



Governor's Budget Proposal on Data Coordinators in Low- Performing Schools and Uses of At-Risk Add-On Funding

Presentation to the Senate Finance Subcommittee on
Elementary and Secondary Education
January 17, 2008

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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 for graduation rate
- Increased accountability through No Child Left Behind (NCLB)
- More rigorous licensure requirements for instructional personnel

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



Education Week: 2008 Quality Counts Ranks Virginia #5 in Nation

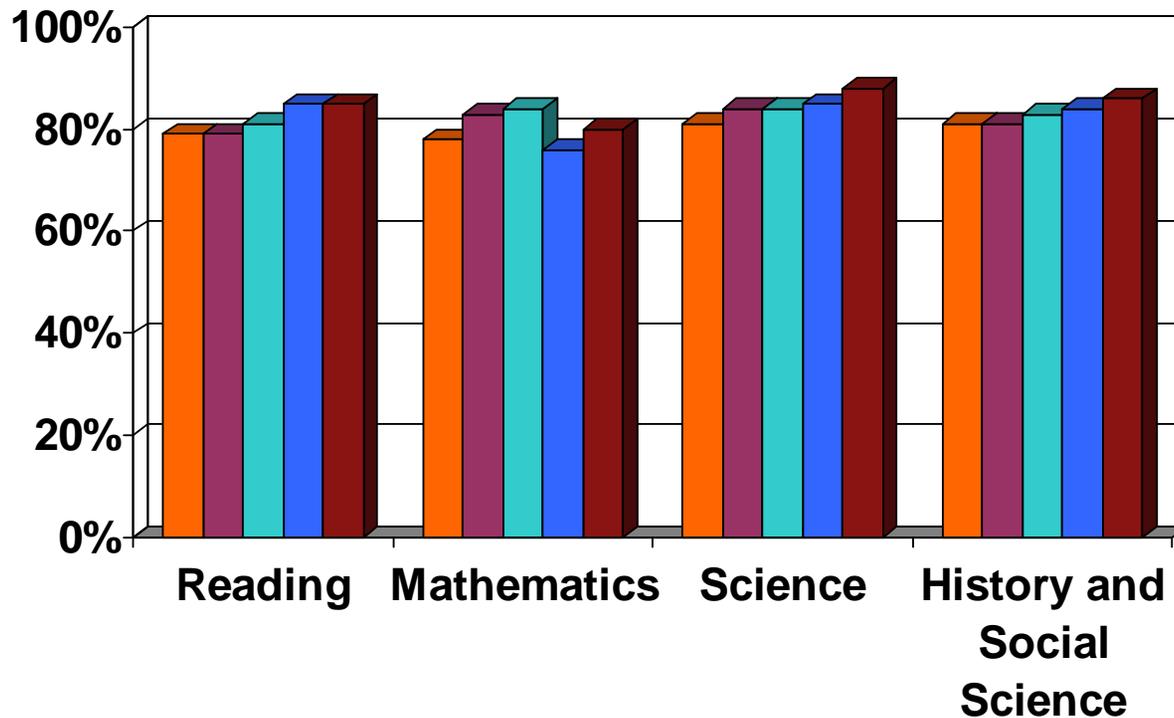
- Virginia ranked #5 in the nation in *Education Week's* 2008 Quality Counts report on K-12 education.
- The report tracks state efforts to create a more seamless education system by looking at performance across various indicators.
- States were graded overall based on their ratings across six areas of performance and policy:
 - Chance for Success
 - K-12 Achievement (NAEP Scores)
 - Standards, Assessments, and Accountability
 - Transitions and Alignment
 - Teaching Profession
 - School Finance
- Virginia received an “A” in standards, assessments, and accountability.

Higher Expectations and Student Achievement

- In 2007, the College Board reported that Virginia is one of only a few states in which 20% or more of high school seniors earned a grade of 3 or more (college-level performance) on an Advanced Placement (AP) examination while participation rates also increased.
- In 2007, the Southern Regional Education Board (SREB) reported that 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)

Percent of Students Passing Virginia's Standards of Learning Assessments

All Students



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

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
- To assist students who require additional instructional support based on demonstrated need
- To continue school improvement

Funding to Help Equalize Disparity: At-Risk Add-on



At-Risk Add-on

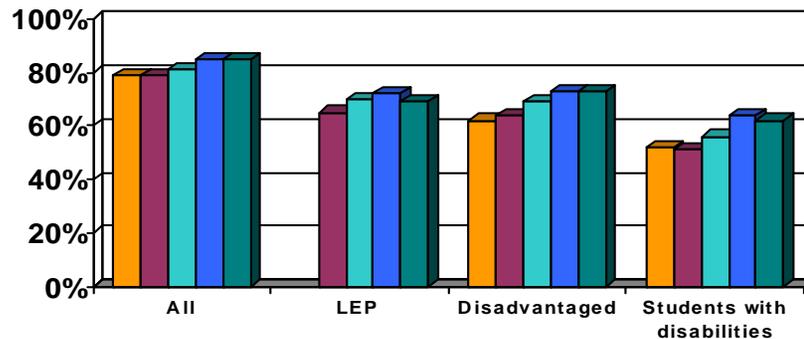
- Purpose: Add-on funding to recognize the higher cost of educating economically disadvantaged students
- First Fiscal Year Funded: 1993
- 2007-2008 Funding: \$59.7 million (revised amount after ADM updates)
- Governor's Introduced Budget Proposed:
 - 2008-2009 Funding: \$67.2 million
 - 2009-2010 Funding: \$66.8 million
 - See attached list for projected division-level increases

At-Risk Add-on

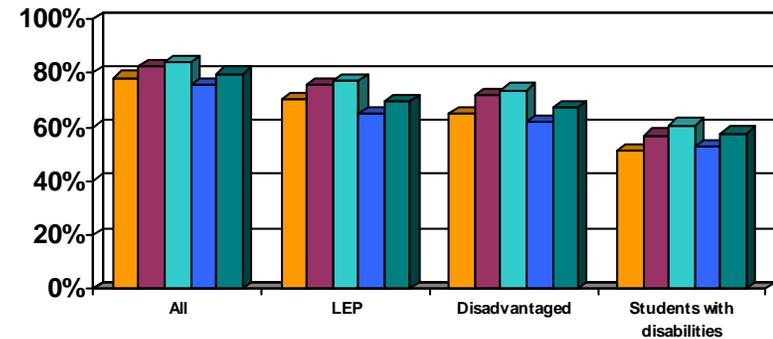
- National studies indicate that it costs more to educate a student who is at risk.
- Funding is based on free lunch eligibility. However, at-risk students may include economically disadvantaged students, English language learners, and students with disabilities.
- The at-risk add-on was established to recognize the higher cost of educating economically disadvantaged students.
- Success rates on Virginia's Standards of Learning assessments continue to improve.

Percent of Students Passing Virginia's Standards of Learning Assessments

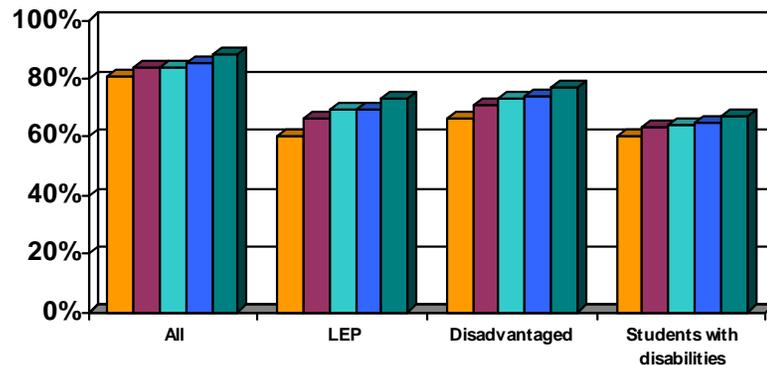
READING*



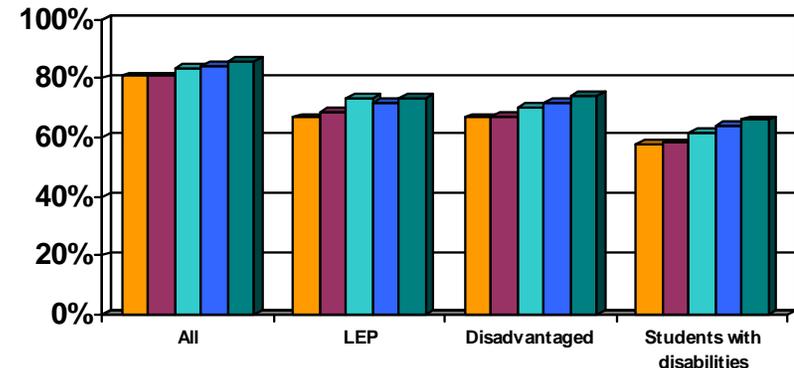
MATHEMATICS*



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.

At-Risk Add-on

The attached November 15, 2007, report to the Governor and General Assembly identified FY2008 planned uses of at-risk add-on funding. School divisions reported 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
- Class Size Reduction Beyond the SOQ (Grades 4 – 12)
- Tutoring Services
- Reading Resource Teachers
- Literacy Programs and Events
- Truancy Officers Programs
- Early Reading Intervention
- Transition Programs
- Virginia Preschool Initiative
- Math Resource Teachers

At-Risk Add-on

However, school divisions in similar circumstances may use the funds in different ways.

At-Risk Add-on

Rural Examples

Bath County

Projected FY08 At-Risk Add-on
Funding: \$6,865

Composite Index: .80

Free and Reduced Lunch: 19%

- SOL Remediation
- Class Size Reduction
Beyond the SOQ (Gr. 4 – 12)
- Tutoring Services

Lancaster County

Projected FY08 At-Risk Add-on
Funding: \$74,175

Composite Index: .68

Free and Reduced Lunch: 44%

- SOL Remediation
- Early Reading Intervention
- Tutoring Services

At-Risk Add-on

Suburban Examples

Albemarle County

Projected FY08 At-Risk Add-on

Funding: \$119,302

Composite Index: .61

Free and Reduced Lunch: 15%

- Reading Resource Teachers

Hanover County

Projected FY08 At-Risk Add-on

Funding: \$102,607

Composite Index: .44

Free and Reduced Lunch: 11%

- Dropout Prevention
- Reading Recovery
- ESL
- SOL Remediation
- Class Size Reduction Beyond the SOQ (Gr. 4 – 12)
- Early Reading Intervention

At-Risk Add-on

Urban Examples

Richmond City

Projected FY08 At-Risk Add-on Funding:
\$4,535,332

Composite Index: .43

Free and Reduced Lunch: 69%

- Dropout Prevention
- Truancy Officer Program
- ESL
- SOL Remediation
- Programs for Disadvantaged Students
- Class Size Reduction Beyond the SOQ (Gr. 4 – 12)

Norfolk City

Projected FY08 At-Risk Add-on Funding:
\$5,178,265

Composite Index: .27

Free and Reduced Lunch: 46%

- Dropout Prevention
- Truancy Officer Program
- AVID (Advancement Via Individual Determination)
- Project Discovery
- ESL
- SOL Remediation
- Programs for Disadvantaged Students

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

Data Coordinators in Low-Performing Schools



Board of Education Recognizes Need for Data Coordinators

- November 2007 - Board of Education Resolution
 - Expressed priorities on new Standards of Quality (SOQ) funding
 - Asked that priorities be considered by the Governor and 2008 General Assembly (Resolution attached)
- Priorities include a data manager/test coordinator position
 - Proposed SOQ revision requires one full-time position per 1,000 students in grades kindergarten through 12
 - Individual would provide support in data management and the utilization and administration of state assessments.
 - Individual must hold a license issued by the Board and serve as a resource to principals and classroom teachers in analyzing and interpreting data for instructional purposes.
 - State Costs: FY 2009 - \$42.1 million; FY 2010 - \$42.4 million

Role of Data Coordinators in Schools

- Intended to provide schools with needed support in the areas of :
 - Data analysis and interpretation for instructional purposes
 - Data management and the administration of state assessments
- Primary focus on data related to instruction and school improvement, including: student assessment, student attendance, student/teacher engagement, behavior referrals, suspensions, retention, and graduation rates
- Help principals and classroom teachers take full advantage of the data and tools made available through the state's individual student information system, known as the Educational Information Management System (EIMS)
- Assume certain data management and administrative duties currently being performed by guidance counselors and assistant principals, thereby allowing more time on counseling and assisting the principal.

Data Coordinator/Analyst Role Piloted in PASS Schools

- The data coordinator/data analyst position has been successfully piloted in the Partnership for Achieving Successful Schools (PASS) initiative.
- PASS schools are required to provide a school-level data analyst position or purchase similar services.
- During 2007-2008, 30 PASS schools in 13 divisions are providing school-level services in support of data analysis.
- The PASS initiative focuses primarily on elementary and middle schools.

Governor's Introduced Budget Proposal on Data Coordinators

- Incentive Program for Low Performing High Schools
 - Item 140.C.35. Data Coordinators in At-Risk High Schools

- At-risk Add-on Funding (Language revision)
 - Item 140.C.11(b) Remedial Education Payments

Governor's Introduced Budget Proposal

Data Coordinators: *Incentive Program*

Item 140.C.35. Data Coordinators in At-Risk High Schools

- Additional incentive payment of \$2,060,234 the second year from the general fund
- For data coordinators assigned to high schools that have not met Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act or are not fully accredited under the Standards of Accreditation
- School divisions will allocate these funds for data coordinator positions employed by the school division or contracted by the local school division to provide these services in the identified high schools.
- Localities receiving these incentive payments are required to match these funds based on the composite index of local ability-to-pay.

Schools Eligible for Proposed Data Coordinator Incentive Program

- Targeted schools for incentive program
 - High schools that have not met Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act (NCLB) or are not fully accredited under the Standards of Accreditation
 - 54 high schools in 40 divisions are eligible for data coordinator incentive funding based on the 2006-2007 academic year assessments for accountability ratings in 2007-2008. (List of eligible schools attached)

Governor's Introduced Budget Proposal

Data Coordinators: *At-Risk Add-On*

Item 140.C.11(b) Remedial Education Payments

- School division shall certify to the Department of Education that the state and local shares of the at-risk payment will be used to support approved programs for students who are educationally at risk.

- Programs may include:
 - Dropout prevention
 - Community and school-based truancy officer programs
 - Advancement Via Individual Determination (AVID)
 - Project Discovery
 - Reading Recovery
 - Programs for students who speak English as a second language
 - Programs related to increasing the success of disadvantaged students in completing a high school degree and providing opportunities to encourage further education and training

Governor's Introduced Budget Proposal Data Coordinators: *At-Risk Add-On*

Item 140.C.11(b) Remedial Education Payments

- Any new funds a school division receives in excess of the amounts received in fiscal year 2008
 - First to provide data coordinators consistent with the provisions described in paragraph C.35. of this Item
 - Or to purchase similar services for schools that have not met Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act or are not fully accredited under the Standards of Accreditation

Governor's Introduced Budget Proposal Data Coordinators: *At-Risk Add-On*

- Priority for use of new at-risk add-on funding above the FY2008 level is to:
 - Provide data coordinators consistent with the provisions described in the Governor's proposed incentive program for Data Coordinators in At-Risk High Schools or
 - Purchase similar services for schools that have not met Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act (NCLB) or are not fully accredited under the Standards of Accreditation (SOA)

- The number of schools that have not met AYP under the NCLB Act or are not fully accredited under the SOA are as follows (list attached):
 - Elementary and middle: 453
 - High School: 54 (funded in proposed incentive program)

Data Coordinators in At-Risk Schools Will Provide Data Analysis Support...

- To assist principals and classroom teachers
 - analyze and interpret data for instructional purposes
 - assist students who require additional instructional support based on demonstrated need
- continue school improvement