

State of Alaska FY2018 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 Measures. Please refer to the information provided under the Department of Education and Early Development.

Core Services

- Federal program funding and compliance
- Academic standards, academic assessment and accountability
- State system of support to increase school effectiveness
- Active partnerships

Major RDU Accomplishments in 2016

- Facilitated the Spring Leadership Conference for 175 educators from across Alaska to begin work on Alaska's State Plan for the new Every Student Succeeds Act (ESSA);
- Coordinated with partner organizations to sponsor implementation and leadership training with Alaska stakeholders to implement the educator evaluation requirements;
- Continued to fulfill the department's core mission while undergoing leadership and significant budget changes throughout the division;
- Continued to implement the Alaska Performance Scholarship (APS) in collaboration with the Alaska Commission on Postsecondary Education, the Alaska Department of Labor and Workforce Development, and Alaska school districts; and,
- Successfully awarded and completed over 3,000 federal grant awards, grant payments, and Child Nutrition program reimbursements.

Key RDU Challenges

1. Increase student achievement in language arts and mathematics

Through supporting staff professional development, reviewing school improvement plans, and providing coaches, the department works to support schools' improvement efforts, particularly schools with low levels of student achievement. In 2012 Alaska adopted more rigorous reading and math standards aligned to the expectations of post-secondary training. Students who meet these standards will graduate prepared to enter post-secondary options without requiring additional remedial training or courses. While the department works with local school districts to ensure their locally adopted curriculum and instructional programs are aligned to standards, many small, rural districts struggle to maintain consistent efforts related to curriculum, instructional programs, and school-based assessments due to lack of capacity and frequent staff turnover. Additionally, students in these districts may lack access to high-level course offerings and rich elective course options. The department must consider how best to support these districts and whether current support systems need to be restructured in order to most effectively use available federal and state funds.

2. Fully implement new assessments aligned to the language arts and mathematics standards under ESSA

Alaska's assessment system is composed of five statewide assessments including a standards-based assessment to measure student attainment of the state's standards; the Kindergarten Developmental Profile; an alternate assessment for students with significant cognitive disabilities; an assessment to identify English language proficiency; and biennial participation in the National Assessment of Education Progress.

As outlined in Alaska statutes and regulations, the state administers summative (end-of-year) assessments for three primary purposes. First, statewide assessments provide one of the resources parents, educators, and policy makers can use to determine how Alaska's schools are performing. Second, statewide assessments provide data for nurturing and tracking school improvement efforts. Finally, statewide assessments help to ensure equity for students since the results are available for all schools in Alaska and are disaggregated by subgroups including economically

disadvantaged students, student with disabilities, English language learners, and ethnic groups.

HB 156 restricts the Alaska Department of Education and Early Development (DEED) from requiring a school district or school to administer a statewide assessment before July 1, 2018. It does not relieve DEED from its responsibility to select and make a statewide summative assessment available to all districts and schools. DEED looks forward to working with all stakeholders to identify and make available to Alaska districts and schools statewide summative assessments in English language arts, mathematics, and science for spring 2017. It is in the best interest of Alaska's students that data from statewide assessments is available to inform parents, educators, the public, and policy makers about school performance, as well as to nourish school improvement and ensure an equitable educational opportunity.

3. Implementation of ESSA and a new school accountability system

ESSA was passed by Congress and signed by the President in December 2015. ESSA reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) and will replace No Child Left Behind (NCLB) and Alaska's current NCLB Flexibility Waiver. Alaska's transition to, and implementation of, ESSA will be a thorough and thoughtful process informed by meaningful consultation with state and local education stakeholders. ESSA requires that State Educational Agencies (SEAs) develop a State Plan addressing three components: Standards and Assessments; School, District, and State Accountability Systems; and School Support and Improvement. SEAs must develop state plans "with timely and meaningful consultation with the Governor, members of the State legislature and State board of education, local educational agencies, representatives of Indian tribes located in the State, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents." (Every Student Succeeds Act, Sec. 1111)

To facilitate the transition to ESSA, DEED is conducting a review of the work required to fully implement the new law. As with implementation of any program of such significance and complexity, changes will occur over the course of months and even years. Some changes were initiated immediately upon signing, some will be implemented relatively quickly, and others will be finalized over the next two years only upon receipt of additional federal regulations and guidance and collaborative input by state and local education stakeholders.

After the cancellation of the Alaska Measures of Progress assessment for 2016, the department is seeking a new assessment vendor for spring 2017. Implementing another new assessment in a short time frame will be challenging for schools and districts. The department will need to work closely with the new vendor to provide training and support to ensure a successful administration for the new assessments. The department will also need to work with districts as they determine how to use the results of the new assessments for school improvement planning efforts.

The lack of coaching support for new principals and superintendents impedes their ability to quickly develop an understanding of issues and key components related to the school accountability system, which is necessary knowledge to improve the performance in schools.

4. Additional Challenges

- Recruitment and retention of educators is an ongoing challenge in Alaska, especially in our more rural, remote areas. High turnover rates slow Alaska districts progress toward full implementation of our new initiatives.
- The Department faces the considerable challenge of providing focused, coordinated and coherent district and school improvement support services to create more effective educational programs and improve student achievement, as well as providing support for increasing the statewide graduation rate to reach the 90% by 2020 goal.

Significant Changes in Results to be Delivered in FY2018

- Implement new statewide assessments as required by state and federal law;
- Anticipate receipt of the US Department of Education's approval of Alaska's ESSA application;
- Support school districts in using data from statewide assessments to inform local improvement efforts;
- Support adjustments to locally adopted curriculum and instructional programs to improve student achievement;

- Implement a new comprehensive accountability system for schools to provide information parents, educators, and policy makers can use to determine how Alaska's schools are performing;
- Support school districts as they fully implement new assessment and accountability systems;
- Begin the process to implement recommendations from the department's performance review under HB30 (Chapter 19 SLA 2013); and,
- Evaluate how the department can be best structured and administered to meet its state and federal responsibilities having undergone significant budgetary reductions over the past two years.

Contact Information
<p>Contact: Paul Prussing, Acting Director Phone: (907) 465-8716 Fax: (907) 465-6760 E-mail: paul.prussing@alaska.gov</p>

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

All dollars shown in thousands

	FY2016 Actuals				FY2017 Management Plan				FY2018 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	7,486.4	1,396.1	122,810.3	131,692.8	6,075.1	675.3	153,902.7	160,653.1	6,094.5	447.5	153,924.4	160,466.4
AK Native Science & Engineering	1,385.2	0.0	0.0	1,385.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
State System of Support	1,974.5	0.0	0.0	1,974.5	1,594.3	0.0	0.0	1,594.3	1,847.7	0.0	0.0	1,847.7
Statewide Mentoring	1,500.0	0.0	0.0	1,500.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Teacher Certification	631.2	0.0	0.0	631.2	912.5	16.4	0.0	928.9	916.3	16.4	0.0	932.7
Child Nutrition	103.6	0.0	63,854.5	63,958.1	85.7	0.0	63,702.8	63,788.5	86.5	0.0	63,709.6	63,796.1
Early Learning Coordination	8,386.7	0.0	79.1	8,465.8	8,284.8	0.0	279.2	8,564.0	8,285.8	0.0	280.9	8,566.7
Pre-Kindergarten Grants	1,976.2	0.0	0.0	1,976.2	2,000.0	0.0	0.0	2,000.0	2,000.0	0.0	0.0	2,000.0
Totals	23,443.8	1,396.1	186,743.9	211,583.8	18,952.4	691.7	217,884.7	237,528.8	19,230.8	463.9	217,914.9	237,609.6

Teaching and Learning Support
Summary of RDU Budget Changes by Component
From FY2017 Management Plan to FY2018 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>
FY2017 Management Plan	17,508.5	1,443.9	691.7	217,884.7	237,528.8
One-time items:					
-Student and School Achievement	0.0	0.0	-75.0	0.0	-75.0
-Early Learning Coordination	-820.0	0.0	0.0	0.0	-820.0
-Pre-Kindergarten Grants	-2,000.0	0.0	0.0	0.0	-2,000.0
Adjustments which continue current level of service:					
-Student and School Achievement	19.4	0.0	50.0	21.7	91.1
-State System of Support	3.4	0.0	0.0	0.0	3.4
-Teacher Certification	0.0	4.0	0.0	0.0	4.0
-Child Nutrition	0.8	0.0	0.0	6.8	7.6
-Early Learning Coordination	821.0	0.0	0.0	1.7	822.7
-Pre-Kindergarten Grants	2,000.0	0.0	0.0	0.0	2,000.0
Proposed budget increases:					
-State System of Support	250.0	0.0	0.0	0.0	250.0
Proposed budget decreases:					
-Student and School Achievement	0.0	0.0	-202.8	0.0	-202.8
-Teacher Certification	-0.2	0.0	0.0	0.0	-0.2
FY2018 Governor	17,782.9	1,447.9	463.9	217,914.9	237,609.6