



The Role of At-Risk Funding in Improving Achievement and Opportunity for All Virginia Students

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Prior to the 1990s . . .

- Different expectations for **“SOME”**
- Less accountability
- Fewer targeted interventions

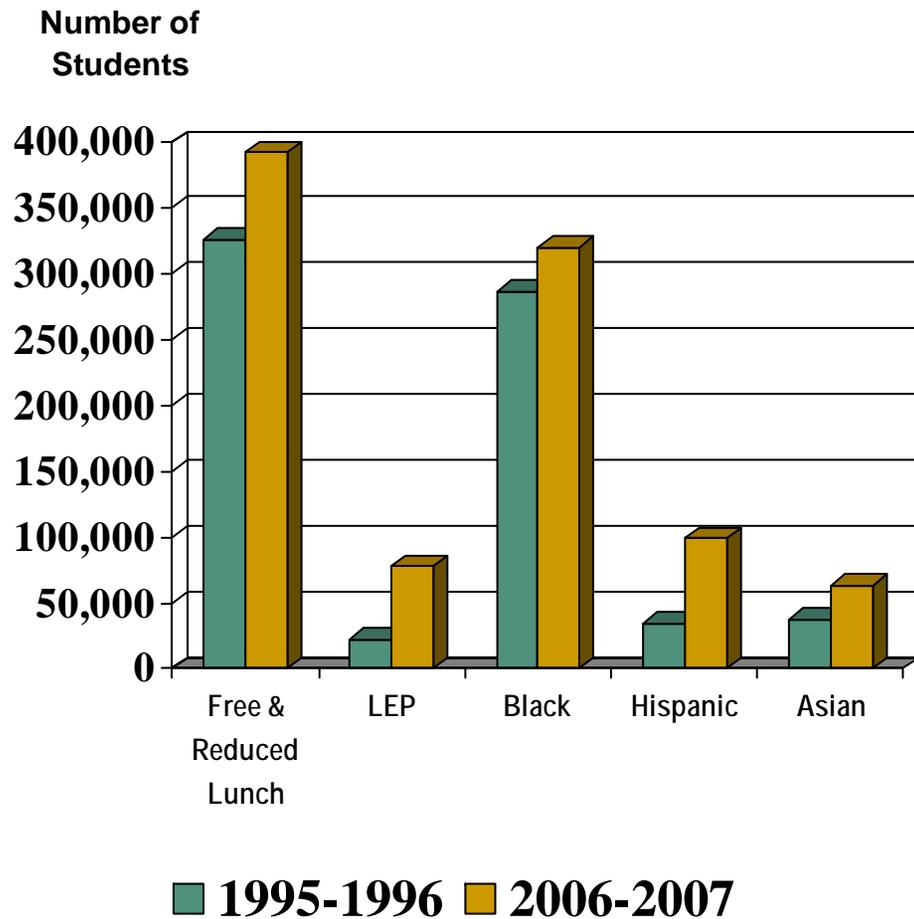
Post 1990s . . .

- Rising expectations for **“ALL”**
- Accountability with consequences
- More targeted interventions and support

Rising Expectations in the 21st Century

- More rigorous standards and assessments
- School accreditation system with consequences
- Increase in graduation requirements
- Increased accountability through No Child Left Behind (NCLB)
- More rigorous licensure requirements for instructional personnel

Changing Demographics



- Increased participation in free and reduced lunch
 - 1995-1996 SY: 326,004
 - 2006-2007 SY: 392,042
- Increased Limited English Proficient enrollment
 - 1995-1996 SY: 22,716
 - 2006-2007 SY: 78,216
- Increased minority student enrollment
 - Black Students
 - 1995-1996 SY: 286,195
 - 2006-2007 SY: 319,715
 - Hispanic Students
 - 1995-1996 SY: 34,597
 - 2006-2007 SY: 98,749
 - Asian Students
 - 1995-1996 SY: 37,682
 - 2006-2007 SY: 63,196

Legislative Support for Educational Funding Has Bolstered Virginia's Continued Success



Higher Accountability for Schools

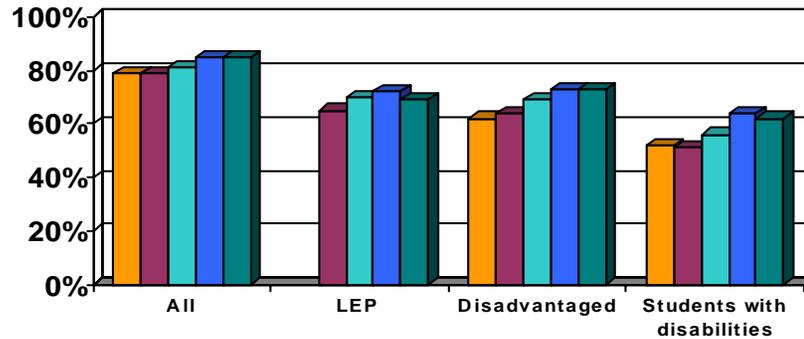
	2003-2004 [‡]	2007-2008 [‡]
Fully accredited: Schools	78%	91%
Made AYP: Schools	55%	72%
Made AYP: Divisions	14%	44%

*First year AYP was calculated.

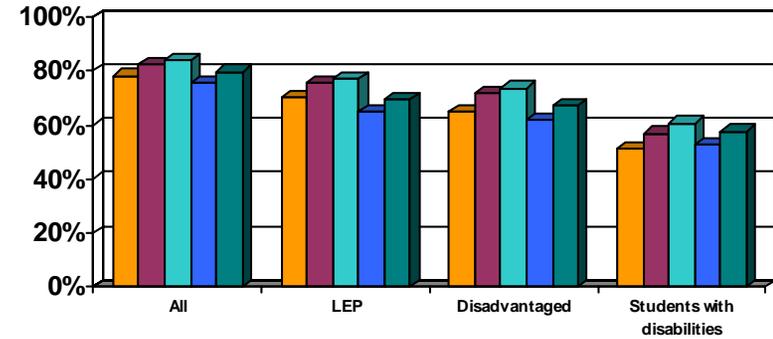
‡Results are based on test data from the prior school year

Percent of Students Passing Virginia's Standards of Learning Assessments

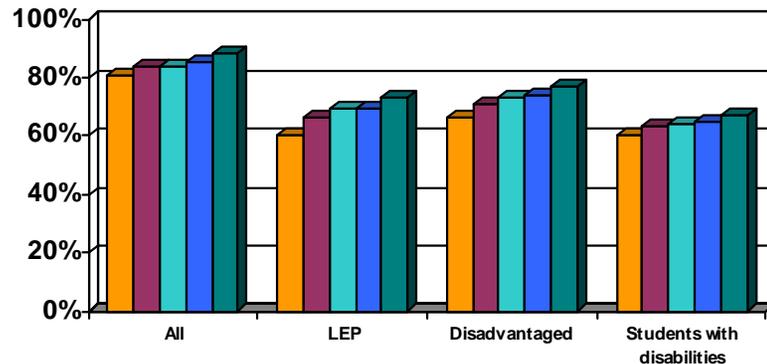
READING*



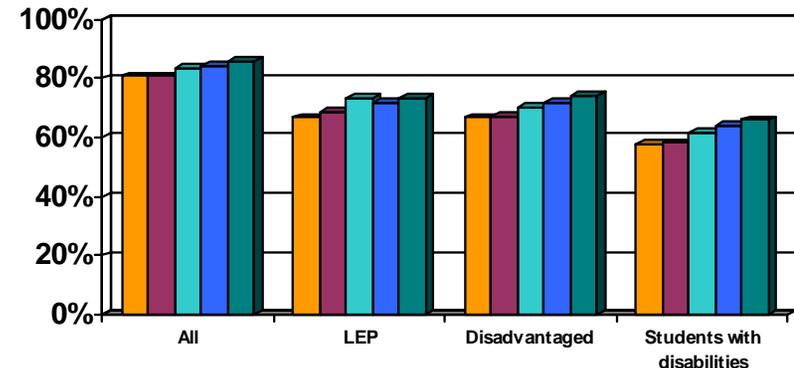
MATHEMATICS*



SCIENCE



HISTORY AND SOCIAL SCIENCE



■ 2002 - 2003
 ■ 2003 - 2004
 ■ 2004 - 2005
 ■ 2005 - 2006
 ■ 2006 - 2007

*Reading and mathematics testing was expanded to include all grades, 3 through 8, in 2005-2006.

Higher Expectations for Students

The College Board: AP Participation and Success

- Virginia is one of only a few states in which 20% or more of high school seniors earned a grade of 3 or more on an Advanced Placement (AP) examination.

Virginia Students' Participation in AP Testing, grades 9-12

	1997			2007		
	All students	Black students	Hispanic students	All students	Black students	Hispanic students
# AP Exams Taken	33,683	2,040	1,145	90,198	6,707	4,536
# Students Participating	20,441	1,326	682	49,834	4,397	2,733
# Scores 3 or Above	24,243	835	805	53,920	2,192	2,406

Source: The College Board

The Changing Role of Statewide High School Exams

States make progress toward all students graduating from high school when greater percentages of students meet state standards on end-of-course tests and graduation tests.

From SREB's Action Agenda: From Goals to Results ... Making it Happen

Three SREB states—Virginia, Georgia, and Louisiana—narrowed the achievement gaps for both African-American and Hispanic students on statewide high school exams in both English and mathematics or Algebra I.

(Data: 2002-2006)

Education Week: 2007 Quality Counts “Chance-for-Success” Index

- Virginia ranked #1 in the nation on *Education Week’s* new “Chance-for-Success” Index.
- Virginia children are the most likely in the nation to experience success as they move from childhood to adulthood.
- The index tracks state efforts to create a more seamless education system by looking at:
 - Performance across the various sectors, and
 - State attempts to define students’ “readiness” to succeed from one stage to the next.

Greater National and Global Competition

- *National Assessment of Educational Progress (NAEP)*
 - In 2005, Virginia students led the nation in **science** achievement, exceeding the national average by:
 - 12 points in 4th grade science
 - 8 points in 8th grade science
 - In 2007, Virginia's students scored higher than students nationwide in **reading** and **mathematics**
 - Reading
 - Grade 4: 7 points higher
 - Grade 8: 6 points higher
 - Mathematics
 - Grade 4: 5 points higher
 - Grade 8: 8 points higher

Who is most at risk of *not* meeting these higher expectations?

- Students who are economically disadvantaged
- Students who may be disadvantaged because:
 - They have not had opportunities comparable to those of other students;
 - They have a history of poor performance in certain content areas that warrants intervention to prevent further decline;
 - They have struggled unsuccessfully to meet higher graduation requirements;
 - They come from non-English speaking homes; and/or
 - Their life circumstances make it difficult to succeed.

At-Risk Funding Provides a Network of Support . . .

- To help **equalize disparity**, based on research indicating a higher cost to educate disadvantaged students
 - Virginia Preschool Initiative
 - K-3 Class Size Reduction
 - At-Risk Add-on
 - SOQ English as a Second Language
- To assist students who require **additional instructional support** based on demonstrated need
 - Early Intervention Reading Initiative
 - Algebra Readiness Initiative
 - Project Graduation
 - Remedial Summer School
 - SOQ Prevention, Intervention, and Remediation
 - Regional Alternative Education Programs
- To **continue school improvement**
 - Mentor Teachers in Hard-to-Staff Schools
 - Virginia Middle School Teacher Corps
 - Teacher Incentives in Hard-to-Staff Schools Pilot
 - Turnaround Specialists

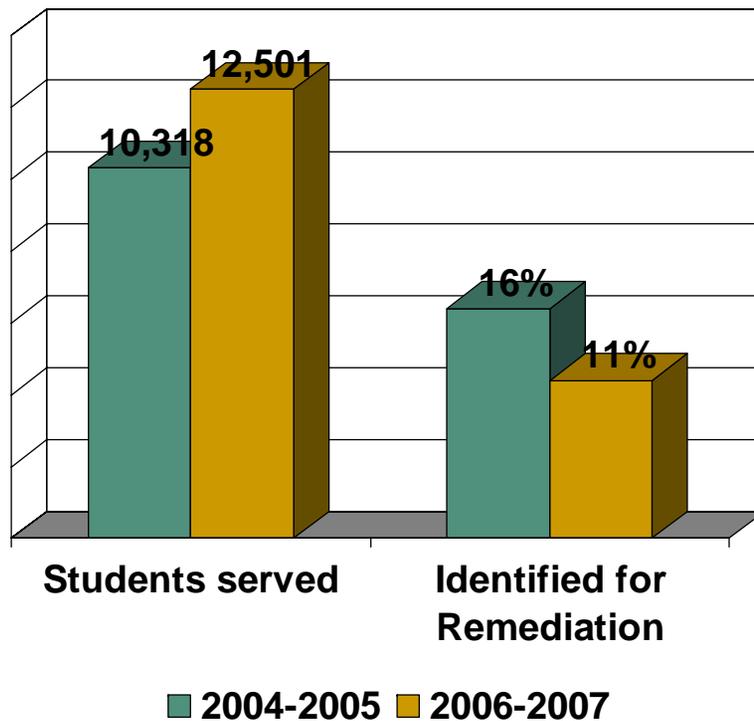
Funding to Help Equalize Disparity



Virginia Preschool Initiative

- Purpose: Funds to establish a quality preschool education program for at-risk four-year-olds.
- First Fiscal Year Funded: 1996
- 2007-2008 Funding: \$53.1 million

Virginia Preschool Initiative



- Number of children served has increased
 - 2001-2002: 5,966
 - 2006-2007: 12,501
- Percentage of VPI students who need literacy remediation in K, as identified by the PALS-K, has decreased as compared with the statewide results (17-18%)
 - 2004-2005: 16%
 - 2006-2007: 11%

Benefits of Quality Pre-K for Economically Disadvantaged Students

Pass rate on Statewide Standards of Learning assessments, grade 3, 2006-2007

	<i>All economically disadvantaged students in Virginia*</i>	<i>Economically disadvantaged students who participated in publicly funded pre-K in 2002-2003**</i>
Reading	69%	74%
Mathematics	81%	85%
Science	80%	84%
History and Social Science	86%	90%

* Includes economically disadvantaged students who participated in publicly funded pre-K.

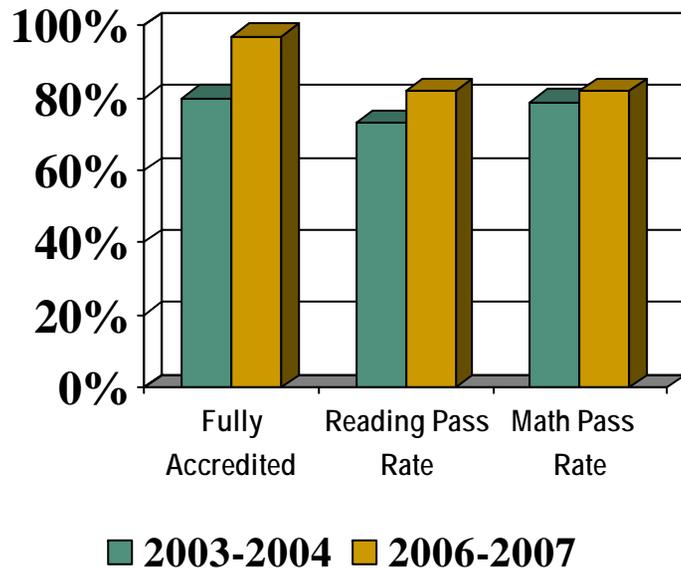
**Based on data from 3,466 students who were documented as participating in publicly funded pre-K in Virginia in 2002-2003 and participated in statewide testing in 2006-2007.

K-3 Class Size Reduction

- Purpose: Incentive funding to reduce class sizes in grades K-3 below the required SOQ standard of a 24:1 pupil-teacher ratio, particularly in schools having high concentrations of at-risk students.
- First Fiscal Year Funded: 1995
- 2007-2008 Funding: \$84.6 million

K-3 Class Size Reduction

Data on Schools Receiving Funds for K-3 Class Size Reduction



- Fully Accredited
 - 2003-2004: 80% of the 767 participating schools
 - 2006-2007: 97% of the 811 participating schools

- Pass Rate, Grade 3 Reading
 - 2003-2004
 - Participating schools: 73%
 - State: 71%
 - 2006-2007:
 - Participating schools: 82%
 - State: 80%

- Pass Rate, Grade 3 mathematics
 - 2003-2004
 - Participating schools: 79%
 - State: 87%
 - 2006-2007:
 - Participating schools: 82%
 - State: 89%

At-Risk Add-on

- Purpose: Add-on funding to recognize the higher cost of educating economically disadvantaged students
- First Fiscal Year Funded: 1993
- 2007-2008 Funding: \$60.3 million

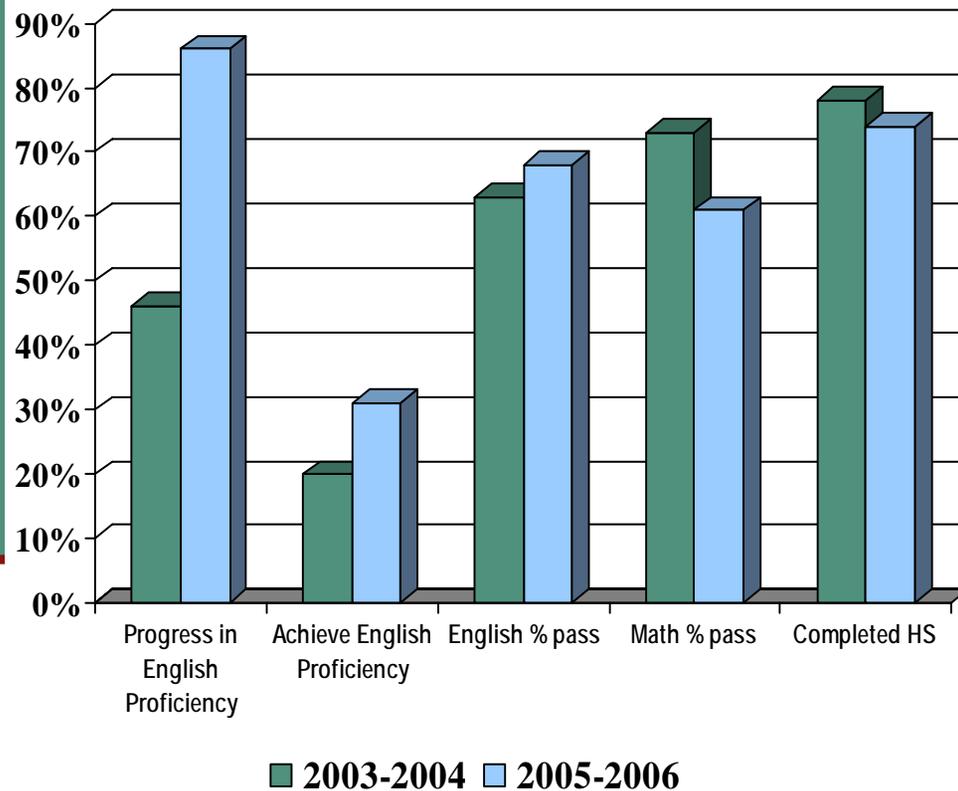
At-Risk Add-on

- National studies indicate that it costs more to educate a student who is at risk.
- Funding is based on free lunch eligibility. However, at-risk students may include economically disadvantaged students, English language learners, and students with disabilities.
- The at-risk add-on was established to recognize the higher cost of educating economically disadvantaged students.
- School divisions indicate they use At-Risk Add-on funds most frequently for:
 - SOL Remediation
 - Dropout Prevention
 - Programs for Disadvantaged Students
 - Support for English as a Second Language
 - Computer Programs for Remediation
- See Slide 7 for success rates on Virginia's Standards of Learning assessments.

SOQ English as a Second Language

- Purpose: Funding to provide additional staffing to deliver English language and content support to limited English proficient students.
- First Fiscal Year Funded: 1991 as categorical funding; moved to SOQ in FY05
- 2007-2008 Funding: \$36.5 million

SOQ English as a Second Language



- Limited English proficient student population has increased
 - More than tripled since 1995
 - Additional resources required to provide both English language and content instruction
- Expectations have increased
 - English language proficiency standards
 - Full participation in the statewide assessment program

Funding for Additional Instructional Support Based on a Demonstrated Need



SOQ Prevention, Intervention, and Remediation

- Purpose: To address needs of disadvantaged students based on performance on Standards of Learning assessments.
- First Fiscal Year Funded: 1981; funding based on the new SOQ remediation standard began in FY05.
- 2007-2008 Funding: \$61.5 million (includes Lottery funds)

SOQ Prevention, Intervention, and Remediation

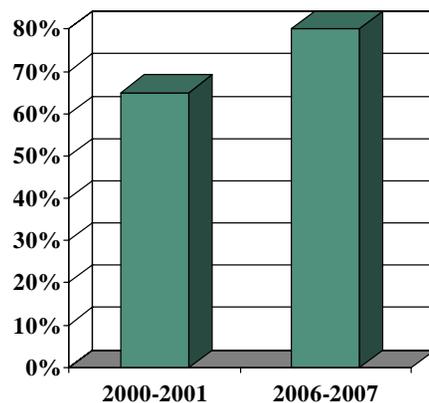
- Funds are used for early identification and support of all students in all content areas based on their poor performance on Standards of Learning assessments.
- Student subgroups have shown improvement on all Standards of Learning tests since 2002-2003.
- Increases have been greatest for African-American students, economically disadvantaged students, and students with disabilities, thus helping to close the achievement gap.
- See Slide 7 for success rates on Virginia's Standards of Learning assessments.

Early Intervention Reading Initiative

- Purpose: To reduce the number of young children with reading problems through early diagnosis and intervention and increase the number of children reading on grade level by grade 3.
- First Fiscal Year Funded: 1998
- 2007-2008 Funding: \$14.3 million

Early Intervention Reading Initiative

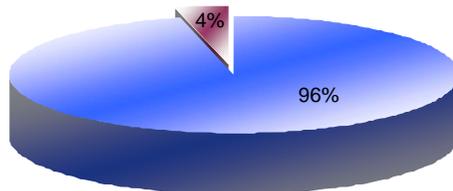
3rd Grade SOL Reading Scores



- Early intervention is more effective than later intervention. It requires fewer hours of instruction at less intensity than interventions in grade 3 and beyond.
- The vast majority of Virginia students (96%) who pass the grade 3 reading assessment also pass the grade 5 reading test.
- Pass rates on Virginia's grade 3 reading assessment have increased since the first group of third graders benefited from the EIRI program in 2000-2001:
 - 2000-2001 – 65% passing
 - 2006-2007 – 80% passing

Student Performance on 5th Grade Reading After Passing 3rd Grade Reading

1,581 failed the 5th-grade reading test after passing the 3rd-grade reading test



39,449 passed the 5th-grade reading test after passing the 3rd-grade reading test

■ Passed 3rd and 5th Grade Reading ■ Passed 3rd Grade, Failed 5th Grade

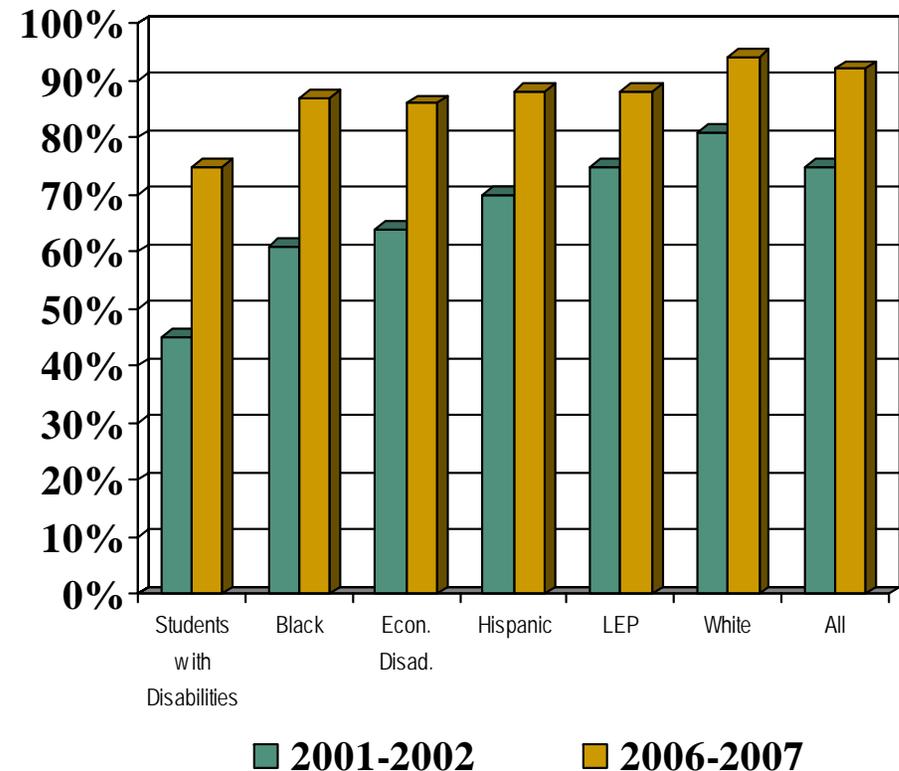
SOL Algebra Readiness Initiative

- Purpose: To provide diagnostic and intervention services to students in grades 6, 7, 8, and 9 who are at risk of failing the Algebra I end-of-course test.
- First Fiscal Year Funded: 2002
- 2007-2008 Funding: \$8.2 million

SOL Algebra Readiness Initiative

- Funding for mathematics intervention services to students in grades 6, 7, 8, and 9 who are at risk of failing the Algebra I end-of-course test.
- Algebra I scores have improved for all students.
- Achievement gap among subgroups is closing in Algebra I as shown by the improvement in percentage passing from 2001-2002 to 2006-2007:
 - Students with Disabilities: +30
 - Black Students: +26
 - Economically Disadvantaged Students: +22
 - Hispanic Students: +18
 - LEP students: +13
 - White Students: +13
 - All Students: +17

Algebra I Performance by Subgroup

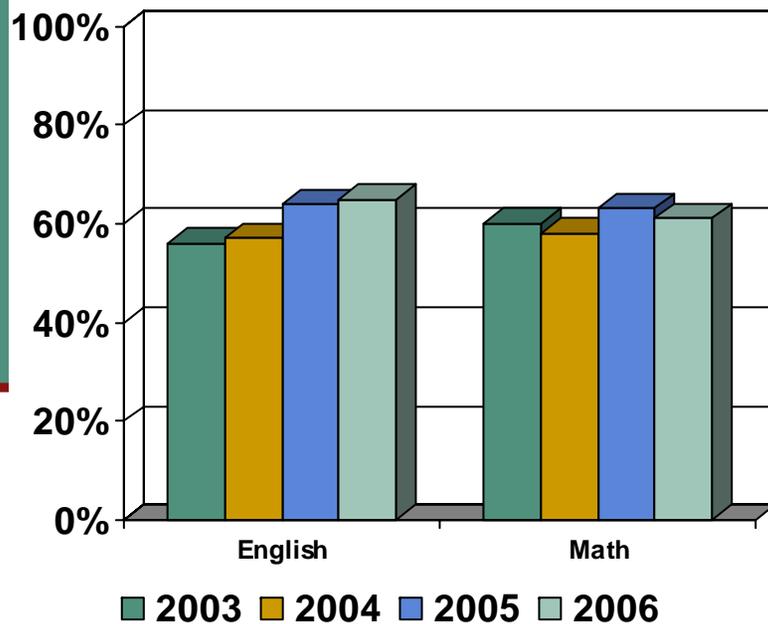


SOQ Remedial Summer School

- Purpose: To remediate students who are required by the Standards of Quality to attend summer school or an intersession remediation program in the case of year-round schools.
- First Fiscal Year Funded: 1989
- 2007-2008 Funding: \$25.2 million

SOQ Remedial Summer School

Percent of students, K-8 meeting annual benchmark or SOL assessment goals the year after participating in summer school



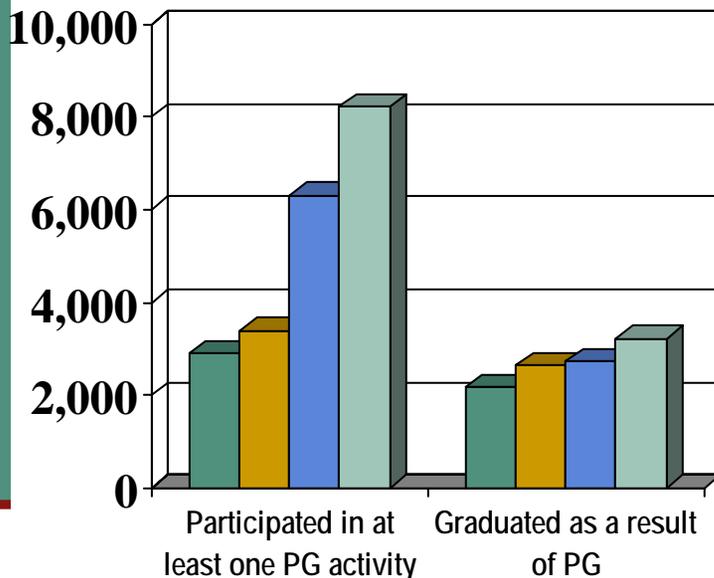
- Summer school programs address a variety of grades and content areas. The majority of participants are in grades K-8.
- The number of students participating in each content area varies widely each year, with most students enrolled in English and mathematics programs.
- Approximately 100,000 students participate in these programs each year.
- On average 60 to 70 percent of K-8 students who participate in remedial summer school meet their remediation goals or pass their SOL tests the next year after participating in remedial summer school.

Project Graduation

- Purpose: To help students earn the verified credits required to graduate.
- First Fiscal Year Funded: 2005
- 2007-2008 Funding: \$2.8 million

Project Graduation

Project Graduation



■ 2003-2004 ■ 2004-2005
■ 2005-2006 ■ 2006-2007

- Need and participation are increasing as specific verified credits are prescribed for graduation.
- Core programs are in English: Reading, English: Writing, and Algebra I.
- Project Graduation has resulted in more students graduating despite increasingly rigorous graduation requirements.
- In the graduating class of 2007, students participated in 19,750 Project Graduation-related activity slots and received 12,986 Verified Credits across the tested Standards of Learning (SOL) assessments.
- Number of students who graduated as a direct result of Project Graduation activities
 - 2003-2004: 2,178
 - 2004-2005: 2,639
 - 2005-2006: 2,736
 - 2006-2007: 3,225

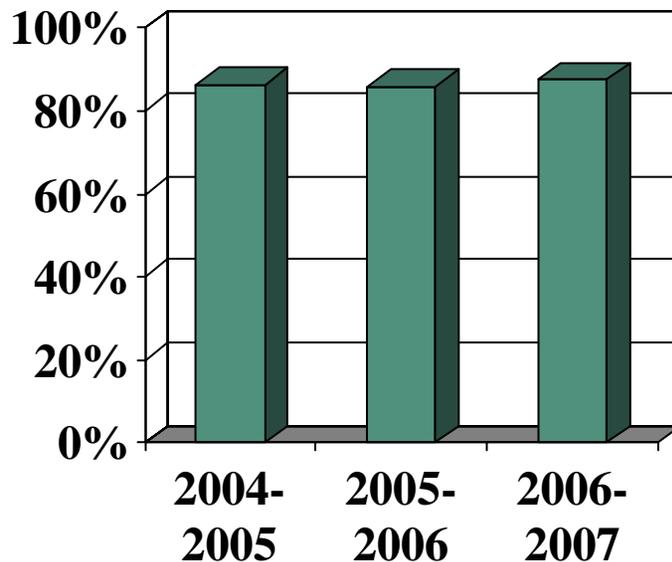
Regional Alternative Education Programs

Regional Alternative Education Programs

- Purpose: To provide an educational option for expelled students, students receiving long-term suspensions, students returning to the community from the Department of Juvenile Justice, and students whose needs are not addressed by other local programs.
- First Fiscal Year Funded: 1994-1997 startups; 1998 continuation
- 2007-2008 Funding: \$6.8 million

Regional Alternative Education Programs

Percent of students who graduated or were enrolled in school the year following participation in Alternative Education programs



- These programs serve students who are not succeeding in the regular school environment due to pending violations of school board policy, expulsions or suspensions on a long-term basis, or re-entry to school from juvenile correctional centers.
- Programs have been successful in helping students address their circumstances, and in many cases, return to a regular school program.

Funding to Continue School Improvement



Mentor Teachers in Hard-to-Staff Schools

- Purpose: Provides high-quality teacher mentoring as a means to develop and retain high quality teachers in hard-to-staff schools.
- First Fiscal Year Funded: 2005
- 2007-2008 Funding: \$1.6 million

Mentor Teachers in Hard-to-Staff Schools

- “Research demonstrates that comprehensive induction, of which mentoring is an important part, can cut attrition rates by 50 percent.”*
- 75% of beginning teachers participating in the 2006-2007 program are teaching in the same school in 2007-2008
- The number of hard-to-staff schools has decreased since the program began.

Virginia Middle School Mathematics Teacher Corps

- Purpose: Provides structure and incentives for school divisions to hire high-quality mathematics teachers for middle-schools that have been designated at risk in mathematics.
- First Fiscal Year Funded: 2005
- 2007-2008 Funding: \$1.0 Million

Virginia Middle School Mathematics Teacher Corps

- Eligible Schools
 - 2005-2006: 67 in 40 divisions
 - 2006-2007: 57 in 36 divisions
 - 2007-2008: 204 in 90 divisions

- Math Teacher Corps Members
 - 2005-2006: 21
 - 2006-2007: 23
 - 2007-2008: VDOE projects 33 Teacher Corps members for 2007-2008.

- Mean SOL pass rate in mathematics for participating schools is increasing at a faster rate than statewide increases in mathematics grades 6, 7 and 8.

Teacher Incentives in Hard-to-Staff Schools Pilots

- Purpose: Establishes a model to improve student achievement in “hard-to-staff” schools by attracting and retaining licensed, highly qualified, and experienced teachers.
- First Fiscal Year Funded: 2005 with federal funds; 2006 with state funds
- 2007-2008 Funding: \$644,375

Teacher Incentives in Hard-to-Staff Schools Pilots

- Participating pilot school divisions increased the percent of teachers who are highly qualified.
- The program continues to support Petersburg's teachers and students.

Turnaround Specialists

- Purpose: Provides training and salary incentives to successful, experienced principals to turn around consistently low-performing schools. Funding supports turnaround activities.
- First Fiscal Year Funded: 2005
- 2007-2008 Funding: \$613,439

Turnaround Specialists

- Participation and outcomes:
 - Cohort I (2004-2005): 10 specialists started the program; 6 completed the three-year program; all 6 schools were fully accredited at the end of program participation.
 - Cohort 2 (2005-2006): 9 specialists started the program; 4 remain; 3 schools are fully accredited.
 - Cohort 3 (2006-2007): 5 specialists started the program; 3 remain; 1 school is fully accredited.

At-risk Funding Provides Integrated Support for Virginia's Most Vulnerable Students

- In Virginia,
 - Expectations are rising
 - Demographics are changing
 - Improvement is continuing
 - Support for education is making a difference
- In Virginia, at-risk students receive:
 - Early Intervention
 - Additional Instructional Time
 - Intense and Targeted Content Instruction
 - High Quality Teachers
 - Stronger School Leadership
 - A Better Chance for Success