes by Component
From FY2002 Authorized to FY2003 Governor

All dollars in thousands

	<u>General Funds</u>	<u>Federal Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
FY2002 Authorized	6,123.4	91,090.2	2,637.4	99,851.0
Adjustments which will continue current level of service:				
-Special & Supplemental Service	0.9	29.7	0.5	31.1
-Quality Schools	18.9	15.4	0.0	34.3
-Education Special Projects	-63.0	-2,902.1	-994.7	-3,959.8
-Teacher Certification	-2.6	0.0	9.2	6.6
Proposed budget decreases:				
-Quality Schools	-814.9	0.0	0.0	-814.9
Proposed budget increases:				
-Special & Supplemental Service	100.0	5,000.0	500.0	5,600.0
-Quality Schools	1,905.0	250.0	0.0	2,155.0
FY2003 Governor	7,267.7	93,483.2	2,152.4	102,903.3