

Utah State Board of Education

Fiscal Year 2015 Funding Requests

January 29, 2015



Minimum School Program - Funding of Student Growth

Purpose/Justification:

Annually the student population in the public education system experiences growth as a result of additional students enrolling in public school LEAs. It is estimated that approximately 8,300 additional students will enter the public school system for the 2015-16 school year. As a result of this growth, additional WPUs are generated by the LEAs requiring monies to be appropriated by the Legislature to fund the increased number of WPUs.

Specific Requirements/Programming:

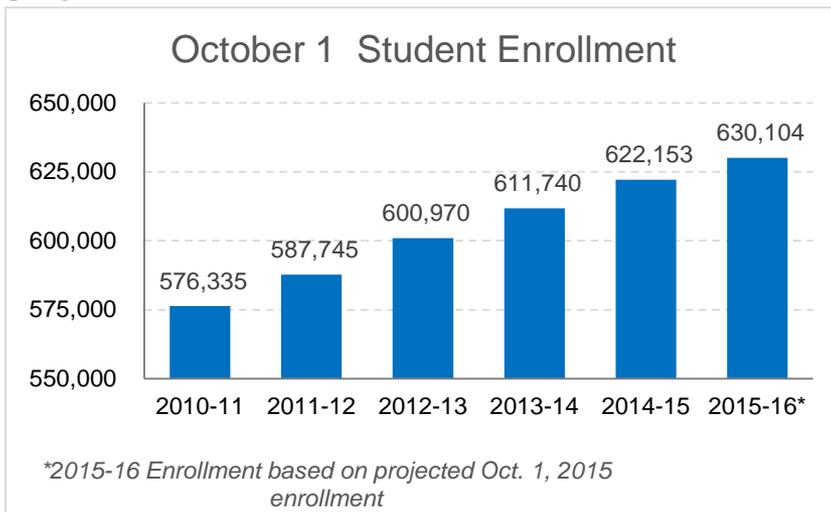
Funding of growth in WPUs in the Minimum School Program and other programs traditionally increased as a result of student growth. The WPU and other programs would require an additional appropriation of approximately \$54,600,000.

Projected Outcomes:

- Additional WPU funding would be allocated to the LEAs based on existing allocation formulas.
- LEAs would have the same funding amount per student as is currently allocated and would be able to maintain current programs for additional students.

Impact if not Funded:

If growth funding is not appropriated, the existing funding would have to be prorated among the new WPUs generated which would result in a reduction in the value of the WPU.





Minimum School Program - WPU Inflation Adj (1.5%)

Purpose/Justification:

The State Board of Education requests that the Value of the WPU be increased by the amount of 1.5% for the purpose of covering inflationary cost increases. The CPI-U during the past year was 1.5%.

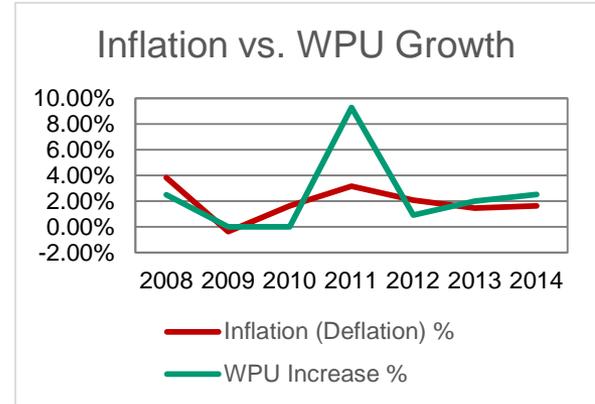
This funding increase would allow LEAs to retain the same buying power even though costs are increased due to inflation in the economy. Increases would be used to fund compensation increases including salary, health insurance cost increases and additional retirement costs associated with salary increases. Additionally, they would fund inflationary costs including utilities, supplies, textbooks and other materials.

Projected Outcomes:

- Additional WPU funding would be allocated to the LEAs based on existing allocation formulas.
- LEAs would have funding to cover the costs of inflation and could maintain current buying power and therefore maintain programs funded by the WPU at current levels.

Specific Requirements/Programming:

Funding of an increase of 1.5% in the Value of the WPU would require an additional appropriation of approximately \$38,750,00.



Impact if not Funded:

If an inflationary increase in the WPU is not funded, the buying power of LEAs would be reduced. As a result, they would be forced to make reductions in programs which could include increasing class sizes.



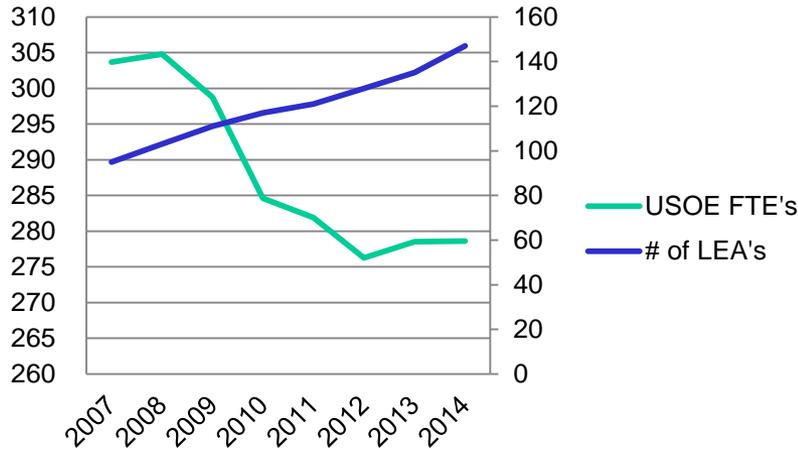
USOE Risk Mitigation (Staffing and Systems)

\$960,000

Purpose/Justification:

The purpose of this funding is to mitigate potential risks associated with the Utah State Office of Education not being able to fulfill its mission.

USOE FTEs to LEAs Growth Comparison



Specific Requirements/Programming:

- An organization structure analysis to be performed by an outside entity.
- Implementation of an automated system to track state and federal grant monitoring and compliance.
- Hiring a Utah Consolidated Application (UCA) specialist to assist the USOE sections and LEAs with use of the system.
- Two additional staff members at USOE for each 10 additional charter schools added to the Public Education System.
- Establish a Compliance Office at the USOE to ensure consistent compliance and monitoring efforts for State and Federal grants and programs.
- Establish a Policy Director Position at the USOE to provide a central repository of State Board Rule, Board Policy, Board Bylaws, USOE Policies, USOE practices and business rules.
- An IT audit concerning security policies and internal controls
- Move all functions that can be performed in FINET from BASE to FINET and rewrite portions of BASE that will never be a part of FINET.
- Complete MSP automation system to provide cost estimates and allocation of funding for MSP programs.

Projected Outcomes:

- The funding requested by the State Board of Education would increase the throughput to assist new LEAs and adequately monitor and manage state programs given the continued increase in the number of LEAs and students in the Public Education System.
- Improved data systems and financial structure.

Impact if not Funded:

USOE may not be able to continue to fully fulfill its mission as outlined by the Legislature and State Board of Education.

Risk of

- Fraud
- Failure of systems
- Disruption of business

Inadequate oversight



Technology Initiative - \$25,000,000 Ongoing \$50,000,000 One-time

Purpose/Justification:

Technology is a vital tool in teaching and learning, but technology in and of itself is not an educational panacea – how that technology is used makes all the difference. Creating a technology-rich environment for students and teachers has advantages and disadvantages, benefits and costs. It requires ongoing funding and effort, and must start with careful planning and execution.

Specific Requirements/Programming:

- *Local control:* value local decisions regarding what level of technology works for local schools; shared local investment in ongoing costs of technology; local decisions about which products/vendors to use for schools/unique needs.
- *State investment in statewide resources:* Governor and Legislature can leverage resources by investing in UEN and the USOE infrastructure/services that benefit ALL schools throughout the state. This will require investment of one-time funds in order to expand and strengthen network, as well as committing to increased ongoing funds to support increased use of the statewide network.
- *Investing in teachers over technology:* spending money on new technologies is counterproductive if we are not investing in teachers first; technology is a tool that skilled teachers can use to increase academic outcomes; new technologies require ongoing professional development; technology will not reduce costs, i.e., less teachers.

Projected Outcomes:

Districts and charter schools that receive technology funding will have a master plan that is reviewed and approved on an annual basis. Master plans will represent a holistic approach that fully integrates technology into teaching and learning. Plans must also ensure that state dollars are being applied in a logical, deliberate way.

Impact if not Funded:

LEAs will continue to provide educational technology in the same manner that is currently in place. There will be a wide difference the amount of technology and teachers trained to use the technology in different LEAs based on their ability to fund the program.



Targeted Professional Learning Initiative

\$30,000,000 Ongoing

<p><u>Purpose/Justification:</u></p> <p>The purpose of this request is to fund LEA needs for professional development. The amount is based on the cost of three professional development days at the rate of \$8 million per day and \$6 million additional funding for innovative professional learning school based practices awarded to individual schools through competitive grants. The bulk of the funding will be distributed to LEAs via base funding plus formula for equitable distribution, including an accountability and evaluation plan for each LEA.</p>	<p><u>Specific Requirements/Programming:</u></p> <p>LEAs will determine the professional learning needs of their educators based on gaps in student achievement data and strategies for overcoming those gaps. Plans for implementation will include alignment to Utah Professional Learning Standards, assessment of planning and implementation efforts, and evaluation of effectiveness. Each LEA will set their own intended outcomes and implementation goals, metrics for assessment, and evaluation measures.</p>
<p><u>Projected Outcomes:</u></p> <p>The State Board of Education's primary focus is ensuring all students are prepared for success in college and careers. In order to accomplish this goal, they must be taught by effective educators. LEAs will submit evidence based plans for use of funding to the Utah State Board of Education and will be required to show evidence of improvement in teacher knowledge and skills, along with improved student learning, as a result of their professional learning plans.</p> <p>Measure of evidence will include changes in educator evaluation data, student achievement data in targeted areas, and survey data to determine change in professional learning practices.</p>	<p><u>Impact if not Funded/Retained:</u></p> <p>Educators have listed professional development as a top priority to meet the demanding needs of today's students, including implementing higher standards in mathematics and English language arts, new assessments, personalized instruction, effective use of technology, and students' social and emotional needs. Research is very clear that the key to ensuring teachers can meet the needs of students in ongoing, high quality professional learning.</p> <p>Without additional funding, teacher professional growth in student performance will be limited.</p>



Minimum School Program - WPU Value Increase (1.0%)

Purpose/Justification:

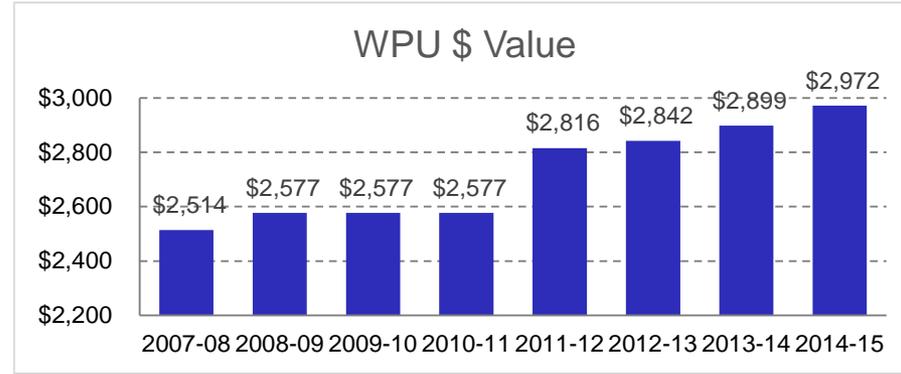
The State Board of Education requests that the Value of the WPU be increased by the amount of 1.0% for the purpose of increased funding for LEAs above what would be required to cover inflationary costs.

This funding increase would allow the Boards of local LEAs to make decisions concerning how additional funding increases may be used to fund program enhancements, adjustments to class size or compensation increases including salary, health insurance cost increases and additional retirement costs associated with salary increases.

Accountability has been increased through school grading.

Specific Requirements/Programming:

Funding of an increase of 1.0% in the Value of the WPU would require an additional appropriation of approximately \$25,800,000.



Performance Measures/Projected Outcomes:

- Additional WPU funding would be allocated to the LEAs based on existing allocation formulas.
- LEAs would have funding above inflation to enhance programs based on decisions made by local Boards.

Impact if not Funded:

If an increase in the WPU above the rate of inflation is not appropriated, LEAs will retain the same buying power as in the previous year. This will tend to continue educational programs at the same level as the current year with little opportunity for local boards to make decisions concerning new educational initiatives.

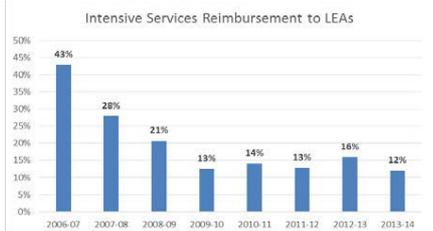


Special Education Intensive Services - \$10,000,000 Ongoing

Purpose/Justification:

The individuals with Disabilities Education Act (IDEA) requires that districts and charter schools provide a “free and appropriate public education” to every child with a disability. These educational services are provided to students based on an Individualized Education Program (IEP), which must be developed by parents and school teams without regard for the cost of services.

The high cost fund was established to provide reimbursement for the cost of intensive services for Special Education students after the LEA has spent \$20,000 per year.



Specific Requirements/Programming:

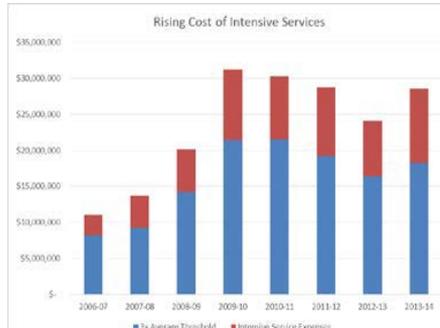
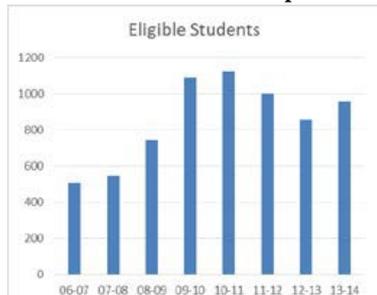
To keep up with the cost of providing reimbursement of students requiring intensive services, the State Board of Education requests \$10,000,000 of additional funding .

Intensive Special education services may include:

- One-on-one nursing
- Highly specialized technology
- Physical therapy
- Sign language
- Interpreting
- Individual paraprofessional support
- Extremely low student to teacher ratios
- Other services that are required for the student to benefit from special education and prepare for college, career, and independent living

Projected Outcomes:

Funding would be provided to LEAs for students requiring intensive Special Education Services at a level which would cover 100% of the need reported by LEAs



Impact if not Funded:

This fund was intended to provide relief to support the education of students with the most intensive services. Over the past 8 years, the number of students who require high cost services has dramatically increased. However, the funding has not increased at a comparable rate. Available funding has dropped from meeting over 40% of the need to meeting less than 15% of the need.



Graduation Initiative/Counselors - \$15,000,000 Ongoing

Purpose/Justification:

The Board of Education has prioritized counselors as a significant factor in improving high school graduation rates and ensuring every student is prepared to enter college and careers successfully.

The current Utah school counselor to student ratio of 1:350 is well above the recommended ratio of 1:250 (American School Counselor Association). Counselors play a vital role in assisting students engage in coursework that will lead to graduation and help prepare them for college and careers. This is both a strategy for success and for intervention with students most likely to disengage with school.

Specific Requirements/Programming:

Funding is requested in the amount of \$15,000,000 to provide approximately 175 additional counselors in the Public Education System.

175 secondary schools (including charter estimate)

FTE/School Counselor @ \$90,000 (includes benefits)

Total Cost: \$15,750,000 per year.

Performance Measures/Projected Outcomes:

Increase high school graduation rate to 90% by 2020 and increase the number of high school graduates prepared to enter high-demand careers and rigorous college courses.

Impact if not Funded:

More emphasis is being placed on students being college and career ready. This emphasis requires additional time with counselors when our ratio of counselor to students is already well beyond the recommended ratio. Without additional counselors in our schools, students will continue to have limited resources to help them with planning and execution of appropriate coursework for college and careers; impacting graduation and college entrance rates, as well as being able to support students who may be struggling with personal issues such as trauma or stress that impact schooling.



K-12 Digital Literacy - \$10,000,000 Ongoing

Purpose/Justification:

The Board of Education is seeking \$10 million to support digital literacy initiatives in K-12 schools. Educational Technology instruction is a core requirement in grades 2-6. Best practices, technology and other instructional media shall be used in middle school curricula to increase the relevance and quality of instruction and there is an immediate need to update Digital Literacy and Digital Application courses and requirement in high school.

Specific Requirements/Programming:

The Utah State Board of Education commissioned a task force during the 2103-2014 school year to study current computer literacy requirements and make recommendations for updating digital literacy in K-12 schools. The following recommendations came out of the task force and were accepted by the Board.

- Require keyboarding instruction in elementary schools.
- Require competency exam end of 5th grade with remediation coursework available in 6th grade.
- Introduce beginning coding to elementary students.
- Revamp CTE intro course to include more digital literacy including intro to coding and production (spreadsheets, word processing, presentations).
- Move required high school computer literacy course to 8th grade using updated course standards (.5 graduation requirement).
- Require an additional .5 digital literacy course 9-12 grade and expand offerings.
- Phase in implementation of requirements due to current pressures of new core standards, new computer adaptive assessments, new educator evaluation systems, and grading schools issues.

Projected Outcomes:

Evaluation will occur at the elementary level as the USOE begins to track keyboarding data. Junior High courses will have performance measures and secondary courses are tracked by industry certificates of achievement and other competency based measures.

Impact if not Funded:

More students without foundational experience with technology.
Delayed proficiency in digital literacy.
Less preparation for coding classes.



At Risk Student Support Funding - \$6,000,000 Ongoing

Purpose/Justification:

In 2007 the Utah Legislature eliminated the Student Success Block grant. This funding request is to restore some of these funds targeted at students most at risk for academic failure. The \$6 million will target interventions and programs for students learning English as a second language, students living in poverty, students who are homeless, and underperforming ethnic minority students to ensure they are prepared for their future.

Specific Requirements/Programming:

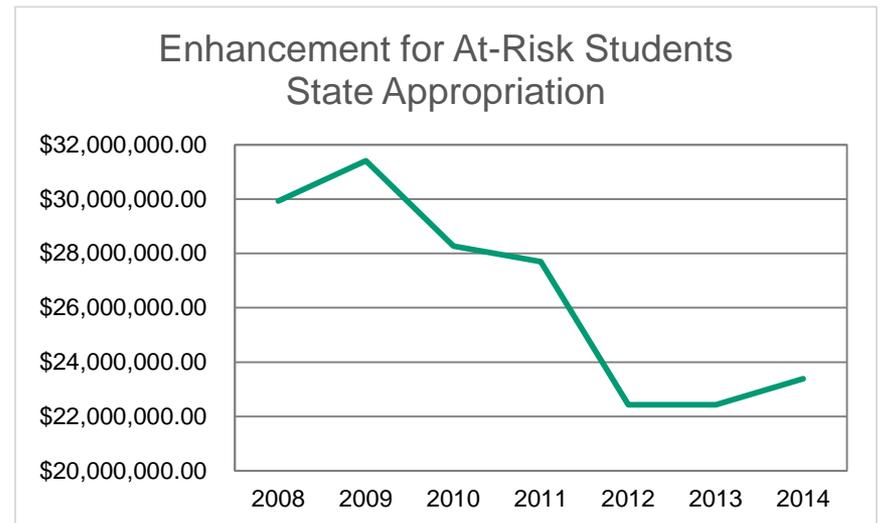
The State Board of Education requests that the Legislature restore a portion of the eliminated funding and would include \$600 K for MESA funding (targeting math and science for girls and minority students), and \$5.4 million provided to LEAs via formula funding to determine the most appropriate interventions and programs for their target populations. The funding request is to restore funding for our most at-risk students.

Projected Outcomes:

LEAs will be allocated appropriated funds using the current distribution formulas. The USOE's role would be to monitor the use of these funds and ensure they are being used to provide appropriate services.

Impact if not Funded:

At Risk students will continue to be served by LEAs at the current levels and additional funding will not be available to continue to close the achievement gap for At Risk students.





Dual Language Immersion Growth - \$600,000 Ongoing

Purpose/Justification:

In 2008, the Utah Senate passed the International initiatives (Senate Bill 41) sponsored by State Senator Howard Stephenson, creating funding for Utah schools to begin Dual Language Immersion (DLI) programs in Chinese, French, and Spanish. In addition, then Governor, Jon Huntsman Jr. initiated the Governor's Language Summit and the Governor's World Language Council, both with a goal to create a K-12 language roadmap for Utah. These groups aimed to address the needs for language skills in business, government, and education. In 2010, current Governor Gary Herbert issued a challenge to Utah educators to implement one hundred Dual Language Immersion programs throughout Utah by 2015, with a goal of enrolling 25,000 Utah students. Due to the early success of the program and public demand the goal was achieved in 2014. Governor Herbert and the State Legislature have now set the continuing goal of mainstream Dual Language Immersion programs throughout the Utah public school system. Portuguese was added to the program in 2012, German was added in 2014, and additional languages will be added in the future.

Projected Outcomes:

The Utah Education Policy Center has been contracted to provide ongoing evaluation of DLI programs in Utah. In addition, internationally renowned experts, such as Miriam Met, provide technical assistance, professional development, and support to program leaders and teachers. Yearly reporting is provided as outlined in statute to the Utah Legislature and State School Board.

Specific Requirements/Programming:

The cost of providing dual language immersion programs for students across the state continues to rise as parents call for expansion. The Utah legislature has provided ongoing funding but not a consistent measure for growth and expansion. The USOE created the program and continues to provide technical assistance, professional development, materials, coaching, monitoring, and evaluation to ensure the program is making a difference in overall student achievement. The USOE provides support via a World Language Specialist and three regional support personnel, who are provided through shared costs with LEAs. Each time a language is added, we require an additional support person. We currently have personnel to lead the efforts in all languages being taught.

Over 25,000 students and hundreds of educators receive services from the funding. Educators will receive professional development and materials development in the target language for mathematics, language, and culture. Students receive instruction in mathematic (and other subjects in upper grades) in a second language such as Mandarin, Spanish, French, Portuguese, or German. The \$600,000 provides funding for all of these services.

Impact if not Funded:

Additional schools will not be added to the program for FY 2015/16 as well as limited materials development for new languages and limited professional development for language and English teachers.



Additional ACT Test Funding - \$470,000 One-time

Purpose/Justification:

53A-1-603 requires the State Board of Education to implement college readiness assessments.

53A-1-611 defines the college readiness assessments as the test most commonly submitted to local universities and may include a battery of assessments that are predictive of success in higher education.

To fulfill this requirement, the State Board of Education has implemented the EXPLORE, PLAN and ACT assessments. The original allocation of \$2,093,750 was determined in 2013 based on student enrollment and current ACT costs. Due to enrollment increases and increased assessment costs, an additional \$470,000 is needed to administer these tests in the 2015/16 school year.

Projected Outcomes:

The funding will allow the continuation of the current college readiness assessments for secondary students for the 2015/16 school year; all 8th grade students will participate in the EXPLORE college readiness assessment, all 10th grade students will participate in the PLAN college readiness assessment and all 11th grade students will participate in the ACT.

Specific Requirements/Programming:

The Utah contract with ACT expires on August 2015. There is a one year extension available for the contract. The one-time funding of \$470,000 would be used for the contract extension for the administration of EXPLORE, PLAN and ACT in the 2015/16 school year.

USOE will conduct specific analyses to compare the 8th and 10th grade SAGE tests and results with the EXPLORE and PLAN tests and results to determine if SAGE tests administered to 8th and 10th grade students are an adequate replacement for EXPLORE and PLAN beginning with the 2016/17 school year.

No later than November 2015, USOE will provide the analyses with recommendations for administration of EXPLORE, PLAN and ACT for the 2016/17 and subsequent school years and with the costs associated with the recommendations.

Based on the recommendations, it will be determined if there are any additional funding needs moving forward.

Impact if not Funded:

All students will not be able to participate in the college readiness assessments.



Targeted Program Development – USBE Initiatives - \$30,000,000 One-time

<p><u>Purpose/Justification:</u></p> <p>The State Board of Education will be required to make a decision as to whether they will seek an additional waiver under the Elementary and Secondary Education Act (ESEA). If a decision is made to not request a waiver or if the waiver request is not approved, sanctions under ESEA could require LEAs to use funding for other purposes than current educational services which could reduce services to students.</p> <p>This proposed funding would be available for mitigation of reduced educational services if needed .</p> <p>If the funds are not needed for ESEA mitigation, they would be used by the State Board of Education to fund Board Initiative programs which would be identified by the Board after a determination that they are not needed for ESEA mitigation.</p>	<p><u>Specific Requirements/Programming:</u></p> <p>Requested funding is \$30,000,000 of one-time funding to be available to fund Board Initiative programs which may include mitigation funding in the event that the ESEA waiver is not requested or not approved.</p>
<p><u>Projected Outcomes:</u></p> <p>To be determined after Board Initiative programs are developed.</p>	<p><u>Impact if not Funded:</u></p> <p>The sanctions of ESEA, if implemented due to a lack of an ESEA waiver could require LEAs to use federal funding in alternative ways which would reduce educational services to low income students.</p>



Capital Outlay Foundation Program - \$10,000,000 One-Time

Purpose/Justification:

The State Board of Education has received requests from School Districts, which have low tax bases on a per student basis, for additional funding to be added to the Capital Outlay Foundation Program. This program provides funding for building maintenance such as roofing and asphalt projects and can also be used for remodeling and new construction. Districts which receive funding under the program are those which have the lowest tax base per student making it difficult for them to provide capital facilities without having higher tax rates than other districts with larger tax bases.

Currently the program allocates \$12,610,000 per year. This amount is not sufficient to build one elementary school much less have a sizable impact on capital projects in low tax base districts. At one time, funding for this program was over \$60 million per year, but during the economic downturn, the funding was cut to the current level.

Projected Outcomes:

Additional throughput in the Districts receiving the \$10 million would be achieved as they are able to maintain or add to existing facilities and thus be able to serve more public education students. Building projects generally have a 30-50 year life so this additional throughput would be maintained during this period even though this is one-time funding. Since the State is experiencing more than 8,000 student per year sustained growth, ensuring that all students are adequately housed in schools is essential for their learning performance.

Specific Requirements/Programming:

All facilities built by LEAs are required to be built using licensed architects, engineers and contractors. Each building goes through a value engineering process to ensure that the cost is in line with current construction bids. For every project over \$100,000, the LEA must provide construction information to the USOE which has the responsibility to ensure that proper bidding has taken place and that the building conforms to building codes.

Impact if not Funded:

Districts receiving more money under the current program are generally growing districts with increasing needs for facilities. In order to maximize existing facilities, many districts utilize re-locatable classrooms and use alternative schedules to maximize existing capacity. Without additional resources, these districts will be required to increase taxes or ask their public to authorize general obligation building bonds to finance required facilities.



Beverly Taylor Sorenson Arts Learning Program - \$2,000,000 One-Time

Purpose/Justification:

Since the first implementation of the Beverly Taylor Sorenson Arts Learning Program in 2008, the program has grown from 50 elementary schools to over 200 elementary schools. Every student should receive a well-rounded education including instruction in the arts. The Beverly Taylor Sorenson Arts Learning Program has provided funds to help schools and districts to hire arts specialists who deliver arts integrated instruction alongside the classroom teacher. Arts integration is a strategy for effectively teaching the art content as well as infusing art into other content areas. The demand for integrated arts instruction in the schools continues to increase. The intent of increased funding is to scale-up the program to reach more students.

Specific Requirements/Programming:

The Beverly Taylor Sorenson Arts Learning Program is implemented based on specific legislation that includes guidance to ensure success of the program. Funds are distributed to schools through districts via an application process. The amount of students served is adjusted based on yearly funding and number of applicant schools. Implementation guidelines have been developed based on yearly evaluation of the program through the Utah Education Policy Center. Higher education is a partner in the program as various universities receive funding to provide professional learning for arts specialists, school leaders and school staffs in delivering effective arts integrated instruction. The program is administered by the USOE in cooperation with the private support of Art Works for Kids and in partnership with participating universities and colleges.

Projected Outcomes:

The budget request further supports the existing Board program through the Beverly Taylor Sorenson Arts Learning Program. Existing funds currently cover 173 schools. Additional funding would also flow through to LEAs and higher education institutions. Existing USOE staff will absorb tasks associated with monitoring and distributing funds to LEAs. The parameters for the funding will be developed by a statewide steering committee that is currently in existence.

Impact if not Funded:

Review of the Beverly Taylor Sorenson Arts Learning Program indicates:

- Increased student achievement
- Increased student engagement in learning
- Increased student confidence and willingness to try new things
- Better student behavior
- Increased parent participation in school related activities
- Improved school climate

Without the additional funding, the program will not be able to be expanded into additional schools.



Professional Development for Principals - \$5,000,000 One-Time

Purpose/Justification:

USOE has not generally supported principals in a direct manner when rolling out statewide mandated initiatives. District and charter leaders have been the conduit for ensuring school leaders have the information and skills needed to lead these mandates. However, the USOE has heard from school leaders repeatedly that they need our support and are not getting the kind of support that aides in instructional leadership from their LEA leaders. The funding will be targeted at providing intensive consistent support to school leaders to help them successfully implement Utah Core Standards, SAGE assessments, new educator evaluation systems, and bring coherence to these mandates.

Specific Requirements/Programming:

K-12 school leaders (principals and assistant principals) are the primary recipient of these services. Funding will enable USOE to provide targeted professional development for school leaders. Funding will include travel expenses for staff and participants, materials, contracted work with experts, technical assistance, follow-up coaching and support, meeting materials, etc.

Projected Outcomes:

- USOE will work with higher education and LEAs to design and implement effective professional development for principals.
- Targeted skills will include being able to analyze and utilize data and observing classroom practice with feedback more effectively to improve instruction and student achievement.
- Existing USOE staff, in concert with local and IHE leaders, will absorb duties of this initiative.
- Effectiveness will be measured by change in knowledge and skills of school leaders as measured by the Utah Education Leaders Evaluation Tool.

Impact if not Funded:

Principals indicate to USOE staff that they are not getting the support they need in becoming better skilled with using data and providing feedback to teachers as they evaluate them. Without additional support we will not full actualize the potential of educator evaluation policy and data systems to improve student achievement outcomes; particularly for smaller LEAs.



Professional Development Targeted at At-Risk Mathematics - \$5,000,000 One-Time

<p><u>Purpose/Justification:</u></p> <p>The purpose of this funding is to focus on working with teachers in grades 4 – 8 to ensure they know mathematics content, how to teach it well, and provide interventions through multi-tiered levels of support for students at-risk of failure in mathematics.</p> <p>According to NAEP data, Utah surfaces in the middle of the continuum for 4th and 8th grade mathematics. While there has been some improvement, our students with disabilities, students classified as ethnic minorities, and students living in poverty continue to score well below their middle class-white counterparts.</p>	<p><u>Specific Requirements/Programming:</u></p> <p>The State Board of Education requests \$5,000,000 of one-time funding to provide targeted professional development . Students and teachers in grades 4-8 are the stakeholders targeted in this funding initiative.</p> <p>Funding will be used to offset costs for additional endorsements (registration and materials fees to IHEs), technical assistance by providers, materials for professional development, stipends and substitutes where necessary.</p>
<p><u>Projected Outcomes:</u></p> <p>It is estimated that by engaging the teachers in professional development that targets mathematics content and pedagogy, student scores on achievement tests will improve and students will gain a deeper understanding of mathematical properties; preparing them for college and careers.</p> <p>8th grade mathematics is also a predictor of high school graduation so it is expected that graduation rates will improve.</p>	<p><u>Impact if not Funded:</u></p> <p>End of level and NAEP data shows that an excessive amount of students in grades 4 – 8 are failing to meeting standards in mathematics.</p> <p>Weaknesses in math proficiency is indicative of lower graduation rates and lower college and career readiness.</p>