

**State Board of Education & Early Development
Tentative Agenda
December 4, 2019
Audio Conference Meeting
State Board Room
Department of Education & Early Development
801 W 10th Street
Juneau, AK 99801**

Mission Statement: *An excellent education for every student every day.*

December 4, 2019

1:00 PM

Call to Order and Roll Call.....James Fields, Chair
Pledge of Allegiance.....James Fields, Chair
Adoption of Agenda for December 4, 2019.....James Fields, Chair
Disclosures of potential conflicts of interest.....James Fields, Chair

1:10 PM

Public Comment

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The public comment period is an opportunity for the board to hear the public's concerns. The board will not engage in discussions with members of the public during the comment period.

Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau or Anchorage. For participation from Juneau, call 586-9085. For participation from Anchorage, call 563-9085. This meeting will be streamed through the Legislative Information Office over [AK Legislature TV](#) beginning at 1:00 p.m. on December 4, 2019. Click on the meeting name to listen to the proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

In the event there are more than two hours of public comment, the board may move to amend the agenda to extend the oral hearing to accommodate those present before 1:00 p.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

Work Session

2:00 PM

1. Board Report to the Legislature.....Dr. Michael Johnson, Commissioner
..... Erin Hardin, Special Assistant

2:15 PM

2. MEHS Graduation Requirements.....Dr. Michael Johnson, Commissioner
..... Janelle Vanasse, Superintendent

2:30 PM

3. State Board Committee Reports James Fields, Chair
 3A. Standards and Assessments.....Sally Stockhausen, Committee Chair
 3B. Tribal CompactingSandra Kowalski, Committee Chair
 3C. RegulationsLorri Van Diest, Committee Chair
 3D. Funding Formula.....Tiffany Scott, Committee Chair

2:45 PM

4. Regulations to go out for public comment.....Dr. Michael Johnson, Commissioner
 4A. ESSA Accountability Regulations.....Deb Riddle, Division Operations Manager
 Luann Weyhrauch, Assistant Attorney General

 4B. ESSA Assessments Regulations.....Deb Riddle, Division Operations Manager
 Luann Weyhrauch, Assistant Attorney General

 4C. Temporary Certificate Regulations Tamara Van Wyhe, Director
 Luann Weyhrauch, Assistant Attorney General
 Sondra Meredith, Teacher Certification Administrator

3:00 PM

5. Special PresentationDr. Michael Johnson, Commissioner
.....Senator Bert Stedman, Co-Chairman, Senate Finance Committee

3:20 PM BREAK

Business Meeting

3:25 PM

6. MEHS Graduation RequirementsDr. Michael Johnson, Commissioner
..... Janelle Vanasse, Superintendent

3:35 PM

7. Regulations to go out for public comment.....Dr. Michael Johnson, Commissioner
 7A. ESSA Accountability and Assessments Regulations.....Deb Riddle, Division
 Operations Manager
 Luann Weyhrauch, Assistant Attorney General

7B. Temporary Certificate Regulations Tamara Van Wyhe, Director
.....Luann Weyhrauch, Assistant Attorney General

3:55 PM

8. Questions Regarding Standing ReportsDr. Michael Johnson, Commissioner
8A. Innovation and Education ExcellenceTamara Van Wyhe, Director
8B. Mt. Edgecumbe High SchoolJanelle Vanasse, Superintendent
8C. Libraries, Archives & Museums Patience Frederiksen, Director
8D. Attorney GeneralSusan Sonneborn, Assistant Attorney General

4:05 PM

9. Commissioner’s Report Dr. Michael Johnson, Commissioner

4:15 PM

10. Consent Agenda James Fields, Chair
10A. Approve the meeting minutes for the September 19, 2019 board meeting
10B. Approve the meeting minutes for the October 23, 2019 board work session
10C. Approve the draft report to the legislature

4:25 PM

11. Executive Session, Student Advisor Selection..... James Fields, Chair

4:55 PM Board Comments

5:00 PM ADJOURN

**To: Members of the State Board of
Education and Early Development**

December 4, 2019

From: Dr. Michael Johnson, Commissioner

Agenda Item: 1

◆ **ISSUE**

The board is being asked to approve its annual report to the legislature.

◆ **BACKGROUND**

- A state statute signed in 2011 requires the State Board of Education and Early Development to provide an annual report to the legislature.
- The statute sets out requirements for a report to the legislature to be made no later than the 30th legislative day of each regular session and it must be presented in person.
- The statute further sets out that the report must describe efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board.
- The legislature later added intent language that requested inclusion of the most recent National Assessment of Educational Progress (NAEP) data in the written report.
- The first presentation to the legislature took place in January 2012.
- Behind this cover memo is the draft report, which includes the statute language on page 1. The board may amend the draft report during its work session. The final report will be presented to the board for approval during its January 20-21, 2020 meeting.
- Erin Hardin, Special Assistant, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will be taken under Agenda Item 10.

State Board of Education and Early Development

Annual Report to the Alaska State Legislature

January 2020



State Board of Education and Early Development

James Fields, Chair

Dr. Keith Hamilton, First Vice-Chair

Lorri Van Diest, Second Vice-Chair

Sandra Kowalski

Tiffany Scott

Bob Griffin

Sally Stockhausen

Abigail Mainard, student advisor

Lieutenant Colonel Jeremiah Hammill, military advisor

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Alaska State Constitution education clause

Section 7.1 - Public Education.

The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

AS 14.07.168. Report to the legislature

Not later than the 30th legislative day of each regular session of the legislature, the board shall prepare and present in person to the legislative committees having jurisdiction over education an annual report that describes the efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board. The report must include: (1) a summary of the resolves and rationales provided in support of policy decisions made under AS 14.03.015; (2) program and curriculum changes made, discussed, or recommended in meetings held under AS 14.07.125; (3) additional information relevant to efforts made to improve and maintain the public education system.

OUR MISSION

**An excellent education
for every student
every day.**

OUR VISION

**All students will succeed in their
education and work, shape
worthwhile and satisfying lives
for themselves, exemplify the best
values of society, and be effective
in improving the character and
quality of the world about them.**

Alaska Statute 14.03.015

Photo courtesy of Anchorage School District. Used with permission.

Purpose Statement

The Department of Education and Early Development (DEED) provides *information, resources, and leadership* to support an excellent education for every student every day.



Alaska's Education Challenge

Over the last three years, parents, students, educators, policymakers, tribal leaders, partner organizations, and local school boards have stepped forward to answer Alaska's call to action to create a shared vision for improving our public education system – the result is Alaska's Education Challenge.

"Alaska's Education Challenge is a question to all Alaskans – 'How will we meet the educational challenges in our state?'" – Alaska Education Commissioner Dr. Michael Johnson

That vision starts with three shared commitments: (1) Increase Student Success, (2) Cultivate Safety and Well-Being, and (3) Support Responsible and Reflective Learners.

In order to meet Alaska's education challenges, we are addressing our public education system through three components:

1. A call to action: Shared Commitments
2. A focus of efforts: Measurable Goals
3. A prioritization of change: Targeted Strategies

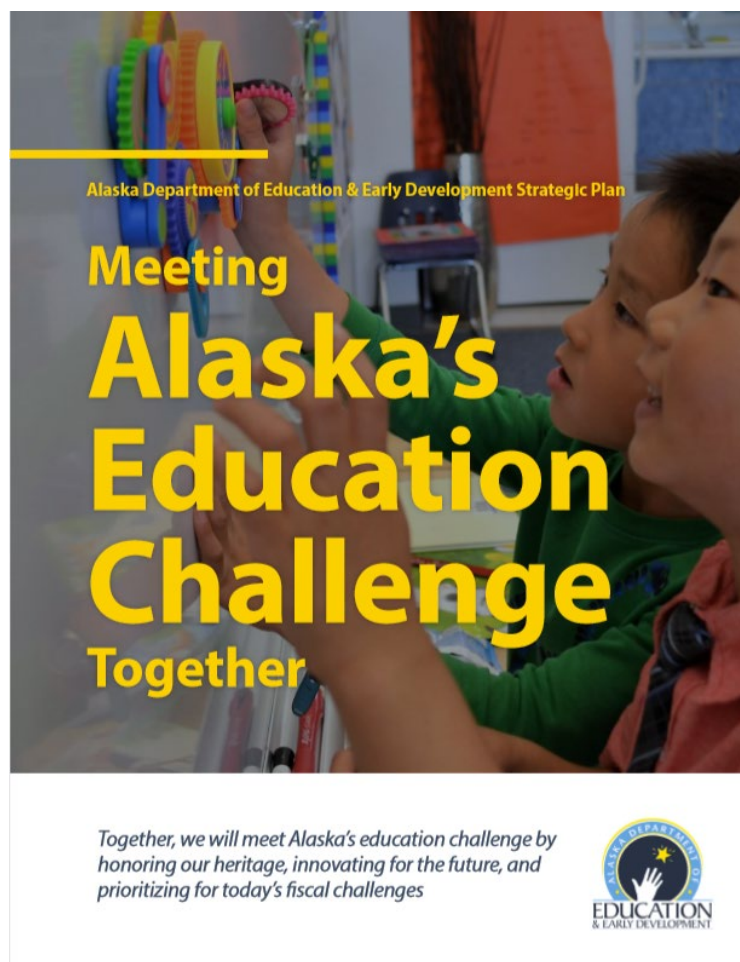


Under the board’s leadership, DEED has been collaborating with partner organizations to create and implement a strategic plan focused on five specific, measurable goals that are most likely to improve student outcomes from the dialogue and recommendations brought forward through the Alaska’s Education Challenge.

They are:

1. Support all students to read at grade level by the end of third grade
2. Increase career, technical, and culturally relevant education to meet student and workforce needs
3. Close the achievement gap by ensuring equitable educational rigor and resources
4. Prepare, attract, and retain effective education professionals
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes

To learn more about the Alaska’s Education Challenge and view the strategic plan, visit <https://education.alaska.gov/akedchallenge>.



REGULATIONS AND OTHER BOARD ACTIONS

In mid-January, the board and DEED were notified that the Council for the Accreditation of Educator Preparation (CAEP) had revoked accreditation for the University of Alaska Anchorage (UAA) initial teacher preparation programs. The board announced that they would hold a meeting in early February to review the timeline leading to the CAEP decision and the ramifications of the loss of accreditation, as well as to explore the board's next steps.

In February, the board approved UAA initial educator preparation programs for graduates in Spring 2019 and Summer 2019 only. The board's decision allowed DEED to recognize UAA's recommendations for initial licensure for these graduates.

The board's approval motion recognized that UAA's initial educator preparation programs were accredited and approved through December 31, 2018. Teacher candidates completing their preparation program at UAA during the 2019 Spring and Summer terms completed the majority of their education in an accredited and approved program. These graduates were considered to have graduated from a State-approved program. Additionally, the board approved a recommended process presented by DEED to address UAA's path forward towards achieving accreditation by CAEP.

Lastly, the board granted continued State approval of the University of Alaska Fairbanks (UAF) initial educator preparation programs through June 30, 2024.

In March, after a period of public comment, the board adopted amendments to regulations regarding the sub-interval scores on the Performance Evaluation for Alaska's Schools (PEAKS) assessment for grade 9 math. The adopted amendments update the grade 9 math sub-interval scores that are used to calculate student growth within Alaska's new accountability system. The board previously adopted regulations amending the assessment achievement level scores on the grade 9 math PEAKS assessment, as the test was revised during the 2017-18 school year to emphasize Algebra 1 concepts.

The board also adopted amendments to regulations regarding teacher certification. The adopted amendments add three basic competency exams to the list of approved exams in Alaska in an effort to continue decreasing barriers for educators prepared outside of Alaska to gain Alaska certification.

The board approved ten-year renewals of charters for Eagle Academy Charter School and STReAM Academy Charter School in the Anchorage School District, and Kaleidoscope Charter School in the Kenai Peninsula Borough School District. The board also approved the appointments of Aaron Leggett and Charles Diters to three-year terms on the Alaska State Museum Collections Advisory Committee.

The board directed DEED staff to work with the Governor's office and the Departments of Law and Natural Resources to further investigate the City and Borough of Sitka's request to purchase an approximately 3.0 acre parcel of land owned by the department and located at 1190 Seward Avenue in Sitka. The City and Borough of Sitka would like to construct a seaplane base on the property.

Lastly, the board issued a statement in a unanimous vote regarding Alaska's current fiscal challenges and its enduring commitment to meet Alaska's Education Challenge:

"The State Board of Education and Early Development (board) takes its responsibility to Alaska's students very seriously. Each of us volunteers to serve on the board because we believe in the promise of Alaska's youth. They are the future of our state.

This year, an intense focus has developed on the board's response to Governor Michael J. Dunleavy's proposed budget. The board acknowledges that the State of Alaska's financial challenges call for Alaskans, including its appointed and elected officials, to prioritize reevaluating its budget. We are pleased with the level of engagement the public has demonstrated in response to our sobering budget reality. With the public testimony that has been delivered, we are confident that public education will continue to be a priority for those with decision-making authority, as it is for the board.

Whether our budget increases or decreases or remains the same, it will not change our resolve to use the resources allocated to us to fulfill the three commitments we have made to our youth through Alaska's Education Challenge: 1) Improve student success; 2) Cultivate safety and well-being; and 3) Support responsible and reflective learners.

Finally, we cannot emphasize enough our steadfast support for Alaska's schools, educators, students, and their families. These times require the creative and innovative solutions that can only come through cooperation and partnership with state leadership. It is with this same spirit that the board also extends its support to the Governor and the Legislature, as they work together to pass a sustainable budget that reflects the values of all Alaskans and positions our state for a prosperous future."

In June, after a period of public comment, the board adopted amendments to regulations that updated the K-12 science standards, updated the technology standards as digital literacy standards, and added computer science standards as a new content area.

All three content standards were written and reviewed by Alaskan educators. Alaska's science standards and technology standards were last revised in 2006. The adopted science standards were shaped around the Next Generation Science Standards (NGSS), and include applications of scientific principles and skills in an Alaskan context. Knowledge of computer science principles is an increasingly critical workforce-readiness skill. The new computer science standards do not require the establishment of a computer science program in schools, but create a unified

foundation for school districts with existing programs and for those that choose to develop programs.

The board also adopted the latest school and school system accreditation documents published by AdvancED. DEED recognizes school accreditation status in regulation as determined by AdvancED Northwest.

The board approved ten-year renewals of charters for Watershed Charter School in the Fairbanks North Star Borough School District and Ayaprun Elitnaurvik Charter School in the Lower Kuskokwim School District.

Lastly, the board approved the appointments of Janet Woods to the Parent Representative Seat and Lois Rhodes as the Sitka Community Representative on the Mt. Edgecumbe High School Advisory Board.

In September, after a period of public comment, the board adopted amendments to regulations regarding school facility planning and construction and school facility commissioning. The adopted amendments accomplished needed clean-up work in several school facility planning and construction areas (e.g., citations for updated publications), codified current work practices, made improvements to the capital project administration process, and set limits on funding.

Additionally, the adopted amendments added a new subsection that establishes the requirement for commissioning based on the type, size, and complexity of the school capital project, and identified five key building systems that would most benefit from the commissioning process. These amendments were previously reviewed and approved by the Bond Reimbursement and Grant Review Committee. The last significant revision of these regulations occurred in 2010.

New Officers, Members, and Staff

In February, two new board members and Tiffany Scott were sworn into office. Governor Michael J. Dunleavy appointed to the State Board Bob Griffin of Anchorage and Sally Stockhausen of Ketchikan, and reappointed Tiffany Scott of Kotzebue.

Mr. Griffin was appointed January 15 to fill the seat for the Public At-Large, replacing Barbara Thompson, who resigned. Mr. Griffin's term expires March 1, 2024. Mr. Griffin is an airline captain with Alaska Airlines and a retired U.S. Air Force fighter pilot. He is a current member of the Anchorage School District (ASD) Capital Improvement Advisory Committee and the former chair of the ASD Budget Advisory Commission. Mr. Griffin holds a bachelor's degree in professional aeronautics from Embry-Riddle Aeronautical University.

Ms. Stockhausen was appointed January 15 to fill the seat for the First Judicial District, replacing Rebecca Himschoot. Ms. Stockhausen's term expires March 1, 2021. Ms. Stockhausen has served as a special education teacher in Alaska for over 15 years. She currently holds certification in Alaska as a teacher, and serves as a special education teacher and department chair with the Ketchikan Gateway Borough School District. Ms. Stockhausen holds a bachelor's degree in elementary education from John Brown University and a master's degree in special education from the University of Alaska Anchorage.

Ms. Scott was reappointed March 1 to fill the seat for the Second Judicial District. Ms. Scott's term expires March 1, 2024. Ms. Scott is employed by the Maniilaq Health Center as a registered nurse in the emergency department. She holds an associate of applied science degree in nursing from the University of Alaska Anchorage and a bachelor of liberal arts degree in extension studies from Harvard University Extension School. Ms. Scott is a former member of the Matanuska-Susitna Borough School Board.

Lastly, the board approved the Commissioner's appointments of Karen Melin as Deputy Commissioner, Tamara Van Wyhe as Director of Innovation and Education Excellence, and Brittany Hartmann as Chief of Staff.

In April, the board welcomed Lieutenant Colonel (LTC) Jeremiah Hammill to the military advisor seat on the board. Lieutenant General Thomas Bussiere, Commander of the Alaskan Command, appointed LTC Hammill to the seat to replace the board's outgoing military advisor, Colonel Spencer Van Meter. The board also approved the Commissioner's appointments of Dr. Niki Tshibaka as Assistant Commissioner and Linda Mattson as Executive Secretary.

In June, the board re-elected James Fields as Chair, Dr. Keith Hamilton as First Vice-Chair, and Lorri Van Diest as Second Vice-Chair to serve from July 1, 2019 to June 30, 2020.

In July, Abigail Mainard of Eagle River High School began her one-year term as student advisor. The board chooses the student advisor from several students nominated by the Alaska Association of Student Governments.

In September, the board approved the Commissioner's appointment of Erin Hardin as Special Assistant to the Commissioner.

SIGNIFICANT STEPS

Assessments

Alaska successfully administered the statewide English language arts, math, and science assessments during the 2018-19 school year.

Performance Evaluation for Alaska's Schools (PEAKS) and the Alaska Science Assessment are statewide summative assessments designed to provide important data for parents, educators, policy makers, communities, and businesses about how Alaska's schools and districts are performing. This information informs school improvement efforts at the state and local levels, and helps ensure there is equity in education for all students. Assessments are one piece of the larger education system, and Alaska's statewide summative assessments are one part of a balanced assessment system.

PEAKS assesses students in grades 3-9 on the state's current English language arts and mathematics standards, adopted in 2012. PEAKS was first administered in spring 2017. The Alaska Science Assessment assesses students in grades 4, 8, and 10 on the state's science standards. The spring 2019 administration assessed students on the now-former science standards, adopted in 2006. Starting in 2022, students will be assessed on Alaska's revised science standards that were adopted in June 2019.

In spring 2019, approximately 76,400 students participated in the third administration of PEAKS and the Alaska Science Assessment.

PEAKS is not a pass/fail assessment. Students score on a scale that is divided into four levels of achievement: advanced, proficient, below proficient, and far below proficient.

Overall, 39.2 percent of students scored at a proficient level in English language arts, 35.7 percent of students scored at a proficient level in mathematics, and 44.6 percent of students scored at a proficient level in science.

Highlights:

- The 2017 grade 4 student class achieved growth over three years in English language arts proficiency
 - Grade 4: 38.8 percent proficient in 2017
 - Grade 5: 41.1 percent proficient in 2018
 - Grade 6: 45.5 percent proficient in 2019
- English learners achieved an increase in English language arts AND math proficiency
 - English language arts: 8.6 percent proficient in 2018 to 9.9 percent proficient in 2019
 - Math: 11.9 percent proficient in 2018 to 13.0 percent proficient in 2019

- Grade 9 students in 2019 achieved a 5.2 percent increase in math proficiency than grade 9 students the year prior. This was the second year the grade 9 math PEAKS assessment emphasized Algebra 1 concepts.
- The 2017 grade 8 student class achieved growth over two years in science proficiency
 - Grade 8: 46.9 percent in 2017
 - Grade 10: 53.6 percent in 2019

Neither PEAKS nor Alaska Science Assessment are high-stakes assessments for students. Results do not affect classroom grades, grade advancement, or graduation.

Resources to help the public understand PEAKS are available on the [PEAKS webpage](#).

2019 PEAKS and Alaska Science Assessment results are available on [DEED's Assessment Results webpage](#).

School Health and Safety Program

DEED's 2019 School Health and Safety Program focus was primarily to advance the Alaska Education Challenge's "Nurturing Safety and Well-Being" commitment through the initial implementation of the Challenge's three holistic safety and well-being priority strategies: increasing the implementation of trauma-engaged practices in schools, increasing positive school climate, and increasing direct access to school-based nursing and counseling services for all students.

Highlights of the Health and Safety Program's Education Challenge Implementation Efforts

- School Safety and Well-Being Summit
DEED hosted a dedicated statewide School Safety & Well-Being Summit in Anchorage at the Egan Center September 18-20, 2019. The summit brought together school safety leadership from 37 districts as well as key educational stakeholders from other agencies to acquire new best practices and to share effective existing school safety practices with an emphasis on restorative disciplinary practices, positive school climate, school crisis preparedness, and trauma informed schools. (The Summit's content was aligned to the Education Challenge's safety and well-being commitment and its supporting strategies.) In all, 300 educators from across the state participated and the feedback provided on the event was exceptionally positive.
- Trauma Engaged Schools Framework
DEED completed an interagency cooperative to develop *Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska*. This innovative framework is a tool to use to deepen understanding of trauma, trauma's impact on development, behavior, and learning, social and emotional supports, trauma-informed school environments, and key roles for adults in creating supportive educational environments for students. The tool aims to help schools and communities translate this understanding into action

through policies and practices that support the whole child. This tool was created for all Alaskans—educators, parents, and community members who want to be involved in leading their schools to trauma-engaged change. It has now been broadly distributed to districts across the state and is receiving both local and national accolades.

A collection of districts across the state are communicating they are already beginning to implement the “Framework” such as Juneau, Bering Straits, Sitka, Ketchikan, and Hoonah. The framework is also getting national attention with several presentations to Safe and Supportive Schools TA center, National Child Traumatic Stress network, and the Neglected and Delinquent TA center out of the American Institutes for Research.

- Transforming Schools Toolkit:

DEED, in collaboration with AASB, is in the process of creating an Implementation Toolkit to complement the Transforming Schools Trauma Framework. It is being developed as a supplemental and highly practical resource to assist Alaska schools becoming fully trauma engaged and practicing. The toolkit is intended for districts to use with staff. It will contain training, professional learning, tools, activities and resources that illustrate, expand on, and can be used to implement the content for each of the framework’s chapters. The Toolkit will be completed in 2020.

- ACEs/Trauma Informed Schools eLearning Courses

DEED’s eLearning Program provides more than 50 trainings to districts at no cost and now serves more than 25,000 school district employees. Since January 1, 2019 users completed 26,057 courses. The most heavily trafficked courses DEED continued to be those focusing on school health and safety topics. DEED continued its development of distance-delivered trainings to assist districts with becoming trauma informed. In 2018 DEED premiered its first trauma specific courses *Overcoming ACEs in Alaska Schools* and *Trauma Sensitive Schools*. In 2019, DEED added a suite of custom-developed trauma-focused courses for district use. DEED’s trauma informed schools course offerings presently include:

- *Overcoming ACEs in Alaska Schools*: This first course defines adverse childhood experiences and explains how they affect children’s brains, learning, and behavior.
- *Trauma Sensitive Schools*: The second course provides insight into the paradigm shift schools undergo as they become better equipped to support students’ responses to traumatic experiences and the impact they may have on learning and behavior.
- *Trauma Engaged and Practicing Schools*: The Trauma-engaged course will provide tools for teachers to use in their classrooms to include restorative practices, mindfulness activities, co- and self-regulation, social emotional learning, multi-tiered system of supports and describe the process of being a “trauma-informed school” and the steps for moving from “trauma-aware” to “trauma-informed practice”.

- *Classroom Practice:* Trauma can have a profound effect on how students perform in school. Teachers who take a trauma-engaged approach are sensitive to the fact that some students have experienced significant trauma and can provide the supportive environment they need for success. This course walks you through strategies you can use in your classroom.
- *Self-regulation:* is the ability to manage emotions and behavior. Students who have experienced trauma may have trouble developing self-regulation skills. This course provides a foundation for understanding self-regulation and walks you through how to help students develop these skills.
- *Mind-Body Connection:* To ensure the academic success of students who have experienced trauma, it is necessary for schools to address their health emotional well-being. This course provides a good foundational understanding of how non-academic mindfulness tools and techniques can help students focus in the classroom. You may also find these activities helpful and healing for yourself.
- *Emotional Intelligence:* Students who have experienced trauma can react to stress in unpredictable ways because trauma can impede their ability to develop emotional intelligence. This course gives foundational information about emotional intelligence and walks you through strategies you can use with students.
- *Upcoming courses for FY2020:*
 - *A Guide to Family Partnerships*
 - *A Guide to Childhood Traumatic Grief*
 - *Collaborate with Early Learning to develop courses for PK and Head start staff*
 - *Trauma Engaged Counselors Tools & Techniques*
 - *Self Care for Educators*
- New Trauma Recovery Demonstration Grant
DEED has been awarded a \$5 million five-year federal grant by the U.S. Department of Education to expand delivering mental health services to students who have experienced trauma and are struggling in school as a result. The funding will enable DEED to oversee and facilitate a robust partnership between the Alaska Child Trauma Center and the Fairbanks North Star Borough School District to increase low-income, at-risk students' access to mental health services. Additionally, DEED will be able to develop a trauma-specific mental health services model that can be replicated across the state.
- Alaska Safe Children's Act
DEED continued progress on the state authored student training to support districts with the implementation of the Alaska Safe Children's Act in grades 7-12. Each grade band will include 5 modules for dating violence awareness and prevention and sexual assault/abuse awareness and prevention that will be delivered via eLearning. The state authored curriculum will be available to districts for the 2020-2021 school year. In

addition to the curriculum, the committee finalized *Implementing the Alaska Safe Children's Act – A Resource for Alaska Schools*. This implementation guide offers information, recommendations and resources to assist school districts, schools, and teachers in Alaska in implementing the Alaska Safe Children's Act. The document includes the following six sections: Background Information; How to Respond to Disclosures of Abuse; Classroom Implementation; Mandatory Training and eLearning Professional Development for Staff; Prevention in Schools; and School Practices and Policies.

- **2019 School Health and Wellness Institute**
DEED partnered with the Department of Health and Social Services to co-sponsor the 14th annual School Health and Wellness Institute (SHWI) on October 28-30, 2019 in Anchorage. The SHWI is Alaska's single largest gathering of educators and other professionals focused solely on school health. It brought together more than 150 school personnel including teachers, counselors, school nurses, school administrators and others to provide 3 days of professional development and address new and emerging school health topics. This year's SHWI was fashioned in alignment to the nationally endorsed Centers for Disease Control Whole School, Whole Community, Whole Child (WSCC) Model. It included sessions on trauma-engaged school practices, resilience and mindfulness, youth substance use, suicide prevention and more.

Increased Focus on Third Grade Reading Proficiency

On October 1, 2019, Commissioner Johnson announced that DEED had received a \$20.7 million five-year federal grant from the U.S. Department of Education to expand the state's efforts to improve literacy skills for all students. DEED will use the grant funds to develop and implement a comprehensive state literacy program that will include reading coaches, professional development for educators, support for parents and caregivers, and competitive sub grants for school districts to advance literacy skills.

The federal grant provides funding to DEED over five school years, starting with \$4.9M in the current school year (2019-2020). For the following four school years, \$3.9M will be distributed to DEED each year.

"We intentionally applied for this grant to support the implementation of the first goal in the Alaska's Education Challenge – supporting all students to read at grade level by the end of third grade," said Commissioner Johnson. "There is no question that reading proficiently improves student outcomes and quality of life. I look forward to working with parents and educators to utilize this federal grant on behalf of Alaska's students."

Quoting from an ExcelinEd factsheet, Commissioner Johnson pointed out that, "Students who cannot read by the end of the third grade are four times more likely to drop out of high school, and high school dropouts make up 75 percent of citizens receiving food stamps and 90 percent of the Americans on welfare. Nearly 85 percent of teenagers in the juvenile justice system

cannot read to learn and seven out of ten adult prisoners cannot read above a fourth grade level.” The Commissioner also noted that a focus on reading outcomes is emphasized in the Alaska Legislative Task Force on Reading Proficiency and Dyslexia final report, “The students that do not read proficiently by third grade fall further and further behind. As their peers use reading skills to acquire new skills, these students remain on square one.”

Implementing the Every Student Succeeds Act (ESSA)

In December 2015, the president signed into law the Every Student Succeeds Act (ESSA), which is authorized for four years. ESSA replaces the No Child Left Behind Act of 2002 (NCLB) and the Obama administration’s waiver program under NCLB.

ESSA maintained some provisions of NCLB, but intentionally provided more flexibility and authority to the states. No longer is a school required to be designated for improvement simply by missing one academic achievement target for one subgroup of students in a single year. ESSA requires states to develop plans that address standards, assessments, school and district accountability, and support for struggling schools, giving states more flexibility in the process of how to hold schools accountable and how to provide support to schools in the greatest need of support.

On March 13, 2019, the U.S. Department of Education approved an amendment to Alaska’s ESSA plan. Alaska’s plan to implement ESSA was previously approved by the U.S. Department of Education on May 16, 2018. As part of that approval, Alaska was required to submit an amendment to the state plan by January 15, 2019, and provide data to ensure that low-income and minority children enrolled in schools assisted with Title I, Part A funds are not served at a disproportionate rate by inexperienced, out-of-field, and ineffective teachers.

DEED considered input provided by stakeholders during the compilation and analysis of the data through multiple webinars with district personnel and an online feedback form for the public.

Alaska’s amendment and approval letter from the U.S. Department of Education are available on DEED’s [ESSA webpage](#).

On September 30, 2019, DEED released school designations as part of Alaska’s accountability system for all public schools, known as the [System for School Success](#). The designations are based on multiple measures of student success, including graduation rates, academic growth and achievement, grade 3 English language arts proficiency, and other measures of school quality and student success in school year 2018-2019. This is the second year for the Alaska-developed accountability and support system as part of the state’s ESSA plan.

More detailed information about school designations is available on the [System for School Success webpage](#).

New School Data Portal Available for Alaska’s Families

On September 30, 2019, DEED released a new online data portal for Alaska’s families entitled *The Compass: A Guide to Alaska’s Public Schools*. The purpose of the online portal is to provide Alaska’s families with important information about their child’s school so they can make the best decisions for their child’s educational experience.



“*The Compass* can be a vehicle for transformation, not just information,” noted Commissioner Johnson. “The data displayed should drive school improvement discussions on behalf of our students.”

The Compass presents school-level data reported to DEED in an easily accessible and understandable online format. Visitors can view a profile of their school, compare their school’s data over multiple years, compare two schools, and explore educational options in their local school district and across the state.

DEED plans to expand the information available in *The Compass* to include school-level financial data and per-pupil expenditures per the new federal education requirements in ESSA. Additional data made available in the future may include extracurricular activities and course availability, among other options. DEED is seeking public feedback on what additional data Alaskans would like to see in the future.

OTHER DEPARTMENT FUNCTIONS

Mt. Edgecumbe High School (MEHS)

[Mt. Edgecumbe](#) is the state-operated residential school in Sitka. The board serves as the MEHS board. Parents and others participate on an advisory board. In fall 2019, over 430 students were accepted at MEHS. Over 160 new students were accepted, and over 270 returning students were welcomed back to Sitka. This year's student body represents over 120 different communities across Alaska. 70 percent of accepted students were from home high schools of 100 students or less. 13 percent of accepted students were from home high schools of 500 students or more. See Appendix A for a recent report on MEHS.

Alaska State Council on the Arts

The [Alaska State Council on the Arts](#) supports educators, artists, community-based organizations, and statewide partners in delivery of arts education in schools and communities. The council awards funding to Alaskan schools, districts, educators, and organizations in several categories. Other grants to communities also serve students through school outreach and education programs provided by Alaskan arts and culture organizations.

The Division of Libraries, Archives, and Museums (LAM)

The [Division of Libraries, Archives, and Museums](#) offers library and information services to state agencies and the Legislature, provides for the orderly management of current state records, preserves non-current public records of permanent value for study and research, and operates the state museums.

Additionally, LAM provides a range of services that benefit lifelong learners and K-12 and postsecondary students. Examples are:

- [Hands-on Loan Program](#): As part of LAM's outreach to students in rural areas across the state, the Sheldon Jackson Museum maintains a collection loan program for schools, libraries, and museums in Alaska.
- [Live Homework Help](#) provides live tutoring for students in grades four to early college, seven days a week, from noon to 2 a.m. Use has grown exponentially in the past several years.
- [Alaska's Digital Archives](#) shares historical Alaskan videos, photographs, and documents with students and researchers.
- [Alaska's Statewide Library Electronic Doorway \(SLED\) Databases](#) and [Digital Library](#) contain hundreds of full-text online books, magazines, newspapers, and other research resources targeted to elementary, middle school, high school, and college students' academic needs.
- Through [OWL \(Online with Libraries\)](#), nearly 100 rural libraries have high-speed internet access, including videoconferencing.

Professional Teaching Practices Commission (PTPC)

The [Alaska Professional Teaching Practices Commission](#) governs educators' ethical and professional standards and their compliance with state law and contractual obligations. Certificate holders fund the Commission. The Commission reports by fiscal year. In FY2019, it accepted 53 cases and sanctioned 13 educators. Sanctions may vary from warnings to suspensions and revocations of certificates. View the FY2019 Annual Report at [2019 PTPC Annual Report](#).

SCHOOL AND STUDENT DATA

Graduation and Dropout Rates

All states report a four-year graduation rate for cohorts of students. Alaska has reported this data since the 2010-2011 school year. A student who entered 9th grade in the 2014-2015 school year would be a member of the 2018 cohort. Cohort groups include students who transfer into an Alaska public school.

The graduation rate is calculated as the number of graduates in the cohort who receive a regular diploma by June 30, divided by the number of all students assigned to the cohort.

Year	4-yr. graduation rate	Graduate count*
2011	68.0%	8,064
2012	69.4%	7,987
2013	71.8%	7,795
2014	71.2%	7,672
2015	75.6%	8,251
2016	76.1%	8,108
2017	78.2%	8,385
2018	78.5%	8,454
2019	<i>data pending</i>	

*Graduate count is the number of students who graduated with a regular diploma during the school year (July 1-June 30). This count includes all students who graduate during the school year, regardless of cohort year.

In 2018, the preliminary five-year graduation rate was 82.9%. This refers to a cohort of students who were 9th-graders five school years previously. Many of the students graduated in four years, but others needed all or part of a fifth year.

Dropout rates are calculated by taking the total number of students in grades 7-12 who drop out of public school during the school year and dividing by the October 1 enrollment count for all students in grades 7-12.

**Preliminary information for the 2017-2018 school year shows a grade 7-12 dropout rate of 3.1% compared to 3.5% in 2016-2017. The dropout rate has gradually declined from 6.0% in 2004-2005 to its current level.

***Note: Preliminary information for the 2018-2019 school year will be available later this month, and will be included in the final report for the board's review in January 2020.*

National Assessment of Educational Progress (NAEP)

Every two years the U.S. Department of Education, through the National Assessment of Educational Progress (NAEP), tests large samples of 4th-graders and 8th-graders in each state (plus the District of Columbia and Department of Defense schools) in reading and mathematics. The most recent NAEP results were released in 2019.

NAEP's state and nationwide results are presented as average scores on a scale of 000 to 500. The scale scores fall into four categories of achievement as defined by NAEP: advanced, proficient, basic, and below basic. Thus, NAEP also reports the percentage of students who fall within those achievement categories.

NAEP's definition of proficiency is rigorous. In NAEP, *basic* refers to partial mastery of the subject. *Proficient* refers to competency in challenging material, including knowledge, application, and analytical skills. *Advanced* is superior performance.

- In the highest-scoring state, 49% of its students scored proficient or advanced in 4th-grade reading;
- In the highest-scoring state, 52% of its students scored proficient or advanced in 8th-grade reading;
- In the highest-scoring state, 54% of its students scored proficient or advanced in 4th-grade math; and
- In the highest-scoring state, 47% of its students scored proficient or advanced in 8th-grade math.

NAEP summarizes a state's results by the number of states (plus D.C. and Department of Defense schools) it has scored *lower than*, *statistically the same as*, and *higher than*.

- In 4th grade math, Alaska scored lower than 46 states, statistically the same as 4 states, and higher than 1 state.
- In 8th grade math, Alaska scored lower than 37 states, statistically the same as 11 states, and higher than 3 states.
- In 4th grade reading, Alaska scored lower than 50 states and statistically the same as 1 state.
- In 8th grade reading, Alaska scored lower than 47 states and statistically the same as 4 states.

The following data, comparing Alaska results to the national average, are from results released in 2019. Alaska's performance on the NAEP is poor. It is similar to the national average because that also is poor. Some states perform notably better than Alaska and the national average. The department has cited Alaska's performance on NAEP as one indication of the need to implement higher standards in English language arts and math.

Math

Alaska 4th grade: 73% basic or above; 33% proficient or above; 5% advanced.
Nation 4th grade: 80% basic or above; 40% proficient or above; 9% advanced.
Alaska's average scale score is 232. The national average is 240.

Alaska 8th grade: 63% basic or above; 29% proficient or above; 7% advanced.
Nation 8th grade: 68% basic or above; 33% proficient or above; 10% advanced.
Alaska's average scale score is 274. The national average is 281.

Reading

Alaska 4th grade: 53% basic or above; 25% proficient or above; 5% advanced.
Nation 4th grade: 66% basic or above; 35% proficient or above; 9% advanced.
Alaska's average scale score is 204. The national average is 219.

Alaska 8th grade: 63% basic or above; 23% proficient or above; 2% advanced.
Nation 8th grade: 72% basic or above; 32% proficient or above; 4% advanced.
Alaska's average scale score is 252. The national average is 262.

For more information, see:

<https://www.nationsreportcard.gov/>

[Alaska 2019 NAEP Results - 4th Grade Reading](#)

[Alaska 2019 NAEP Results - 4th Grade Mathematics](#)

[Alaska 2019 NAEP Results - 8th Grade Reading](#)

[Alaska 2019 NAEP Results - 8th Grade Mathematics](#)

APPENDIX A

Mt. Edgecumbe High School

State Board of Education Report

December 2019

Prepared by: Janelle Vanasse, Superintendent/Director

Note from the Superintendent

We are beginning our strategic plan revision process. We are working to align the MEHS strategic plan to the Alaska Education Challenge. As part of our previous plan, MEHS has worked to identify consistent data and goals to monitor each year. Many of these already align with the Alaska Educator Challenge and with the process of revision will fit nicely into the statewide plan. Current goals include those set around: Academic Growth, Academic Achievement, College & Career Readiness, and Healthy Living & Leadership Skills. Two of these are highlighted for this report with current data reports.

Current Enrollment/Admissions Information

October Count

Grade	F	M	ALL
9	69	51	120
10	74	39	113
11	57	42	99
12	58	39	97
total	258	171	429

Student numbers by region

Region		
Anchorage & Valley	62	14.52%
Far North	90	21.08%
Interior	17	3.98%
Southcentral	22	5.15%
Southeast	49	11.48%
Southwest	187	43.79%

2 students undetermined



Expanded Leadership

Providing leadership opportunities has long been a goal for MEHS. We have a strong student government and National Honor Society. As part of our school improvement process we have been looking for additional leadership opportunities for students. This was our third year in sending a group of students to the First Alaskans Youth and Elder Conference and our second year partnering with the National Guard for their Explorers program.

Data Highlight

Academic Growth

MEHS students will demonstrate an accelerated or appropriate academic growth

MEHS met or exceeded our growth targets measured by NWEA MAP. The school growth placed MEHS above the 90thile for school wide growth on a national comparison.

Academic Achievement

MEHS students will demonstrate proficiency at the appropriate grade or post-secondary level

State Assessment

33% of our 9th grade students will be proficient on state exams and 50% of our 10th graders in science PEAK assessment data available online: [MEHS PEAKS assessment data](#)

Year	9 ELA	9 Math	10 Science
2018-19	21.9%	30.0%	50.6%
2017-18	27.5%	20.7%	45.7%
2016-17	25.2%	15.7%	59.6%

ACT Readiness Benchmarks

Percentage refers to the percentage who met benchmarks of those who took the test

Year	# total	# took ACT	English 18	Math 22	SS Read 22	Science 23
2018-19	82	55	40%	25%	16%	11%
2017-18	100	62	52%	27%	37%	16%
2016-17	100	67	49%	22%	31%	18%

Initiative/Strategy Highlight

Junior Advisory

This year MEHS implemented a Junior Advisory course. This is a one-day a week course that occurs before the normal school day for most juniors. In school improvement planning around our goal to have students college and career ready, we observed a gap in our advising. Junior year is a critical time for exploring options and making choices that impact options for post-secondary.

Topics include:

Career Exploration

Post-secondary options

College and program comparisons

Scholarship Knowledge

Scholarship Preparation

Budgeting Information

Career and/or college preparation prerequisites

Matching personal values/goals with post secondary options for the “right fit”

Creating a balanced student profile

In addition to the above broader topics, it is the time and place for the school to provide:

ACT/SAT testing dates and procedures

Course Selection information for Senior Year

Opportunities for summer and special programs

Post-secondary planning timelines and expectations

Junior Class announcements

Special Speakers

College and Career Guide

This is the third year that MEHS is partnering with the Alaska Fellows program to sustain a college and career guide at MEHS. The position is modeled after the National College and Career Advising Corps and receives training from the Alaska Commission on Post Secondary Training. Students, particularly first generation and low income, get one on one assistance in post-secondary planning and preparation. Joelle Jura is our guide this year and she is doing an excellent job. We already have more juniors that have either taken or signed up for an ACT test than last year. Getting our students prepared to take this test and gaining the advantage of taking it more than once is one of our indicator strategies for increasing college readiness.

**To: Members of the State Board of
Education and Early Development**

Date: December 4, 2019

From: Dr. Michael Johnson, Commissioner

Agenda Item: 2

◆ ISSUE

The recommended changes have been through an approval process with the MEHS Advisory Board and discussed at the September state board meeting. This will be a work session discussion item with a request for action during the business meeting.

Summary of the changes:

- Mt. Edgecumbe High School current graduation requirements include mention of passing the HSGQE (High School Graduation Qualifying Exam) and thus required revision. They also include a flexible requirement and a specific requirement for a Pacific Rim Studies course.
- Mt. Edgecumbe High School Superintendent and Advisory Board recommend the passing of a new set of graduation requirements that with only a few adjustments from the current set:
 - Remove any mention of HSGQE
 - Replace the flexible credit choice with paths aligned with the Alaska Performance Scholarship two pathways for meeting course requirements.
 - Replace the specific Pacific Rim studies requirement World History/Studies class. A Pacific Rim studies class would meet this requirement, but it also allows a World History or Global Studies course.
- Reasons include: 1. The switch to the APS (Alaska Performance Scholarship) pathways align with the messaging of the school that students should plan to take the APS required coursework as soon as they enter high school. 2. The switch to broader options for the World History recognizes the needs of our current global society. When the Pacific Rim Studies course was first made a requirement, the economic thinking of the time was that the Pacific Rim would lead world economics. Twenty plus years later, we recognize the reality is a much broader and complex global economic system.

◆ OPTIONS

This is a work session item. Action will be taken under Agenda Item 6.

Graduation Requirement Recommendations

Advisory Board approved 5-08-19

In order to graduate from Mt. Edgecumbe High School, a student must earn 24 units of credit that include all state requirements in 4AAC 06.075. The total credits for graduation must include the classes in one of the following paths. All students are encouraged to select one of the more rigorous Alaska Performance Scholarship eligible pathways

Meeting the APS coursework requirements will be denoted on the diploma.

	Minimum (Not APS)	LA/Social Studies (meets APS)	Math/ Science (meets APS)	MEHS Credit restrictions:
English/ Language Arts	4 credits	4 credits	4 credits	APS approved Must include American Lit
Social Studies	4 credits	4 credits	4 credits	Must include: (All APS) Alaska Studies US History World Studies/History/PACRim Government
Science	3 credits	3 credits	4 credits	APS approved
Math	3 credits**	3 credits	4 credits	APS approved must include geometry
Health/PE	2 credits	2 credits	2 credits	1 credit must include health
World Language	1 credit	2 credits*	1 credit	* Must be a sequence of 2 credits of the same language
Technology	2 credits	2 credits	2 credits	
Electives	5 credits	4 credits	3 credits	
Total	24 credits	24 credits	24 credits	

** Academic Counselor may approve pre-algebra (non-APS approved) for graduation

Courses may be set with pre-requisites, requiring a sequence of courses.

Transfer students:

Equivalent courses may be approved to meet core course requirements or pre-requisites. For students transferring with at least 13 credits from another school, alternative courses may be approved to meet technology, world language, and elective requirements, including a reduction of elective credit requirements if prior school offered less than 7 credits/year.

Current MEHS Graduation Requirements

4.6 Graduation Requirements

In order to graduate from Mt. Edgecumbe High School a student must earn 24 units of credit; meet the minimum state graduation requirements set out in 4 AAC 06.075 (including, beginning January 1, 2009, meeting an Alaska History requirement); and pass the High School Graduation Qualifying Examination.

The 24 total required credits for graduation from Mt. Edgecumbe High School include:

4 credits - English

4 credits - Social Studies (including 1 credit Alaska History and 1 credit Pacific Rim Studies)

3 credits – Science

3 credits – Math (including Geometry)

1 credit of a Social Studies or advanced Science or Math beyond the required

2 credits – Computer Technology

2 credits – Wellness (includes Health/PE)

1 credit – World Language

4 credits – Electives

Graduation Requirements for Transfer Students

Students entering Mt. Edgecumbe High School as:

Sophomores are required to earn 23 credits for graduation.

Juniors are required to earn 22 credits for graduation.

Seniors are required to earn 21 credits for graduation.

Transcript evaluations of transfer credits will be at the discretion of the Academic Principal.

Credits earned at schools other than Mt. Edgecumbe High School will be counted as credit toward graduation from Mt. Edgecumbe High School at the discretion of the Academic Principal.

Definition of Unit of Credit

The term “unit of credit” shall have the definition given in 4 AAC 06.075(e): the credit a student is awarded for achieving a passing grade in a course of study by meeting the performance standards for a course of study prescribed by Mt. Edgecumbe High School and approved by the State Board under Policy 5.2 of this manual.

**To: Members of the State Board of
Education & Early Development**

December 4, 2019

From: James Fields, Chair

Agenda Item: 3

◆ ISSUE

This is a report to the board regarding the committee work of the State Board of Education and Early Development.

◆ BACKGROUND

- The board will be briefed on current committee work from the four committee chairs:
 - Standards and Assessments, Sally Stockhausen
 - Tribal Compacting, Sandra Kowalski
 - Regulations, Lorri Van Diest
 - Funding Formula, Tiffany Scott

◆ OPTIONS

This is an information update. No action is required.

**To: Members of the State Board of
Education & Early Development**

December 4, 2019

From: Michael Johnson, Commissioner

Agenda Item: 4A

◆ ISSUE

The board is being asked to open a period of public comment on proposed regulation changes to Article 5 School and District Accountability (4 AAC 06.800-899), to update requirements and deadlines in Alaska's accountability system (the System for School Success). The changes will address state and district deadlines regarding reporting and changes in the use of graduation rates.

◆ BACKGROUND

- Deadlines stated in the current regulations do not reflect the timelines associated with the new accountability system.
- The new deadlines reflect the current accountability system calculations and associated data collections in order to create school designations and calculations for long term goals and measures of interim progress.
- The changes reflect the use of previous year's graduation rates for school designation calculations (lagging graduation rate) in order to release school designations earlier in the school year.
- Behind this cover memo is the proposed amended regulation.
- Deb Riddle, Division Operations Manager, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under agenda item 7A.

4 AAC 06.710(4) is amended to read:

(4) the **assessments** [ASSESSMENT] **included** [DESCRIBED] in 4 AAC 34.055 to identify English language proficiency. (Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 3/30/2016, Register 217; am 6/1/2018, Register 226; am ___/___/___, Register _____)

Authority: AS 14.07.020 AS 14.07.060

The editor's note following 4 AAC 06.737 is amended to read:

Editor's Note: [COPIES OF THE] **English/Language Arts and Mathematics Standards** [ALASKA STANDARDS: CONTENT AND PERFORMANCE STANDARDS FOR ALASKA STUDENTS], adopted by reference in **4 AAC 04.140** [4 AAC 06.737], may be obtained by writing to the Department of Education & Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or at **www.education.alaska.gov/standards** [WWW.EED.ALASKA.GOV/STANDARDS/].

4 AAC 06.738 is amended to read:

4 AAC 06.738. Assessment Results [STANDARDS-BASED TEST RESULTS]. (a) Except as provided by this section, **all student** [A STUDENT'S STANDARDS-BASED TEST AND ALTERNATE] assessment results **as described in 4 AAC 06.710** are confidential and may not be disclosed by a district except as provided by 34 C.F.R. Part 99, dealing with family educational rights and privacy.

(b) The commissioner shall compile the results of the standards-based test, [AND] alternate assessment, **and the English language proficiency assessments** by school district, school, classroom, and individual, and shall annually provide school results to the board and the legislature.

(c) The commissioner shall provide to a school district the district, school, classroom, and individual student results for the district.

(d) [WITHIN 20 DAYS AFTER] **After** receiving test results from the commissioner or test publisher, a school district shall distribute

(1) class and individual student results to each teacher, for the teacher's classes and students **not later than the date decided by the commissioner and announced by the department;** [HOWEVER, IF A DISTRICT IS UNABLE TO DISTRIBUTE THE RESULTS TO TEACHERS BEFORE THE END OF THE SCHOOL YEAR IN WHICH THE ASSESSMENT WAS ADMINISTERED, THE DISTRICT MUST DISTRIBUTE THE RESULTS TO TEACHERS IN THE DISTRICT NO LATER THAN THE FIRST DAY THAT SCHOOL IS IN SESSION IN THE NEXT SCHOOL YEAR;] and

(2) individual student results to each student's parents **not later than the date decided by the commissioner and announced by the department.** (Eff. 3/3/2000, Register 153; am 12/19/2002, Register 164; am 11/10/2005, Register 176; am 10/3/2011, Register 200; am __/__/__, Register ____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

4 AAC 06.739(b) is amended to read:

(b) Achievement levels for English language arts and mathematics are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of proficient or advanced meet standards. To obtain an achievement level of advanced, proficient, below proficient, or far below proficient in English language arts and mathematics, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	[GRADE 10]
Reading: Advanced	392 or above	415 or above	418 or above	394 or above	406 or above	402 or above	382 or above	[400 OR ABOVE]
Reading: Proficient	300-391	300-414	300-417	300-393	300-405	300-401	300-381	[300-399]
Reading: Below Proficient	261-299	260-299	251-299	234-299	246-299	243-299	229-299	[222-299]
Reading: Far Below Proficient	260 or below	259 or below	250 or below	233 or below	245 or below	242 or below	228 or below	[221 OR BELOW]
Writing: Advanced	402 or above	420 or above	406 or above	396 or above	423 or above	460 or above	470 or above	[485 OR ABOVE]
Writing: Proficient	300-401	300-419	300-405	300-395	300-422	300-459	300-469	[300-484]
Writing: Below Proficient	218-299	204-299	187-299	215-299	234-299	232-299	238-299	[233-299]
Writing: Far Below Proficient	217 or below	203 or below	186 or below	214 or below	233 or below	231 or below	237 or below	[232 OR BELOW]
Mathematics: Advanced	390 or above	383 or above	373 or above	376 or above	383 or above	379 or above	370 or above	[392 OR ABOVE]
Mathematics: Proficient	300-389	300-382	300-372	300-375	300-382	300-378	300-369	[300-391]
Mathematics: Below Proficient	263-299	260-299	252-299	258-299	248-299	258-299	258-299	[252-299]

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am __/__/__, Register ____)

Authority: AS 14.03.015

AS 14.07.030

AS 14.07.06

AS 14.07.020

4 AAC 06.761(b) is amended to read:

(b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only [TRAINED AND] designated district **staff** [TEST COORDINATORS, ASSOCIATE TEST COORDINATORS, PROCTORS, OR TEST ADMINISTRATORS] may be in the test center rooms at the time of testing students.

4 AAC 06.761(c) is amended to read:

(c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site **building** [ASSOCIATE] test coordinator for each center. The district test coordinator or **building** [ASSOCIATE] test coordinator shall assign as many test administrators [OR PROCTORS] to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each **district** test coordinator, **building** [ASSOCIATE] test coordinator, [PROCTOR,] and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed. (Eff. 10/3/2011, Register 200; am ___/___/___, Register _____)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060

4 AAC 06.765(a) is amended to read:

(a) All test questions on standards-based tests provided for in 4 AAC 06.737, **the alternate assessment taken under 4 AAC 06.775**, [COLLEGE AND CAREER READINESS ASSESSMENTS TAKEN UNDER 4 AAC 06.718,] and the English language proficiency **assessments** [ASSESSMENT] provided for in 4 AAC 34.055[,], are confidential[,], and may be disclosed only as provided in this section.

4 AAC 06.765(c) is amended to read:

- (c) School and district personnel responsible for test administration shall
- (1) inventory and track **secure** [TEST] materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;
 - (2) securely store **secure materials** [TESTS] before distribution to school test centers and after their return;
 - (3) control distribution of **secure materials** [TESTS] to and from school test centers;
 - (4) control the storage, distribution, administration, and collection of **secure materials** [TESTS];
 - (5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

4 AAC 06.765(d)(1) is amended to read:

- (1) **label** [CODE] the tests according to test administration directions before testing;

4 AAC 06.765(d)(7) is amended to read:

(7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner **under 4 AAC 06.765(b)**, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775;

(Eff. 3/3/2000, Register 153; am 2/18/2007, Register 181; am 10/3/2011, Register 200; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 6/1/2018, Register 226; am ___/___/___, Register _____)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in **the** [THIS] state[, TO BE KNOWN AS THE ALASKA ALTERNATE ASSESSMENT,] for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility **for an alternate assessment** [THE ALASKA ALTERNATE ASSESSMENT] shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Inclusion of Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the **alternate assessment** [Alaska Alternate Assessment] to eligible students whenever it administers the **standards-based** [STATE] assessments described in 4 AAC 06.737 [4 AAC 06.710]. Achievement levels for the English language arts, mathematics, and science **alternate assessment** [ALASKA ALTERNATE ASSESSMENT] are advanced, at target, approaching target, or emerging.

Students obtaining an achievement level of advanced or at target meet standards. For the purposes of reporting and accountability in 4 AAC 06.800 - 4 AAC 06.899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English language, arts, mathematics, and science. To obtain an achievement level in

(1) English language arts, and mathematics on the **alternate assessment** [Alaska

Alternate Assessment], a student must obtain a score as set out in the following table:

Achievement Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10

English
language
arts:

Advanced	71 or								
	above	75 or							
		above	76 or						
			above	65 or					
				above	73 or				
					above	72 or			
						above	68 or		
							above	72 or	
								above	

English
language
arts:

At									
Target	50-70	57-74	53-75	46-64	52-72	48-71	48-67	47-71	

English
language
arts:

Approaching									
Target	36-49	38-56	35-52	27-45	27-51	23-47	20-47	17-46	

English
language
arts:

Emerging	35 or
	below 37 or

below 34 or
 below 26 or
 below 26 or
 below 22 or
 below 19 or
 below 16 or
 below

Mathematics

Advanced 37 or
 above 56 or
 above 48 or
 above 38 or
 above 53 or
 above 53 or
 above 33 or
 above 36 or
 above

Mathematics:

At Target 21-36 30-55 32-47 28-37 37-52 40-52 21-32 21-35

Mathematics:

Approaching

Target 12-20 20-29 15-31 13-27 19-36 17-39 10-20 8-20

Mathematics:

Emerging 11 or
 below 19 or
 below 14 or
 below 12 or
 below 18 or
 below 16 or
 below 9 or
 below 7 or
 below

(2) Science on the alternate assessment [ALASKA ALTERNATE

ASSESSMENT], a student must obtain a score as set out in the following table:

Achievement

Level	Grade 4	Grade 8	Grade 10
-------	---------	---------	----------

Science: Advanced 21 or above 23 or above 23 or above

Science: At

Register ____, ____ 2020

EDUCATION AND EARLY DEV.

Target
Science: 15-20 16-22 16-22

Approaching
Target
Science: 9-14 10-15 8-15
Emerging 8 or below 9 or below 7 or below

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am 3/30/2016, Register 217; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am 6/1/2018, Register 226; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.075 AS 14.07.060 AS 14.07.165
AS 14.07.020

The editor’s note following 4 AAC 06.775 is amended to read:

The [COPIES OF THE] Department of Education and Early Development's **Participation Guidelines for Inclusion of Alaska Students on State Assessments** [*PARTICIPATION GUIDELINES AND ALASKA SUPPLEMENT FOR WORKKEYS ASSESSMENT*], adopted by reference in 4 AAC 06.775, **is** [ARE] available by submitting a written request addressed to the department at 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or may be obtained on the department's website at **education.alaska.gov/assessments/accommodations**

[[HTTP://EED.ALASKA.GOV/TLS/ASSESSMENT/ACCOM-](http://EED.ALASKA.GOV/TLS/ASSESSMENT/ACCOM-)

MODATIONS/HTML. A COPY OF THE DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT'S ALASKA NONSTANDARDIZED ASSESSMENT ADMINISTRATIVE MANUAL, ADOPTED BY REFERENCE IN 4 AAC 06.775, IS AVAILABLE BY SUBMITTING A WRITTEN REQUEST ADDRESSED TO THE DEPARTMENT AT 801 WEST 10TH STREET, SUITE 200, P.O. BOX 110500, JUNEAU, ALASKA 99811-0500 OR MAY BE OBTAINED ON THE DEPARTMENT'S WEBSITE AT [HTTP://EED.ALASKA.GOV/LS/ASSESSMENT/MODIFIED=HRZNONSTANDARD/NONSTANDARDIZED.MANUAL2010.PDF](http://EED.ALASKA.GOV/LS/ASSESSMENT/MODIFIED=HRZNONSTANDARD/NONSTANDARDIZED.MANUAL2010.PDF)].

4 AAC 06.812(a) is amended to read:

(a) Each year, the department will determine a school performance index **value** [score] for each school in the state that meets the minimum criteria in (e) of this section, based on a 100-point scale. The department will determine a school designation for all schools in the state as described in 4 AAC 06.840.

(Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 3/6/2015, Register 213; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020 AS 14.07.170

4 AAC 06.815(f) is amended to read:

(f) Not later than **30 days after the release of preliminary goals and measures of interim progress** [SEPTEMBER 1 OF] each year, the department will produce a report for the state and each district and school showing the performance for academic achievement,

graduation rate, and English learner progress as compared to the long-term goals and measures of interim progress and an indication of whether the targets have been met. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.825(a) is amended to read:

(a) A school serving students in grade 12 will earn points for the graduation rate indicator **using graduation rates from the previous academic year**. A school will earn between zero and 100 points for the four-year graduation rate for the all-students group, and between zero and 100 points for the five-year graduation rate for the all-students group as defined below. At least ten students must be in the adjusted graduation rate cohort in order to include the graduation rate indicator in the school's performance score. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 11/10/2005, Register 176; am 8/1/2008, Register 187; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.845(a) is amended to read:

(a) Not later than **150**[60] days after receiving notice of designation for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4

AAC 06.840(b), a district or school shall prepare a school improvement plan as required under 4 AAC 06.864 or 4 AAC 06.868 as applicable. The district or school shall review, revise, and update the applicable school improvement plan at least annually, and submit it to the department or district as applicable.

(Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.850(a) is amended to read:

(a) A district shall prepare and submit to the department a district improvement plan, or the department may prepare a district improvement plan for the district, if a district has been designated as tier II or tier III under 4 AAC 06.872(a). The district improvement plan must be submitted to the department not later than **150 days from receiving notice of school designations** [NOVEMBER 15 OF] each school year. The improvement plan must be submitted in a format or computerized platform as required by the department, unless the department approves an alternative format or platform.

(Eff. 11/23/2003, Register 168; am 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 8/20/2012, Register 203; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.868(c) is amended to read:

(c) Each school year, not later than **60 days after designations are received by the district** [OCTOBER 1] and after consultation with and approval of the department, a district shall increase the level of intervention in a school designated for targeted support and improvement if the annual review of the performance of the students in the subgroup on the indicators described in 4 AAC 06.812 - 4 AAC 06.826, including student performance against long-term goals, shows that the subgroups for which the designation of targeted support and improvement were based have not made significant progress. (Eff. 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am ___/___/___, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.872(a) is amended to read:

(a) For purposes of determining the level of state support and oversight to be provided to a district, no later than **60 days after the release of school designations** [OCTOBER 1 OF] each year, the department will designate each district in the state as a tier I, tier II, or tier III district. A tier III district receives the most state support and oversight; a tier I district the least.

(Eff. 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/___, Register ____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.875(c) is amended to read:

(c) **Not later than** [WITHIN] 20 working days after the district receives notice of the preliminary score and designation[, AND NO LATER THAN SEPTEMBER 1], the commissioner or the commissioner's designee will issue a final determination on the score and designation of a school for which the district provided supporting evidence in accordance with (b) of this section.

(Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.895(a) is amended to read:

(a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and **the requirements of** this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, **following requirements** [ON A FORM] provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, **following requirements** [ON A FORM] provided by the department.

(Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am 3/6/2015, Register 213; am 10/9/2015, Register 216; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.50.080
AS 14.03.123 AS 14.07.060

4 AAC 06.899(2) is amended to read:

(2) "Alaska Native" means a person having origins in any of the Alaska Native Tribes in Alaska [WHO IS A DESCENDANT OF, AND WHO HAS AT LEAST ONE-QUARTER BLOOD DERIVED FROM,

(A) A MEMBER OF THE ABORIGINAL PEOPLES INHABITING THE STATE WHEN ANNEXED TO THE UNITED STATES; OR

(B) AN AMERICAN INDIAN OR ESKIMO WHO, AFTER 1867 AND BEFORE JUNE 30, 1952, MIGRATED INTO THE STATE FROM CANADA];

(Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 4/6/2016, Register 218; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

Participation Guidelines

for Inclusion of Alaska Students in State
Assessments



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The Purpose of the Participation Guidelines

REGULATORY GUIDANCE FOR ALASKA DISTRICTS

The Participation Guidelines for Inclusion of Alaska Students in State Assessments (PGs) is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires assessment of all students, including regular education students, students with Individual Education Plans (IEPs), students with Section 504 plans, and students identified as English learners. The Participation Guidelines explains the assessment options available and is subject to change based on revisions to the statewide student assessment system.

Federal and state law requires accommodations (as appropriate) for students with disabilities and for English learners (EL). English learners have been previously referred to as students with limited English proficiency (LEP). For the purposes of this guide, however, the term English learner refers to students currently identified as English learners, not former English learners who may be in monitoring status.

Alaska's Statewide Student Assessment System

Statewide student assessment is one component in an effective education system. The purposes of statewide student assessments, specifically, are as follows:

- Ascertain on a school, district, and statewide basis the extent to which children of the state are attaining state standards;
- Produce school, district, and statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and to
- Provide a basis for instructional improvement.

Accommodations for the following required state assessments are addressed in this booklet:

1. Performance Evaluation for Alaska's Schools (PEAKS)
2. Alaska Science Assessment
3. Alternate Assessment (DLM)
4. English Language Proficiency Assessment (ACCESS for ELLs)
5. Alternate English Language Proficiency Assessment (Alternate ACCESS for ELLs)
6. National Assessment of Educational Progress (NAEP)

Accommodations for the Alaska Developmental Profile for kindergarten students with disabilities or who are English learners are addressed in the *Alaska Developmental Profile Implementation Guide* available on the [ADP webpage](http://education.alaska.gov/assessments/developmental) (education.alaska.gov/assessments/developmental).

For detailed instructions on the use of accommodations for assessment, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* available on the [DEED Accommodations webpage](http://education.alaska.gov/assessment/accommodations) (education.alaska.gov/assessment/accommodations).

Introduction to Participation in Assessments and to Student Supports

PARTICIPATION

Statewide system of Student Assessment includes all required statewide assessments. Students participate in these assessments according to criteria for each assessment. This document provides regulatory guidance for both the comprehensive system of student assessment and each assessment within that system. It is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement.

This document explains the accommodation options available for each assessment for a student with a disability and the decisions that must be made by the student's IEP or Section 504 team. These decisions include choosing which assessments the student is eligible to participate in and which accommodations are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do. This document also explains the linguistic supports, or accommodations, available for each assessment for a student who is an English learner.

STUDENT SUPPORTS

The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and English learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed, based on the constructs being measured in the assessment.

UNIVERSAL TOOLS

Universal tools are supports or preferences that are available to **all** students taking the computer-based or paper-based PEAKS, Alaska Science Assessment, ACCESS for ELLs, and Alternate ACCESS for ELLs. Universal tools are available at all times and their use is based on student choice, need and preference.

Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded within the test engine. There are also Universal tools that are provided outside of the test engine, such as scratch paper. These tools do not alter the test "construct" (what the assessment is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

ACCOMMODATIONS

Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or security of the assessment. Accommodations must be made available to students with disabilities on an Individualized Education Program (IEP) or Section 504 Plan, students with transitory impairments, and English learners as documented in student files.

All accommodations must be documented in the student's IEP, 504, EL, or Transitory Impairment plan. This includes accommodations that are universal tools. Documenting the student's need ensures the accommodations will be provided in both instruction and assessments. Providing accommodations not in the student's IEP, 504, EL, or Transitory Impairment plan or mis-administering accommodations (e.g., reading aloud

the reading passages) is not allowed. Accommodations must be administered according to the guidelines of the assessment.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing a spell checker for classroom assignments is appropriate; providing a spell checker on an ELA standardized assessment would change what the assessment items are measuring and would compromise the validity of the assessment scores.

Accommodations for Students with Disabilities on an IEP or 504 Plan

It is important for educators to become familiar with state policies regarding accommodations during assessments. Due to the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student's need, and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular and/or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When accommodations are provided as part of a computer-based assessment, the IEP Team must take care to ensure that students have multiple opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to practice using the tools and accommodations made available on the computer-based assessments. For more information on how to access the training tools, refer to the resources on the webpage for the specific assessment on the [DEED Assessments homepage](http://education.alaska.gov/assessments) (education.alaska.gov/assessments).

Accommodations for English Learners (ELs) for Content Assessments

According to AAC 34.090(a):

(2) "English learner" means an individual

- (A) who is between 3 and 21 years old;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) who falls into one or more of the following categories of individuals:
 - (i) an individual not born in the United States or whose native language is a language other than English;
 - (ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the (i) ability to obtain an achievement level that meets standards, as described in [4 AAC 06.739](#), on the state assessments in English language arts, mathematics, and science under [4 AAC 06.737](#); (ii) ability to successfully achieve in classrooms where the language of instruction is English; or (iii) opportunity to participate fully in society;

All English learners must be formally identified through Alaska’s statewide standardized entrance procedures, which includes a screening assessment to determine that the student’s difficulties in speaking, reading, writing and/or understanding the English language may be sufficient to deny the student the ability to succeed academically. Students currently identified as ELs must participate in statewide academic assessments, and are eligible to receive accommodations as outlined in these guidelines. Formerly identified EL students are not eligible for EL accommodations. These students would be eligible for accommodations based on disabilities, if applicable. For details on the process for identification of EL students, refer to the [Guidance for English Learners \(EL\) Identification, Assessment, and Data Reporting](http://education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx) (education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx).

ELs must be provided reasonable accommodations on state content assessments, to the extent practicable. Accommodations are allowed for students who are ELs when testing for academic content knowledge and skills, but not when testing for English language proficiency.

Accommodations for Students with a Transitory Impairment

Students with a transitory impairment are not regarded as individuals with disabilities because the impairment is transitory and minor. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive accommodations. The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district. A sample documentation form is available on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

Modifications

A modification is a change in the content, format, and/or administration of an assessment that alters what the assessment is designed to measure or the comparability of scores. **A modification makes an assessment invalid.** Modifications are determined based on what the assessment is designed to measure. Educators must become familiar with each assessment in order to prevent invalidation.

DETERMINING IF AN ADAPTATION IS A MODIFICATION OR ACCOMMODATION

An adaptation is any change from standardized administration provided to a student for testing. Examples might include additional breaks, preferential seating, or a special chair. Most adaptations are common and are listed in the accommodation tables of this document. However, sometimes a student needs an adaptation that is not listed in this resource. Any list of accommodations will be incomplete because of the unique needs of each individual child.

In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in the following tables are examples of acceptable accommodations. When an adaptation for a content assessment is not listed, the student's IEP Team should use the following guidance to determine if the accommodation is appropriate to use for content assessments.

When evaluating an adaptation that is not included in the accommodations table, an IEP Team or 504 Team should answer the following questions.

First, the two threshold questions:

1. Would the adaptation help the student demonstrate achievement by **reducing the effect of the disability** on the student's performance?
2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment.

If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 Team should answer the following questions:

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
 - a. Would the adaptation give the student an unfair advantage over a student who has the same achievement level, but who is not eligible to use the adaptation?
 - b. Does any research support the conclusion that this adaptation does not alter the ability of the assessment to measure the student's skill level?

Next, the IEP or 504 Team should consider questions that relate to whether the assessment could still be administered:

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 Team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.
5. Would use of the adaptation make it impossible to score? Before rejecting an adaptation because it changes or alters the answer sheet, an IEP or 504 Team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test administrator can transcribe the student's answers to another test booklet or answer document after the student completes the assessment.

*If the answer to any question 3, 4, or 5 is yes, then the adaptation is a modification, and is **not** allowed on state assessments. The use of a modification on a state assessment results in an invalid score.*

If the answers to all questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the

accommodation.

IEP or 504 Teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 Teams will be able to resolve issues regarding the proper use of adaptations.

Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non-binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 Team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. The district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the assessment.

If an IEP or 504 Team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district must inform the IEP or 504 Team that the modification will make the assessment results invalid and that the assessment will not be scored. A list of examples of modifications that are not allowed are listed in [Appendix A](#).

Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science Assessments

The Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science assessments are designed to measure student growth and achievement. There are three content area assessments: English language arts, mathematics, and science. The assessments measure the Alaska English Language Arts and Mathematics Standards (adopted in 2012) and the Science Grade Level Expectations (adopted in 2006). PEAKS and Alaska Science Assessments are administered to all students in the specified grade levels except those with significant cognitive disabilities who participate in the Alternate assessment program.

Some schools may choose the PEAKS and Alaska Science paper-based test administration option for all students due to a lack of technological capacity or other logistical reasons. Additionally, a paper-based assessment may be chosen for a student by an IEP Team as an accommodation if the student's disability prevents the successful use of a device.

STUDENT SUPPORTS FOR THE PEAKS AND ALASKA SCIENCE ASSESSMENT

Universal Design

The PEAKS and Alaska Science assessments are designed with the principals of Universal Design. "Universally designed assessments" are developed from the beginning to allow participation of the widest possible range of students and to result in valid inferences about performance for all students who participate in the assessment. As such, universally designed assessments add a dimension of fairness to the testing process. According to the National Research Council (1999), "fairness, like validity, cannot be properly addressed as an afterthought once the test has been developed, administered, and used. It must be confronted throughout the interconnected phases of the testing process, from test design and development to administration, scoring, interpretation, and use" (p. 81). *The Standards for Educational and Psychological Testing* also addresses this need by requiring that "all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions" (p. 74).

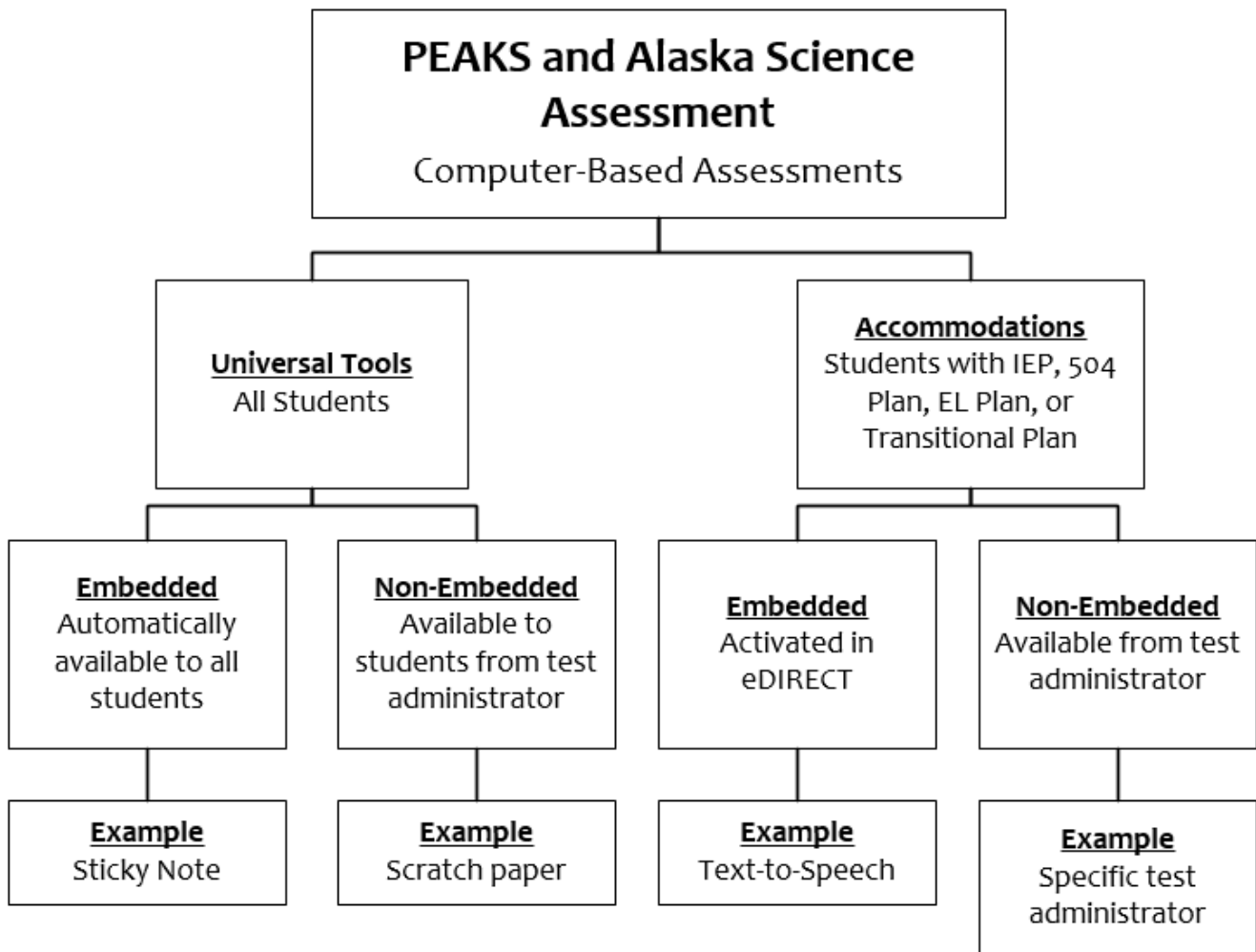
Universally designed assessments are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

TYPES OF STUDENT SUPPORTS FOR THE PEAKS AND ALASKA SCIENCE COMPUTER-BASED ASSESSMENTS

Embedded and Non-Embedded Accommodations

Accommodations are provided to students based on the decisions of the IEP Team. Accommodations can be either embedded or non-embedded.

- Non-embedded accommodations are those that are outside of the technology. For example, preferential seating or use of math manipulatives are non-embedded.
- Embedded accommodations are those that are within the test engine. They are activated for an individual student within the DRC INSIGHT Portal.



For detailed information on how to use these supports for students, refer to the [Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessments](https://education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx) (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

UNIVERSAL TOOLS FOR PEAKS AND ALASKA SCIENCE ASSESSMENTS

Universal tools are supports or preferences that are available to **all** students taking the PEAKS and Alaska Science computer-based assessments or the paper-based assessments. Universal tools are available at all times and their use is based on student choice, need, and preference. Some Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

Table 1: Universal Tools for the PEAKS and Alaska Science Assessments

Available to all students. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on universal tools, refer to the *Test Administration Directions* located on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks), Test Administration tab.

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Calculators	Available only on select sections on the math content assessment. See <i>Test Administration Directions</i> and <i>Assessment Calculator Policy</i> for specific information.	YES, embedded within the DRC INSIGHT Test Engine	YES
Color Overlay	Changes the background color behind text, graphics, and response areas.	YES, embedded within the DRC INSIGHT Test Engine	YES, students may use a color overlay sheet.
Clarification of technology directions	Student may request clarification of technology directions. See <i>Test Administration Directions</i> for specific information.	YES	N/A
Color Contrast / Reverse Contrast	Student may choose from options to changes background color and text.	YES, embedded within the DRC INSIGHT Test Engine	N/A
Cross-off	Student may cross out/eliminate a multiple-choice answer selection(s).	YES, embedded within the DRC INSIGHT Test Engine	YES
Headphones	Student may wear noise blocking headphones to screen out extraneous sounds. This does not include music devices.	YES	YES
Highlighter	Student may use a highlighter to highlight desired assessment questions or selections.	YES, embedded within the DRC INSIGHT Test Engine	YES

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Line Guide / Place Markers	A straight edge line used to follow along with each line of text or to help student track items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use a device, such as an unmarked ruler.
Magnification	Magnify text or images for better viewing.	YES, student can magnify/enlarge the entire screen, including all text, images, and objects.	YES, student may use devices that magnify text such as a magnifying glass.
Masking	Masking portions of the test to direct attention to uncovered items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use blank paper or other unmarked device.
Scratch / Graph Paper	Scratch or graph paper must be securely destroyed after assessment session.	YES	YES
Sticky Note	Creates and places a note (or multiple notes) on the screen in which a student can type a short message for later reference.	YES	N/A

ACCOMMODATIONS FOR PEAKS AND ALASKA SCIENCE ASSESSMENTS

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English learners (ELs). Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations **must** be made available to students with an IEP or 504 plan, students with transitory impairments, and EL students, as documented in the applicable student plan. If an adaptation not listed below is being considered for a student, follow the guidance in the section “Determining if an Adaptation is a Modification or Accommodation” to determine if the adaptation would be allowed as an accommodation. Table 2 is not an exhaustive list of all allowable accommodations.

Specific test administration requirements to provide the below accommodations can be found in the *Test Administration Directions*. Look for the Test Administration tab on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks).

Activating Accommodations Embedded In the PEAKS and Alaska Science Assessments

PEAKS and the Alaska Science Assessments are administered using the DRC INSIGHT Test Engine in which embedded accommodations are provided to a student. Embedded accommodations, unlike Universal tools, are only available for students to use when activated by an educator via the DRC INSIGHT Portal prior to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will activate student accommodations.

Table 2: Accommodations for the PEAKS and Alaska Science Assessments

For students with disabilities, as documented in an IEP or 504 Plan. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on providing accommodations, refer to the *Test Administration Directions* located on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks), Test Administration tab. For additional resources on determining accommodations, please refer to the *Handbook for the Participation Guidelines* available on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Adaptive devices, equipment and furniture	Some adaptive devices may require individual test administration as well as a scribe to type or write responses verbatim into the test engine, test booklet, or answer document.	YES	YES
Additional time	Student may take additional time to complete assessments as needed beyond the time typically scheduled for all students.	YES	YES
Allowing alternative responses: <ul style="list-style-type: none"> oral response signing pointing recorded response use of word processor 	A scribe may type responses verbatim into the test engine or write them in the test booklet or answer document. For use of a word processor, other programs on the computer must be disabled and spelling, grammar check, and other features turned off.	YES	YES
Audio CD for test questions and answer choices	Use of the test-contractor provided audio CD is required if the student’s IEP requires a read aloud accommodation. The CD includes assessment questions and answer choices. A test administrator may administer a ‘read aloud’ accommodation if student’s IEP specifically designates a human read aloud. Reading of reading passages is not allowed.	N/A See Text-to-Speech.	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. <ul style="list-style-type: none"> Questions Answer choices Reading of reading passages is not allowed.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.	YES	YES
Braille	Students may require Braille version of the paper-based assessment. Available in UEB for ELA, math, and science.	N/A	YES
Clarification of test directions: <ul style="list-style-type: none"> • student requests clarification • student restates directions 	A test administrator may provide clarification of assessment directions. This does not apply to assessment questions, answer choices, or embedded directions.	YES	YES
Clarification of embedded test directions: <ul style="list-style-type: none"> • student requests clarification • student restates directions 	A test administrator provides clarification of directions provided within a test item. This does not apply to assessment questions or answer choices.	YES	YES
Flexible scheduling	Students may split a test “part” over multiple days.	YES	YES
Frequent breaks	Students may take breaks as needed.	YES	YES
Graphic organizers	Student can be provided with a blank (no text) graphic organizer template such as a flow chart or story web.	YES	YES
Individual administration	Students may have the test administered individually in a separate location and/or at a different time than their peers.	YES	YES
Large Print	Students may require larger text and graphics.	YES, embedded magnifier within the DRC INSIGHT Test Engine, responsive screen	YES, large print version of the test is 18pt font on 11 x 17 paper

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Math manipulatives	<p>Student use of physical objects for math items.</p> <p>Multiplication tables and number lines may be used on select sections of the math content assessment where calculators are allowed. See <i>Test Administration Directions</i> and the <i>Assessment Calculator Policy</i>.</p> <p>See the <i>Handbook for the Participation Guidelines</i> for list of additional allowable and non-allowable math manipulatives.</p>	YES	YES
Reading, and re-reading, if requested: <ul style="list-style-type: none"> • test directions • embedded directions 	In individual or small-group assessment administrations, a test administrator may read directions.	N/A See Text-to-Speech.	YES
Signing to student: <ul style="list-style-type: none"> • directions • embedded directions • math items • science items • ELA questions & answer choices 	<p>Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems.</p> <p>Reading passages may not be signed to the student. This invalidates the assessment.</p>	YES	YES
Small group administration	Students may have the test administered in a small group in a separate location and/or at a different time than their peers.	YES	YES
Special pen or non-#2 pencil	Requires transcription of student answers.	N/A	YES
Specific test administrator	For students who need a familiar test administrator.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. Text-to-Speech does NOT read the passages associated with ELA reading items.	YES, embedded within DRC INSIGHT Test Engine	N/A See Audio CD.
Allow student to mark in test booklet	Students may mark answers in test booklet instead of answer document. Requires transcription of student answers.	N/A	YES
Provide detailed monitoring to ensure student marks responses in correct answer area	Test administrator monitors student responses individually or in small groups.	N/A	YES
Provide student with additional room for writing responses	Requires transcription of student answers.	N/A	YES

Common instructional supports NOT allowed as accommodations for the PEAKS and Alaska Science assessments:

The following supports are *not* allowed as accommodations for the PEAKS and Alaska Science assessments because they would change the construct of what is being measured on the assessment. A complete list of modifications is located in [Appendix A](#).

- Calculators on all sections of the test
- Reading aloud the reading passages
- Spell-check

ACCOMMODATIONS FOR ENGLISH LEARNERS FOR CONTENT ASSESSMENTS

All students identified as English learners must participate in statewide academic assessments. Only **currently identified ELs may receive EL accommodations**. The EL accommodations listed below in Table 3 are the only allowed accommodations for ELs for the PEAKS and Alaska Science computer-based and paper-based assessments.

The research-based EL accommodations in Table 3 are EL-responsive: they have been shown to support ELs linguistically in order to more accurately assess their academic content knowledge. Careful selection of EL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students’ English proficiency level. For detailed instructions on the use of EL accommodations, refer to the [Handbook for the Participation Guidelines: Guidance and Tools for the Selection, Administration and Evaluation of Accommodations and Other Student Supports](http://education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx) (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

Teams of people (teachers, administrators, etc.) who know the educational needs of the EL should make decisions concerning appropriate EL accommodations to be used during statewide content assessments. Teams should include, when available, a teacher or administrator who has specialized training or experience with the instruction of English learners. With a close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELs gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the student’s file [4 AAC 06.776(b)]. A sample documentation form for EL accommodations is available on the [DEED forms webpage](http://education.alaska.gov/forms) (education.alaska.gov/forms).

The accommodations listed below are the only allowable accommodations for ELs for content assessments.

Table 3: Accommodations for English Learners for Content Assessments

Accommodations must be documented in the EL student plan. Embedded within the testing system and/or provided by test administrator.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. Text-to-Speech does NOT read the passages associated with ELA reading items.	YES, embedded within DRC INSIGHT Test Engine	N/A See Audio CD.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Audio CD	<p>Use of the test-contractor provided audio CD is required if the student's plan requires a read aloud accommodation.</p> <p>The CD includes assessment questions and answer choices. A test administrator may administer a 'read aloud' accommodation if student's plan specifically designates a human read aloud.</p> <p>Reading of reading passages is not allowed.</p>	N/A See Text-to-Speech.	YES
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location.	YES	YES
Using a specific test administrator	For students who need a familiar test administrator.	YES	YES
In English or the native language provide written version of written/oral test directions	Written version of test directions must be verbatim of what is provided in the <i>Test Administration Directions</i> .	YES	YES
Read aloud and/or repeat written and/or oral assessment directions, including embedded item directions, in English or the native language	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.	YES	YES
<p>Clarification of test directions in English or the native language:</p> <ul style="list-style-type: none"> • student requests clarification • student restates directions 	Clarification should not provide additional directions or examples.	YES	YES
Provide a published word- to- word bilingual dictionary	<p>Published document must provide word-for-word equivalents in English and native language, and suitable for standardized assessment.</p> <p>Dictionaries that include pictures or word definitions are not allowed.</p> <p>Electronic dictionaries are not allowed.</p>	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Provide the native language word for an unknown word in an assessment item when requested by student	Translation should not include additional words, ideas or examples. Not allowed for reading passages.	YES	YES
Allow the student to respond orally to constructed response items in English for math, and/or science items	Requires a scribe to transcribe verbatim into the test engine or test booklet. Not allowed for English language arts items.	YES	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. <ul style="list-style-type: none"> • Questions • Answer choices Reading of reading passages is not allowed.	YES	YES

Note: EL students with disabilities may be given EL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.

Alternate Assessment Dynamic Learning Maps (DLM)

OVERVIEW OF ASSESSMENT OF STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004) and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015. These students may be precluded from taking regular or substitute course offerings as defined in Alaska regulation 4 AAC 06.078. Alternate assessments designed for these students offer assessments in the same content at the same grade levels as the general content assessments. If a student meets the eligibility criteria, the IEP Team may recommend the alternate assessment for that student. It is expected that only a small number (less than one percent) of all students will be eligible to participate in an alternate assessment. These students may be awarded a certificate of completion or attendance, based on completion of the IEP goals or attendance, rather than a high school diploma. (See [4 AAC 06.790](#) for definitions.)

Content Standards and Achievement Standards

The alternate assessments are based on content standards for English language arts, mathematics, and science called the Alaska-Dynamic Learning Maps (DLM) Essential Elements. The Essential Elements are aligned to Alaska's content standards, but are reduced in complexity, breadth, and depth. The Essential Elements are located on the [DLM website](http://dynamiclearningmaps.org/about/model#essential-elements) (dynamiclearningmaps.org/about/model#essential-elements).

The Alternate Achievement Standards are achievement level descriptors that are different from the achievement standards for the general education assessment. The achievement levels (cut points and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities.

Administering the Alternate Assessment

District personnel must be trained and qualified in order to administer the Dynamic Learning Maps Alternate Assessment, in accordance with the requirements of [4 AAC 06.761](#).

Determining Student Eligibility for the Alternate Assessment

Eligibility and selection for the alternate assessment is a decision made by the IEP Team members on an annual basis during the IEP meeting. The IEP Team must use the Alternate Assessment Participation Criteria Checklist found in this section to determine if a student is eligible to take the alternate assessment. Decisions made by the IEP Team must be reflected in the student's IEP and kept in the student's special education file.

Parents/guardians must be informed when their child's instruction will be based on content aligned with the Essential Elements rather than regular curricular offerings and their child's achievement measured by the alternate assessment will be based on the Alternate Achievement Standards. The notification must also include how the child's participation in this instruction and in the alternate assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

ALTERNATE ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

Students with Significant Cognitive Disabilities

Students eligible for the alternate assessment must take the assessment in all the content areas: English language arts, mathematics, and science (if applicable).

Participation in the alternate assessment **requires** a yes answer to **each** of the following questions.

Agree (Yes) or Disagree (No)? Provide documentation for each	Participation Criterion	Participation Criterion Descriptors
Yes/No	1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
Yes/No	2. The student is primarily being instructed (or taught) using content aligned to the DLM Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.
Yes/No	3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

The following are not allowable considerations for determining participation in the alternate assessment:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expect poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education

8. EL status
9. Low reading level/achievement level
10. Anticipate student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipate emotional duress
14. Need for accommodations (e.g., assistive technology) to participate in assessment process

Documenting the Decision in the Individualized Education Program (IEP)

The following information must be documented and stored in the student's special education file. A sample IEP form can be found in the *Guidance for Special Education Personnel* available on the [DEED SPED webpage](http://education.alaska.gov/sped) (education.alaska.gov/sped).

1. Acknowledgement that the alternate assessment (DLM) is based on alternate achievement standards, and therefore, may delay or limit the student's ability to obtain a regular high school diploma.
2. An acknowledgement, signed by the parent/guardian, stating that he or she has been notified that the student is taking the alternate assessment (DLM) for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification must be sent by the district.
3. A statement in the IEP by the team describing why the general content assessments (PEAKS and Alaska Science) in English language arts, mathematics, and science are not appropriate.
4. A statement in the IEP by the team describing why the alternate assessment (DLM) is appropriate based on the participation criteria.

STUDENT SUPPORTS FOR THE DLM ALTERNATE ASSESSMENT

Accommodations and Assistive Technology

Students taking DLM may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

Accessibility Provided by the Computer-Based Assessment System

Accessibility to the alternate assessments is provided via a special user interface called Kite® Suite. Prior to testing, information must be entered into the student's profile for accessibility and into the First Contact Survey for each student. These resources are available on the [Educator Portal website](http://educator.kiteaai.org/) (educator.kiteaai.org/). This information must be entered prior to testing to customize each student's experience and determine which test form is the most appropriate.

The First Contact Survey is a collection of background information about students who are eligible for the DLM alternate assessment. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. The First Contact Survey is completed prior to assessment administration and some questions are used to determine a student's entry point, or initialization, into the assessment. This is the student's first testlet. Instructions on how to fill out the First Contact Survey are located in the *DLM Test Administration Manual* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

The Personal Needs and Preferences (PNP) Profile is used to activate the appropriate accessibility features and supports within the testing system. It can be completed any time before testing begins and can be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the test engine. The PNP Profile is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP Profile is linked to the student's record and can be accessed by the educators at the new school.

The following tables identify the accessibility features available for students. Test administrators and students may try out these features in provided practice tests to determine what works best for each student. These options are designed to deliver a personalized, accessible user experience as they are matched to assessments within the test engine system.

The following information is taken from the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

ACCESSIBILITY SUPPORTS PROVIDED IN THE DLM ALTERNATE ASSESSMENT

This section identifies the accessibility supports available for students taking the DLM alternate assessment and distinguishes among accessibility supports that (a) can be utilized by selections online supports via the PNP Profile, (b) require additional support materials, and (c) are provided by the test administrator outside the system.

Prior to administering the DLM alternate assessment, test administrators provide information about the accessibility needs of each assessed student. The Kite® system stores this information and uses some of it to activate certain supports.

Category 1 Settings in the PNP Profile activate supports within Student Portal

Online supports include magnification, overlay color, invert color choice, contrast color, and Spoken Audio. Directions detailing how to select the PNP Profile supports are found in Step 4: Select and View Supports in the Kite System of the six-Step DLM accessibility customization process, which is in the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

Test Administrators are advised to try out the supports in advance to make sure they are compatible and provide the best access for students. See the Guide to Practice Activities and Released Testlets on the [DLM website](http://dynamiclearningmaps.org) (dynamiclearningmaps.org) for more information (e.g., the user names and passwords for the practice demo testlets). Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels across grades 3-8 and high school. New released testlets are added periodically.

CATEGORY 1

ACCESSIBILITY FEATURE	DESCRIPTION
Magnification	Magnification allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22 point. Scrolling may be required when the level of magnification is increased and the entire item can no longer be seen on the screen. Scrolling will vary due to the level of magnification, the amount of content in the item, and the size of the screen.
Overlay Color	The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP and actual live testlets.
Invert color choice	Makes the background color black and the font white. Images display with a white background.
Contrast color	Allows test administrators to choose from color schemes for the background and font.
Spoken Audio <ul style="list-style-type: none">• Text only• Text & graphics• Nonvisual	Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind).

Category 2 Settings in the PNP Profile require additional supports or materials

These supports include braille, switch system preferences, and the use of special equipment and materials and typically require prior planning and setup. The test administrator selects these supports in the PNP Profile. Practice activities and released testlets with supports are available through several demo student accounts. See the Guide to Practice Activities and Released Testlets or the *Test Administrator Manual* for a list of demo logins for practice testlets.

CATEGORY 2

ACCESSIBILITY FEATURE	DESCRIPTION
Braille	The DLM Alternate Assessment System supplies braille forms for some testlets and target linkage level. These forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student’s PNP Profile, if the state permits both. DLM braille forms also include Nemeth code for mathematics as needed.
Alternate Form – Visual Impairment	For a student who is blind and does not read braille or has a significant visual impairment, the test administrator selects Alternate Form – Visual Impairment under the Other tab in the PNP Profile. The alternate form of the testlet, if available, will have the letters BVI (Blind Visual Impairment) in the testlet name, in the test ticket, and in Student Portal (e.g., SP BVI SCI MS.PS1-2 P 10455). If a BVI form is not available for the testlet, the system will deliver a standard form to the student. The accompanying Test Information Page (TIP) for that testlet will provide information about how to make appropriate adaptations for the student.
Single-switch system	This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the PNP Profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
Two-switch system	This system does not require activation in the PNP Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and Enter key to select the choice when highlighted.
Individualized manipulatives	Students may use familiar manipulatives (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters). Refer to the TIP for constraints for a specific testlet.
Calculator	Students may use a calculator on mathematics testlets unless it interferes with the construct of the testlet. The TIP for each mathematics testlet will specify when a calculator is permitted.

Category 3 Settings in PNP Profile all require supports provided by the test administrator outside of Kite Student Portal

Supports offered outside of Student Portal require actions by the test administrator, such as reading, signed, translating the assessment, or helping the student enter responses. These supports are recorded in the PNP Profile even though they are delivered by the test administrator outside of Student Portal.

CATEGORY 3

ACCESSIBILITY FEATURE	DESCRIPTION
Human read aloud	Test administrators may read the assessment aloud to students. Alternate test for test administrators who will deliver the human read aloud will include descriptions of graphics and alternate test descriptions of images and are provided as additional pages after the main TIP. The <i>Test Administrator Manual</i> also includes information about human read aloud.
Sign interpretation of text	Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems.
Language translation of text	Test administrators may translate the text for students who are English learners or who communicate best in a language other than English. Language translations are not provided via the computer. State policy will guide whether translation can be used.
Test administrator entering student responses	If students are unable to physically input their response options, they may indicate their responses through their typical response mode and/or forms of communication (e.g., eye gaze, gesture). Test administrators may key in those responses only when students are unable to independently and accurately record their responses in Student Portal.
Partner-assisted scanning (PAS)	PAS is a strategy in which test administrators assist students with scanning students' response options. Test administrators read and/or point to each response option and students indicate when presented their desired response.

Note: For a list of additional allowable supports, refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

English Language Proficiency (ELP) Assessment ACCESS for ELLs

Students in kindergarten through grade 12 who are currently identified as English learners (ELs) must be assessed annually to monitor their progress in acquiring academic English. Alaska uses WIDA’s ACCESS for ELLs assessment as its English language proficiency assessment. This assessment is aligned with the WIDA English Language Development (ELD) Standards. Alaska adopted the 2007 WIDA ELD Standards in 2011 ([4 AAC 04.155](#)). ACCESS for ELLs is used to assess the proficiency levels of English learners’ receptive and productive skills in English in the areas of listening, speaking, reading and writing. ACCESS for ELLs focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills; therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. ACCESS for ELLs is available for grades 1-12 in online and paper-based versions. Kindergarten ACCESS for ELLs is available in a paper-based version only. Assessment administration information is available on the [WIDA website](#) (wida.wisc.edu). The following information is an excerpt from the *WIDA Accessibility and Accommodations Supplement*. For more information on any of these supports, please refer to the Supplement located on the [WIDA website](#) (wida.wisc.edu).

ADMINISTRATIVE CONSIDERATIONS

Districts and schools have the authority to make administrative determinations for any EL student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted. In addition to administration procedures listed in the test administration manual, the following tables show the administrative procedures that may be customized to meet the needs of students taking either computer-based or paper-based assessment.

Table 4: Administrative Considerations for ACCESS for ELLs, Alternate ACCESS for ELLs, Kindergarten ACCESS and WIDA Screener

Administrative Consideration	Description
Adaptive and Specialized Equipment or Furniture	Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards. Students who routinely use adaptive or specialized furniture or equipment should have access to these during testing.

Administrative Consideration	Description
Alternative Microphone	<p>Students may feel uncomfortable speaking into the microphone attached to the headset if they are unfamiliar with this practice. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may or may not be compatible with the online test engine. Check for compatibility prior to the day of assessment using the online Speaking practice test.</p> <p>Students may also need to be tested in a separate environment in order to limit distractions for other students.</p>
Familiar Test Administrator	<p>Students may feel more comfortable with a known test administrator.</p> <p>All test administrators are required to be trained and certified to administer the test.</p>
Frequent or Additional Supervised Breaks	<p>Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student’s specific needs (e.g., fatigues easily, overly anxious).</p> <p>Generally, students must remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in activities that do not distract other test takers. The exception for remaining in the testing environment would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases, arrangements should be made for the student to be escorted in order to minimize interactions with other students.</p> <p>During breaks, the student’s test books must be closed or computer screens must be covered/turned off. If the student leaves the room, the test administrator must collect the student’s paper-based test materials, or ensure the online test has been placed on “pause.” The embedded pause setting for online administration allows for up to 30 minutes of inactivity prior to automatically logging the student out of the session.</p>
Individual or Small Group Setting	<p>A small group is a subset of a larger testing group taking the test in a separate location. While the typical size for a small group is two to eight students, WIDA does not prescribe a minimum group size for any student. However, for students with disabilities, schools must follow group size guidelines as documented in their plans (e.g., “fewer than ten students” or “no more than 8 students”), or follow the state’s policy guidelines. If the plan does not specify the maximum number of students in the small group, follow common practice for that student during instruction and classroom/district assessment.</p> <p>The testing location must be a secure and safe environment that is monitored while the assessment is being administered.</p>
Monitor placement of responses in the test booklet or onscreen	<p>Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the “tab” rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of</p>

Administrative Consideration	Description
	the item or selecting the correct response.
Participate in different testing format (paper vs online)	<p>If allowed by state policy, students may participate in the assessment using a different format from their peers. For schools and districts administering computer-based assessments, a paper-based assessment may be more appropriate for a student for a variety of reasons. In these circumstances, using the paper-based test should be considered. Conversely, a student may need an online assessment to use familiar technology supports while peers are participating in the paper-based assessment. This decision should be based on individual student needs and not applied on a group basis.</p> <p>Writing domain: Some students participating in online testing in Grades 4 - 12 may need to take only the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing. Some states' policies do not allow online students to take the paper-based writing, as all portions of the assessment must be completed in the same format.</p>
Read Aloud to Self	<p>A student may read the assessment aloud to him/herself. Devices, such as "whisper phones," may also be used.</p> <p>To minimize distraction or interference with other test takers, the student should be tested in an environment separate from other students. The testing location must be a secure environment that is monitored while the assessment is being given.</p>
Specific Seating	<p>Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator's desk.</p> <p>While seating is a local decision, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and minimize distractions is allowable as long as the test administrator is able to effectively monitor student testing.</p>
Short Segments	<p>In rare instances, students may need longer breaks than provided through the Frequent or Additional Supervised Breaks administrative procedures. In these cases, the assessment may be given in short segments. If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time.</p> <p>A language domain should be completed within one school day.</p> <p>NOTE: The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom testing.</p>

Administrative Consideration	Description
Verbal praise or tangible reinforcement for on task or appropriate behavior	<p>It may be appropriate to provide students positive reinforcement during testing. Reinforcement may not depend on the accuracy of the student’s response. Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student.</p> <p>Verbal feedback may include phrases such as “Good job,” “Very good,” “Nice job,” and “Okay.”</p>
Verbally redirect student’s attention to the test (English or Native Language)	<p>Test administrators may verbally redirect the student’s attention to the test when the student is demonstrating off task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.</p>

UNIVERSAL TOOLS

Universal tools are available to all students taking the ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.

Provided that students have become familiar with the appropriate use and availability of universal tools, these should reinforce students’ abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using the tool and must help students determine when a tool may be appropriate and useful. Making connections between learning strategies used during instruction and similar universal tools available on the assessment also may help students decide which tools are appropriate and when to use them. Remember, sample items are available for students to practice using the universal tools.

Universal tools do not need to be pre-selected for online testing in WIDA AMS.

Table 5: Universal Tools for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs

UNIVERSAL TOOL	DESCRIPTION
Audio Aids	<p>A tool that the student can use to amplify or diminish sound.</p> <p>Audio aids include amplification devices, noise buffers, or white noise machines (provided by the school or student.)</p> <ul style="list-style-type: none"> • The student uses amplification devices typically used during instruction. • The student uses a noise buffer (e.g., headphones, earbuds) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items). • The student uses a white noise machine typically used during instruction or assessment. <p>Online test:</p> <p>Noise cancelling headphones or ear buds may be connect to the computer.</p> <p>Headphones needed for testing may not be compatible with some personal audio amplification devices (i.e., hearing aids, cochlear implants). In these situations, the student may participate in online testing by playing the sound through the computer’s speakers or external speakers. Students using speakers must be tested in a separate setting in order to not disturb or distract other students.</p> <p>Paper-based test:</p> <p>Noise cancelling headphones, earplugs, earphones or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening and Speaking CD. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.</p>
Color Contrast	<p>A tool that the student can use to change the text and background color.</p> <p>Online test:</p> <p>After selecting the options button found in the lower left corner of the screen, the student will select Color Contrast, and choose from 8 pre-defined color combinations.</p> <p>Combinations include: white with black text (default), pink with green text, yellow with blue text, light grey with brown text, orange with blue text, dark grey with green text, light green with purple text, and dark green with red text.</p> <p>Paper-based test:</p> <p>See Color Overlay</p>

UNIVERSAL TOOL	DESCRIPTION
Color Overlay	<p>A tool that the student can use that changes the contrast between the text and the background color.</p> <p>Online test:</p> <p>After selecting the options button found in the lower left corner of the screen, the student will select Color Overlay, and then choose from 6 pre-defined background colors. The text remains black. Color will remain selected until turned off.</p> <p>Color choices include: white (default), green, blue, beige, pink and yellow.</p> <p>Students may also use external color overlays provided by the school or student.</p> <p>These external overlays may also be combined with the embedded color settings. Many items include color graphics that could be impacted by the overlays. It is expected that students using the overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical classwork on the computer.</p> <p>Paper-based test:</p> <p>Students may use a full page or a partial page semi-transparent color overlay (e.g., a color acetate transparency). The student can place it over the test booklet page. The external overlays are provided by the school or student.</p>
Highlighters, colored pencils, or crayons	<p>A tool that the student can use to mark specific text.</p> <p>Online test:</p> <p>Students will select the highlighter button located at the bottom of the screen and drag the tool across the text to mark it in yellow. This is only available with mouse control.</p> <p>Paper-based test:</p> <p>Students can use their preferred writing tool(s) to mark specific text in the test booklet.</p>
Keyboard Navigation	<p>A tool that the student can use to change to different areas of the online test screen or move from screen to screen.</p> <p>Online test:</p> <p>Navigation throughout the test can be accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.</p> <p>TAB order: highlighter, magnification, line guide, pause, help, options, next.</p> <p>See Appendix B of the WIDA Accessibility and Accommodations Supplement for Keyboard Shortcuts.</p> <p>Paper-based test:</p> <p>Does not apply.</p>

UNIVERSAL TOOL	DESCRIPTION
Line Guide or Tracking Tool	<p>A tool that the student can use to guide his or her eyes while reading text on the computer screen.</p> <p>Online test:</p> <p>After selecting the Line Guide button found at the bottom of the screen, a light blue rectangle will appear in the upper-right portion of the screen. Students select the light blue rectangle and drag it to position and move the line guide.</p> <p>This is only available with mouse control.</p> <p>Paper-based test:</p> <p>Students use the tracking tool they typically use during instruction (e.g., note card, bookmark, cut out sentence highlighting strip). Tools that adhere to the test book (i.e., highlighting tape) must be removed prior to the book being returned to DRC.</p> <p>The tracking device must be blank/empty.</p>
Low-vision aids or magnification devices	<p>A tool that the student can use to increase the size of graphics and text.</p> <p>Online test:</p> <p>After selecting the magnifier button, students may enlarge the test content by choosing 1.5x or 2.0x.</p> <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors can also allow for increased text and image size with or without the magnifier tool.</p> <p>Students and teachers should explore the use of enlargement tools on practice items in order to determine whether to use the embedded magnifier or select the paper-based large print test.</p> <p>Paper-based test:</p> <p>Students will use their low vision device with a regular or large print paper-based form. Student answers in test booklet. Transcription is required if the student marks answers in the large print test booklet.</p>
Sticky notes	<p>A tool that the student can use to make notes in preparing responses on the Writing test.</p> <p>Online test:</p> <p>Students select the sticky notes button located at the bottom of the screen and a blank box pops-up on screen. Students may type notes in the box. Sticky notes do not maintain content between screens.</p> <p>Sticky notes are available on only some screens.</p> <p>Paper-based test:</p> <p>See Scratch Paper</p>

UNIVERSAL TOOL	DESCRIPTION
Scratch Paper	<p>A tool that the student can use for notes, drafts and diagrams.</p> <p>The student receives one sheet (or more as needed) of scratch paper with a pencil, pen or marker. Scratch paper can be a blank sheet, grid paper, wide-ruled paper, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper or colored paper. Students may alternately use an individual, erasable white board as scratch paper for notes and responses.</p> <p>No graphic organizers may be provided.</p> <p>Used scratch paper is considered a secure test material. Test administrators must collect used scratch paper and completely erase white boards at the end of each test domain to maintain test security. Scratch paper must be returned with test materials or disposed of according to state policy.</p> <p>Online test:</p> <p>For the writing domain students in Grades 4 – 12, students will receive one piece of blank scratch paper as part of the general test administration. Scratch paper should be available to students upon request for all domains and grade levels.</p> <p>Paper-based test:</p> <p>Only work in the test booklet will be scored. Additional scratch paper should be available to students upon request.</p>

ACCOMMODATIONS

Accommodations are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability during ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs administration in order to allow the student to effectively demonstrate their knowledge and skills while generating valid assessment results for students who need them. Accommodations are intended to provide testing conditions that do not result in changes to what the test measures and that do not affect the validity or reliability of the interpretation of the scores for their intended purposes; these accommodations provide comparable test results to those of students who do not receive accommodations.

Accommodations are available only to ELs with disabilities as specified in the student’s IEP or 504 Plan or as determined by the individual or team designated by the LEA to make decisions for students covered under Title II of the ADA, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately. Sometimes students with disabilities require non-digital accommodations (i.e., accommodations delivered by a test administrator instead of by the online test). For those students, administering the assessment in a paper-based format should be considered. Decisions about accommodations appropriate for all four domains of the ELP assessment—Listening, Reading, Speaking, and Writing—should be based on the needs of individual students, rather than based on the nature of the disability or disability type. A student’s individual educational team (IEP, 504, or Title II of the ADA) makes decisions about accommodations. These educational teams must not select accommodations that invalidate the assessment. Accommodation decisions may not be made unilaterally by a teacher or other school employee outside of the IEP process described in IDEA (34 CFR §§300.320 through 300.324.4).

It is important that teams for ELLs with disabilities are multidisciplinary and collaborative in nature and include persons with expertise in second language acquisition and other professionals who understand how to differentiate between limited English proficiency and a disability. Documentation should be maintained as part of the student's records.

The following should be considered when choosing appropriate accommodations for students taking ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

1. Does the student use the accommodation on a regular basis to address his or her learning challenge in the classroom during instruction and testing?

Students should typically receive only those accommodations that are in use for daily instruction (with rare exceptions) and that are needed in order to participate meaningfully in the English language proficiency assessment.

2. Does the accommodation address the challenge faced by the student?

The appropriate use of accommodations with ELLs with disabilities should ensure (or at least increase the likelihood) that the student's disability will not prevent the student from demonstrating his or her English language proficiency during the assessment. Accommodations do not reduce learning expectations, and may not be used to compensate for a student's lack of knowledge or skills, or because of a lack of appropriate instruction (or lack of access to) in the complex academic language associated with any content area.

Neither should accommodation selection be based on a "more-is-better" approach in an attempt to provide every possible advantage on the assessment nor should students be provided with unnecessary accommodations. An abundance of unnecessary accommodations may actually hinder the student's performance.

3. Is the accommodation allowable for ACCESS for ELLs ELP testing?

Remember that ELP tests and content area assessments in reading/language arts, mathematics, and science assess different constructs and, therefore, different accommodations may be allowed for each. Some accommodations that might be appropriate for content areas tests may not be used on ELP assessments because they would invalidate the construct being measured by the test (e.g., using a bilingual word-to-word dictionary).

4. Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?

The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies. Educational teams are responsible for ensuring accommodations provided are in accordance with their state policy.

Once the student's educational team has selected appropriate accommodations, it is important to share this information with the school Test Coordinator to ensure the test administrator has been trained to administer the accommodation. It is recommended that training occurs in a manner which allows for immediate feedback.

In rare cases, a student who does not have an IEP or 504 Plan or who is not regularly receiving services under Title II of the ADA, may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to a short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he is unable to type, write, or use voice recognition software. Accommodations for a student without an IEP or 504 Plan are only allowed for transitory accessibility concerns that could not have been anticipated (e.g., broken bone, concussion, etc.).

Accommodations may be embedded within the online test platform or be delivered locally by a test

administrator. Embedded accommodations must be pre-selected in order to be activated within the test engine. Special paper-based test forms (e.g., large print, braille) must be pre-ordered prior to testing. Check with your state assessment office as to how, whether, and which accommodations information should be uploaded, and how to order accommodated test forms.

Accommodations requiring physical materials (e.g., braille, assistive technology, manipulatives) should be identified in advance, and plans should be made to ensure their availability during testing.

On the following pages, descriptions of the allowable accommodations provide detailed information on each accommodation. Each accommodations table is divided the four domains of English language proficiency assessments (Listening, Reading, Speaking, and Writing) with indications as to whether a particular accommodation is

(a) appropriate for the domain (Yes).

(b) inappropriate and therefore not recommended (No).

(c) not applicable (N/A) because the accommodation is already incorporated into the test design (e.g., responding orally on the Speaking Test) or is irrelevant for the domain (e.g., use of a scribe for the Speaking Test which requires no writing).

Most accommodations for ELLs with disabilities are allowed during both the paper and online administrations of the assessment. If the accommodation is delivered the same way during online and paper test administration, the two cells in that accommodations table have been merged.

As a reminder, refer to your state specific policy for information on allowable accommodations for language proficiency assessments. The accommodations listed in the following tables are recommendations and do not replace or amend state policies.

The following table is from the WIDA 2019-2020 Accessibility and Accommodations Supplement. For further description and guidelines about each of the accommodations listed below, please refer to the accommodations section in that document. It can be found on the [WIDA Accessibility and Accommodations webpage](http://wida.wisc.edu/assess/accessibility) (wida.wisc.edu/assess/accessibility).

Table 6: Accommodations for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Braille Code: BR	N/A	Embossed test with graphics provided in either contracted or uncontracted braille. Unified English Braille (UEB) in Grades 1-12 Grades 6-8 uses UEB with Nemeth for Math and Science-related items.	YES	YES	NO	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Extended time of a test domain Code: EM	Student completed a test domain over multiple days. Test administrator must follow security measures.	Student completed a test domain over multiple days. Test administrator must follow security measures.	YES	YES	YES	YES
Extended Speaking test response time Code: ES	Student is provided up to twice the allowable time to respond to items on the Speaking test	Student is provided up to twice the allowable time to respond to items on the Speaking test	N/A	N/A	YES	N/A
Extended test time within the school day Code: ET	Student is allowed extended test time within the same school day	Student is allowed extended test time within the same school day	Yes	YES	See Accommodation ES	YES
Human Reader for items (stimuli and prompts) by in-person human. Code: HI	N/A-embedded pre-recorded human voice is used.	Read aloud test items (i.e. stimuli and prompts). by in-person human.	YES	NO	YES	YES, Grades 4-12 Tiers B/C
Human Reader for response options (answer choices) Code: HR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	YES	NO	N/A	N/A
Human Reader for repeat of items (stimuli and prompts) Code: RI	N/A -See accommodation RA if repeating recorded audio is needed.	Read aloud and repeat test items (e.g. prompts and response options) by in-person human.	YES, only repeat item one time	NO	YES, may repeat item multiple times	YES, may repeat item multiple times

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Human Reader for repeat of response options (answer choices) one time Code: RR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	YES	NO	NO	NO
Interpreter signs test directions in ASL Code: SD	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of test items and response options into ASL or any other language is not permitted.	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of test items and response options into ASL or any other language is not permitted.	YES	YES	YES	YES
Large Print Code: LP	Embedded magnifier, responsive screen	Large print version of the test. 18-point font on 11 x 17 paper	YES	YES	YES	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Manual control of item audio Code: MC	Student manually starts the audio embedded in the online platform.	The test administrator asks the student if he/she is ready to listen, and then plays the audio delivered via CD.	YES	NO	YES	YES online N/A for paper
Repeat item audio Code: RA	Student manually starts the audio embedded in the online platform and is able to replay the audio one additional time.	The test administrator asks the student if he/she is ready to listen, and then plays and/ or replays the audio delivered via CD.	YES Repeat item audio one time.	NO	YES May repeat item multiple times.	YES online. May repeat item multiple times. N/A for paper.
Scribe Code: SR	The test administrator types student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	The test administrator marks or writes student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	YES	YES	N/A	YES
Student responds using a recording device, which is played back and transcribed by the student. Code: RD	Students uses a recording device to respond, and then the student transcribes the response into the test.	Students uses a recording device to respond, and then the student transcribes the response into the test.	N/A	N/A	N/A	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Test may be administered by school personnel in non-school setting. Code: NS	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	YES	YES	YES	YES
Word processor or similar keyboarding device used to respond to test items	The student responds using standalone (external) word processing or similar keyboarding device.	The student responds using standalone (external) word processing or similar keyboarding device.	YES	YES	N/A	YES

The following accommodations are NOT ALLOWED for use on ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

- Reading aloud test items or passages on the Reading test
- Translating test items into a language other than English
- Reading test items in a language other than English
- Using a bilingual word-to-word dictionary
- Responding to test questions in a language other than English

Refer to the *WIDA Accessibility and Accommodations Supplement* for details on the use of these supports. It can be found on the [WIDA Accessibility and Accommodations webpage](http://wida.wisc.edu/assess/accessibility) (wida.wisc.edu/assess/accessibility).

For additional information and updates, refer to the *Handbook for the Participation Guidelines* located on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

Note: Students with significant cognitive disabilities who cannot participate fully in ACCESS for ELLs, with or without accommodations, may be eligible to take the Alternate ACCESS for ELLs if they meet the required criteria. Refer to the [Alternate ACCESS for ELLs section](#) of this document for participation criteria.

Alternate English Language Proficiency (ELP) Assessment Alternate ACCESS for ELLs

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires that all students identified as English learners (ELs) be assessed annually for English language proficiency, including EL students with disabilities. The Individuals with Disabilities Education Act (IDEA) also mandates that students with disabilities participate in statewide and district-wide assessment programs with appropriate accommodations, including alternate assessments, when it is documented in their Individualized Education Programs (IEP).

The Alternate ACCESS for ELLs Assessment assesses English language proficiency for students in grades 1 - 12 who are currently identified as ELs and have significant cognitive disabilities that prevent their meaningful participation in ACCESS for ELLs. Alternate ACCESS for ELLs is aligned to four of WIDA's English Language Development Standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, and Language of Science and associate model performance indicators. Alternate ACCESS for ELLs provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities by expanding upon the performance indicators for Proficiency Level 1 for each standard in a grade-level cluster. Each test form assesses the four language areas of listening, speaking, reading, and writing.

At this time, there is no alternate ELP assessment available for kindergarten students but WIDA is currently working on development of such an assessment.

For the purposes of this guide, the term English learner (EL) refers to currently identified EL students, not former EL students. Only currently identified EL students with disabilities are eligible for accommodations or to participate in Alternate ACCESS for ELLs.

ADMINISTERING THE ALTERNATE ELP ASSESSMENT

District personnel must be trained and qualified in order to administer Alternate ACCESS, in accordance with the requirements of 4 AAC 06.761. Test administrators must either complete the Alternate ACCESS module provided by WIDA or participate in district-facilitated training. Additionally, test administrators must sign a Test Security Agreement.

DETERMINING STUDENT ELIGIBILITY FOR THE ALTERNATE ELP ASSESSMENT

The following Alternate ELP Participation Criteria Checklist must be used by IEP Teams to determine if a student is eligible to take Alternate ACCESS for ELLs. All responses to the following criteria must be "yes" in order for the student to be eligible to participate in Alternate ACCESS, and documentation must be kept in the student's IEP file.

The decision to participate in the Alternate ELP assessment must not be based solely on language, social, cultural, or economic differences or excessive or extended absences but should be based on specific student needs.

ALTERNATE ELP ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

YES/NO	PARTICIPATION CRITERIA CHECKLIST
	The student has an Individualized Education Program (IEP) and is currently identified as an English learner (EL). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	The IEP indicates that the student demonstrates deficits in adaptive behavior/skills that adversely impacts the student’s educational performance and prevents completion of the standard academic curricula. Curricular objectives written for the student are less complex, making the regular ELP assessment, even with accommodations, inappropriate for the student.
	The IEP indicates that the student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills.
	The accommodations or modifications needed by the student to participate in the regular ELP assessment would compromise the validity of the test.
	For students in tested grades 3 – 8 and high school, the student is identified in the student’s IEP as eligible to take the Alaska Alternate Assessment.
	The decision to participate in the Alternate ELP Assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences.
	The decision to place the student on the Alternate ELP Assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

ACCOMMODATIONS AND SUPPORTS

The Alternate ACCESS for ELLs assessment will remain a paper-based test, therefore all universal tools, accommodations, and student supports that are relevant to the paper-based ACCESS for ELLs apply to the Alternate ACCESS for ELLs assessment. Administrative procedures of Alternate ACCESS for ELLs incorporate the accommodations such as extended test time and human readers; therefore, they do not need to be recorded as accommodations for the Alternate ACCESS for ELLs.

Please refer to Tables 4, 5, and 6 in the [previous section](#) for a list of applicable supports.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics. Only students who participate in the alternate assessment for students with significant cognitive disabilities (Dynamic Learning Maps) will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or English Learners as possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are English learners (ELs). The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Department of Education & Early Development expects that most ELs will be included on the NAEP. Only ELs who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other ELs should participate in NAEP with or without NAEP allowed accommodations.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found on the [DEED NAEP webpage](https://education.alaska.gov/assessments/naep) (education.alaska.gov/assessments/naep). If you have questions about the NAEP accommodations, please contact the Alaska NAEP State Coordinator at 907-465-8729.

Appendix A: Modifications NOT Allowed for Testing

The following are examples of modifications that are not allowed on most standardized assessments. Educators must read the test administration directions for the specific assessment prior to administering the test to ensure that the test is not inadvertently invalidated. Modifications will invalidate an assessment because they change what the assessment is measuring and/or give the student an unfair advantage. This is not an exhaustive list of modifications.

- Clarification of a test item
- Paraphrasing test items
- Using spell or grammar check
- Reading the passages of the reading test
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets unless provided by the assessment
- Use of a calculator on items where it is not permitted
- Test administrators/proctors providing synonyms for unknown words

Appendix B: Abbreviations Glossary

CBA – Computer-based assessment

DEED – Alaska Department of Education and Early Development

DLM – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities

ELA – English Language Arts

EL – English learner

ELP – English language proficiency

ESSA – Every Student Succeeds Act of 2015

ESEA – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education

IDEA – Individuals with Disabilities Education Improvement Act of 2004

IEP – Individualized Education Program, individualized education plans for students with disabilities

NAEP – National Assessment of Educational Progress

NAGB – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment

NCES – National Center for Education Statistics, conducts NAEP

PBA – Paper-based assessment

PEAKS – Performance Evaluation for Alaska's Schools, Alaska's assessment to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards

PNP Profile - used to activate the appropriate student supports that are selected in a computer-based assessment system prior to testing, for the DLM alternate assessment

**To: Members of the State Board of
Education & Early Development**

December 4, 2019

From: Michael Johnson, Commissioner

Agenda Item: 4B

◆ ISSUE

The board is being asked to open a period of public comment on proposed regulation changes to Article 4 Statewide Student Assessments (4 AAC 06.700-750), to update required statewide assessments and language from previous assessments as well as to update requirements and deadlines regarding district and school reporting requirements.

◆ BACKGROUND

- The proposed regulation changes update the names of the required statewide assessments and include language regarding the alternate assessment used for students with the most significant cognitive disabilities.
- The proposed regulations update language to reflect online and paper based testing procedures and requirements.
- The proposed regulation changes update the district reporting deadline reflect clarification regarding when districts need to inform educators and parents about assessment results.
- Behind this cover memo is the proposed amended regulation.
- Deb Riddle, Division Operations Manager, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under agenda item 7A.

4 AAC 06.710(4) is amended to read:

(4) the **assessments** [ASSESSMENT] **included** [DESCRIBED] in 4 AAC 34.055 to identify English language proficiency. (Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 3/30/2016, Register 217; am 6/1/2018, Register 226; am ___/___/___, Register _____)

Authority: AS 14.07.020 AS 14.07.060

The editor's note following 4 AAC 06.737 is amended to read:

Editor's Note: [COPIES OF THE] **English/Language Arts and Mathematics Standards** [ALASKA STANDARDS: CONTENT AND PERFORMANCE STANDARDS FOR ALASKA STUDENTS], adopted by reference in **4 AAC 04.140** [4 AAC 06.737], may be obtained by writing to the Department of Education & Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or at **www.education.alaska.gov/standards** [WWW.EED.ALASKA.GOV/STANDARDS/].

4 AAC 06.738 is amended to read:

4 AAC 06.738. Assessment Results [STANDARDS-BASED TEST RESULTS]. (a) Except as provided by this section, **all student** [A STUDENT'S STANDARDS-BASED TEST AND ALTERNATE] assessment results **as described in 4 AAC 06.710** are confidential and may not be disclosed by a district except as provided by 34 C.F.R. Part 99, dealing with family educational rights and privacy.

(b) The commissioner shall compile the results of the standards-based test, [AND] alternate assessment, **and the English language proficiency assessments** by school district, school, classroom, and individual, and shall annually provide school results to the board and the legislature.

(c) The commissioner shall provide to a school district the district, school, classroom, and individual student results for the district.

(d) [WITHIN 20 DAYS AFTER] **After** receiving test results from the commissioner or test publisher, a school district shall distribute

(1) class and individual student results to each teacher, for the teacher's classes and students **not later than the date decided by the commissioner and announced by the department;** [HOWEVER, IF A DISTRICT IS UNABLE TO DISTRIBUTE THE RESULTS TO TEACHERS BEFORE THE END OF THE SCHOOL YEAR IN WHICH THE ASSESSMENT WAS ADMINISTERED, THE DISTRICT MUST DISTRIBUTE THE RESULTS TO TEACHERS IN THE DISTRICT NO LATER THAN THE FIRST DAY THAT SCHOOL IS IN SESSION IN THE NEXT SCHOOL YEAR;] and

(2) individual student results to each student's parents **not later than the date decided by the commissioner and announced by the department.** (Eff. 3/3/2000, Register 153; am 12/19/2002, Register 164; am 11/10/2005, Register 176; am 10/3/2011, Register 200; am __/__/__, Register ____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

4 AAC 06.739(b) is amended to read:

(b) Achievement levels for English language arts and mathematics are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of proficient or advanced meet standards. To obtain an achievement level of advanced, proficient, below proficient, or far below proficient in English language arts and mathematics, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	[GRADE 10]
Reading: Advanced	392 or above	415 or above	418 or above	394 or above	406 or above	402 or above	382 or above	[400 OR ABOVE]
Reading: Proficient	300-391	300-414	300-417	300-393	300-405	300-401	300-381	[300-399]
Reading: Below Proficient	261-299	260-299	251-299	234-299	246-299	243-299	229-299	[222-299]
Reading: Far Below Proficient	260 or below	259 or below	250 or below	233 or below	245 or below	242 or below	228 or below	[221 OR BELOW]
Writing: Advanced	402 or above	420 or above	406 or above	396 or above	423 or above	460 or above	470 or above	[485 OR ABOVE]
Writing: Proficient	300-401	300-419	300-405	300-395	300-422	300-459	300-469	[300-484]
Writing: Below Proficient	218-299	204-299	187-299	215-299	234-299	232-299	238-299	[233-299]
Writing: Far Below Proficient	217 or below	203 or below	186 or below	214 or below	233 or below	231 or below	237 or below	[232 OR BELOW]
Mathematics: Advanced	390 or above	383 or above	373 or above	376 or above	383 or above	379 or above	370 or above	[392 OR ABOVE]
Mathematics: Proficient	300-389	300-382	300-372	300-375	300-382	300-378	300-369	[300-391]
Mathematics: Below Proficient	263-299	260-299	252-299	258-299	248-299	258-299	258-299	[252-299]

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am __/__/__, Register ____)

Authority: AS 14.03.015

AS 14.07.030

AS 14.07.06

AS 14.07.020

4 AAC 06.761(b) is amended to read:

(b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only [TRAINED AND] designated district **staff** [TEST COORDINATORS, ASSOCIATE TEST COORDINATORS, PROCTORS, OR TEST ADMINISTRATORS] may be in the test center rooms at the time of testing students.

4 AAC 06.761(c) is amended to read:

(c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site **building** [ASSOCIATE] test coordinator for each center. The district test coordinator or **building** [ASSOCIATE] test coordinator shall assign as many test administrators [OR PROCTORS] to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each **district** test coordinator, **building** [ASSOCIATE] test coordinator, [PROCTOR,] and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed. (Eff. 10/3/2011, Register 200; am ___/___/___, Register _____)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060

4 AAC 06.765(a) is amended to read:

(a) All test questions on standards-based tests provided for in 4 AAC 06.737, **the alternate assessment taken under 4 AAC 06.775**, [COLLEGE AND CAREER READINESS ASSESSMENTS TAKEN UNDER 4 AAC 06.718,] and the English language proficiency **assessments** [ASSESSMENT] provided for in 4 AAC 34.055[,], are confidential[,], and may be disclosed only as provided in this section.

4 AAC 06.765(c) is amended to read:

(c) School and district personnel responsible for test administration shall

(1) inventory and track **secure** [TEST] materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;

(2) securely store **secure materials** [TESTS] before distribution to school test centers and after their return;

(3) control distribution of **secure materials** [TESTS] to and from school test centers;

(4) control the storage, distribution, administration, and collection of **secure materials** [TESTS];

(5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

4 AAC 06.765(d)(1) is amended to read:

(1) **label** [CODE] the tests according to test administration directions before testing;

4 AAC 06.765(d)(7) is amended to read:

(7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner **under 4 AAC 06.765(b)**, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775;

(Eff. 3/3/2000, Register 153; am 2/18/2007, Register 181; am 10/3/2011, Register 200; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 6/1/2018, Register 226; am ___/___/___, Register _____)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in **the** [THIS] state[, TO BE KNOWN AS THE ALASKA ALTERNATE ASSESSMENT,] for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility **for an alternate assessment** [THE ALASKA ALTERNATE ASSESSMENT] shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Inclusion of Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the **alternate assessment** [Alaska Alternate Assessment] to eligible students whenever it administers the **standards-based** [STATE] assessments described in 4 AAC 06.737 [4 AAC 06.710]. Achievement levels for the English language arts, mathematics, and science **alternate assessment** [ALASKA ALTERNATE ASSESSMENT] are advanced, at target, approaching target, or emerging.

Students obtaining an achievement level of advanced or at target meet standards. For the purposes of reporting and accountability in 4 AAC 06.800 - 4 AAC 06.899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English language, arts, mathematics, and science. To obtain an achievement level in

(1) English language arts, and mathematics on the **alternate assessment** [Alaska

Alternate Assessment], a student must obtain a score as set out in the following table:

Achievement Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10

English
language
arts:

Advanced	71 or								
	above	75 or							
		above	76 or						
			above	65 or					
				above	73 or				
					above	72 or			
						above	68 or		
							above	72 or	
								above	

English
language
arts:

At									
Target	50-70	57-74	53-75	46-64	52-72	48-71	48-67	47-71	

English
language
arts:

Approaching									
Target	36-49	38-56	35-52	27-45	27-51	23-47	20-47	17-46	

English
language
arts:

Emerging	35 or
	below 37 or

below 34 or
 below 26 or
 below 26 or
 below 22 or
 below 19 or
 below 16 or
 below

Mathematics

Advanced 37 or
 above 56 or
 above 48 or
 above 38 or
 above 53 or
 above 53 or
 above 33 or
 above 36 or
 above

Mathematics:

At Target 21-36 30-55 32-47 28-37 37-52 40-52 21-32 21-35

Mathematics:

Approaching

Target 12-20 20-29 15-31 13-27 19-36 17-39 10-20 8-20

Mathematics:

Emerging 11 or
 below 19 or
 below 14 or
 below 12 or
 below 18 or
 below 16 or
 below 9 or
 below 7 or
 below

(2) Science on the alternate assessment [ALASKA ALTERNATE

ASSESSMENT], a student must obtain a score as set out in the following table:

Achievement

Level	Grade 4	Grade 8	Grade 10
-------	---------	---------	----------

Science: Advanced 21 or above 23 or above 23 or above

Science: At

Register ____, ____ 2020

EDUCATION AND EARLY DEV.

Target Science: 15-20 16-22 16-22

Approaching Target Science: 9-14 10-15 8-15
Emerging 8 or below 9 or below 7 or below

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am 3/30/2016, Register 217; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am 6/1/2018, Register 226; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.075 AS 14.07.060 AS 14.07.165
AS 14.07.020

The editor’s note following 4 AAC 06.775 is amended to read:

The [COPIES OF THE] Department of Education and Early Development's **Participation Guidelines for Inclusion of Alaska Students on State Assessments** [*PARTICIPATION GUIDELINES AND ALASKA SUPPLEMENT FOR WORKKEYS ASSESSMENT*], adopted by reference in 4 AAC 06.775, **is** [ARE] available by submitting a written request addressed to the department at 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or may be obtained on the department's website at

education.alaska.gov/assessments/accommodations

[[HTTP://EED.ALASKA.GOV/TLS/ASSESSMENT/ACCOM-](http://EED.ALASKA.GOV/TLS/ASSESSMENT/ACCOM-)

MODATIONS/HTML. A COPY OF THE DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT'S ALASKA NONSTANDARDIZED ASSESSMENT ADMINISTRATIVE MANUAL, ADOPTED BY REFERENCE IN 4 AAC 06.775, IS AVAILABLE BY SUBMITTING A WRITTEN REQUEST ADDRESSED TO THE DEPARTMENT AT 801 WEST 10TH STREET, SUITE 200, P.O. BOX 110500, JUNEAU, ALASKA 99811-0500 OR MAY BE OBTAINED ON THE DEPARTMENT'S WEBSITE AT [HTTP://EED.ALASKA.GOV/LS/ASSESSMENT/MODIFIED=HRZNONSTANDARD/NONSTANDARDIZED.MANUAL2010.PDF](http://EED.ALASKA.GOV/LS/ASSESSMENT/MODIFIED=HRZNONSTANDARD/NONSTANDARDIZED.MANUAL2010.PDF)].

4 AAC 06.812(a) is amended to read:

(a) Each year, the department will determine a school performance index **value** [score] for each school in the state that meets the minimum criteria in (e) of this section, based on a 100-point scale. The department will determine a school designation for all schools in the state as described in 4 AAC 06.840.

(Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 3/6/2015, Register 213; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020 AS 14.07.170

4 AAC 06.815(f) is amended to read:

(f) Not later than **30 days after the release of preliminary goals and measures of interim progress** [SEPTEMBER 1 OF] each year, the department will produce a report for the state and each district and school showing the performance for academic achievement,

graduation rate, and English learner progress as compared to the long-term goals and measures of interim progress and an indication of whether the targets have been met. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.825(a) is amended to read:

(a) A school serving students in grade 12 will earn points for the graduation rate indicator **using graduation rates from the previous academic year**. A school will earn between zero and 100 points for the four-year graduation rate for the all-students group, and between zero and 100 points for the five-year graduation rate for the all-students group as defined below. At least ten students must be in the adjusted graduation rate cohort in order to include the graduation rate indicator in the school's performance score. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 11/10/2005, Register 176; am 8/1/2008, Register 187; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.845(a) is amended to read:

(a) Not later than **150**[60] days after receiving notice of designation for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4

AAC 06.840(b), a district or school shall prepare a school improvement plan as required under 4 AAC 06.864 or 4 AAC 06.868 as applicable. The district or school shall review, revise, and update the applicable school improvement plan at least annually, and submit it to the department or district as applicable.

(Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.850(a) is amended to read:

(a) A district shall prepare and submit to the department a district improvement plan, or the department may prepare a district improvement plan for the district, if a district has been designated as tier II or tier III under 4 AAC 06.872(a). The district improvement plan must be submitted to the department not later than **150 days from receiving notice of school designations** [NOVEMBER 15 OF] each school year. The improvement plan must be submitted in a format or computerized platform as required by the department, unless the department approves an alternative format or platform.

(Eff. 11/23/2003, Register 168; am 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 8/20/2012, Register 203; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.868(c) is amended to read:

(c) Each school year, not later than **60 days after designations are received by the district** [OCTOBER 1] and after consultation with and approval of the department, a district shall increase the level of intervention in a school designated for targeted support and improvement if the annual review of the performance of the students in the subgroup on the indicators described in 4 AAC 06.812 - 4 AAC 06.826, including student performance against long-term goals, shows that the subgroups for which the designation of targeted support and improvement were based have not made significant progress. (Eff. 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am ___/___/___, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.872(a) is amended to read:

(a) For purposes of determining the level of state support and oversight to be provided to a district, no later than **60 days after the release of school designations** [OCTOBER 1 OF] each year, the department will designate each district in the state as a tier I, tier II, or tier III district. A tier III district receives the most state support and oversight; a tier I district the least.

(Eff. 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/___, Register ____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.875(c) is amended to read:

(c) **Not later than** [WITHIN] 20 working days after the district receives notice of the preliminary score and designation[, AND NO LATER THAN SEPTEMBER 1], the commissioner or the commissioner's designee will issue a final determination on the score and designation of a school for which the district provided supporting evidence in accordance with (b) of this section.

(Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.895(a) is amended to read:

(a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and **the requirements of** this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, **following requirements** [ON A FORM] provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, **following requirements** [ON A FORM] provided by the department.

(Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am 3/6/2015, Register 213; am 10/9/2015, Register 216; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.50.080
AS 14.03.123 AS 14.07.060

4 AAC 06.899(2) is amended to read:

(2) "Alaska Native" means a person having origins in any of the Alaska Native Tribes in Alaska [WHO IS A DESCENDANT OF, AND WHO HAS AT LEAST ONE-QUARTER BLOOD DERIVED FROM,

(A) A MEMBER OF THE ABORIGINAL PEOPLES INHABITING THE STATE WHEN ANNEXED TO THE UNITED STATES; OR

(B) AN AMERICAN INDIAN OR ESKIMO WHO, AFTER 1867 AND BEFORE JUNE 30, 1952, MIGRATED INTO THE STATE FROM CANADA];

(Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 4/6/2016, Register 218; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am __/__/__, Register ____)

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Participation Guidelines

for Inclusion of Alaska Students in State
Assessments



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The Purpose of the Participation Guidelines

REGULATORY GUIDANCE FOR ALASKA DISTRICTS

The Participation Guidelines for Inclusion of Alaska Students in State Assessments (PGs) is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires assessment of all students, including regular education students, students with Individual Education Plans (IEPs), students with Section 504 plans, and students identified as English learners. The Participation Guidelines explains the assessment options available and is subject to change based on revisions to the statewide student assessment system.

Federal and state law requires accommodations (as appropriate) for students with disabilities and for English learners (EL). English learners have been previously referred to as students with limited English proficiency (LEP). For the purposes of this guide, however, the term English learner refers to students currently identified as English learners, not former English learners who may be in monitoring status.

Alaska's Statewide Student Assessment System

Statewide student assessment is one component in an effective education system. The purposes of statewide student assessments, specifically, are as follows:

- Ascertain on a school, district, and statewide basis the extent to which children of the state are attaining state standards;
- Produce school, district, and statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and to
- Provide a basis for instructional improvement.

Accommodations for the following required state assessments are addressed in this booklet:

1. Performance Evaluation for Alaska's Schools (PEAKS)
2. Alaska Science Assessment
3. Alternate Assessment (DLM)
4. English Language Proficiency Assessment (ACCESS for ELLs)
5. Alternate English Language Proficiency Assessment (Alternate ACCESS for ELLs)
6. National Assessment of Educational Progress (NAEP)

Accommodations for the Alaska Developmental Profile for kindergarten students with disabilities or who are English learners are addressed in the *Alaska Developmental Profile Implementation Guide* available on the [ADP webpage](http://education.alaska.gov/assessments/developmental) (education.alaska.gov/assessments/developmental).

For detailed instructions on the use of accommodations for assessment, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* available on the [DEED Accommodations webpage](http://education.alaska.gov/assessment/accommodations) (education.alaska.gov/assessment/accommodations).

Introduction to Participation in Assessments and to Student Supports

PARTICIPATION

Statewide system of Student Assessment includes all required statewide assessments. Students participate in these assessments according to criteria for each assessment. This document provides regulatory guidance for both the comprehensive system of student assessment and each assessment within that system. It is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement.

This document explains the accommodation options available for each assessment for a student with a disability and the decisions that must be made by the student's IEP or Section 504 team. These decisions include choosing which assessments the student is eligible to participate in and which accommodations are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do. This document also explains the linguistic supports, or accommodations, available for each assessment for a student who is an English learner.

STUDENT SUPPORTS

The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and English learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed, based on the constructs being measured in the assessment.

UNIVERSAL TOOLS

Universal tools are supports or preferences that are available to **all** students taking the computer-based or paper-based PEAKS, Alaska Science Assessment, ACCESS for ELLs, and Alternate ACCESS for ELLs. Universal tools are available at all times and their use is based on student choice, need and preference.

Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded within the test engine. There are also Universal tools that are provided outside of the test engine, such as scratch paper. These tools do not alter the test "construct" (what the assessment is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

ACCOMMODATIONS

Accommodations are practices and procedures that provide equitable access to grade-level content during instruction and assessment without altering the validity of the assessment scores, score interpretation, reliability, or security of the assessment. Accommodations must be made available to students with disabilities on an Individualized Education Program (IEP) or Section 504 Plan, students with transitory impairments, and English learners as documented in student files.

All accommodations must be documented in the student's IEP, 504, EL, or Transitory Impairment plan. This includes accommodations that are universal tools. Documenting the student's need ensures the accommodations will be provided in both instruction and assessments. Providing accommodations not in the student's IEP, 504, EL, or Transitory Impairment plan or mis-administering accommodations (e.g., reading aloud

the reading passages) is not allowed. Accommodations must be administered according to the guidelines of the assessment.

Accommodations should not be used on state assessments unless they have been a regular part of instruction. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing a spell checker for classroom assignments is appropriate; providing a spell checker on an ELA standardized assessment would change what the assessment items are measuring and would compromise the validity of the assessment scores.

Accommodations for Students with Disabilities on an IEP or 504 Plan

It is important for educators to become familiar with state policies regarding accommodations during assessments. Due to the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student's need, and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular and/or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When accommodations are provided as part of a computer-based assessment, the IEP Team must take care to ensure that students have multiple opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to practice using the tools and accommodations made available on the computer-based assessments. For more information on how to access the training tools, refer to the resources on the webpage for the specific assessment on the [DEED Assessments homepage](http://education.alaska.gov/assessments) (education.alaska.gov/assessments).

Accommodations for English Learners (ELs) for Content Assessments

According to AAC 34.090(a):

(2) "English learner" means an individual

- (A) who is between 3 and 21 years old;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) who falls into one or more of the following categories of individuals:
 - (i) an individual not born in the United States or whose native language is a language other than English;
 - (ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the (i) ability to obtain an achievement level that meets standards, as described in [4 AAC 06.739](#), on the state assessments in English language arts, mathematics, and science under [4 AAC 06.737](#); (ii) ability to successfully achieve in classrooms where the language of instruction is English; or (iii) opportunity to participate fully in society;

All English learners must be formally identified through Alaska’s statewide standardized entrance procedures, which includes a screening assessment to determine that the student’s difficulties in speaking, reading, writing and/or understanding the English language may be sufficient to deny the student the ability to succeed academically. Students currently identified as ELs must participate in statewide academic assessments, and are eligible to receive accommodations as outlined in these guidelines. Formerly identified EL students are not eligible for EL accommodations. These students would be eligible for accommodations based on disabilities, if applicable. For details on the process for identification of EL students, refer to the [Guidance for English Learners \(EL\) Identification, Assessment, and Data Reporting](https://education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx) (education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx).

ELs must be provided reasonable accommodations on state content assessments, to the extent practicable. Accommodations are allowed for students who are ELs when testing for academic content knowledge and skills, but not when testing for English language proficiency.

Accommodations for Students with a Transitory Impairment

Students with a transitory impairment are not regarded as individuals with disabilities because the impairment is transitory and minor. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive accommodations. The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district. A sample documentation form is available on the [DEED Accommodations webpage](https://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

Modifications

A modification is a change in the content, format, and/or administration of an assessment that alters what the assessment is designed to measure or the comparability of scores. **A modification makes an assessment invalid.** Modifications are determined based on what the assessment is designed to measure. Educators must become familiar with each assessment in order to prevent invalidation.

DETERMINING IF AN ADAPTATION IS A MODIFICATION OR ACCOMMODATION

An adaptation is any change from standardized administration provided to a student for testing. Examples might include additional breaks, preferential seating, or a special chair. Most adaptations are common and are listed in the accommodation tables of this document. However, sometimes a student needs an adaptation that is not listed in this resource. Any list of accommodations will be incomplete because of the unique needs of each individual child.

In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in the following tables are examples of acceptable accommodations. When an adaptation for a content assessment is not listed, the student's IEP Team should use the following guidance to determine if the accommodation is appropriate to use for content assessments.

When evaluating an adaptation that is not included in the accommodations table, an IEP Team or 504 Team should answer the following questions.

First, the two threshold questions:

1. Would the adaptation help the student demonstrate achievement by **reducing the effect of the disability** on the student's performance?
2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment.

If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 Team should answer the following questions:

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
 - a. Would the adaptation give the student an unfair advantage over a student who has the same achievement level, but who is not eligible to use the adaptation?
 - b. Does any research support the conclusion that this adaptation does not alter the ability of the assessment to measure the student's skill level?

Next, the IEP or 504 Team should consider questions that relate to whether the assessment could still be administered:

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 Team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.
5. Would use of the adaptation make it impossible to score? Before rejecting an adaptation because it changes or alters the answer sheet, an IEP or 504 Team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test administrator can transcribe the student's answers to another test booklet or answer document after the student completes the assessment.

*If the answer to any question 3, 4, or 5 is yes, then the adaptation is a modification, and is **not** allowed on state assessments. The use of a modification on a state assessment results in an invalid score.*

If the answers to all questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the

accommodation.

IEP or 504 Teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 Teams will be able to resolve issues regarding the proper use of adaptations.

Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non-binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 Team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. The district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the assessment.

If an IEP or 504 Team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district must inform the IEP or 504 Team that the modification will make the assessment results invalid and that the assessment will not be scored. A list of examples of modifications that are not allowed are listed in [Appendix A](#).

Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science Assessments

The Performance Evaluation for Alaska's Schools (PEAKS) and Alaska Science assessments are designed to measure student growth and achievement. There are three content area assessments: English language arts, mathematics, and science. The assessments measure the Alaska English Language Arts and Mathematics Standards (adopted in 2012) and the Science Grade Level Expectations (adopted in 2006). PEAKS and Alaska Science Assessments are administered to all students in the specified grade levels except those with significant cognitive disabilities who participate in the Alternate assessment program.

Some schools may choose the PEAKS and Alaska Science paper-based test administration option for all students due to a lack of technological capacity or other logistical reasons. Additionally, a paper-based assessment may be chosen for a student by an IEP Team as an accommodation if the student's disability prevents the successful use of a device.

STUDENT SUPPORTS FOR THE PEAKS AND ALASKA SCIENCE ASSESSMENT

Universal Design

The PEAKS and Alaska Science assessments are designed with the principals of Universal Design. "Universally designed assessments" are developed from the beginning to allow participation of the widest possible range of students and to result in valid inferences about performance for all students who participate in the assessment. As such, universally designed assessments add a dimension of fairness to the testing process. According to the National Research Council (1999), "fairness, like validity, cannot be properly addressed as an afterthought once the test has been developed, administered, and used. It must be confronted throughout the interconnected phases of the testing process, from test design and development to administration, scoring, interpretation, and use" (p. 81). *The Standards for Educational and Psychological Testing* also addresses this need by requiring that "all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions" (p. 74).

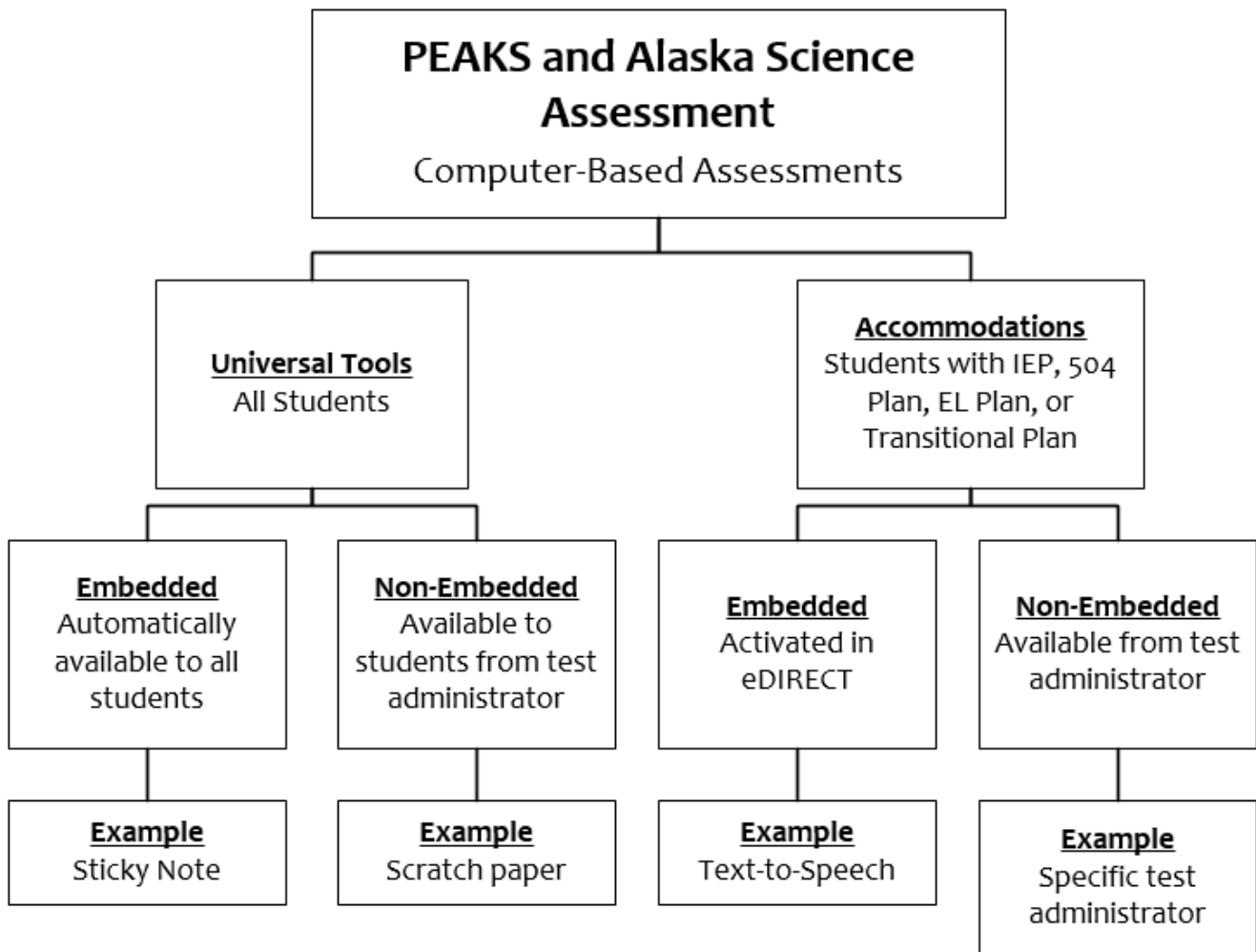
Universally designed assessments are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

TYPES OF STUDENT SUPPORTS FOR THE PEAKS AND ALASKA SCIENCE COMPUTER-BASED ASSESSMENTS

Embedded and Non-Embedded Accommodations

Accommodations are provided to students based on the decisions of the IEP Team. Accommodations can be either embedded or non-embedded.

- Non-embedded accommodations are those that are outside of the technology. For example, preferential seating or use of math manipulatives are non-embedded.
- Embedded accommodations are those that are within the test engine. They are activated for an individual student within the DRC INSIGHT Portal.



For detailed information on how to use these supports for students, refer to the [Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessments](https://education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx) (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

UNIVERSAL TOOLS FOR PEAKS AND ALASKA SCIENCE ASSESSMENTS

Universal tools are supports or preferences that are available to **all** students taking the PEAKS and Alaska Science computer-based assessments or the paper-based assessments. Universal tools are available at all times and their use is based on student choice, need, and preference. Some Universal tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation.

Table 1: Universal Tools for the PEAKS and Alaska Science Assessments

Available to all students. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on universal tools, refer to the *Test Administration Directions* located on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks), Test Administration tab.

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Calculators	Available only on select sections on the math content assessment. See <i>Test Administration Directions</i> and <i>Assessment Calculator Policy</i> for specific information.	YES, embedded within the DRC INSIGHT Test Engine	YES
Color Overlay	Changes the background color behind text, graphics, and response areas.	YES, embedded within the DRC INSIGHT Test Engine	YES, students may use a color overlay sheet.
Clarification of technology directions	Student may request clarification of technology directions. See <i>Test Administration Directions</i> for specific information.	YES	N/A
Color Contrast / Reverse Contrast	Student may choose from options to changes background color and text.	YES, embedded within the DRC INSIGHT Test Engine	N/A
Cross-off	Student may cross out/eliminate a multiple-choice answer selection(s).	YES, embedded within the DRC INSIGHT Test Engine	YES
Headphones	Student may wear noise blocking headphones to screen out extraneous sounds. This does not include music devices.	YES	YES
Highlighter	Student may use a highlighter to highlight desired assessment questions or selections.	YES, embedded within the DRC INSIGHT Test Engine	YES

UNIVERSAL TOOL	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Line Guide / Place Markers	A straight edge line used to follow along with each line of text or to help student track items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use a device, such as an unmarked ruler.
Magnification	Magnify text or images for better viewing.	YES, student can magnify/enlarge the entire screen, including all text, images, and objects.	YES, student may use devices that magnify text such as a magnifying glass.
Masking	Masking portions of the test to direct attention to uncovered items.	YES, embedded within the DRC INSIGHT Test Engine	YES, student may use blank paper or other unmarked device.
Scratch / Graph Paper	Scratch or graph paper must be securely destroyed after assessment session.	YES	YES
Sticky Note	Creates and places a note (or multiple notes) on the screen in which a student can type a short message for later reference.	YES	N/A

ACCOMMODATIONS FOR PEAKS AND ALASKA SCIENCE ASSESSMENTS

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English learners (ELs). Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations **must** be made available to students with an IEP or 504 plan, students with transitory impairments, and EL students, as documented in the applicable student plan. If an adaptation not listed below is being considered for a student, follow the guidance in the section “Determining if an Adaptation is a Modification or Accommodation” to determine if the adaptation would be allowed as an accommodation. Table 2 is not an exhaustive list of all allowable accommodations.

Specific test administration requirements to provide the below accommodations can be found in the *Test Administration Directions*. Look for the Test Administration tab on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks).

Activating Accommodations Embedded In the PEAKS and Alaska Science Assessments

PEAKS and the Alaska Science Assessments are administered using the DRC INSIGHT Test Engine in which embedded accommodations are provided to a student. Embedded accommodations, unlike Universal tools, are only available for students to use when activated by an educator via the DRC INSIGHT Portal prior to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will activate student accommodations.

Table 2: Accommodations for the PEAKS and Alaska Science Assessments

For students with disabilities, as documented in an IEP or 504 Plan. Embedded within the testing system and/or provided by test administrator. For additional test administration resources on providing accommodations, refer to the *Test Administration Directions* located on the [PEAKS webpage](http://education.alaska.gov/assessments/peaks) (education.alaska.gov/assessments/peaks), Test Administration tab. For additional resources on determining accommodations, please refer to the *Handbook for the Participation Guidelines* available on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Adaptive devices, equipment and furniture	Some adaptive devices may require individual test administration as well as a scribe to type or write responses verbatim into the test engine, test booklet, or answer document.	YES	YES
Additional time	Student may take additional time to complete assessments as needed beyond the time typically scheduled for all students.	YES	YES
Allowing alternative responses: <ul style="list-style-type: none"> oral response signing pointing recorded response use of word processor 	A scribe may type responses verbatim into the test engine or write them in the test booklet or answer document. For use of a word processor, other programs on the computer must be disabled and spelling, grammar check, and other features turned off.	YES	YES
Audio CD for test questions and answer choices	Use of the test-contractor provided audio CD is required if the student’s IEP requires a read aloud accommodation. The CD includes assessment questions and answer choices. A test administrator may administer a ‘read aloud’ accommodation if student’s IEP specifically designates a human read aloud. Reading of reading passages is not allowed.	N/A See Text-to-Speech.	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. <ul style="list-style-type: none"> Questions Answer choices Reading of reading passages is not allowed.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.	YES	YES
Braille	Students may require Braille version of the paper-based assessment. Available in UEB for ELA, math, and science.	N/A	YES
Clarification of test directions: <ul style="list-style-type: none"> • student requests clarification • student restates directions 	A test administrator may provide clarification of assessment directions. This does not apply to assessment questions, answer choices, or embedded directions.	YES	YES
Clarification of embedded test directions: <ul style="list-style-type: none"> • student requests clarification • student restates directions 	A test administrator provides clarification of directions provided within a test item. This does not apply to assessment questions or answer choices.	YES	YES
Flexible scheduling	Students may split a test “part” over multiple days.	YES	YES
Frequent breaks	Students may take breaks as needed.	YES	YES
Graphic organizers	Student can be provided with a blank (no text) graphic organizer template such as a flow chart or story web.	YES	YES
Individual administration	Students may have the test administered individually in a separate location and/or at a different time than their peers.	YES	YES
Large Print	Students may require larger text and graphics.	YES, embedded magnifier within the DRC INSIGHT Test Engine, responsive screen	YES, large print version of the test is 18pt font on 11 x 17 paper

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Math manipulatives	<p>Student use of physical objects for math items.</p> <p>Multiplication tables and number lines may be used on select sections of the math content assessment where calculators are allowed. See <i>Test Administration Directions</i> and the <i>Assessment Calculator Policy</i>.</p> <p>See the <i>Handbook for the Participation Guidelines</i> for list of additional allowable and non-allowable math manipulatives.</p>	YES	YES
Reading, and re-reading, if requested: <ul style="list-style-type: none"> • test directions • embedded directions 	In individual or small-group assessment administrations, a test administrator may read directions.	N/A See Text-to-Speech.	YES
Signing to student: <ul style="list-style-type: none"> • directions • embedded directions • math items • science items • ELA questions & answer choices 	<p>Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems.</p> <p>Reading passages may not be signed to the student. This invalidates the assessment.</p>	YES	YES
Small group administration	Students may have the test administered in a small group in a separate location and/or at a different time than their peers.	YES	YES
Special pen or non-#2 pencil	Requires transcription of student answers.	N/A	YES
Specific test administrator	For students who need a familiar test administrator.	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. Text-to-Speech does NOT read the passages associated with ELA reading items.	YES, embedded within DRC INSIGHT Test Engine	N/A See Audio CD.
Allow student to mark in test booklet	Students may mark answers in test booklet instead of answer document. Requires transcription of student answers.	N/A	YES
Provide detailed monitoring to ensure student marks responses in correct answer area	Test administrator monitors student responses individually or in small groups.	N/A	YES
Provide student with additional room for writing responses	Requires transcription of student answers.	N/A	YES

Common instructional supports NOT allowed as accommodations for the PEAKS and Alaska Science assessments:

The following supports are *not* allowed as accommodations for the PEAKS and Alaska Science assessments because they would change the construct of what is being measured on the assessment. A complete list of modifications is located in [Appendix A](#).

- Calculators on all sections of the test
- Reading aloud the reading passages
- Spell-check

ACCOMMODATIONS FOR ENGLISH LEARNERS FOR CONTENT ASSESSMENTS

All students identified as English learners must participate in statewide academic assessments. Only **currently identified ELs may receive EL accommodations**. The EL accommodations listed below in Table 3 are the only allowed accommodations for ELs for the PEAKS and Alaska Science computer-based and paper-based assessments.

The research-based EL accommodations in Table 3 are EL-responsive: they have been shown to support ELs linguistically in order to more accurately assess their academic content knowledge. Careful selection of EL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students’ English proficiency level. For detailed instructions on the use of EL accommodations, refer to the [Handbook for the Participation Guidelines: Guidance and Tools for the Selection, Administration and Evaluation of Accommodations and Other Student Supports](http://education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx) (education.alaska.gov/tls/assessments/accommodations/Handbook-for-the-PG.docx).

Teams of people (teachers, administrators, etc.) who know the educational needs of the EL should make decisions concerning appropriate EL accommodations to be used during statewide content assessments. Teams should include, when available, a teacher or administrator who has specialized training or experience with the instruction of English learners. With a close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELs gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the student’s file [4 AAC 06.776(b)]. A sample documentation form for EL accommodations is available on the [DEED forms webpage](http://education.alaska.gov/forms) (education.alaska.gov/forms).

The accommodations listed below are the only allowable accommodations for ELs for content assessments.

Table 3: Accommodations for English Learners for Content Assessments

Accommodations must be documented in the EL student plan. Embedded within the testing system and/or provided by test administrator.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Text-to-Speech (TTS) for English language arts, math, and science	Allows students to start, stop, or replay computer audio of the test associated with the content on the screen for all content areas. Text-to-Speech does NOT read the passages associated with ELA reading items.	YES, embedded within DRC INSIGHT Test Engine	N/A See Audio CD.

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Audio CD	<p>Use of the test-contractor provided audio CD is required if the student's plan requires a read aloud accommodation.</p> <p>The CD includes assessment questions and answer choices. A test administrator may administer a 'read aloud' accommodation if student's plan specifically designates a human read aloud.</p> <p>Reading of reading passages is not allowed.</p>	N/A See Text-to-Speech.	YES
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location.	YES	YES
Using a specific test administrator	For students who need a familiar test administrator.	YES	YES
In English or the native language provide written version of written/oral test directions	Written version of test directions must be verbatim of what is provided in the <i>Test Administration Directions</i> .	YES	YES
Read aloud and/or repeat written and/or oral assessment directions, including embedded item directions, in English or the native language	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.	YES	YES
<p>Clarification of test directions in English or the native language:</p> <ul style="list-style-type: none"> • student requests clarification • student restates directions 	Clarification should not provide additional directions or examples.	YES	YES
Provide a published word- to- word bilingual dictionary	<p>Published document must provide word-for-word equivalents in English and native language, and suitable for standardized assessment.</p> <p>Dictionaries that include pictures or word definitions are not allowed.</p> <p>Electronic dictionaries are not allowed.</p>	YES	YES

ACCOMMODATION	DESCRIPTION OR USE	COMPUTER-BASED	PAPER-BASED
Provide the native language word for an unknown word in an assessment item when requested by student	Translation should not include additional words, ideas or examples. Not allowed for reading passages.	YES	YES
Allow the student to respond orally to constructed response items in English for math, and/or science items	Requires a scribe to transcribe verbatim into the test engine or test booklet. Not allowed for English language arts items.	YES	YES
Human read aloud	A test administrator reads aloud the English language arts, mathematics, and science assessments. <ul style="list-style-type: none"> • Questions • Answer choices Reading of reading passages is not allowed.	YES	YES

Note: EL students with disabilities may be given EL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.

Alternate Assessment Dynamic Learning Maps (DLM)

OVERVIEW OF ASSESSMENT OF STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004) and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) of 2015. These students may be precluded from taking regular or substitute course offerings as defined in Alaska regulation 4 AAC 06.078. Alternate assessments designed for these students offer assessments in the same content at the same grade levels as the general content assessments. If a student meets the eligibility criteria, the IEP Team may recommend the alternate assessment for that student. It is expected that only a small number (less than one percent) of all students will be eligible to participate in an alternate assessment. These students may be awarded a certificate of completion or attendance, based on completion of the IEP goals or attendance, rather than a high school diploma. (See [4 AAC 06.790](#) for definitions.)

Content Standards and Achievement Standards

The alternate assessments are based on content standards for English language arts, mathematics, and science called the Alaska-Dynamic Learning Maps (DLM) Essential Elements. The Essential Elements are aligned to Alaska's content standards, but are reduced in complexity, breadth, and depth. The Essential Elements are located on the [DLM website](http://dynamiclearningmaps.org/about/model#essential-elements) (dynamiclearningmaps.org/about/model#essential-elements).

The Alternate Achievement Standards are achievement level descriptors that are different from the achievement standards for the general education assessment. The achievement levels (cut points and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities.

Administering the Alternate Assessment

District personnel must be trained and qualified in order to administer the Dynamic Learning Maps Alternate Assessment, in accordance with the requirements of [4 AAC 06.761](#).

Determining Student Eligibility for the Alternate Assessment

Eligibility and selection for the alternate assessment is a decision made by the IEP Team members on an annual basis during the IEP meeting. The IEP Team must use the Alternate Assessment Participation Criteria Checklist found in this section to determine if a student is eligible to take the alternate assessment. Decisions made by the IEP Team must be reflected in the student's IEP and kept in the student's special education file.

Parents/guardians must be informed when their child's instruction will be based on content aligned with the Essential Elements rather than regular curricular offerings and their child's achievement measured by the alternate assessment will be based on the Alternate Achievement Standards. The notification must also include how the child's participation in this instruction and in the alternate assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.

ALTERNATE ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

Students with Significant Cognitive Disabilities

Students eligible for the alternate assessment must take the assessment in all the content areas: English language arts, mathematics, and science (if applicable).

Participation in the alternate assessment **requires** a yes answer to **each** of the following questions.

Agree (Yes) or Disagree (No)? Provide documentation for each	Participation Criterion	Participation Criterion Descriptors
Yes/No	1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. *Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.
Yes/No	2. The student is primarily being instructed (or taught) using content aligned to the DLM Essential Elements.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.
Yes/No	3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

The following are not allowable considerations for determining participation in the alternate assessment:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expect poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education

8. EL status
9. Low reading level/achievement level
10. Anticipate student's disruptive behavior
11. Impact of student scores on accountability system
12. Administrator decision
13. Anticipate emotional duress
14. Need for accommodations (e.g., assistive technology) to participate in assessment process

Documenting the Decision in the Individualized Education Program (IEP)

The following information must be documented and stored in the student's special education file. A sample IEP form can be found in the *Guidance for Special Education Personnel* available on the [DEED SPED webpage](http://education.alaska.gov/sped) (education.alaska.gov/sped).

1. Acknowledgement that the alternate assessment (DLM) is based on alternate achievement standards, and therefore, may delay or limit the student's ability to obtain a regular high school diploma.
2. An acknowledgement, signed by the parent/guardian, stating that he or she has been notified that the student is taking the alternate assessment (DLM) for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification must be sent by the district.
3. A statement in the IEP by the team describing why the general content assessments (PEAKS and Alaska Science) in English language arts, mathematics, and science are not appropriate.
4. A statement in the IEP by the team describing why the alternate assessment (DLM) is appropriate based on the participation criteria.

STUDENT SUPPORTS FOR THE DLM ALTERNATE ASSESSMENT

Accommodations and Assistive Technology

Students taking DLM may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

Accessibility Provided by the Computer-Based Assessment System

Accessibility to the alternate assessments is provided via a special user interface called Kite® Suite. Prior to testing, information must be entered into the student's profile for accessibility and into the First Contact Survey for each student. These resources are available on the [Educator Portal website](http://educator.kiteaai.org/) (educator.kiteaai.org/). This information must be entered prior to testing to customize each student's experience and determine which test form is the most appropriate.

The First Contact Survey is a collection of background information about students who are eligible for the DLM alternate assessment. The survey goes beyond basic demographic information and includes questions on topics such as communication, assistive technology devices, motor and sensory impairments, and academic performance. The First Contact Survey is completed prior to assessment administration and some questions are used to determine a student's entry point, or initialization, into the assessment. This is the student's first testlet. Instructions on how to fill out the First Contact Survey are located in the *DLM Test Administration Manual* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

The Personal Needs and Preferences (PNP) Profile is used to activate the appropriate accessibility features and supports within the testing system. It can be completed any time before testing begins and can be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the test engine. The PNP Profile is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP Profile is linked to the student's record and can be accessed by the educators at the new school.

The following tables identify the accessibility features available for students. Test administrators and students may try out these features in provided practice tests to determine what works best for each student. These options are designed to deliver a personalized, accessible user experience as they are matched to assessments within the test engine system.

The following information is taken from the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

ACCESSIBILITY SUPPORTS PROVIDED IN THE DLM ALTERNATE ASSESSMENT

This section identifies the accessibility supports available for students taking the DLM alternate assessment and distinguishes among accessibility supports that (a) can be utilized by selections online supports via the PNP Profile, (b) require additional support materials, and (c) are provided by the test administrator outside the system.

Prior to administering the DLM alternate assessment, test administrators provide information about the accessibility needs of each assessed student. The Kite® system stores this information and uses some of it to activate certain supports.

Category 1 Settings in the PNP Profile activate supports within Student Portal

Online supports include magnification, overlay color, invert color choice, contrast color, and Spoken Audio. Directions detailing how to select the PNP Profile supports are found in Step 4: Select and View Supports in the Kite System of the six-Step DLM accessibility customization process, which is in the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

Test Administrators are advised to try out the supports in advance to make sure they are compatible and provide the best access for students. See the Guide to Practice Activities and Released Testlets on the [DLM website](http://dynamiclearningmaps.org) (dynamiclearningmaps.org) for more information (e.g., the user names and passwords for the practice demo testlets). Released testlets are similar to real testlets. They are selected from a variety of Essential Elements and linkage levels across grades 3-8 and high school. New released testlets are added periodically.

CATEGORY 1

ACCESSIBILITY FEATURE	DESCRIPTION
Magnification	Magnification allows test administrators to choose the degree of screen magnification during assessment. Test administrators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22 point. Scrolling may be required when the level of magnification is increased and the entire item can no longer be seen on the screen. Scrolling will vary due to the level of magnification, the amount of content in the item, and the size of the screen.
Overlay Color	The background color of the assessment. The default color is white. Test administrators may select from the alternate colors of blue, green, pink, gray and yellow. Practice demo testlets have specific presets, but more options are provided in the PNP and actual live testlets.
Invert color choice	Makes the background color black and the font white. Images display with a white background.
Contrast color	Allows test administrators to choose from color schemes for the background and font.
Spoken Audio <ul style="list-style-type: none">• Text only• Text & graphics• Nonvisual	Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. Three preferences are available for Spoken Audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind).

Category 2 Settings in the PNP Profile require additional supports or materials

These supports include braille, switch system preferences, and the use of special equipment and materials and typically require prior planning and setup. The test administrator selects these supports in the PNP Profile. Practice activities and released testlets with supports are available through several demo student accounts. See the Guide to Practice Activities and Released Testlets or the *Test Administrator Manual* for a list of demo logins for practice testlets.

CATEGORY 2

ACCESSIBILITY FEATURE	DESCRIPTION
Braille	The DLM Alternate Assessment System supplies braille forms for some testlets and target linkage level. These forms are available in either uncontracted Unified English Braille (UEB) or English Braille American Edition (EBAE), depending on what the test administrator selects in the student’s PNP Profile, if the state permits both. DLM braille forms also include Nemeth code for mathematics as needed.
Alternate Form – Visual Impairment	For a student who is blind and does not read braille or has a significant visual impairment, the test administrator selects Alternate Form – Visual Impairment under the Other tab in the PNP Profile. The alternate form of the testlet, if available, will have the letters BVI (Blind Visual Impairment) in the testlet name, in the test ticket, and in Student Portal (e.g., SP BVI SCI MS.PS1-2 P 10455). If a BVI form is not available for the testlet, the system will deliver a standard form to the student. The accompanying Test Information Page (TIP) for that testlet will provide information about how to make appropriate adaptations for the student.
Single-switch system	This support is activated using one switch and a switch interface that emulates the Enter key on the keyboard. In the PNP Profile, test administrators can set scan speed, indicate if scanning is to begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
Two-switch system	This system does not require activation in the PNP Profile. Two switches and a switch interface are used to emulate the Tab key to move between choices and Enter key to select the choice when highlighted.
Individualized manipulatives	Students may use familiar manipulatives (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters). Refer to the TIP for constraints for a specific testlet.
Calculator	Students may use a calculator on mathematics testlets unless it interferes with the construct of the testlet. The TIP for each mathematics testlet will specify when a calculator is permitted.

Category 3 Settings in PNP Profile all require supports provided by the test administrator outside of Kite Student Portal

Supports offered outside of Student Portal require actions by the test administrator, such as reading, signed, translating the assessment, or helping the student enter responses. These supports are recorded in the PNP Profile even though they are delivered by the test administrator outside of Student Portal.

CATEGORY 3

ACCESSIBILITY FEATURE	DESCRIPTION
Human read aloud	Test administrators may read the assessment aloud to students. Alternate test for test administrators who will deliver the human read aloud will include descriptions of graphics and alternate test descriptions of images and are provided as additional pages after the main TIP. The <i>Test Administrator Manual</i> also includes information about human read aloud.
Sign interpretation of text	Test administrators may sign the content to students using American Sign Language (ASL), Signing Exact English, or personalized sign systems.
Language translation of text	Test administrators may translate the text for students who are English learners or who communicate best in a language other than English. Language translations are not provided via the computer. State policy will guide whether translation can be used.
Test administrator entering student responses	If students are unable to physically input their response options, they may indicate their responses through their typical response mode and/or forms of communication (e.g., eye gaze, gesture). Test administrators may key in those responses only when students are unable to independently and accurately record their responses in Student Portal.
Partner-assisted scanning (PAS)	PAS is a strategy in which test administrators assist students with scanning students' response options. Test administrators read and/or point to each response option and students indicate when presented their desired response.

Note: For a list of additional allowable supports, refer to the *Accessibility Manual for the DLM Alternate Assessment 2019-20* located on the Alaska-specific page on the [DLM website](http://dynamiclearningmaps.org/alaska) (dynamiclearningmaps.org/alaska).

English Language Proficiency (ELP) Assessment ACCESS for ELLs

Students in kindergarten through grade 12 who are currently identified as English learners (ELs) must be assessed annually to monitor their progress in acquiring academic English. Alaska uses WIDA’s ACCESS for ELLs assessment as its English language proficiency assessment. This assessment is aligned with the WIDA English Language Development (ELD) Standards. Alaska adopted the 2007 WIDA ELD Standards in 2011 ([4 AAC 04.155](#)). ACCESS for ELLs is used to assess the proficiency levels of English learners’ receptive and productive skills in English in the areas of listening, speaking, reading and writing. ACCESS for ELLs focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills; therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. ACCESS for ELLs is available for grades 1-12 in online and paper-based versions. Kindergarten ACCESS for ELLs is available in a paper-based version only. Assessment administration information is available on the [WIDA website](#) (wida.wisc.edu). The following information is an excerpt from the *WIDA Accessibility and Accommodations Supplement*. For more information on any of these supports, please refer to the Supplement located on the [WIDA website](#) (wida.wisc.edu).

ADMINISTRATIVE CONSIDERATIONS

Districts and schools have the authority to make administrative determinations for any EL student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. These individualized administration procedures provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs can be administered most effectively. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted. In addition to administration procedures listed in the test administration manual, the following tables show the administrative procedures that may be customized to meet the needs of students taking either computer-based or paper-based assessment.

Table 4: Administrative Considerations for ACCESS for ELLs, Alternate ACCESS for ELLs, Kindergarten ACCESS and WIDA Screener

Administrative Consideration	Description
Adaptive and Specialized Equipment or Furniture	Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards. Students who routinely use adaptive or specialized furniture or equipment should have access to these during testing.

Administrative Consideration	Description
Alternative Microphone	<p>Students may feel uncomfortable speaking into the microphone attached to the headset if they are unfamiliar with this practice. Students may use an alternate microphone (not attached to a headset), such as a microphone built into the computer or one that attaches to the device using a USB port. Bluetooth and other alternative microphone set-ups may or may not be compatible with the online test engine. Check for compatibility prior to the day of assessment using the online Speaking practice test.</p> <p>Students may also need to be tested in a separate environment in order to limit distractions for other students.</p>
Familiar Test Administrator	<p>Students may feel more comfortable with a known test administrator.</p> <p>All test administrators are required to be trained and certified to administer the test.</p>
Frequent or Additional Supervised Breaks	<p>Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student’s specific needs (e.g., fatigues easily, overly anxious).</p> <p>Generally, students must remain in the testing environment for breaks during each testing section. The student may stand up, walk around, or engage in activities that do not distract other test takers. The exception for remaining in the testing environment would be for the student to use the restroom or access specialized equipment (e.g., sensory breaks, medical equipment). In these cases, arrangements should be made for the student to be escorted in order to minimize interactions with other students.</p> <p>During breaks, the student’s test books must be closed or computer screens must be covered/turned off. If the student leaves the room, the test administrator must collect the student’s paper-based test materials, or ensure the online test has been placed on “pause.” The embedded pause setting for online administration allows for up to 30 minutes of inactivity prior to automatically logging the student out of the session.</p>
Individual or Small Group Setting	<p>A small group is a subset of a larger testing group taking the test in a separate location. While the typical size for a small group is two to eight students, WIDA does not prescribe a minimum group size for any student. However, for students with disabilities, schools must follow group size guidelines as documented in their plans (e.g., “fewer than ten students” or “no more than 8 students”), or follow the state’s policy guidelines. If the plan does not specify the maximum number of students in the small group, follow common practice for that student during instruction and classroom/district assessment.</p> <p>The testing location must be a secure and safe environment that is monitored while the assessment is being administered.</p>
Monitor placement of responses in the test booklet or onscreen	<p>Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the “tab” rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of</p>

Administrative Consideration	Description
	the item or selecting the correct response.
Participate in different testing format (paper vs online)	<p>If allowed by state policy, students may participate in the assessment using a different format from their peers. For schools and districts administering computer-based assessments, a paper-based assessment may be more appropriate for a student for a variety of reasons. In these circumstances, using the paper-based test should be considered. Conversely, a student may need an online assessment to use familiar technology supports while peers are participating in the paper-based assessment. This decision should be based on individual student needs and not applied on a group basis.</p> <p>Writing domain: Some students participating in online testing in Grades 4 - 12 may need to take only the writing domain using the paper-based format. In this situation, the student must not use the online test platform for any part of writing. Some states' policies do not allow online students to take the paper-based writing, as all portions of the assessment must be completed in the same format.</p>
Read Aloud to Self	<p>A student may read the assessment aloud to him/herself. Devices, such as "whisper phones," may also be used.</p> <p>To minimize distraction or interference with other test takers, the student should be tested in an environment separate from other students. The testing location must be a secure environment that is monitored while the assessment is being given.</p>
Specific Seating	<p>Students may be seated in a specific location in the testing environment. For example, a student may need to be seated away from a heating/cooling vent, near a window for natural light, or near the test administrator's desk.</p> <p>While seating is a local decision, students must be positioned in a suitable manner for testing (i.e., lying on the floor during testing is not appropriate). Additionally, it is not appropriate to seat a student in a location that is not visible to the test administrator, such as behind a bookshelf separating the student from the rest of the room. The use of study carrels to separate students and minimize distractions is allowable as long as the test administrator is able to effectively monitor student testing.</p>
Short Segments	<p>In rare instances, students may need longer breaks than provided through the Frequent or Additional Supervised Breaks administrative procedures. In these cases, the assessment may be given in short segments. If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time.</p> <p>A language domain should be completed within one school day.</p> <p>NOTE: The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom testing.</p>

Administrative Consideration	Description
Verbal praise or tangible reinforcement for on task or appropriate behavior	<p>It may be appropriate to provide students positive reinforcement during testing. Reinforcement may not depend on the accuracy of the student’s response. Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student.</p> <p>Verbal feedback may include phrases such as “Good job,” “Very good,” “Nice job,” and “Okay.”</p>
Verbally redirect student’s attention to the test (English or Native Language)	<p>Test administrators may verbally redirect the student’s attention to the test when the student is demonstrating off task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.</p>

UNIVERSAL TOOLS

Universal tools are available to all students taking the ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.

Provided that students have become familiar with the appropriate use and availability of universal tools, these should reinforce students’ abilities to demonstrate their knowledge and skills. Educators must ensure that students have opportunities to practice using the tool and must help students determine when a tool may be appropriate and useful. Making connections between learning strategies used during instruction and similar universal tools available on the assessment also may help students decide which tools are appropriate and when to use them. Remember, sample items are available for students to practice using the universal tools.

Universal tools do not need to be pre-selected for online testing in WIDA AMS.

Table 5: Universal Tools for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs

UNIVERSAL TOOL	DESCRIPTION
Audio Aids	<p>A tool that the student can use to amplify or diminish sound.</p> <p>Audio aids include amplification devices, noise buffers, or white noise machines (provided by the school or student.)</p> <ul style="list-style-type: none"> • The student uses amplification devices typically used during instruction. • The student uses a noise buffer (e.g., headphones, earbuds) to minimize distraction or filter external noise during testing. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items). • The student uses a white noise machine typically used during instruction or assessment. <p>Online test:</p> <p>Noise cancelling headphones or ear buds may be connect to the computer.</p> <p>Headphones needed for testing may not be compatible with some personal audio amplification devices (i.e., hearing aids, cochlear implants). In these situations, the student may participate in online testing by playing the sound through the computer’s speakers or external speakers. Students using speakers must be tested in a separate setting in order to not disturb or distract other students.</p> <p>Paper-based test:</p> <p>Noise cancelling headphones, earplugs, earphones or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening and Speaking CD. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.</p>
Color Contrast	<p>A tool that the student can use to change the text and background color.</p> <p>Online test:</p> <p>After selecting the options button found in the lower left corner of the screen, the student will select Color Contrast, and choose from 8 pre-defined color combinations.</p> <p>Combinations include: white with black text (default), pink with green text, yellow with blue text, light grey with brown text, orange with blue text, dark grey with green text, light green with purple text, and dark green with red text.</p> <p>Paper-based test:</p> <p>See Color Overlay</p>

UNIVERSAL TOOL	DESCRIPTION
Color Overlay	<p>A tool that the student can use that changes the contrast between the text and the background color.</p> <p>Online test:</p> <p>After selecting the options button found in the lower left corner of the screen, the student will select Color Overlay, and then choose from 6 pre-defined background colors. The text remains black. Color will remain selected until turned off.</p> <p>Color choices include: white (default), green, blue, beige, pink and yellow.</p> <p>Students may also use external color overlays provided by the school or student.</p> <p>These external overlays may also be combined with the embedded color settings. Many items include color graphics that could be impacted by the overlays. It is expected that students using the overlays will need to adjust their use depending on what is on the screen, similar to how they address the issue during typical classwork on the computer.</p> <p>Paper-based test:</p> <p>Students may use a full page or a partial page semi-transparent color overlay (e.g., a color acetate transparency). The student can place it over the test booklet page. The external overlays are provided by the school or student.</p>
Highlighters, colored pencils, or crayons	<p>A tool that the student can use to mark specific text.</p> <p>Online test:</p> <p>Students will select the highlighter button located at the bottom of the screen and drag the tool across the text to mark it in yellow. This is only available with mouse control.</p> <p>Paper-based test:</p> <p>Students can use their preferred writing tool(s) to mark specific text in the test booklet.</p>
Keyboard Navigation	<p>A tool that the student can use to change to different areas of the online test screen or move from screen to screen.</p> <p>Online test:</p> <p>Navigation throughout the test can be accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.</p> <p>TAB order: highlighter, magnification, line guide, pause, help, options, next.</p> <p>See Appendix B of the WIDA Accessibility and Accommodations Supplement for Keyboard Shortcuts.</p> <p>Paper-based test:</p> <p>Does not apply.</p>

UNIVERSAL TOOL	DESCRIPTION
Line Guide or Tracking Tool	<p>A tool that the student can use to guide his or her eyes while reading text on the computer screen.</p> <p>Online test:</p> <p>After selecting the Line Guide button found at the bottom of the screen, a light blue rectangle will appear in the upper-right portion of the screen. Students select the light blue rectangle and drag it to position and move the line guide.</p> <p>This is only available with mouse control.</p> <p>Paper-based test:</p> <p>Students use the tracking tool they typically use during instruction (e.g., note card, bookmark, cut out sentence highlighting strip). Tools that adhere to the test book (i.e., highlighting tape) must be removed prior to the book being returned to DRC.</p> <p>The tracking device must be blank/empty.</p>
Low-vision aids or magnification devices	<p>A tool that the student can use to increase the size of graphics and text.</p> <p>Online test:</p> <p>After selecting the magnifier button, students may enlarge the test content by choosing 1.5x or 2.0x.</p> <p>Students may need to scroll left-right or up-down to view all content when the content is enlarged. Larger monitors can also allow for increased text and image size with or without the magnifier tool.</p> <p>Students and teachers should explore the use of enlargement tools on practice items in order to determine whether to use the embedded magnifier or select the paper-based large print test.</p> <p>Paper-based test:</p> <p>Students will use their low vision device with a regular or large print paper-based form. Student answers in test booklet. Transcription is required if the student marks answers in the large print test booklet.</p>
Sticky notes	<p>A tool that the student can use to make notes in preparing responses on the Writing test.</p> <p>Online test:</p> <p>Students select the sticky notes button located at the bottom of the screen and a blank box pops-up on screen. Students may type notes in the box. Sticky notes do not maintain content between screens.</p> <p>Sticky notes are available on only some screens.</p> <p>Paper-based test:</p> <p>See Scratch Paper</p>

UNIVERSAL TOOL	DESCRIPTION
Scratch Paper	<p>A tool that the student can use for notes, drafts and diagrams.</p> <p>The student receives one sheet (or more as needed) of scratch paper with a pencil, pen or marker. Scratch paper can be a blank sheet, grid paper, wide-ruled paper, braille paper, raised-line paper, bold-line paper, raised-line grid paper, bold-line grid paper or colored paper. Students may alternately use an individual, erasable white board as scratch paper for notes and responses.</p> <p>No graphic organizers may be provided.</p> <p>Used scratch paper is considered a secure test material. Test administrators must collect used scratch paper and completely erase white boards at the end of each test domain to maintain test security. Scratch paper must be returned with test materials or disposed of according to state policy.</p> <p>Online test:</p> <p>For the writing domain students in Grades 4 – 12, students will receive one piece of blank scratch paper as part of the general test administration. Scratch paper should be available to students upon request for all domains and grade levels.</p> <p>Paper-based test:</p> <p>Only work in the test booklet will be scored. Additional scratch paper should be available to students upon request.</p>

ACCOMMODATIONS

Accommodations are changes in procedures or materials that increase equitable access for a student by overcoming the effects of a disability during ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs administration in order to allow the student to effectively demonstrate their knowledge and skills while generating valid assessment results for students who need them. Accommodations are intended to provide testing conditions that do not result in changes to what the test measures and that do not affect the validity or reliability of the interpretation of the scores for their intended purposes; these accommodations provide comparable test results to those of students who do not receive accommodations.

Accommodations are available only to ELs with disabilities as specified in the student’s IEP or 504 Plan or as determined by the individual or team designated by the LEA to make decisions for students covered under Title II of the ADA, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately. Sometimes students with disabilities require non-digital accommodations (i.e., accommodations delivered by a test administrator instead of by the online test). For those students, administering the assessment in a paper-based format should be considered. Decisions about accommodations appropriate for all four domains of the ELP assessment—Listening, Reading, Speaking, and Writing—should be based on the needs of individual students, rather than based on the nature of the disability or disability type. A student’s individual educational team (IEP, 504, or Title II of the ADA) makes decisions about accommodations. These educational teams must not select accommodations that invalidate the assessment. Accommodation decisions may not be made unilaterally by a teacher or other school employee outside of the IEP process described in IDEA (34 CFR §§300.320 through 300.324.4).

It is important that teams for ELLs with disabilities are multidisciplinary and collaborative in nature and include persons with expertise in second language acquisition and other professionals who understand how to differentiate between limited English proficiency and a disability. Documentation should be maintained as part of the student's records.

The following should be considered when choosing appropriate accommodations for students taking ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

1. Does the student use the accommodation on a regular basis to address his or her learning challenge in the classroom during instruction and testing?

Students should typically receive only those accommodations that are in use for daily instruction (with rare exceptions) and that are needed in order to participate meaningfully in the English language proficiency assessment.

2. Does the accommodation address the challenge faced by the student?

The appropriate use of accommodations with ELLs with disabilities should ensure (or at least increase the likelihood) that the student's disability will not prevent the student from demonstrating his or her English language proficiency during the assessment. Accommodations do not reduce learning expectations, and may not be used to compensate for a student's lack of knowledge or skills, or because of a lack of appropriate instruction (or lack of access to) in the complex academic language associated with any content area.

Neither should accommodation selection be based on a "more-is-better" approach in an attempt to provide every possible advantage on the assessment nor should students be provided with unnecessary accommodations. An abundance of unnecessary accommodations may actually hinder the student's performance.

3. Is the accommodation allowable for ACCESS for ELLs ELP testing?

Remember that ELP tests and content area assessments in reading/language arts, mathematics, and science assess different constructs and, therefore, different accommodations may be allowed for each. Some accommodations that might be appropriate for content areas tests may not be used on ELP assessments because they would invalidate the construct being measured by the test (e.g., using a bilingual word-to-word dictionary).

4. Does the accommodation adhere to your state policies for the accommodation of ELLs with disabilities on language proficiency assessments?

The accessibility features and accommodations specified and described in this supplement are recommendations only and do not replace or amend state policies. Educational teams are responsible for ensuring accommodations provided are in accordance with their state policy.

Once the student's educational team has selected appropriate accommodations, it is important to share this information with the school Test Coordinator to ensure the test administrator has been trained to administer the accommodation. It is recommended that training occurs in a manner which allows for immediate feedback.

In rare cases, a student who does not have an IEP or 504 Plan or who is not regularly receiving services under Title II of the ADA, may be permitted accommodations due to an unforeseeable circumstance. In such cases, the student may be allowed an accommodation due to a short-term barrier to accessing the assessment. For example, a student with a fractured hand may use a scribe if he is unable to type, write, or use voice recognition software. Accommodations for a student without an IEP or 504 Plan are only allowed for transitory accessibility concerns that could not have been anticipated (e.g., broken bone, concussion, etc.).

Accommodations may be embedded within the online test platform or be delivered locally by a test

administrator. Embedded accommodations must be pre-selected in order to be activated within the test engine. Special paper-based test forms (e.g., large print, braille) must be pre-ordered prior to testing. Check with your state assessment office as to how, whether, and which accommodations information should be uploaded, and how to order accommodated test forms.

Accommodations requiring physical materials (e.g., braille, assistive technology, manipulatives) should be identified in advance, and plans should be made to ensure their availability during testing.

On the following pages, descriptions of the allowable accommodations provide detailed information on each accommodation. Each accommodations table is divided the four domains of English language proficiency assessments (Listening, Reading, Speaking, and Writing) with indications as to whether a particular accommodation is

(a) appropriate for the domain (Yes).

(b) inappropriate and therefore not recommended (No).

(c) not applicable (N/A) because the accommodation is already incorporated into the test design (e.g., responding orally on the Speaking Test) or is irrelevant for the domain (e.g., use of a scribe for the Speaking Test which requires no writing).

Most accommodations for ELLs with disabilities are allowed during both the paper and online administrations of the assessment. If the accommodation is delivered the same way during online and paper test administration, the two cells in that accommodations table have been merged.

As a reminder, refer to your state specific policy for information on allowable accommodations for language proficiency assessments. The accommodations listed in the following tables are recommendations and do not replace or amend state policies.

The following table is from the WIDA 2019-2020 Accessibility and Accommodations Supplement. For further description and guidelines about each of the accommodations listed below, please refer to the accommodations section in that document. It can be found on the [WIDA Accessibility and Accommodations webpage](http://wida.wisc.edu/assess/accessibility) (wida.wisc.edu/assess/accessibility).

Table 6: Accommodations for ACCESS for ELLs and Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Braille Code: BR	N/A	Embossed test with graphics provided in either contracted or uncontracted braille. Unified English Braille (UEB) in Grades 1-12 Grades 6-8 uses UEB with Nemeth for Math and Science-related items.	YES	YES	NO	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Extended time of a test domain Code: EM	Student completed a test domain over multiple days. Test administrator must follow security measures.	Student completed a test domain over multiple days. Test administrator must follow security measures.	YES	YES	YES	YES
Extended Speaking test response time Code: ES	Student is provided up to twice the allowable time to respond to items on the Speaking test	Student is provided up to twice the allowable time to respond to items on the Speaking test	N/A	N/A	YES	N/A
Extended test time within the school day Code: ET	Student is allowed extended test time within the same school day	Student is allowed extended test time within the same school day	Yes	YES	See Accommodation ES	YES
Human Reader for items (stimuli and prompts) by in-person human. Code: HI	N/A-embedded pre-recorded human voice is used.	Read aloud test items (i.e. stimuli and prompts). by in-person human.	YES	NO	YES	YES, Grades 4-12 Tiers B/C
Human Reader for response options (answer choices) Code: HR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphic-only response options are not read or described.	YES	NO	N/A	N/A
Human Reader for repeat of items (stimuli and prompts) Code: RI	N/A -See accommodation RA if repeating recorded audio is needed.	Read aloud and repeat test items (e.g. prompts and response options) by in-person human.	YES, only repeat item one time	NO	YES, may repeat item multiple times	YES, may repeat item multiple times

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Human Reader for repeat of response options (answer choices) one time Code: RR	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	Read aloud of text-based response options (answer choices) by the in-person human reader. Response options do not include item text or prompt text. Graphics-only response options are not read or described.	YES	NO	NO	NO
Interpreter signs test directions in ASL Code: SD	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of test items and response options into ASL or any other language is not permitted.	The interpreter uses American Sign Language (ASL) or another sign system to sign test directions to the student. Directions refer to administration logistics, test directions, and practice items provided prior to the first test item. Translation of test items and response options into ASL or any other language is not permitted.	YES	YES	YES	YES
Large Print Code: LP	Embedded magnifier, responsive screen	Large print version of the test. 18-point font on 11 x 17 paper	YES	YES	YES	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Manual control of item audio Code: MC	Student manually starts the audio embedded in the online platform.	The test administrator asks the student if he/she is ready to listen, and then plays the audio delivered via CD.	YES	NO	YES	YES online N/A for paper
Repeat item audio Code: RA	Student manually starts the audio embedded in the online platform and is able to replay the audio one additional time.	The test administrator asks the student if he/she is ready to listen, and then plays and/ or replays the audio delivered via CD.	YES Repeat item audio one time.	NO	YES May repeat item multiple times.	YES online. May repeat item multiple times. N/A for paper.
Scribe Code: SR	The test administrator types student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	The test administrator marks or writes student responses directly into the test engine as the student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by gesturing, pointing, or eye gazing.	YES	YES	N/A	YES
Student responds using a recording device, which is played back and transcribed by the student. Code: RD	Students uses a recording device to respond, and then the student transcribes the response into the test.	Students uses a recording device to respond, and then the student transcribes the response into the test.	N/A	N/A	N/A	YES

ACCOMMODATION	ONLINE	PAPER	LISTENING	READING	SPEAKING	WRITING
Test may be administered by school personnel in non-school setting. Code: NS	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	In rare cases, the assessment may be administered by school personnel in a non-school setting, and provided that all security and administration requirements are met. Check your state policy for non-school setting exceptions.	YES	YES	YES	YES
Word processor or similar keyboarding device used to respond to test items	The student responds using standalone (external) word processing or similar keyboarding device.	The student responds using standalone (external) word processing or similar keyboarding device.	YES	YES	N/A	YES

The following accommodations are NOT ALLOWED for use on ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, or Alternate ACCESS for ELLs:

- Reading aloud test items or passages on the Reading test
- Translating test items into a language other than English
- Reading test items in a language other than English
- Using a bilingual word-to-word dictionary
- Responding to test questions in a language other than English

Refer to the *WIDA Accessibility and Accommodations Supplement* for details on the use of these supports. It can be found on the [WIDA Accessibility and Accommodations webpage](http://wida.wisc.edu/assess/accessibility) (wida.wisc.edu/assess/accessibility).

For additional information and updates, refer to the *Handbook for the Participation Guidelines* located on the [DEED Accommodations webpage](http://education.alaska.gov/assessments/accommodations) (education.alaska.gov/assessments/accommodations).

Note: Students with significant cognitive disabilities who cannot participate fully in ACCESS for ELLs, with or without accommodations, may be eligible to take the Alternate ACCESS for ELLs if they meet the required criteria. Refer to the [Alternate ACCESS for ELLs section](#) of this document for participation criteria.

Alternate English Language Proficiency (ELP) Assessment Alternate ACCESS for ELLs

The Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires that all students identified as English learners (ELs) be assessed annually for English language proficiency, including EL students with disabilities. The Individuals with Disabilities Education Act (IDEA) also mandates that students with disabilities participate in statewide and district-wide assessment programs with appropriate accommodations, including alternate assessments, when it is documented in their Individualized Education Programs (IEP).

The Alternate ACCESS for ELLs Assessment assesses English language proficiency for students in grades 1 - 12 who are currently identified as ELs and have significant cognitive disabilities that prevent their meaningful participation in ACCESS for ELLs. Alternate ACCESS for ELLs is aligned to four of WIDA's English Language Development Standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, and Language of Science and associate model performance indicators. Alternate ACCESS for ELLs provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities by expanding upon the performance indicators for Proficiency Level 1 for each standard in a grade-level cluster. Each test form assesses the four language areas of listening, speaking, reading, and writing.

At this time, there is no alternate ELP assessment available for kindergarten students but WIDA is currently working on development of such an assessment.

For the purposes of this guide, the term English learner (EL) refers to currently identified EL students, not former EL students. Only currently identified EL students with disabilities are eligible for accommodations or to participate in Alternate ACCESS for ELLs.

ADMINISTERING THE ALTERNATE ELP ASSESSMENT

District personnel must be trained and qualified in order to administer Alternate ACCESS, in accordance with the requirements of 4 AAC 06.761. Test administrators must either complete the Alternate ACCESS module provided by WIDA or participate in district-facilitated training. Additionally, test administrators must sign a Test Security Agreement.

DETERMINING STUDENT ELIGIBILITY FOR THE ALTERNATE ELP ASSESSMENT

The following Alternate ELP Participation Criteria Checklist must be used by IEP Teams to determine if a student is eligible to take Alternate ACCESS for ELLs. All responses to the following criteria must be "yes" in order for the student to be eligible to participate in Alternate ACCESS, and documentation must be kept in the student's IEP file.

The decision to participate in the Alternate ELP assessment must not be based solely on language, social, cultural, or economic differences or excessive or extended absences but should be based on specific student needs.

ALTERNATE ELP ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

YES/NO	PARTICIPATION CRITERIA CHECKLIST
	The student has an Individualized Education Program (IEP) and is currently identified as an English learner (EL). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	The IEP indicates that the student demonstrates deficits in adaptive behavior/skills that adversely impacts the student’s educational performance and prevents completion of the standard academic curricula. Curricular objectives written for the student are less complex, making the regular ELP assessment, even with accommodations, inappropriate for the student.
	The IEP indicates that the student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills.
	The accommodations or modifications needed by the student to participate in the regular ELP assessment would compromise the validity of the test.
	For students in tested grades 3 – 8 and high school, the student is identified in the student’s IEP as eligible to take the Alaska Alternate Assessment.
	The decision to participate in the Alternate ELP Assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences.
	The decision to place the student on the Alternate ELP Assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing.

ACCOMMODATIONS AND SUPPORTS

The Alternate ACCESS for ELLs assessment will remain a paper-based test, therefore all universal tools, accommodations, and student supports that are relevant to the paper-based ACCESS for ELLs apply to the Alternate ACCESS for ELLs assessment. Administrative procedures of Alternate ACCESS for ELLs incorporate the accommodations such as extended test time and human readers; therefore, they do not need to be recorded as accommodations for the Alternate ACCESS for ELLs.

Please refer to Tables 4, 5, and 6 in the [previous section](#) for a list of applicable supports.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics. Only students who participate in the alternate assessment for students with significant cognitive disabilities (Dynamic Learning Maps) will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or English Learners as possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are English learners (ELs). The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Department of Education & Early Development expects that most ELs will be included on the NAEP. Only ELs who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other ELs should participate in NAEP with or without NAEP allowed accommodations.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found on the [DEED NAEP webpage](https://education.alaska.gov/assessments/naep) (education.alaska.gov/assessments/naep). If you have questions about the NAEP accommodations, please contact the Alaska NAEP State Coordinator at 907-465-8729.

Appendix A: Modifications NOT Allowed for Testing

The following are examples of modifications that are not allowed on most standardized assessments. Educators must read the test administration directions for the specific assessment prior to administering the test to ensure that the test is not inadvertently invalidated. Modifications will invalidate an assessment because they change what the assessment is measuring and/or give the student an unfair advantage. This is not an exhaustive list of modifications.

- Clarification of a test item
- Paraphrasing test items
- Using spell or grammar check
- Reading the passages of the reading test
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets unless provided by the assessment
- Use of a calculator on items where it is not permitted
- Test administrators/proctors providing synonyms for unknown words

Appendix B: Abbreviations Glossary

CBA – Computer-based assessment

DEED – Alaska Department of Education and Early Development

DLM – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities

ELA – English Language Arts

EL – English learner

ELP – English language proficiency

ESSA – Every Student Succeeds Act of 2015

ESEA – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education

IDEA – Individuals with Disabilities Education Improvement Act of 2004

IEP – Individualized Education Program, individualized education plans for students with disabilities

NAEP – National Assessment of Educational Progress

NAGB – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment

NCES – National Center for Education Statistics, conducts NAEP

PBA – Paper-based assessment

PEAKS – Performance Evaluation for Alaska's Schools, Alaska's assessment to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards

PNP Profile - used to activate the appropriate student supports that are selected in a computer-based assessment system prior to testing, for the DLM alternate assessment

**To: Members of the State Board of
Education & Early Development**

December 4, 2019

From: Michael Johnson, Commissioner

Agenda Item: 4C

◆ ISSUE

The board is being asked to open a period of public comment on the repeal of 4 AAC 12.400 Emergency special services certificate (emergency Type C) and the adoption of 4 AAC 12.401 Emergency certificate. The proposed change will continue to allow the issuance of emergency special services certificate (emergency Type C) and expand to include the issuance of emergency administrative certificates (emergency Type B) and teacher certificate (emergency Initial).

◆ BACKGROUND

- Alaska school districts are finding it increasingly difficult to fill all of their vacant positions with fully qualified educators. Districts reported over 200 unfilled certified vacancies on their 2019 First Day Certified Vacancy Reports.
- Under AS 14.20.020 (b)(2), the commissioner is granted the authority to issue emergency certificates, during situations that, in the judgement of the commissioner, requires the temporary issuance of a certificate to a person not otherwise qualified.
- Currently, regulations provide a process that allows the issuance of an emergency Type C certificate. Prior to 2005, regulations also provided a process that allowed the issuance of an emergency teaching certificate (previously called an emergency Type A).
- This proposal would repeal the current emergency Type C regulation and replace it with a new regulation that would provide a process that local school boards could follow to request an emergency certificate for the following certificate types: administrative, teacher and special services.
- Under the new regulation, an emergency certificate would be valid for the remainder of the school year in which it was issued; an emergency certificate would not be renewable, and the local school board would be required to provide a mentor for the person issued an emergency certificate.
- Behind this cover memo is the proposed regulation.
- Tamara Van Wyhe, Director of Innovation and School Excellence, and Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under agenda item 7B.

4 AAC 12.400 is repealed:

4 AAC 12.400. Emergency special services certificate (emergency Type C). Repealed.
(Eff. 9/29/2005, Register 175; am 4/24/2016, Register 218; am ___/___/___, Register _____)

4 AAC 12 is amended by adding a new section to read:

4 AAC 12.401. Emergency certificate. (a) A temporary emergency certificate may be issued when, in the judgment of the commissioner, a situation requires the temporary issuance of a certificate to a person who is not otherwise qualified, including a situation meeting the requirements of (b) of this section. The commissioner may determine that other situations require the temporary issuance of an emergency certificate to a person who is not otherwise qualified.

(b) A temporary emergency certificate based on a district's inability to locate a qualified applicant for a position may be issued if

(1) the school board applies to the commissioner for the issuance of a temporary emergency certificate under AS 14.20.020(b) for a person the district seeks to hire in a position for which an initial teaching certificate, an administrative certificate (Type B), or a special services (Type C) certificate is required;

(2) the school board presents facts in its application showing

(A) the district is unable despite due diligence to fill a position with a qualified person holding the required certificate;

(B) the harm to the education program in which the position is located caused by the inability of the district to fill the position;

(C) the harm to students in the district due to the inability of the district to fill the position;

(D) all efforts made by the district to locate a qualified applicant for the position, including the dates and venues of all advertising for the position;

(E) any additional facts that support the district's application regarding its difficulty in filling the position that requires an initial teaching, administrative, or special services certificate and the consequences to the district of failing to locate a qualified applicant;

(F) the district's commitment to provide a mentor who is an experienced teacher for the person issued a temporary emergency certificate.

(c) An emergency certificate issued under (b) of this section is valid only to the end of the school year in which it is issued.

(d) A temporary emergency certificate is not a valid teaching certificate for the purpose of acquiring tenure rights under AS 14.20.150.

(d) The commissioner will not issue an emergency certificate to a person

(1) who has not received at least an associate degree from an institution of higher education accredited by a recognized regional accrediting association or approved by the commissioner;

(2) who has been convicted of a crime involving a minor under AS 14.20.020(f);
or

(3) who has not submitted fingerprints to the department under AS 14.20.020(j).

(e) An emergency certificate may not be renewed. (Eff. ___/___/___, Register _____)

Authority: AS 14.07.060 AS 14.20.010 AS 14.20.020

4 AAC 12.397(e) is amended to read:

(e) The requirements of this section are applicable to initial applications and applications for renewal of a certificate issued under AS 14.20.020, 4 AAC 12.305(a), (b), and (c), 4 AAC 12.345, 4 AAC 12.355, 4 AAC 12.360, 4 AAC 12.370, 4 AAC 12.372, 4 AAC 12.375, 4 AAC 12.380, 4 AAC 12.390, [4 AAC 12.400,] and 4 AAC 12.405. The requirements of this section do not apply to applicants qualifying for certification under AS 14.20.015, AS 14.20.017, and AS 14.20.022. (Eff. 4/24/2016, Register 218; am ___/___/___, Register _____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.20.680
AS 14.20.010

**To: Members of the State Board of
Education & Early Development**

December 4, 2019

From: Dr. Michael Johnson, Commissioner

Agenda Item: 5

◆ **ISSUE**

This is a report to the board regarding the Mt. Edgecumbe Aquatic Center.

◆ **BACKGROUND**

Senator Bert Stedman, Co-Chairman of the Senate Finance Committee, will make the presentation to the board.

◆ **OPTIONS**

This is an information update. No action is required.

ALASKA STATE LEGISLATURE

SESSION

State Capitol, Suite 518
Juneau, Alaska 99801-1182
(907) 465-3873 Phone
Sen.BertStedman@akleg.gov



INTERIM

50 Front Street, Suite 203
Ketchikan, AK 99901-6442
Phone (907) 225-8088
www.BertStedman.com

SENATOR BERT K. STEDMAN

CO-CHAIRMAN, SENATE FINANCE COMMITTEE

October 26, 2019

VIA E-MAIL AND REGULAR MAIL

James Fields
Chair, Alaska Board of
Education and Early Development
P.O. Box 110500
Juneau, AK. 99811-0017

Re: Request for Agenda Item
Mt. Edgecumbe Aquatic Center

Dear Chair Fields:

On behalf of the Senate Finance Committee, I am respectfully requesting placement of the Mt. Edgecumbe Aquatic Center (pool) as an agenda item at the next Alaska Board of Education and Early Development meeting.

For background, funding for the pool (\$20 million) was primarily provided through a statewide vote on the 2010 education project bond package. Alaskans approved funding, construction, (and presumably) operation of all the projects in the education bond package by a wide margin (46,744 more "yes" votes than "no" votes) in 2010. See, Bond Propositions Appearing on the Ballot in Alaska, page 1, attached.

Since passage of the bond package by voters, every project except the Mt. Edgecumbe pool has been built and the operations funded without hesitation by the Alaska Legislature. A spreadsheet showing amounts approved and spent on projects in the bond package and other large capital building projects is attached. There is no reason for the pool to be singled out as the only project not funded for operations.

The merits for a pool are strong. The opportunity for students from across rural Alaska to learn how to swim provides a very important public health benefit. Drowning rates in rural Alaska for Alaska Natives are the highest in the state and the nation. See, State of Alaska Epidemiology Bulletin, No. 13, May 5, 2016, (Drowning rate in Southwest Alaska from 2013-2015 was 26.6 per 100,000 – 600% higher than Anchorage / Mat-Su) attached, and see, Anchorage Daily News

District R

Angoon • Coffman Cove • Craig • Edna Bay • Elfin Cove • Hollis • Hoonah • Hydaburg • Hyder • Kake
Kasaan • Ketchikan • Klawock • Kupreanof • Metlakatla • Meyers Chuck • Naukati • Pelican • Petersburg
Point Baker • Port Alexander • Port Protection • Saxman • Sitka • Tenakee Springs • Thorne Bay • Whale Pass • Wrangell

Article, "Boy Drowns in Kuskokwim River – Child Was 5th Drowning Victim in Alaska This Month", attached.

Studies and the Center for Disease Control (CDC) have found that learning to swim is a key factor in reducing the risk of drowning.

I would like to provide additional thoughts and comments to the Board. If you have any questions of me, please do not hesitate to contact my office. Thank you and I look forward to hearing back from you regarding my request.

Sincerely,

A handwritten signature in black ink, appearing to read "Bert Stedman". The signature is fluid and cursive, with a large, circular flourish at the end.

Senator Bert Stedman

Bond Propositions Appearing on the Ballot in Alaska

Date	Topic	For	Against
11/06/12	Transportation Bonds - \$453,499,200	159,976	115,222
11/02/10	Veterans Residential Mortgage Bonds - \$600,000,000	152,629	93,624
11/02/10	Library, Education, and Educational Research Facilities Bonds - \$397,200,000	147,980	101,246
11/04/08	Transportation Bonds - \$315,050,000	187,961	107,624
11/05/02	Veterans Residential Mortgage Bonds - \$500,000,000	156,158	66,836
11/05/02	Transportation Revenue Bonds - \$102,805,000 Transportation Project Bonds - \$123,914,500	150,404	71,580
11/05/02	Education and Museum Maintenance Bonds - \$236,805,441	133,348	90,386
11/04/86	Veterans Residential Mortgage Bonds - \$600,000,000	112,672	59,482
11/06/84	Veterans Residential Mortgage Bonds - \$700,000,000	145,258	53,548
11/08/83	Veterans Residential Mortgage Bonds - \$500,000,000	24,167	8,243
11/02/82	Veterans Residential Mortgage Bonds - \$400,000,000	118,914	67,168
11/04/80	Fisheries Facilities Construction Bonds - \$7,718,800	91,091	60,342
11/04/80	Water Supply and Sewage System Construction Bonds - \$33,000,000	84,650	66,668
11/04/80	Facilities Upgrade Construction Bonds - \$18,787,500	64,978	84,187
11/04/80	Correctional Facilities Construction Bonds - \$28,350,000	77,816	72,090
11/04/80	Cultural Facilities Construction Bonds - \$20,000,000	62,545	90,255
11/04/80	Transportation Construction Bonds - \$156,992,700	105,122	48,726



LAWS OF ALASKA

2010

Source

SCS CSHB 424(FIN)

Chapter No.

AN ACT

Providing for and relating to the issuance of general obligation bonds for the purpose of paying the cost of design and construction of library, education, and educational research facilities; and providing for an effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1

AN ACT

1 Providing for and relating to the issuance of general obligation bonds for the purpose of
2 paying the cost of design and construction of library, education, and educational research
3 facilities; and providing for an effective date.

4

5 * **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section
6 to read:

7 GENERAL OBLIGATION BONDS. For the purpose of paying the cost of design and
8 construction of library, education, and educational research facilities, general obligation bonds
9 of the state in the principal amount of not more than \$397,200,000, if ratified by a majority of
10 the qualified voters of the state who vote on the question, shall be issued and sold. The full
11 faith, credit, and resources of the state are pledged to the payment of the principal of and
12 interest and redemption premium, if any, on the bonds. The bonds shall be issued under the
13 provisions of AS 37.15 as those provisions read at the time of issuance, except that
14 AS 37.15.040 does not apply. The bonds may be issued and sold at a public or negotiated sale

1 in the manner, in the amounts or series, and at the time or times that the state bond committee
2 determines after considering market conditions and structuring alternatives.

3 * **Sec. 2.** The uncodified law of the State of Alaska is amended by adding a new section to
4 read:

5 2010 EDUCATION PROJECT FUND. If the issuance of the bonds is ratified by a
6 majority of the qualified voters of the state who vote on the question, a special fund of the
7 state to be known as the "2010 education project fund" shall be established, to which shall be
8 credited the proceeds of the sale of the bonds described in sec. 1 of this Act except for the
9 accrued interest and premiums.

10 * **Sec. 3.** The uncodified law of the State of Alaska is amended by adding a new section to
11 read:

12 DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT. The amount of
13 \$38,500,000 is appropriated from the 2010 education project fund to the Department of
14 Education and Early Development to be allocated among the following projects in the
15 amounts listed, subject to reallocation between projects in accordance with AS 37.07.080(e):

16 PROJECT	17 AMOUNT
18 (1) Mount Edgecumbe High School aquatic facility	\$20,000,000
(2) State Library, Archives, and Museum facility	18,500,000

19 * **Sec. 4.** The uncodified law of the State of Alaska is amended by adding a new section to
20 read:

21 DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT. The amount of
22 \$128,500,000 is appropriated from the 2010 education project fund to the Department of
23 Education and Early Development to be awarded as grants for design, construction, and major
24 maintenance for the following public school projects, subject to reallocation between projects
25 in accordance with AS 37.07.080(e):

26 PROJECT	27 REAA LOCATION	28 AMOUNT
29 (1) Alakanuk K-12 30 school replacement	Lower Yukon	\$46,500,000
(2) Kipnuk K-12 school renovation/addition	Lower Kuskokwim	49,900,000
(3) Kwigillingok K-12	Lower Kuskokwim	32,100,000

1 school renovation/addition

2 * **Sec. 5.** The uncodified law of the State of Alaska is amended by adding a new section to
3 read:

4 UNIVERSITY OF ALASKA. The amount of \$207,000,000 is appropriated from the
5 2010 education project fund to the University of Alaska for the following projects, subject to
6 reallocation between projects in accordance with AS 37.07.080(e):

7 PROJECT	LOCATION	AMOUNT
8 (1) Valley center for art 9 and learning	Mat-Su campus	\$23,500,000
10 (2) Community arena 11 and athletic facility	UA-Anchorage	60,000,000
12 (3) Life science classroom 13 and laboratory facility	UA-Fairbanks	88,000,000
14 (4) Student housing	Kenai campus	16,000,000
15 (5) Career and technical 16 education center	Kenai campus	14,500,000
17 (6) Campus renovation and 18 renewal	Prince William Sound Community College	5,000,000

19 * **Sec. 6.** The uncodified law of the State of Alaska is amended by adding a new section to
20 read:

21 DEPARTMENT OF FISH AND GAME. The amount of \$20,000,000 is appropriated
22 from the 2010 education project fund to the Department of Fish and Game for the Near Island
23 research facility.

24 * **Sec. 7.** The uncodified law of the State of Alaska is amended by adding a new section to
25 read:

26 DEPARTMENT OF COMMERCE, COMMUNITY, AND ECONOMIC
27 DEVELOPMENT. The amount of \$3,200,000 is appropriated from the 2010 education
28 project fund to the Department of Commerce, Community, and Economic Development for
29 payment as a grant under AS 37.05.315 to the City of Klawock for the Prince of Wales Island
30 vocational education center.

31 * **Sec. 8.** The uncodified law of the State of Alaska is amended by adding a new section to

1 read:

2 ADVANCE PLANNING. The amount withdrawn from the public facility planning
3 fund (AS 35.10.135) for the purpose of advance planning for the capital improvements
4 financed under this Act shall be reimbursed to the fund from the proceeds of the sale of bonds
5 authorized by this Act.

6 * **Sec. 9.** The uncodified law of the State of Alaska is amended by adding a new section to
7 read:

8 LAPSE; REDEMPTION; REIMBURSEMENT. The unexpended and unobligated
9 balances of the appropriations made in secs. 3 - 7 of this Act lapse under AS 37.25.020 and
10 are appropriated to the state bond committee to redeem bonds sold under this Act. The
11 amounts expended from the general fund to pay the principal, interest, and redemption
12 premium on bonds issued under this Act shall be reimbursed to the general fund from the
13 appropriation made under this section to the extent that the money is not needed to redeem the
14 bonds.

15 * **Sec. 10.** The uncodified law of the State of Alaska is amended by adding a new section to
16 read:

17 BALLOT QUESTION. The question whether the bonds authorized in this Act are to
18 be issued shall be submitted to the qualified voters of the state at the next general election and
19 shall read substantially as follows:

20 PROPOSITION

21	State General Obligation	\$397,200,000
22	Library, Education, and Educational	
23	Research Facilities Bonds	

24 Shall the State of Alaska issue its general obligation bonds in the principal
25 amount of not more than \$397,200,000 for the purpose of design and
26 construction of library, education, and educational research facilities?

27 Bonds Yes []

28 Bonds No []

29 * **Sec. 11.** This Act takes effect immediately under AS 01.10.070(c).

Operating Maintenance Costs

2010 Bond Package

2010 Bond Package Projects:	2010 Bond Package										TOTAL	%	Occupancy Date	Source
	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY20 w/ votes	FY 19 - FY20 w/ votes	%				
1 State Library, Archives and Museum*	-	-	235.0	1,030.0	1,030.0	1,030.0	1,245.1	1,245.1	215.1	515.0%	4,570.1	14.3%	End of FY16	GF
2 Valley Center for art and learning - Mat-Su Campus**	-	839.4	410.4	512.3	403.4	442.5	455.8	455.8	13.3	31.8%	3,063.8	9.6%	December 2014	GF/ U/A Receipts
3 Community Arena and athletic facility - U/A - Anchorage ***	-	1,659.4	2,556.6	1,469.2	1,337.6	1,419.0	1,461.6	1,461.6	42.6	102.1%	9,903.4	30.9%	July 2014	GF/ U/A Receipts
4 Life Science Classroom and Lab U/A - Fairbanks ****	1,075.4	1,214.1	1,164.0	1,157.9	1,209.4	1,300.7	1,308.9	1,308.9	8.2	19.7%	8,430.4	26.3%	May 2013	GF/ U/A Receipts
5 Student Housing - Kenai Campus	378.6	1,757.7	215.0	1,921.1	204.0	201.7	207.8	207.8	6.1	14.5%	1,574.9	4.9%	July 2013	GF/ U/A Receipts
6 Career and Technical Education Center - Kenai Campus	1,704.4	158.3	209.6	206.3	1,775.5	216.6	223.1	223.1	6.5	15.6%	1,361.8	4.2%	July 2013	GF/ U/A Receipts
7 ADFG - Near Island Research Facility	353.2	370.6	349.7	340.8	326.4	335.0	335.0	335.0	-	0.0%	2,410.7	7.5%	February 2013	GF
8a Mt Edgumbe Aquatic Center (Supplemental Budget)	-	-	-	-	500.0	-	-	-	-	0.0%	500.0	1.6%		\$400.0 Muni Match (DCGF) \$100.0 PSTF**** (Other)
8b Mt Edgumbe Aquatic Center (Receipts Authority)	-	-	-	-	-	250.0	250.0	250.0	(250.0)	-599.6%	250.0	0.8%		\$250.0 GF/RR (DCGF)
Sub Total	1,977.6	4,417.5	5,140.3	4,908.6	5,188.3	5,195.5	5,487.2	5,237.2	41.7	100.0%	32,065.0	100.0%		
Marginal Sub Total	2,439.9	722.8	(231.7)	279.7	7.2	291.7	(250.0)							

Note:
 *Partial year of funding appropriated in FY16 and a full year of funding in FY17
 **New the Glenn Mason Theater
 ***New the Alaska Airline Center
 ****New the Mangrove/Mare Building
 *****Public School Trust Fund

Other State Facilities for Comparison	Other State Facilities for Comparison										TOTAL	%	Occupancy Date	Source
	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY20 w/ votes	FY 19 - FY20 w/ votes	%				
9 ADFG - Fairbanks Shooting Range	342.2	385.9	361.6	344.3	371.5	384.8	384.8	384.8	-	0.0%	2,575.1	3%	Fall 2000	F&G Fund / FED (Pitman-Robertson)
10 ADFG - Anchorage Shooting Range	396.6	411.9	391.0	412.7	410.0	448.5	448.5	448.5	-	0.0%	2,919.2	3%	Summer 1980	F&G Fund / FED (Pitman-Robertson)
11 ADFG - Juneau Shooting Range	1,151	1,195	1,168	1,073	1,226	1,500	1,500	1,500	-	0.0%	881.3	1%	Fall 2000	F&G Fund / FED (Pitman-Robertson)
12 ADFG - Anchorage Fish Hatchery	2,912.3	2,980.7	3,220.9	3,037.1	3,148.0	3,372.9	3,386.8	3,386.8	13.9	2.8%	22,058.7	25%	July 2011	FED Dingell-Johnson
13 ADFG - Fairbanks Fish Hatchery	1,942.2	1,940.5	1,637.1	1,593.7	1,732.4	1,870.6	1,870.6	1,870.6	72.5	14.5%	12,514.6	14%	January 2012	FED Dingell-Johnson
14 Fairbanks - University of Alaska Engineering Building	-	-	-	-	1,246.7	1,096.0	1,296.0	1,296.0	200.0	39.9%	3,638.7	4%	November 2017	GF/ U/A Receipts
15 Anchorage - University of Alaska Engineering Building	-	-	438.4	618.3	421.7	450.0	463.5	463.5	13.5	2.7%	2,391.9	3%	August 2015	GF/ U/A Receipts
16 Department of Public Safety - Crime Lab	5,973.3	5,987.2	5,948.9	5,388.1	5,723.1	5,691.6	5,892.7	5,892.7	201.4	40.2%	40,554.6	46%	June 2012	GF
Sub Total	11,681.7	11,825.7	12,114.7	11,451.5	13,176.0	13,391.6	13,892.9	13,892.9	501.3	100.0%	87,534.1	100%		
Marginal Sub Total	144.0	289.0	(663.2)	1,724.5	215.6	501.3								
TOTAL	13,659.3	16,243.2	17,255.0	16,360.1	18,364.3	18,587.1	19,280.1	19,130.1	543.0		119,599.1			



Department of Health and Social Services
Valerie J. Davidson, Commissioner

3601 C Street, Suite 540
Anchorage, Alaska 99503

<http://dhss.alaska.gov/dph/Epi>

Division of Public Health
Jay C. Butler, MD, MPH, Chief Medical
Officer and Director
Local (907) 269-8000
24 Hour Emergency (800) 478-0084

Editors:
Joe McLaughlin, MD, MPH
Louisa Castrodale, DVM, MPH

Bulletin No. 13 May 5, 2016

Drowning Deaths — Alaska, 2013–2015

Background

During 2000–2012, the overall average annual drowning rate in Alaska decreased by 20% (from 8.9 per 100,000 persons during 2000–2006 to 7.1 per 100,000 persons during 2007–2012),¹ and the average annual drowning rate among children aged 0–9 years decreased by 45% (from 4.7 to 2.6 per 100,000 persons, respectively). Nonetheless, drowning remained one of the top five causes of unintentional injury death in Alaska for persons aged 1–74 years in 2014 and was the leading cause of unintentional injury death among children aged 0–9 years.² This *Bulletin* provides an update on Alaska's drowning deaths.

Methods

Reports from the Alaska Drowning Surveillance System (AKDSS) were used to identify all drowning deaths in Alaska during 2013–2015. These reports were cross-referenced with the Alaska Violent Death Reporting System and the Alaska Occupational Injury databases. Population estimates from the Alaska Department of Labor and Workforce Development, Research and Analysis Section were used for denominators to calculate unadjusted rates. Rates by race were calculated using 2013–2015 population estimates. The 2000 U.S. Census data were used to calculate age-adjusted rates.

Results

During 2013–2015, 143 drowning deaths were recorded in AKDSS; the average annual number of victims was 48 (range: 43–50). The average annual age-adjusted drowning rate was 6.3 per 100,000 persons (Table 1). Most (121, 85%) decedents were male; the median age was 41 years (range: 0–82). Ten (7%) drowning deaths were due to either intentional self-harm or undetermined intent.

Unadjusted rates by race were highest among American Indian/Alaska Natives (AI/AN), followed by Whites, and other races combined (17.9, 2.9, and 2.6 per 100,000 persons, respectively; Table 1). Rates by region were highest in the Southwest, followed the Gulf Coast, Southeast, Northern, Interior, and Anchorage/Mat-Su (26.6, 12.1, 10.9, 5.1, 4.2, and 2.6 per 100,000 persons, respectively).

Table 1. Drowning Rates per 100,000 Persons in 2010–2012 Compared to 2013–2015, Alaska

	2010–2012	2013–2015
Average Number per Year	46	48
Average Annual Age-Adjusted Rate	6.5	6.3
Average Annual Unadjusted Rates		
Persons aged 0–9	2.5	3.4
Persons aged 0–14	2.5	2.9
Persons aged 15–24	6.9	6.2
Persons aged 25–44	8.0	8.6
Persons aged 45–64	6.5	7.4
Persons aged 65+	9.6	5.6
American Indian/Alaska Native	15.8	17.9
White	4.8	2.9
All other races	4.5	2.6

Of the 143 drownings, 125 (87%) were non-occupational, and 18 (13%) were occupational. Of the 18 occupational drownings, the most common contributing factors were having used either alcohol or drugs prior to the incident (13, 72%) and falling from a vessel or dock (7, 39%).

Of the 125 non-occupational drowning victims,

- 35 (28%) were involved in boating activities (Table 2), of which, 22/35 (63%) were known not to have worn a personal flotation device (PFD) at the time of the incident,

and 19/35 (54%) were suspected or confirmed to have either used alcohol or drugs prior to the incident;

- 45 (36%) died in a river or creek, 25 (20%) died in the ocean or harbor, 19 (15%) died in a lake or slough, and 13 (10%) died in a hot tub or a bath tub; and
- 11 (9%) were children aged 0–9 years, of which, 10/11 (91%) were unattended just prior to the incident.

Table 2. Comparison of Non-Occupational Drowning Circumstances — Alaska, 2010–2012 and 2013–2015

	2010–2012 N=114	2013–2015 N=125
Circumstance	# (%) ^a	# (%) ^a
Boating	40 (35%)	35 (28%)
Swimming in/playing around water	12 (11%)	23 (19%)
Riding ATV/snow machine	17 (15%)	10 (8%)
Walking near water	5 (4%)	17 (14%)
Bathing	12 (11%)	13 (10%)
Automobile/aircraft-related	6 (5%)	3 (2%)
Fishing/diving	2 (2%)	3 (2%)
Other	1 (1%)	8 (6%)
Unknown/undetermined	19 (17%)	13 (10%)

^aTotal does not equal 100% due to rounding

Discussion

The average annual age-adjusted drowning death rate decreased slightly during 2013–2015 compared to 2010–2012 (Table 1); however, the death rate among children aged 0–9 years increased by 36%. Drowning rates were particularly high among Alaska Native people and people living in the Southwest and Gulf Coast regions, indicating that more prevention efforts are warranted for these populations.

During 2013–2015, 91% of the children aged 0–9 who drowned were left unattended by an adult. Health care providers should remind parents that young children should not be left unsupervised around large containers filled with water (e.g., buckets, toilets) that can entrap children, tubs and sinks, or larger bodies of water (e.g., pools, ponds, lakes, creeks). Adults should instruct children by demonstrating appropriate water safety practices and behaviors. In addition, children need to wear correctly sized PFDs and should be taught how to swim or to float by flipping to their backs.⁴

Rates of drowning during boating activities significantly improved, having attained a 55% reduction in annual recreational boating fatalities (from an annual average of 33.1 fatalities during 1985–1999 to 14.8 fatalities during 2000–2015).³ While hunting activities involving the use of boats increases during the spring and fall months, year-round efforts should be made to address safe boating practices that include: 1) wearing a correctly sized and rated PFD, 2) avoiding alcohol use, 3) paying close attention to weather forecasts, and 4) filing a written float plan. For more information, see:

Kids Don't Float Program http://kidsdontfloat.alaska.gov	AK Marine Safety Education Assn. http://www.amsea.org
USCG Auxiliary http://floatplancentral.cgaux.org	Alaska Office of Boating Safety http://dnr.alaska.gov/parks/boating

References

1. Alaska Epidemiology *Bulletin*. Drowning Deaths in Alaska. No. 8, June 3, 2014. Available at: http://www.epi.alaska.gov/bulletins/docs/b2014_08.pdf
2. CDC. Web-based Injury Statistics Query and Reporting System. Available at: <http://www.cdc.gov/injury/wisqars/> Accessed April 18, 2016.
3. Alaska Office of Safe Boating. Fatal Boating Accident database.
4. Safe Kids Worldwide. Accessed April 18, 2016. Available at: <http://www.safekids.org/>



Department of Health and Social Services

William J. Streur, Commissioner
Ward B. Hurlburt, MD, MPH, CMO
3601 C Street, Suite 540
Anchorage, Alaska 99503 <http://www.cpi.Alaska.gov>

Division of Public Health

Kerre L. Shelton, Director
Local (907) 269-8000
24 Hour Emergency (800) 478-0084

Editor:

Joe McLaughlin, MD, MPH
Louisa Castrodale, DVM, MPH
Bulletin No. 8 June 3, 2014

Drowning Deaths in Alaska

Background

A descriptive study on unintentional drowning deaths in Alaska during 2000–2006 found that the statewide average annual drowning rate was 8.9 per 100,000 persons, which was over seven times the national rate of 1.2 per 100,000 persons during that period.^{1,2} During 2001–2010, Alaska experienced a statistically significant decline in drowning death rates among both adults and children (Figure 1);³ however, in 2010 Alaska still had the highest drowning rate in the nation.² This *Bulletin* provides an update on drowning deaths in Alaska.

Methods

Reports from the Alaska Drowning Surveillance System (AKDSS) were used to identify all drowning deaths in Alaska during 2007–2012. These reports were cross-referenced with the Alaska Violent Death Reporting System and the Alaska Occupational Injury databases. Population estimates from the Alaska Department of Labor and Workforce Development, Research and Analysis Section were used for denominators to calculate crude rates. The 2010 U.S. Census data were used for calculating age-adjusted rates.

Results

During 2007–2012, AKDSS recorded 300 drowning deaths. The average number of victims was 50 per year (range: 38–58); 252 (84%) were male; the median age was 39 years (range: 0–89); and 65 (22%) were occupational. The average annual age-adjusted drowning rate was 7.1 per 100,000 persons, respectively. Crude rates by race were highest among American Indian/Alaska Native persons, followed by Whites, Blacks, and Asian/Pacific Islanders (14.6, 5.2, 4.7, and 2.7 per 100,000 persons, respectively). Crude rates by age and sex were highest among males aged 35–39 years and females aged 70–74 years (20.4 and 5.1 per 100,000 persons, respectively). The drowning death rate among children aged 0–9 years was 2.6 per 100,000 persons, a decrease of 45% from 4.7 per 100,000 persons in 2000–2006.

Characteristics of the 65 occupational drowning deaths were as follows:

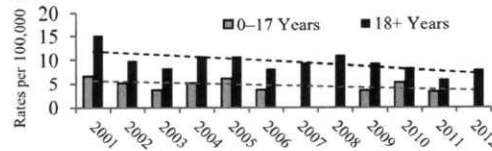
- 27 (42%) of the victims were Alaska residents (Figure 2);
- 45 (69%) involved boating activities, 7 (11%) involved walking near water, 5 (8%) involved aircraft crashes, 3 (5%) involved diving, and 5 (8%) involved other or unknown activities (*total does not equal 100% due to rounding*);
- 22 (49%) of the 45 boating victims were not wearing a personal flotation device (PFD) at the time of incident;
- the commonest primary circumstance preceding the incident was a fall overboard from boat/vessel (18, 28%); and
- the most common contributing factor was weather conditions (21, 32%).

Characteristics of the 235 non-occupational drowning deaths were as follows:

- 85 (36%) involved boating activities (Table), of which, 48 (56%) were known not to have worn a PFD at the time of the incident, and 29 (35%) were suspected or confirmed to have used alcohol prior to the incident;
- 82 (36%) were in a river, 49 (22%) were in the ocean, and 37 (16%) were in a lake/pond;
- 87 (43%) of the 201 adult deaths overall were suspected or confirmed to have involved alcohol;
- 42/85 (49%) of the boating victims were in motorboats and 27/85 (32%) were in canoes, kayaks, or inflatable crafts;

- 25 (11%) of the victims were riding ATVs (n=8) or snowmachines (n=17), and 3/17 (18%) deaths associated with snowmachining occurred while attempting to hydroplane a snowmachine across an open body of water;
- 20 (9%) of victims were in bathtubs or hot tubs, of which, 19 (95%) were adults and 12 (60%) involved alcohol, illicit drugs, or prescribed medication(s); and
- 16 (7%) of the victims were children aged 0–9 years, of which, 9 (38%) were unattended prior to the incident.

Figure 1. Drowning Rates, by Age Group — Alaska, 2001–2012³



Notes: Rates were not calculated for ≤ 5 observations in 2007, 2008, and 2012. Trend lines: $y = -0.2x$, $r^2 = 0.29$, $p = 0.02$ for 0–17 yo; $y = -0.4x$, $r^2 = 0.43$, $p = 0.02$ for ≥ 18 yo

Figure 2. Drowning Characteristics — Alaska, 2007–2012

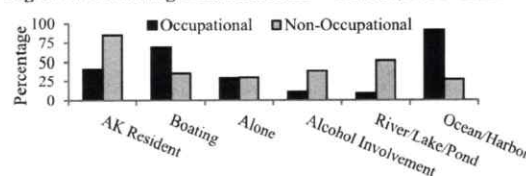


Table. Circumstances of Non-Occupational Drowning Deaths, Alaska, 2007–2012, N = 235

Circumstance	Number	Percent*
Boating	85	36%
Swimming in/playing around water	25	11%
Riding ATV/snowmachine	25	11%
Walking near water	24	10%
Bathing	20	9%
Automobile/aircraft-related	17	7%
Fishing/Diving	4	2%
Other	6	3%
Unknown/undetermined	29	12%

*Total does not equal 100% due to rounding

Discussion

While drowning prevention efforts implemented by the Kids Don't Float Program, the Alaska Marine Safety Education Association, the United States Coast Guard, and others have likely contributed to Alaska's declining trends in drowning incidence; the fact that Alaska's unintentional drowning rate was still the highest in the country in 2010 underscores the importance of continued effort.² Such effort should focus on addressing modifiable risk factors, such as 1) avoiding alcohol use and always wearing a PFD while boating, 2) paying close attention to weather forecasts while boating, 3) avoiding bathing while using alcohol and other mind-altering drugs, 4) never leaving a child unattended around water, and 5) never hydroplaning snowmachines over open water.

References

1. Strayer HD, et al. Drowning in Alaska: Progress and Persistent Problems. *Int J Circumpolar Health*. 2010;69(3):253-64.
2. CDC. Web-based Injury Statistics Query and Reporting System. Available at: <http://www.cdc.gov/injury/wisqars/> Accessed May 8, 2014.
3. Alaska Drowning Surveillance System Database.

Pat Norback, 06-03-03
Sandra Roehl, 06-04-03
Shawn Jimmie, 06-10-03

By TATABOLINE BRANT, Anchorage Daily News, June 12, 2003

Boy, 5, drowns in Kuskokwim River
DEATHS: Child was fifth drowning victim in Alaska this month, troopers say.

A 5-year-old boy drowned Tuesday in the Kuskokwim River, the third child to drown in the Bush in less than two weeks and the fifth person to drown in Alaska this month, Alaska State Troopers said.

Shawn Jimmie was playing with friends on a dock in his hometown of Kwigillingok, population 344, when he fell into the Kuskokwim River around 8:15 p.m., troopers said. The boy was not wearing a life jacket, said Bethel-based 1st Sgt. Duke Ballard.

One of Shawn's friends ran to get help. Shawn was retrieved by boat about five minutes after he fell in, troopers said. CPR was performed for about an hour and a half, but Shawn could not be resuscitated. His body was released to his family, troopers said.

State officials say the string of drownings so far this summer points to the threat Alaska's cold, swift-flowing water can pose, especially to kids. The threat often shows itself most severely in Bush Alaska.

On June 3, 13-year-old Pat Norback drowned in the Kuskokwim near McGrath while swimming with friends. On June 4, 11-year-old **Sandra Roehl** of Bethel went under in the Johnson River. She was found five to 10 minutes later but could not be revived. None of the children was wearing a life jacket, troopers said.

Alaska had the highest rate of accidental drowning in the country in 1998, followed by Mississippi and Louisiana, according to statistics compiled by the National Center for Health Statistics in 2000, the most recent data immediately available.

Martha Moore, injury prevention program manager for the Alaska Department of Health and Social Services, said geography plays a major role in the high drowning rate. "We have over 47,000 miles of coastline," she said. "And people travel on water often. In some smaller communities, it's like traveling on roads."

And the water in Alaska is unforgiving, she added -- even in the summer. Fast currents and cold temperatures make for a small window to survive, she said.

Moore said she had a hunch that the number of drownings in Alaska had decreased over the last decade, due to more awareness and better laws and education programs.

While figures for all of the past 10 years were not immediately available, the Alaska Bureau of Vital Statistics said the number of reported accidental drownings has dropped in the last three years. There were 35 in 2000, 39 in 2001, and 32 in 2002. About a quarter of all the deaths were kids 16 and younger.

No 2003 figures were available.

The rate of drownings for the Yukon Kuskokwim Delta -- where Sandra and Shawn drowned -- is about 10 times the national rate, said Gretchen Brown, injury prevention data specialist for the Yukon Kuskokwim Health Corp. "That is a really astronomical number," she said.

About half of all the drownings in the YK Delta over the last three years have been transportation-related, Brown said -- people falling through the ice while traveling on four-wheelers or snowmachines. About 70 percent of those accidents involved alcohol, she said.

The other half of the drownings in the Delta during that period were kids swimming, Brown said. The water is cold and they lose muscle coordination, she said.

The Kuskokwim, for example, rarely gets above 50 degrees and the currents are strong, Brown said. Even the best swimmers would have a hard time in the river, she said.

One of the things the YK Health Corp. has done to help prevent future drownings is launch a "Kids Don't Float" program, Brown said.

Kids Don't Float was started by a man in Homer in the mid-1990s and incorporates an education program and a life jacket

lending station, much like the one at Westchester Lagoon in Anchorage.

The program has been credited with saving at least six kids in Alaska since it started, Moore said, and has spread to a few other states.

Brown said this is the second year for the program in the Delta. So far, there are eight life jacket lending stations in six of the 48 villages in the region. Two others are slated to go up in Tununak this year. The hope is to put the stations in all of the communities, Brown said.

Brown said the health corporation pays the roughly \$180 for the supplies to build the station, and the U.S. Coast Guard and the State of Alaska pay for the life jackets.

The trick is finding someone in each village willing to take responsibility for the station and check on it weekly to make sure the wind hasn't blown it over or the life jackets aren't missing, she said.

YK Delta villages interested in bringing the Kids Don't Float program to their community can call Brown at 1-800-478-4471, ext. 6085. Other interested persons can call the Kids Don't Float program at 907-465-4170.

Reach Daily News reporter Tataboline Brant at tbrant@adn.com or 257-4321.

**To: Members of the State Board of
Education and Early Development**

Date: December 4, 2019

From: Dr. Michael Johnson, Commissioner

Agenda Item: 6

◆ ISSUE

Mt. Edgecumbe High School graduation requirement revision as discussed in work session item 2.

The MEHS advisory board reviewed and approved the changes and request the state board of education to approve. Changes include:

- Remove any mention of HSGQE
- Replace the flexible credit choice with paths aligned with the Alaska Performance Scholarship two pathways for meeting course requirements.
- Replace the specific Pacific Rim studies requirement World History/Studies class. A Pacific Rim studies class would meet this requirement, but it also allows a World History or Global Studies course.

Approval of these changes will result in a revision of the graduation requirement section 4.6 of the MEHS Policy Manual, which is a state board approved manual.

◆ OPTIONS

Approve the changes.

Reject the changes.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the changes to the MEHS graduation requirements.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development approve the revised MEHS graduation requirements as recommended by the MEHS Advisory Board resulting in the revision of the MEHS Policy Manual section 4.6

**To: Members of the State Board of
Education & Early Development**

December 4, 2019

From: Michael Johnson, Commissioner

Agenda Item: 7A

◆ ISSUE

The board is being asked to open a period of public comment on proposed regulation changes to Article 4 Statewide Student Assessment regulation changes (4 AAC 06.700-750) and Article 5 School and District Accountability (4 AAC 06.800-899), to update requirements and deadlines in Alaska's statewide assessments and accountability system. In addition, open a period of public comment for the Participation Guidelines for Inclusion of Alaska Students in State Assessments that are adopted by reference.

◆ BACKGROUND

- Deadlines stated in the current regulations do not reflect the timelines associated with the new accountability system.
- The new deadlines reflect the current accountability system calculations and associated data collections in order to create school designations and calculations for long term goals and measures of interim progress.
- The changes reflect the use of previous year's graduation rates for school designation calculations (lagging graduation rate) in order to release school designations earlier in the school year.
- The proposed regulation changes update the names of the required statewide assessments and include language regarding the alternate assessment used for students with the most significant cognitive disabilities.
- The proposed regulations update language to reflect online and paper based testing procedures and requirements.
- The proposed regulation changes update the district reporting deadline reflect clarification regarding when districts need to inform educators and parents about assessment results.
- Behind this cover memo is the proposed amended regulation.
- Deb Riddle, Division Operations Manager, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulation.

Amend the proposed regulation and open a period of public comment.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment on the proposed regulation changes.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on amendments to Article 4 Statewide Student Assessment regulation changes (4 AAC 06.700-750), Article 5 School and District Accountability regulation changes (4 AAC 06.800-899), and the Participation Guidelines for Inclusion of Alaska Students in State Assessments that are adopted by reference.

4 AAC 06.710(4) is amended to read:

(4) the **assessments** [ASSESSMENT] **included** [DESCRIBED] in 4 AAC 34.055 to identify English language proficiency. (Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 3/30/2016, Register 217; am 6/1/2018, Register 226; am ___/___/___, Register _____)

Authority: AS 14.07.020 AS 14.07.060

The editor's note following 4 AAC 06.737 is amended to read:

Editor's Note: [COPIES OF THE] **English/Language Arts and Mathematics Standards** [ALASKA STANDARDS: CONTENT AND PERFORMANCE STANDARDS FOR ALASKA STUDENTS], adopted by reference in **4 AAC 04.140** [4 AAC 06.737], may be obtained by writing to the Department of Education & Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or at **www.education.alaska.gov/standards** [WWW.EED.ALASKA.GOV/STANDARDS/].

4 AAC 06.738 is amended to read:

4 AAC 06.738. Assessment Results [STANDARDS-BASED TEST RESULTS]. (a) Except as provided by this section, **all student** [A STUDENT'S STANDARDS-BASED TEST AND ALTERNATE] assessment results **as described in 4 AAC 06.710** are confidential and may not be disclosed by a district except as provided by 34 C.F.R. Part 99, dealing with family educational rights and privacy.

(b) The commissioner shall compile the results of the standards-based test, [AND] alternate assessment, **and the English language proficiency assessments** by school district, school, classroom, and individual, and shall annually provide school results to the board and the legislature.

(c) The commissioner shall provide to a school district the district, school, classroom, and individual student results for the district.

(d) [WITHIN 20 DAYS AFTER] **After** receiving test results from the commissioner or test publisher, a school district shall distribute

(1) class and individual student results to each teacher, for the teacher's classes and students **not later than the date decided by the commissioner and announced by the department;** [HOWEVER, IF A DISTRICT IS UNABLE TO DISTRIBUTE THE RESULTS TO TEACHERS BEFORE THE END OF THE SCHOOL YEAR IN WHICH THE ASSESSMENT WAS ADMINISTERED, THE DISTRICT MUST DISTRIBUTE THE RESULTS TO TEACHERS IN THE DISTRICT NO LATER THAN THE FIRST DAY THAT SCHOOL IS IN SESSION IN THE NEXT SCHOOL YEAR;] and

(2) individual student results to each student's parents **not later than the date decided by the commissioner and announced by the department.** (Eff. 3/3/2000, Register 153; am 12/19/2002, Register 164; am 11/10/2005, Register 176; am 10/3/2011, Register 200; am __/__/__, Register ____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

4 AAC 06.739(b) is amended to read:

(b) Achievement levels for English language arts and mathematics are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of proficient or advanced meet standards. To obtain an achievement level of advanced, proficient, below proficient, or far below proficient in English language arts and mathematics, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	[GRADE 10]
Reading: Advanced	392 or above	415 or above	418 or above	394 or above	406 or above	402 or above	382 or above	[400 OR ABOVE]
Reading: Proficient	300-391	300-414	300-417	300-393	300-405	300-401	300-381	[300-399]
Reading: Below Proficient	261-299	260-299	251-299	234-299	246-299	243-299	229-299	[222-299]
Reading: Far Below Proficient	260 or below	259 or below	250 or below	233 or below	245 or below	242 or below	228 or below	[221 OR BELOW]
Writing: Advanced	402 or above	420 or above	406 or above	396 or above	423 or above	460 or above	470 or above	[485 OR ABOVE]
Writing: Proficient	300-401	300-419	300-405	300-395	300-422	300-459	300-469	[300-484]
Writing: Below Proficient	218-299	204-299	187-299	215-299	234-299	232-299	238-299	[233-299]
Writing: Far Below Proficient	217 or below	203 or below	186 or below	214 or below	233 or below	231 or below	237 or below	[232 OR BELOW]
Mathematics: Advanced	390 or above	383 or above	373 or above	376 or above	383 or above	379 or above	370 or above	[392 OR ABOVE]
Mathematics: Proficient	300-389	300-382	300-372	300-375	300-382	300-378	300-369	[300-391]
Mathematics: Below Proficient	263-299	260-299	252-299	258-299	248-299	258-299	258-299	[252-299]

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am __/__/__, Register ____)

Authority: AS 14.03.015

AS 14.07.030

AS 14.07.06

AS 14.07.020

4 AAC 06.761(b) is amended to read:

(b) A district shall administer an assessment under this section only in a school test center designated by each district. Each school test center must be secure, free of disruptions, have an established seating arrangement, and be well lighted. Only [TRAINED AND] designated district **staff** [TEST COORDINATORS, ASSOCIATE TEST COORDINATORS, PROCTORS, OR TEST ADMINISTRATORS] may be in the test center rooms at the time of testing students.

4 AAC 06.761(c) is amended to read:

(c) Each district shall designate an employee of the district as the district test coordinator. In districts with two or more school test centers, the district shall designate an on-site **building** [ASSOCIATE] test coordinator for each center. The district test coordinator or **building** [ASSOCIATE] test coordinator shall assign as many test administrators [OR PROCTORS] to each school test center as necessary to ensure adequate supervision or monitoring of students taking the assessment. Each **district** test coordinator, **building** [ASSOCIATE] test coordinator, [PROCTOR,] and test administrator must execute an agreement, on a form provided by the department, affirming that the test procedures of the department and test publisher will be followed. (Eff. 10/3/2011, Register 200; am ___/___/___, Register _____)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060

4 AAC 06.765(a) is amended to read:

(a) All test questions on standards-based tests provided for in 4 AAC 06.737, **the alternate assessment taken under 4 AAC 06.775**, [COLLEGE AND CAREER READINESS ASSESSMENTS TAKEN UNDER 4 AAC 06.718,] and the English language proficiency **assessments** [ASSESSMENT] provided for in 4 AAC 34.055[,], are confidential[,], and may be disclosed only as provided in this section.

4 AAC 06.765(c) is amended to read:

(c) School and district personnel responsible for test administration shall

(1) inventory and track **secure** [TEST] materials from the time the materials arrive at the school or district office until the time the materials are returned to the test publisher;

(2) securely store **secure materials** [TESTS] before distribution to school test centers and after their return;

(3) control distribution of **secure materials** [TESTS] to and from school test centers;

(4) control the storage, distribution, administration, and collection of **secure materials** [TESTS];

(5) ensure that no test or test question is copied in any manner, whether on paper or by electronic means.

4 AAC 06.765(d)(1) is amended to read:

(1) **label** [CODE] the tests according to test administration directions before testing;

4 AAC 06.765(d)(7) is amended to read:

(7) ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner **under 4 AAC 06.765(b)**, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775;

(Eff. 3/3/2000, Register 153; am 2/18/2007, Register 181; am 10/3/2011, Register 200; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 6/1/2018, Register 226; am ___/___/___, Register _____)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in **the** [THIS] state[, TO BE KNOWN AS THE ALASKA ALTERNATE ASSESSMENT,] for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility **for an alternate assessment** [THE ALASKA ALTERNATE ASSESSMENT] shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Inclusion of Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the **alternate assessment** [Alaska Alternate Assessment] to eligible students whenever it administers the **standards-based** [STATE] assessments described in 4 AAC 06.737 [4 AAC 06.710]. Achievement levels for the English language arts, mathematics, and science **alternate assessment** [ALASKA ALTERNATE ASSESSMENT] are advanced, at target, approaching target, or emerging.

Students obtaining an achievement level of advanced or at target meet standards. For the purposes of reporting and accountability in 4 AAC 06.800 - 4 AAC 06.899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English language, arts, mathematics, and science. To obtain an achievement level in

(1) English language arts, and mathematics on the **alternate assessment** [Alaska

Alternate Assessment], a student must obtain a score as set out in the following table:

Achievement Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10

English
language
arts:

Advanced	71 or								
	above	75 or							
		above	76 or						
			above	65 or					
				above	73 or				
					above	72 or			
						above	68 or		
							above	72 or	
								above	

English
language
arts:

At									
Target	50-70	57-74	53-75	46-64	52-72	48-71	48-67	47-71	

English
language
arts:

Approaching									
Target	36-49	38-56	35-52	27-45	27-51	23-47	20-47	17-46	

English
language
arts:

Emerging	35 or
	below 37 or

below 34 or
 below 26 or
 below 26 or
 below 22 or
 below 19 or
 below 16 or
 below

Mathematics

Advanced 37 or
 above 56 or
 above 48 or
 above 38 or
 above 53 or
 above 53 or
 above 33 or
 above 36 or
 above

Mathematics:

At Target 21-36 30-55 32-47 28-37 37-52 40-52 21-32 21-35

Mathematics:

Approaching

Target 12-20 20-29 15-31 13-27 19-36 17-39 10-20 8-20

Mathematics:

Emerging 11 or
 below 19 or
 below 14 or
 below 12 or
 below 18 or
 below 16 or
 below 9 or
 below 7 or
 below

(2) Science on the alternate assessment [ALASKA ALTERNATE

ASSESSMENT], a student must obtain a score as set out in the following table:

Achievement

Level	Grade 4	Grade 8	Grade 10
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Science: Advanced 21 or above 23 or above 23 or above

Science: At

Register ____, ____ 2020

EDUCATION AND EARLY DEV.

Target Science: 15-20 16-22 16-22

Approaching Target Science: 9-14 10-15 8-15
Emerging 8 or below 9 or below 7 or below

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am 3/30/2016, Register 217; am 4/6/2016, Register 218; am 2/16/2018, Register 225; am 6/1/2018, Register 226; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.075 AS 14.07.060 AS 14.07.165
AS 14.07.020

The editor’s note following 4 AAC 06.775 is amended to read:

The [COPIES OF THE] Department of Education and Early Development's **Participation Guidelines for Inclusion of Alaska Students on State Assessments** [*PARTICIPATION GUIDELINES AND ALASKA SUPPLEMENT FOR WORKKEYS ASSESSMENT*], adopted by reference in 4 AAC 06.775, **is** [ARE] available by submitting a written request addressed to the department at 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500 or may be obtained on the department's website at **education.alaska.gov/assessments/accommodations**

[[HTTP://EED.ALASKA.GOV/TLS/ASSESSMENT/ACCOM-](http://EED.ALASKA.GOV/TLS/ASSESSMENT/ACCOM-)

MODATIONS/HTML. A COPY OF THE DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT'S ALASKA NONSTANDARDIZED ASSESSMENT ADMINISTRATIVE MANUAL, ADOPTED BY REFERENCE IN 4 AAC 06.775, IS AVAILABLE BY SUBMITTING A WRITTEN REQUEST ADDRESSED TO THE DEPARTMENT AT 801 WEST 10TH STREET, SUITE 200, P.O. BOX 110500, JUNEAU, ALASKA 99811-0500 OR MAY BE OBTAINED ON THE DEPARTMENT'S WEBSITE AT [HTTP://EED.ALASKA.GOVLS/ASSESSMENT/MODIFIED=HRZNONSTANDARD/NONSTANDARDIZED.MANUAL2010.PDF](http://EED.ALASKA.GOVLS/ASSESSMENT/MODIFIED=HRZNONSTANDARD/NONSTANDARDIZED.MANUAL2010.PDF)].

4 AAC 06.812(a) is amended to read:

(a) Each year, the department will determine a school performance index **value** [score] for each school in the state that meets the minimum criteria in (e) of this section, based on a 100-point scale. The department will determine a school designation for all schools in the state as described in 4 AAC 06.840.

(Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 3/6/2015, Register 213; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020 AS 14.07.170

4 AAC 06.815(f) is amended to read:

(f) Not later than **30 days after the release of preliminary goals and measures of interim progress** [SEPTEMBER 1 OF] each year, the department will produce a report for the state and each district and school showing the performance for academic achievement,

graduation rate, and English learner progress as compared to the long-term goals and measures of interim progress and an indication of whether the targets have been met. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.825(a) is amended to read:

(a) A school serving students in grade 12 will earn points for the graduation rate indicator **using graduation rates from the previous academic year**. A school will earn between zero and 100 points for the four-year graduation rate for the all-students group, and between zero and 100 points for the five-year graduation rate for the all-students group as defined below. At least ten students must be in the adjusted graduation rate cohort in order to include the graduation rate indicator in the school's performance score. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 11/10/2005, Register 176; am 8/1/2008, Register 187; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.845(a) is amended to read:

(a) Not later than **150**[60] days after receiving notice of designation for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4

AAC 06.840(b), a district or school shall prepare a school improvement plan as required under 4 AAC 06.864 or 4 AAC 06.868 as applicable. The district or school shall review, revise, and update the applicable school improvement plan at least annually, and submit it to the department or district as applicable.

(Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.850(a) is amended to read:

(a) A district shall prepare and submit to the department a district improvement plan, or the department may prepare a district improvement plan for the district, if a district has been designated as tier II or tier III under 4 AAC 06.872(a). The district improvement plan must be submitted to the department not later than **150 days from receiving notice of school designations** [NOVEMBER 15 OF] each school year. The improvement plan must be submitted in a format or computerized platform as required by the department, unless the department approves an alternative format or platform.

(Eff. 11/23/2003, Register 168; am 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 8/20/2012, Register 203; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am __/__/__, Register ____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.868(c) is amended to read:

(c) Each school year, not later than **60 days after designations are received by the district** [OCTOBER 1] and after consultation with and approval of the department, a district shall increase the level of intervention in a school designated for targeted support and improvement if the annual review of the performance of the students in the subgroup on the indicators described in 4 AAC 06.812 - 4 AAC 06.826, including student performance against long-term goals, shows that the subgroups for which the designation of targeted support and improvement were based have not made significant progress. (Eff. 10/16/2013, Register 208; am 11/13/2014, Register 212; am 10/20/2018, Register 228; am ___/___/___, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.872(a) is amended to read:

(a) For purposes of determining the level of state support and oversight to be provided to a district, no later than **60 days after the release of school designations** [OCTOBER 1 OF] each year, the department will designate each district in the state as a tier I, tier II, or tier III district. A tier III district receives the most state support and oversight; a tier I district the least.

(Eff. 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/___, Register ____)

Authority: AS 14.03.123 AS 14.07.030 AS 14.50.080
AS 14.07.020 AS 14.07.060

4 AAC 06.875(c) is amended to read:

(c) **Not later than** [WITHIN] 20 working days after the district receives notice of the preliminary score and designation[, AND NO LATER THAN SEPTEMBER 1], the commissioner or the commissioner's designee will issue a final determination on the score and designation of a school for which the district provided supporting evidence in accordance with (b) of this section.

(Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.895(a) is amended to read:

(a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and **the requirements of** this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, **following requirements** [ON A FORM] provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, **following requirements** [ON A FORM] provided by the department.

(Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am 3/6/2015, Register 213; am 10/9/2015, Register 216; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/___, Register _____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.50.080
AS 14.03.123 AS 14.07.060

4 AAC 06.899(2) is amended to read:

(2) "Alaska Native" means a person having origins in any of the Alaska Native Tribes in Alaska [WHO IS A DESCENDANT OF, AND WHO HAS AT LEAST ONE-QUARTER BLOOD DERIVED FROM,

(A) A MEMBER OF THE ABORIGINAL PEOPLES INHABITING THE STATE WHEN ANNEXED TO THE UNITED STATES; OR

(B) AN AMERICAN INDIAN OR ESKIMO WHO, AFTER 1867 AND BEFORE JUNE 30, 1952, MIGRATED INTO THE STATE FROM CANADA];

(Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 4/6/2016, Register 218; am 2/5/2017, Register 221; am 10/20/2018, Register 228; am ___/___/___, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

**To: Members of the State Board of
Education & Early Development**

December 4, 2019

From: Michael Johnson, Commissioner

Agenda Item: 7B

◆ ISSUE

The board is being asked to open a period of public comment on the repeal of 4 AAC 12.400 Emergency special services certificate (emergency Type C) and the adoption of 4 AAC 12.401 Emergency certificate. The proposed change will continue to allow the issuance of emergency special services certificate (emergency Type C) and expand to include the issuance of emergency administrative certificates (emergency Type B) and teacher certificate (emergency Initial).

◆ BACKGROUND

- Alaska school districts are finding it increasingly difficult to fill all of their vacant positions with fully qualified educators. Districts reported over 200 unfilled certified vacancies on their 2019 First Day Certified Vacancy Reports.
- Under AS 14.20.020 (b)(2), the commissioner is granted the authority to issue emergency certificates, during situations that, in the judgement of the commissioner, requires the temporary issuance of a certificate to a person not otherwise qualified.
- Currently, regulations provide a process that allows the issuance of an emergency Type C certificate. Prior to 2005, regulations also provided a process that allowed the issuance of an emergency teaching certificate (previously called an emergency Type A).
- This proposal would repeal the current emergency Type C regulation and replace it with a new regulation that would provide a process that local school boards could follow to request an emergency certificate for the following certificate types: administrative, teacher and special services.
- Under the new regulation, an emergency certificate would be valid for the remainder of the school year in which it was issued; an emergency certificate would not be renewable, and the local school board would be required to provide a mentor for the person issued an emergency certificate.
- Behind this cover memo is the proposed regulation.
- Tamara Van Wyhe, Director of Innovation and School Excellence, and Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulation.

Amend the proposed regulation and open a period of public comment.

Seek more information.

◆ ADMINISTRATION’S RECOMMENDATION

Open a period of public comment on the proposed regulation changes.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on the repeal of 4 AAC 12.400 Emergency special certificate (emergency Type C); the adoption of 4 AAC 12.401 Emergency certificate, and the amendment of 4 AAC 12.397 Mandatory training requirements.



MEMORANDUM

To: State Board of Education & Early Development
Date: November 4, 2019

Thru: Commissioner Michael Johnson
Telephone: (907) 500-8594

From: Director Tamara Van Wyhe
Subject: 8A. Division Updates

Assessments

- Trainings
 - The assessments team met with District Test Coordinators to answer questions about results and discuss and the public release of results on August 21 and August 22, 2019.
 - A training webinar for new District Test Coordinators took place on September 25, 2019.
 - On October 8, 2019, the assessment team gave a presentation to colleagues at DEED about the work of the team and how assessments supports the work of the department.
 - A training webinar for all District Test coordinators took place on October 10, 2019.
 - Computer-based assessment training for Technology Directors and assessment technology coordinators was held on October 24, 2019. A second training on computer-based assessment will take place on December 5, 2019.
- Monitoring
 - On October 10, 2019, the assessments team announced to districts a plan for monitoring administration of federally required statewide assessments.
 - Beginning in 2019, approximately 5 districts per year will submit evidence to DEED that demonstrates standardized administration and compliance with all assessment-related regulations.
- Members of the assessments team will attend the Technical Issues in Large Scale Assessments (TILSA) collaborative during the CCSSO SCASS meetings on October 29 – 30, 2019.
- The national Technical Advisory Committee will meet with DEED and the assessment vendor for feedback, consultation, and advice concerning Alaska's assessment program on November 12 – 13, 2019.

- The assessments team plans to re-submit documentation for federal peer review of content area assessments (PEAKS, Alaska Science Assessment) and the alternate assessment (DLM) in mid-December.
- Alaska Developmental Profile (ADP):
 - The window for the 2019 ADP is open from September 17 – November 1, 2019.
 - New for 2019, DEED improved the ADP student selection process by allowing District Test Coordinators to upload student lists.
 - ADP training for student list uploads was provided District Test Coordinators in September.
- WIDA Access for ELLs:
 - Documentation related to the English Language Proficiency assessment was submitted to the United States Department of Education for peer review on August 9, 2019.
 - The assessment window for the 2019-2020 administration of the ACCESS for ELLs assessment will take place from February 3 – March 31, 2020.
- PEAKS:
 - Public release of statewide PEAKS and Alaska Science Assessment results took place on September 5, 2019.
 - The assessment team continues to prepare manuals, update documentation, and provide support in preparation for the 2020 administration of PEAKS and the Alaska Science Assessment.
 - The assessment window for the 2019-2020 administration of PEAKS and the Alaska Science Assessments will take place from March 30 – May 1, 2020.
- The assessment window for the 2019-2020 administration of DLM alternate assessment will take place from March 16 – May 1, 2020.
- NAEP:
 - In October, the NAEP State coordinator attended the Pre-Release Workshop in preparation for the release of NAEP 2019 results.
 - NAEP 2019 results were publically released on October 30, 2019.
 - On October 26-27 and November 6 – 8, 2019, the NAEP State Coordinator attended the principals’ conference and the AASB annual conference to communicate information about NAEP, 2019-2020 NAEP studies, and to share information surrounding the public release of results.
 - NAEP Long Term Trend assessments will take place in Anchorage and Matanuska-Susitna Borough School Districts in October, December, or May for select 9, 13, and 17 year-old students.

Career and Technical Education program

- The Career & Technical Education Team is reaching the end stages of planning and preparing for the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).
 - The State Plan is approximately 80% completed, including the Comprehensive Local Needs Assessment and new application for funding. The DEED/CTE Team anticipates the plan will be done by December 2019—ahead of schedule.
 - The Advisory Committee and Working Groups continue to be involved in the development process through monthly webinars on key elements of the State Plan. Both

groups also recently met face-to-face in Anchorage in conjunction with the annual Alaska ACTE Professional Development Conference.

- DEED/CTE just released a new Request For Applications for CTE teacher professional development. This grant targets district-determined, high-needs priorities for CTE faculty, specialized instructional support personnel, and paraprofessionals.
- The Alaska Association of Career & Technical Education Professional Development Conference was held in Anchorage, October 13-16, 2019. DEED/CTE supported this meeting and presented several workshops on Equity and Access, the new Science/Computer Science/Digital Literacy standards, Work-based Learning, and Multidimensional Professional Development.
- DEED/CTE supports Career & Technical Student Organizations through a variety of mechanisms, including:
 - Annual CTSO advisory and officer leadership training. This training took place in Anchorage September 30-October 1 and focused on building community and communication among advisors and leadership skills for student officers. Informal feedback indicates it was well received.
 - CTSO rural outreach. DEED/CTE is working with CTSOs to create a support network and community targeting the development and continuation of rural CTSOs, including participation in enriching activities and connections to other chapters throughout the state.
- DEED/CTE continues to support secondary/postsecondary alignment and dual-credit projects in high-demand sectors of the state economy, such as the Alaska Area Health Education Center (AHEC) Behavioral Health program and the Mariner Credentialing program at AVTEC.
- The DEED/CTE team is helping facilitate the emerging CTE partnership between Anchorage School District and Lower Yukon School District by offering technical assistance and expertise.
- The Memorandum of Agreement between the Department of Corrections (DOC) and DEED was updated in October to reflect changing priorities within DOC. Activities will now utilize curriculum from Iḷisaḡvik College to prepare inmates at Hiland Mountain Correctional Facility in workforce skills and basic computing abilities.
- DEED/CTE continues to support a robust plan for workforce development in Alaska by:
 - Partnering with the Department of Labor & Workforce Development (DOLW&D) on the Alaska Liquid Natural Gas pipeline project
 - Partnering with DOLW&D on Work Based Learning Programs
 - Leveraging the Alaska Workforce Investment Board to benefit CTE instruction
- The DEED/CTE Team is actively supporting awareness of the new Science, Computer Science, and Digital Literacy State Standards. These standards have a direct link to CTE and under Perkins V, aligning activities to state science standards is required.

Child Nutrition

- Child Nutrition Programs completed the first year of a 2-year USDA Child Care Food Program training grant; we conducted culinary arts training in 3 locations for 48 staff from child care centers averaging 22 training hours, and additional 50 family day care home providers with 2-hour training blocks. Planning is underway for the next series of 3 sessions in March 2020.
- Child Nutrition Programs is collaborating with the Institute of Child Nutrition on a newly developed training program designed for School Nutrition Managers. This training program will enroll a cadre of 30-60 Alaskan school nutrition professionals for in-person and online training, mentorship, and goal planning over a 1-year period. Outreach will begin December 2019.

- Update to USDA's Trade Mitigation Program: Child Nutrition Programs is working with USDA to distribute allocated commodities to Food Banks and pantries operating the Emergency Food Assistance Program (TEFAP) in Alaska. Currently in phase 4, to date we have received/scheduled to receive \$3,659,428 in commodities value through trade mitigation for TEFAP programs and \$182,049 in additional commodities for school programs for SY19-20 to date. These numbers are subject to change depending on successful procurement by USDA and additional funding at a later date.

Data and Accountability

- System for School Success- School Designation
 - Calculations for the 2019 school designations were completed and sent to districts on September 16, 2019. Districts received the school designations, comprehensive data files to review their schools' System for School Success rating in detail with an interpretation guide, and messaging materials for parents and community.
 - Long-term and interim goals were calculated for academic achievement, English Learner progress, and graduation rate at the school and district level. Data files were created for these goals and sent to districts.
 - The re-designed System for School Success website was launched.
- Data Collections
 - The team has completed the Fall Certified and Classified Staffing data collection.
 - The Fall OASIS data collection is underway.
- Report Cards to the Public
 - Calculations of the district and school report cards have begun.
- Recruitment for the vacant research analyst position has been completed. The data team is fully staffed.

Early Learning Program

Pre-Elementary

- 28 School districts receiving a pre-elementary grant award
 - Programs are diverse – funding homeschool programs, classrooms, summer kinder-ready programs, and partnerships with Head Start
- All known Head Start and school district pre-elementary programs applied for and received Approval to Operate from DEED (per regulation) in a timely manner this fall

Head Start

- All 3-5 Head Start Programs funded in FY19 submitted their applications in a timely manner for FY20 funds (same award amount as prior year)
- Head Start Directors and DEED Staff met in Fairbanks to determine an equitable funding formula for state funds. Per legislative order, the formula will be established by Jan 31, 2020 and utilized for FY21.

Preschool Development Grant

- A draft report of the Needs Assessment of Alaska's Mixed Delivery System of Early Childhood Care and Education was presented to the Joint Task force and at the Early Childhood Economic

Summit for stakeholder feedback. The final draft is scheduled to be submitted to Administration of Children and Families by the end of the month.

- A no-cost extension for PDG activities is being submitted to provide additional time to complete a robust strategic plan with diverse stakeholder participation.
- DEED is not applying as the lead agency next grant period. DHSS is looking at options for taking the lead on the PDG.

ESEA/ESSA Federal Programs

- The Migrant Education Program team at DEED provided training on the identification and recruitment of migratory children to all school districts operating a migrant education program. Trainings were conducted in Anchorage, Fairbanks, and Juneau. Approximately 150 school district staff from 41 school districts participated in these trainings.
- After gathering feedback from both our Technical Advisory Committee (TAC) and our English learner advisory group, the English learner team is moving forward with a policy for the inclusion of English learners with a disability that precludes their participation in one or more domain on the English Language Proficiency assessment, ACCESS for ELLs. This policy allows the English proficiency of these students to be measured by the remaining domains in which the students can assess. This opens up the possibility of exiting EL services, being included on calculations in the accountability system, and showing growth from year to year. An application process and guidance are currently being developed.
- The 21st Century Community Learning Centers (CCLC) program anticipates running a competitive Request for Applications (RFA) in late winter/early spring. Per federal statute, the Program Manager will reach out to the commissioner's office, as well as other departments, to seek ideas for how the RFA can encourage grant projects that will support the Department's initiatives, in addition to meeting the considerable and extensive Federal goals and requirements.
- The US Department of Education has issued an updated [Title I-A Non-Regulatory Guidance document](#) about providing equitable services to eligible private school children, teachers and families. This guidance consolidates and updates information about the regulations supporting school districts and private schools in equally educating Alaska's children. Of the 15 Alaska school districts that have private schools, only 2 school districts have private schools that are participating in Title I-A for the 2019-2010 school year.

Health and Safety Programs

Conducted Statewide Trainings:

- School Safety and Well-Being Summit
DEED hosted a dedicated statewide School Safety & Well-Being Summit in Anchorage at the Egan Center September 18-20, 2019. The summit brought together school safety leadership from 37 districts as well as key educational stakeholders from other agencies to acquire new best practices and to share effective existing school safety practices with an emphasis on restorative disciplinary practices, positive school climate, school crisis preparedness, and trauma informed schools. (The Summit's content was aligned to the Education Challenge's safety and well-being commitment and its supporting strategies.) In all, 300 educators from across the state participated and the feedback provided on the event was exceptionally positive.
- 2019 NEA-AK Fall Event

DEED partnered with NEA AK for their Fall Event “Building Trauma Responsive Schools” on Oct 18-20, 2019. DEED participated in a Resilience panel. DEED also Collaborated with AASB on a keynote presentation of available state resources for Building Trauma Responsive Schools. This training brought together 150 educators from across the state with about 30 school districts represented.

- 2019 School Health and Wellness Institute
DEED partnered with the Department of Health and Social Services to co-sponsor the 14th annual School Health and Wellness Institute (SHWI) on October 28-30, 2019 in Anchorage. The SHWI is Alaska’s single largest gathering of educators and other professionals focused solely on school health. It brought together more than 150 school personnel including teachers, counselors, school nurses, school administrators and others to provide 3 days of professional development and address new and emerging school health topics. This year’s SHWI was fashioned in alignment to the nationally endorsed Centers for Disease Control Whole School, Whole Community, Whole Child (WSCC) Model. It included sessions on trauma-engaged school practices, resilience and mindfulness, youth substance use, suicide prevention and more.
- 2019 Alaska School Counselors Conference
DEED partnered with the Alaska School Counselors Association to sponsor the annual conference Nov. 13-16 “School Counselors Help Sketch the Path to Student Success”. The AKSCA conference is the only gathering in the state for school counselors. This training brings together about 130 counselors from across the state.

Other Major Team Activities:

- Transforming Schools Toolkit:
DEED, in collaboration with AASB, is in the process of creating an Implementation Toolkit to complement the Transforming Schools Trauma Framework. It is being developed as a supplemental and highly practical resource to assist Alaska schools becoming fully trauma engaged and practicing. The toolkit is intended for districts to use with staff. It will contain training, professional learning, tools, activities and resources that illustrate, expand on, and can be used to implement the content for each of the framework’s chapters. The Toolkit will be completed in 2020.
- New Trauma Recovery Demonstration Grant
DEED has been awarded a \$5 million five-year federal grant by the U.S. Department of Education to expand delivering mental health services to students who have experienced trauma and are struggling in school as a result. The funding will enable DEED to oversee and facilitate a robust partnership between the Alaska Child Trauma Center and the Fairbanks North Star Borough School District to increase low-income, at-risk students’ access to mental health services. Additionally, DEED will be able to develop a trauma-specific mental health services model that can be replicated across the state.
- Alaska Safe Children’s Act
DEED continued progress on the state authored student training to support districts with the implementation of the Alaska Safe Children’s Act in grades 7-12. Each grade band will include

5 modules for dating violence awareness and prevention and sexual assault/abuse awareness and prevention that will be delivered via eLearning. The state authored curriculum will be available to districts for the 2020-2021 school year. In addition to the curriculum, the committee finalized *Implementing the Alaska Safe Children's Act – A Resource for Alaska Schools*. This implementation guide offers information, recommendations and resources to assist school districts, schools, and teachers in Alaska in implementing the Alaska Safe Children's Act. The document includes the following six sections: Background Information; How to Respond to Disclosures of Abuse; Classroom Implementation; Mandatory Training and eLearning Professional Development for Staff; Prevention in Schools; and School Practices and Policies.

School Improvement

- Following up on recent System for School Success reports and school designations, the team is reaching out to districts and schools. Webinars have been provided outlining required actions and grant supports available to designated schools. These webinars will be repeated in December. School improvement plans and applications for federal school improvement funds must be submitted no later than March 16, 2020. However, districts are being encouraged to submit as soon as is appropriate to local needs and interventions.
- Recruiting is open for two content specialist positions in English Language Arts and Mathematics. These two positions will build out the SSOS team to better support core content curriculum and instructional programs in all schools.

Special Education Program

- Compliance/ Special Education Monitoring –
 - FY19 compliance monitoring complete
 - FY20 compliance monitoring is ongoing scheduled for completion prior to January 2020 (corrective actions have 6 months for completion from date of monitoring)
 - FY20 onsite technical assistance support is limited due to staffing and limited travel
- The special education team has a vacancy for the Education Specialist II position
- The state maintains support of district use of PowerSchool–Special Education in accordance with state requirements
- State consideration for the purchase of the PowerSchool software interface was withdrawn until district issues are resolved (operation issues, billing and training availability)
- The annual federal grant was approved and awarded for Alaska special education
- The state's special education determination for special education was "Needs Assistance", which is the same as the previous year, however there are concerns:
 - The rating score is 70.83 any slippage would place Alaska in "Needs Intervention" resulting in increased requirements
 - Changes in compliance monitoring and onsite training could directly impact Alaska's 100% score in the compliance
 - Graduation rates are increasing for students on IEPs (State focus area for federal reporting)
- The department has conducted one of two special education director trainings this school year with the second planned for March 2020

- All federally required data that is posted on the state special education website is current and ADA compliant.
- Complaint and Due Process Hearing information remains available to the public (though not posted online Re: 34 CFR 300.513 (d))
- The Due Process and Administrative Complaints data for the current reporting period is follows:
 - Due process Hearings 0
 - Complaint Investigations 3 Investigations (1 completed -for the parent)

Teacher Certification Information

Alaska Teacher of the Year

- On October 25, 2019, Amy Gallaway was named the 2020 Alaska Teacher of the Year at a surprise ceremony at West Valley High School in Fairbanks. Ms. Gallaway is the 57th Alaska Teacher of the Year. More information about Ms. Gallaway can be found [here](#).
- The Alaska Teacher of the Year program began in 1963. Of the previous 56 Alaska Teachers of the Year, ten were still working with our students during the 2018-2019 school year.

Alaska Teachers of the Year	District	Role	Year
Alicia Lewis	Fairbanks	Principal	2003
Jackie Lee Johnson	Matanuska-Susitna	Teacher	2010
Lorrie Heagy	Juneau	Teacher	2011
Cara Heitz	Anchorage	Teacher/ On-Site Supervising Teacher	2012
Christopher Benshoof	Fairbanks	Teacher	2013
John Bruce	Anchorage	Teacher/ On-Site Supervising Teacher	2015
Amy Jo Meiners	Juneau	Teacher	2016
James Harris	Kenai	Teacher	2017
Ben Walker	Anchorage	Teacher	2018
Danielle Riha	Anchorage	Teacher	2019

Alternative Certification Pathways Statistics

- Statutes and regulations allow for multiple pathways for individuals to gain certification in Alaska. The table below provides the number of these various certificates issued over the past five years; including the 2018-2019 school year.

Alternative Pathway	Statute	Regulation	2014 -2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
Initial 2-year	AS 14.20.020		545	465	451	437	425
Initial Out-of-State	AS 14.20.015		382	411	457	479	491
Initial Re-employment	AS 14.20.017		36	41	53	51	38

Alternative Pathway	Statute	Regulation	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Initial Subject-matter expert	AS 14.20.022		29	17	50	17	28
Type M--ROTC	AS 14.20.025	4 AAC 12.370	2	4	1	10	1
Type M--CTE	AS 14.20.025	4 AAC 12.372	13	14	26	14	20
Type M--Culture / Language	AS 14.20.025	4 AAC 12.370	9	11	9	8	9
Type W		4 AAC 12.388	0	0	0	0	4
Type I		4 AAC 12.375	0	0	0	45	6
Special Education Alternative Program		4 AAC 12.340	25	16	25	37	29
Emergency Type C		4 AAC 12.400	21	13	22	18	29

First Day Vacancy Data

- Under 4 AAC 18.021, districts must report annually to DEED the certified positions that are vacant on the first day of school. For the 2019-2020, the number of reported first day vacancies were
 - 3 administrative positions;
 - 181 teaching positions; and
 - 26 special service positions
- Analysis of this data is ongoing.

CAEP Accreditation

- On November 3 to November 5, the University of Alaska Southeast educator preparation program was visited by a three member review team from the Council for the Accreditation of Educator Preparation (CAEP). This site visit is one aspect of the CAEP accreditation process.
- Prior to the site visit, UAS provided the CAEP review team a Self-Study Report and evidence that addressed CAEP's five standards. In turn, the review team provided feedback asking clarifying questions and requesting additional documentation. UAS responded to the questions and provided additional documentation through an addendum.
- The site visit was an opportunity for the review team and the university to clear up any outstanding questions. Sondra Meredith, Administrator for Teacher Education & Certification, participated in the site visit as an observer to the process.
- The CAEP Accreditation Council (AC) will review the information and recommendation of the site visit team at its spring meeting (April 24 – April 27) and make a determination of UAS's educator preparation accreditation status. UAS and DEED will be notified of the AC's determination in June.

Educator Quality Data Workshop

- With the support of Education Northwest, DEED gathered individuals responsible for the collection of educator data at the district level together in Juneau on September 11th and 12th. The purpose of the meeting was to provide support to districts' efforts to effectively gather high quality educator data required by statute and regulations. The individual educator data collections were examined in depth and best practices were shared. Participants reviewed recent research papers that use these data as primary sources and discussed how district specific data can be used locally by their boards and administrators around attracting and retaining effective educators.

Alternative Teacher Preparation Convening

- On September 17, 2019, 21 representatives from districts and other stakeholder groups met with DEED in Anchorage to discuss the possibility of developing a non-traditional alternative educator preparation program. During the meeting, participants examined the previous Alaska Transition to Teaching model; as well as, alternative programs offered or endorsed in other states. The participants examined research that described the opportunities and the challenges of alternative educator preparation programs. The participants also discussed the resources that would be required to run an alternative program. Additional stakeholder meetings are being planned around this topic.

Mt. Edgecumbe High School

8B. State Board of Education Report

December 2019

Prepared by: Janelle Vanasse, Superintendent/Director

Note from the Superintendent

We are beginning our strategic plan revision process. We are working to align the MEHS strategic plan to the Alaska Education Challenge. As part of our previous plan, MEHS has worked to identify consistent data and goals to monitor each year. Many of these already align with the Alaska Educator Challenge and with the process of revision will fit nicely into the statewide plan. Current goals include those set around: Academic Growth, Academic Achievement, College & Career Readiness, and Healthy Living & Leadership Skills. Two of these are highlighted for this report with current data reports.

Current Enrollment/Admissions Information

October Count

Grade	F	M	ALL
9	69	51	120
10	74	39	113
11	57	42	99
12	58	39	97
total	258	171	429

Student numbers by region

Region		
Anchorage & Valley	62	14.52%
Far North	90	21.08%
Interior	17	3.98%
Southcentral	22	5.15%
Southeast	49	11.48%
Southwest	187	43.79%

2 students undetermined



Expanded Leadership

Providing leadership opportunities has long been a goal for MEHS. We have a strong student government and National Honor Society. As part of our school improvement process we have been looking for additional leadership opportunities for students. This was our third year in sending a group of students to the First Alaskans Youth and Elder Conference and our second year partnering with the National Guard for their Explorers program.

Data Highlight

Academic Growth

MEHS students will demonstrate an accelerated or appropriate academic growth

MEHS met or exceeded our growth targets measured by NWEA MAP. The school growth placed MEHS above the 90thile for school wide growth on a national comparison.

Academic Achievement

MEHS students will demonstrate proficiency at the appropriate grade or post-secondary level

State Assessment

33% of our 9th grade students will be proficient on state exams and 50% of our 10th graders in science PEAK assessment data available online: [MEHS PEAKS assessment data](#)

Year	9 ELA	9 Math	10 Science
2018-19	21.9%	30.0%	50.6%
2017-18	27.5%	20.7%	45.7%
2016-17	25.2%	15.7%	59.6%

ACT Readiness Benchmarks

Percentage refers to the percentage who met benchmarks of those who took the test

Year	# total	# took ACT	English 18	Math 22	SS Read 22	Science 23
2018-19	82	55	40%	25%	16%	11%
2017-18	100	62	52%	27%	37%	16%
2016-17	100	67	49%	22%	31%	18%

Initiative/Strategy Highlight

Junior Advisory

This year MEHS implemented a Junior Advisory course. This is a one-day a week course that occurs before the normal school day for most juniors. In school improvement planning around our goal to have students college and career ready, we observed a gap in our advising. Junior year is a critical time for exploring options and making choices that impact options for post-secondary.

Topics include:

Career Exploration

Post-secondary options

College and program comparisons

Scholarship Knowledge

Scholarship Preparation

Budgeting Information

Career and/or college preparation prerequisites

Matching personal values/goals with post secondary options for the “right fit”

Creating a balanced student profile

In addition to the above broader topics, it is the time and place for the school to provide:

ACT/SAT testing dates and procedures

Course Selection information for Senior Year

Opportunities for summer and special programs

Post-secondary planning timelines and expectations

Junior Class announcements

Special Speakers

College and Career Guide

This is the third year that MEHS is partnering with the Alaska Fellows program to sustain a college and career guide at MEHS. The position is modeled after the National College and Career Advising Corps and receives training from the Alaska Commission on Post Secondary Training. Students, particularly first generation and low income, get one on one assistance in post-secondary planning and preparation. Joelle Jura is our guide this year and she is doing an excellent job. We already have more juniors that have either taken or signed up for an ACT test than last year. Getting our students prepared to take this test and gaining the advantage of taking it more than once is one of our indicator strategies for increasing college readiness.



MEMORANDUM

To: State Board of Education
Date: November 1, 2019
Thru: Commissioner Michael Johnson
Telephone: 907-465-2911
From: Patience Frederiksen
Division of Libraries, Archives and
Museums
Subject: 8C. Report to the State Board of
Education & Early Development
Covering August to October 2019

Staffing:

- Samuel Butcher started work as the librarian for the Alaska Newspaper Digitization Project in the Historical Collections in September
- Zachary Jones resigned his Archivist II position in October.

Division News:

August First Friday - Department and Juneau School District staff set up tables in the APK atrium about the services they provide families and students. It was also National Coloring Book Day, so crayons and education-related pages (buses, lunch boxes...) were handed out to children and families. Many took advantage of free admission to visit the *Cruisin' the Fossil Coastline* exhibit in the Museum. 250 people attended.

Blog posting - Archivists Chris Hieb and Leah Geibel authored a post on the Exxon Valdez Oil Spill and the 30th anniversary display showing on the top floor of the APK for the Northwest Archivists: <https://northwestarchivists.wordpress.com/2019/08/12/remembering-the-exxon-valdez-oil-spill/>

Alaska Positive - Now in its 49th year, this exhibit continues to encourage photography as an art form in Alaska. A call for submissions was sent out for September and October. Photographs will be evaluated by guest juror David Michael Kennedy. His photographic career spans over 40 years. His work is synonymous with New Mexico landscapes and use of the platinum/palladium printing technique, a hand process at which he is considered one of the best in the world. *Alaska*

Positive will open at the Alaska State Museum in December and run through February. The exhibition will then travel to six museums throughout Alaska.

Hometown Alaska - In September, the Division Director was interviewed on Hometown Alaska along with Anchorage library directors. The group discussed SLED resources and library assistance for students with Kathleen McCoy on APTI.

Glass Pendants - Artist Rachael Juzeler held a workshop for attendees to explore glass art around the APK and to create their own glass pendant. Participants repurposed discarded and waste glass to create beautiful new objects which Rachael fired in the kiln.

Ray Troll and Kirk Johnson Events – As the Museum’s summer of fossils drew down, there were three more chances to experience the creators of this popular display. Ray Troll held two dinosaur drawing events, a free one for kids at the APK and a wine and cheese fundraiser event for adults sponsored by the Friends of the State Library, Archives and Museum. Both events featured large sheets of black paper and pigment-rich crayons.



Artist Ray Troll poses with youthful artist and her dinosaur drawing.

Dr. Kirk Johnson gave a lecture on *Cruisin' the Fossil Coastline*, an exhibit he co-curated with Ray Troll. He presented the dramatic history of life on Earth, punctuated by killer asteroids and mass extinctions; by fascinating ancient creatures such as the ichthyosaur, a giant sea-going reptile; and by the long-vanished polar desert landscape of Alaska’s Mammoth Steppe.

Rightfully Hers - The State Archives set up a travelling display named: Rightfully Hers on the 19th Amendment for women’s suffrage. This display was designed by the National Archives and Records Administration; it will travel to other Alaska libraries and archives this winter.

Solo Artist Submissions Solicited - The State Museum began accepting applications for solo artist exhibitions to be shown over the next two years. All visual artists who live in Alaska and who have not had a solo exhibit at the State Museum in the past 6 years, are welcome to apply. Staff will evaluate and make selections for these exhibitions in December.

Museums Alaska/Alaska Historical Society Annual Conference in Kodiak – LAM staff attended this 2019 October conference to learn about trends and to network with museum and historical society folk from across the State. The Division Director gave a speech on the State of Our Museums. The Museum Outreach Curator held a brainstorming session on the 10 year survey of museums that she will be doing this winter, did a workshop on the 100th anniversary of women’s suffrage, and another on the museum grants she awards annually. The Head of Information Services gave a session on copyright. The Conservation Curator gave a workshop on

condition reporting and another on indigenous people participating in collections care. A Historical Collections librarian did a session on Alaska's Nuclear Legacy and another on Survivance: Past and Continuous Trauma in SE Alaska.

Indigenous Peoples' Day – The Alaska State Museum provided free admission on Monday, October 14. The Division sponsored a film screening of *Heenetiineyoo3eihiiho' (Language Healers)* in the lecture hall. This film discusses the importance of indigenous languages and cultures, including segments in Alaska featuring a Yup'ik dog musher and a Tlingit carver.

The Sheldon Jackson Museum also offered free admission and presented the film *A Matter of Respect*. This documentary examined the meaning of tradition and change and the challenges of balancing life in two cultures, while honoring ancestors' ways of life through harvesting, and preparing traditional foods, restoring community cemeteries, dancing, carving and weaving.

Alaska Day - Once again, the APK stayed open for the holiday. The Historical Collections set up a display of materials related to whales and whaling in Alaska, in honor of the Juneau Public Library's Big Read book *In the Heart of the Sea* by Nathaniel Philbrick about the whaleship Essex and its fatal encounter with a sperm whale. The Friends of the State Library, Archives, and Museum hosted a volunteer community transcription project in the Reading Room. Attendees transcribed the vital records indexes compiled from Juneau newspapers by Betty Miller into an accessible format that allows for keyword searching and posting online. The Store at the APK presented an Alaska Literary Festival with local authors and artists Sarah Asper-Smith, Michaela Goade, Emily Wall, and Ernestine Hayes sharing their work and signing books. Oregon author Ryan Jones spoke about his book about Russian whalers in Alaska waters.

Training and Workshops:

In August, more than 40 Juneau School District teachers participated in a lively in-service titled *Mysteries at the Museum: Discovering the Secrets of Using the Alaska State Museum, Library and Archives*. Teacher Ryia Waldern offered insights on how to facilitate science and geology discussions with students using the Museum's Science on a Sphere display. Teacher Sheila Keller led participants through the Ray Troll exhibit, exploring how to teach the fossil history of life to students. Museum staff brought participants back-of-house to see the Collections Storage Room and Archives staff led the teachers on a tour of the Archives. Museum educator Christine Huff wrapped up the day by walking teachers through the process of "checking out" artifacts from the Sheldon Jackson Museum's Hands On Loan Program online. In their exit evaluations, many teachers said they would definitely be using the resources of the APK more in the future.



Juneau teachers learn how to use the Museum's Science on a Sphere.

MEMORANDUM

State of Alaska Department of Law

TO: Members, State Board of Education and Early Development

THRU: Michael Johnson, Commissioner
Department of Education and Early Development

FROM: Luann Weyhrauch
Susan Sonneborn
Assistant Attorneys General
Labor & State Affairs Section
Department of Law

DATE: November 1, 2019

FILE NO.: JU2015200003

TEL. NO.: (907) 465-3600

FAX NO.: (907) 465-2520

SUBJECT: 8D. Attorney
General's Report

This memorandum describes the status of current litigation involving the Department of Education and Early Development.

1. *DEC Enforcement Matter related to Contamination at Joe Parent Vocational Education Center in Aniak.* The Alaska Department of Environmental Conservation (DEC) identified DEED, DOT&PF, and the Kuspuk School District, as well as the federal government, AT&T Alascom, Lockheed Martin Corporation, and Exelis-Arctic Services, Inc., as potentially responsible parties (PRPs) for polychlorinated biphenyls (PCBs) and trichloroethylene (TCE) contamination at the site of the Aniak Middle School. The contamination dates back to the use of the site by the U.S. Air Force as a White Alice Communications System site from 1958 to 1979.

At a mediation in September 2013, the PRPs agreed to the allocations (percentages of responsibility) that each party would bear in an agreement to share past and future clean-up costs for PCB and TCE contamination, although not all issues relating to TCE contamination could be resolved. In 2015, the PRPs executed an agreement (which remains in effect) to share the cost of the sub-slab-depressurization system and the TCE monitoring program at the site.

In February 2016, the Consent Decree (a settlement agreement in the form of a court order) was fully executed and DEC filed a complaint in federal district court for the purpose of establishing a forum for a court-ordered resolution. The Consent Decree was signed by the court in March 2016. In the summer of 2017, DOT&PF retained contractors who conducted PCB clean-up work. The TCE remedial investigation report was issued May 24, 2018, and the TCE feasibility study, dated March 2019, was approved by DEC on April 11, 2019. The feasibility study includes a recommended alternative for addressing TCE at the site. DEC now seeks a project schedule to implement the recommended alternative.

2. *North Slope Borough (NSB) & North Slope Borough School District v. State of Alaska, Department of Education and Early Development*. This is a judicial appeal of the department's denial of debt reimbursement on five NSB bonds. In 2015, the department determined that the bonds were ineligible for school construction debt reimbursement under AS 14.11.100(j)(3) because they did not conform to the statutory requirement that bonds be repaid in approximately equal principal and interest payments over a period of at least 10 years. NSB filed an administrative appeal to the Commissioner. In September 2016, the Commissioner issued a final decision affirming the decision to deny reimbursement. NSB appealed the decision to the superior court. NSB then moved for a trial de novo; that motion was denied, and NSB's Petition for Review challenging the denial of trial de novo was rejected by the Alaska Supreme Court. Superior Court Judge Kevin Saxby issued a favorable decision on July 12, 2019, affirming the department's decision. NSB has appealed to the Alaska Supreme Court, and briefing is scheduled to commence shortly. Chief AAG Janell Hafner in the Labor & State Affairs section has primary responsibility for this appeal.

3(a). *Illuminations Childcare and Educational Center (Illuminations) Appeal of Department Action taken under Child and Adult Care Food Program (CACFP). Appeal within Department*. In 2015, Illuminations submitted a request for an administrative review of the department's notice suspending the participation of Illuminations in the CACFP program, proposing to terminate Illumination's agreement, proposing to disqualify Illuminations, and proposing to disqualify its owner and administrator. This notice, required under CACFP federal regulations, was sent because of action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. A review official issued a determination upholding the agency's action.

3(b). *Illuminations, LLC, d/b/a Illuminations Childcare and Educational Center, Brenda J. Fuller, and Kimberly J. Danford v. Alaska Department of Education and Early Development. Appeal to court*. In June 2015, Illuminations, *et al.*, filed an appeal in the superior court, and their opening brief was filed in December 2015. The appellants continue to agree to the postponement of the department's brief deadline (currently April 21, 2020) based initially on the discussion of settlement and claim documentation. In light of appellants' waning interest in pursuing their claims, the case is evolving into dormancy. This is likely to lead to an agreed-upon dismissal of the matter.

4. *Burattin, et al. v. Chilkat Indian Village*. This is a judicial appeal of the superior court decision ordering that the state museum transfer certain artifacts to the Jilkaat Kwaan Cultural Center in Klukwan. On June 20, 2019, several individuals purporting to represent a faction of the Frog House clan filed this appeal. Starting in 1978 the state museum acted as a neutral temporary custodian of the artifacts (four carved house posts and one replica screen), based on an agreement and court order. In

November 2018, the museum, through the Department of Law, gave notice that the museum intended to transfer the artifacts to the Jilkaat Kwaan Cultural Center in accordance with the 1978 order. Due to competing claims to custody of the artifacts, the court issued a temporary restraining order to prevent their transfer, but then lifted that temporary restraining order when it issued the May 21, 2019 order, now under appeal. The main issue on appeal is whether the superior court properly ordered that the artifacts be transported to Klukwan. The state did not take a position on the ownership of the artifacts in superior court and is not likely to assume a significant role in the appeal. The appellants' brief was due September 18, 2019. Appellants have filed two motions requesting extensions of time; the most recent request is to file the brief on November 4, 2019. The court has yet ruled on these motions.

5. *Coalition for Education Equity v. Governor Dunleavy and Commissioner Johnson*. On May 1, 2019, the Coalition for Education Equity (CEE) filed suit against Governor Dunleavy and Commissioner Johnson, in their official capacities. The suit seeks an order declaring that the distribution on June 10, 2019, of the fiscal year 2019 \$20 million education appropriation (outside the foundation formula) violated Alaska law. The suit, filed in advance of the distribution, also requested an order directing the release of the funds. The superior court denied the defendants' motion to dismiss on mootness grounds and the parties are engaged in discovery with a view to filing cross motions for summary judgment in the near future. AAG Jessica Leeah in the Special Litigation Section is primarily responsible for this litigation.

6. *Alaska Legislative Council, on behalf of the Alaska Legislature v. Governor Dunleavy, Commissioner Tshibaka, and Commissioner Johnson*. On July 16, 2019, the Alaska Legislative Council on behalf of the legislature filed suit in superior court against Governor Dunleavy, Department of Administration Commissioner Tshibaka, and Commissioner Johnson, in their official capacities. The Council alleged in its complaint that the defendants failed to disburse the funds appropriated by the legislature in 2018 to public school districts for fiscal year 2020. The Attorney General issued a formal opinion prior to the lawsuit, concluding that the legislature's 2018 appropriation was unconstitutional because it sought to commit future revenues not on hand in the state treasury in fiscal year 2019, and a new appropriation was needed. The legislature did not pass a new appropriation. On July 16, 2019, based on the parties' joint motion, the court entered an order requiring that education funds be disbursed while the lawsuit proceeds. The superior court held oral argument on the parties' cross motions for summary judgment on October 4 and a decision is expected by November 8. Chief AAG Margaret Paton-Walsh in the Special Litigation Section is primarily responsible for this litigation.

**To: Members of the State Board of
Education and Early Development**

December 4, 2019

From: Dr. Michael Johnson, Commissioner

Agenda Item: 9

◆ ISSUE

This is a standing oral report to the board by the Commissioner.

◆ BACKGROUND

- The board will hear a report on the Commissioner's activities.
- Commissioner Johnson will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**To: Members of the State Board of
Education and Early Development**

December 4, 2019

From: Dr. Michael Johnson, Commissioner

Agenda Item: 10

◆ ISSUE

The board is being asked to approve its consent agenda.

◆ BACKGROUND

- There are three items on the consent agenda.
- Behind this cover memo are items:
 - 10A, approve the minutes of the September 19, 2019 meeting;
 - 10B, approve the minutes of the October 23, 2019 work session; and
 - 10C, approve the draft report to the legislature.

◆ OPTIONS

Approve the consent agenda.
Remove an item and address it.
Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the consent agenda.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the consent agenda consisting of approval of the minutes of the September 19, 2019 meeting, the minutes of the October 23, 2019 work session, and the draft report to the legislature.

State Board of Education & Early Development
Unapproved Minutes
September 18, 2019
William Egan Room, Atwood Conference Center, Room 106
550 West Seventh Avenue
Anchorage, AK 99501

Thursday, September 19, 2019

Chair Fields called the meeting to order at 8:32 am. After the pledge of allegiance, the board adopted the agenda for September 19, 2019. Member Griffin moved to adopt the agenda and was seconded by Second Vice Chair Van Diest. There were no objections to the adoption of the agenda. There were no potential conflicts of interest identified by board members at this meeting.

Public Comment

Public comment was opened at 8:37am

Tim Parker- thanked the board for allowing him to testify. Expressed his appreciation to the board for the relationship that the NEA has with the board. He mentioned the buy in from the 500 schools that the NEA represents and expressed the importance that the trust that flows from the board to the schools. He stressed the importance of the AK Ed Challenge and requested the board to continue the good work that they're already doing. He hoped that equity will be continued to work on. He also stressed the importance of the attracting teacher piece as retirement is why teachers are leaving the state. He praised the board and the department for their work toward safety and well-being. Teachers feel that they can jump into that particular type of work. Expressed concerns about the regulation process and funding. He challenged the board to not relax the standards to attract teachers. He asked the board to continue to put community needs first. There should be few barriers if a community wants to put a school. He asked the board to continue their focus on the culture of students. He asked the board to work to make sure that students feel welcome in the classroom. Continue to hold every good idea up to the lens of how does this improve student learning. That's how good things happen.

Lisa Parady- Alaska Council of the Alaska School Administrators- Echoed the remarks of Tim Parker regarding the Alaska Education Challenge. Seeing the work continue on the Alaska Education Challenge. is a positive step and she encourage the board to keep working. She touched on the CTE Equity piece of the Alaska Education challenge and gave an update on Code.Org. She encouraged the board to continue to work with schools that are understaffed and the understaffing issue is becoming the norm and not the exception. She complimented the department on their work toward alternative certification. She asked the board to continue to work with principals and superintendents as the understaffing issues extend not only to teachers but to principals and superintendents. Mentioned that almost half of her superintendents are in either their first or second years as superintendents. ACSA is bumping up their work to support new superintendents. She asked that the board work toward regulations that make it easier for teachers to get into the classroom while not compromising the integrity of the subjects that the students learn. She invited the board to Fairbanks to their superintendent conference on the 26-18 of September. She thanked the board for their service and mentioned that although views may be different, the commitment to students remains the same.

Nils Andreassen- Ex. Director Alaska Municipal League- He commented on agenda item 6. He asked that the league be allowed a second public comment period so that they can review it. They are concerned that delays in addressing major maintenance will decrease the capacity of school districts and project managers to ensure a quality and effective process. The AML is taking a greater interest in the relationship of local governments and the education that is being provided in the communities. He looks forward to the discussion and the continued work with the board.

Commissioner Johnson thanked those who presented public comment. He also acknowledged that Sean McGuire from KTUU was present at the meeting.

Public testimony closed at 9:02am

Work Session

Agenda Item 1. Legislative Update. Erin Hardin and Neil Steininger provided an update to the board regarding the work that the legislature has been doing since they adjourned. HB 39 and HB 2001 both have been signed. HB 39 includes the foundation stipends, special schools, school bond debt reimbursement, and other items. There were reductions proposed but in HB 2001 all funding was restored including Online With Libraries, Live Homework Help, and the Alaska State Council on the Arts. She also updated the board on the status of SB 19 and SB 2002 which were passed by the legislature during the last special session. SB 40 is being signed by Governor Dunleavy on September 19. The department is continuing to track legislation that is moving through the legislative process during the second legislative session of this legislature.

Agenda Item 2. Budget Update. Neil Steininger gave the board an update on the budget. He noted that the board packet was produced prior to HB 2001 being signed and noted to the board where changes had been made. The travel budget is the item that the department is monitoring most closely to ensure that travel is meeting the needs of the department as well as staying within the budget set.

Member Scott asked about the veto's to the MEHS pool and what it meant to the school and the pool. Neil answered that the amount of money is very limited and that MEHS is looking into how far in the year they will be able to operate the pool. Dr. Johnson suggested that Neil contact Member Scott directly regarding those questions.

Agenda Item 3. Mount Edgecumbe High School Update on Graduation Requirements. Superintendent Janelle Vanasse updated the board regarding the graduation requirements of MEHS. She mentioned that the board will need to approve these requirements at their next meeting. The MEHS board updated their flexible credit requirement and aligned it with the Alaska Performance Scholarship pathways. They also updated the specific studies requirement as well.

Member Kowalski thanked Janelle regarding the updates in line with the Alaska Performance Scholarship.

At 9:18am the board took a ten minute break and were back on the record at 9:28am.

Agenda Item 4. UAS School of Education Accreditation Update. Tammy Van Wyhe introduced Dr. Atwater and commended the University and Dean Atwater for their level of communication and continued work as they track the accreditation issue. Dr. Steve Atwater gave a presentation to the State Board regarding the status of the UAS School of Education Accreditation work and the work that the University of Alaska Board of Regents have been

conducting. Dr. Atwater presented a PowerPoint of eleven slides and took questions from the board. Dr. Atwater is doing outreach to identify graduates from the education program who are still residing and teaching in Alaska but unfortunately does not yet have that data. It will be available on October 1st. Current students are still working toward their program requirements and are still in Anchorage, but they are being served by the UAS and UAF distance programs. Of the 474 students who were enrolled in the program when it lost accreditation, there are 195 students still enrolled in the University of Alaska system. There is no current discussion to reestablish UAA's accreditation at this time. Due to the funding stepdown from the State of Alaska, the university is engaging in ongoing discussions to consolidate the three university systems under one single UA. Any changes would have to be accepted by the individual accrediting bodies that accredit each school. The Board of Regents is looking into considering a consortium to keep the three separate colleges.

He then took questions from the board.

Commissioner Johnson added that in the context that we're in as a state, the board can appreciate the open conversations that DEED has had with the University of Alaska system. He thanked Dean Atwater for his clear presentation to the board.

Chair Fields expressed his apprehension to "letting go" of the accreditation issue and asked Dr. Atwater when the next Board of Regents was scheduled for. He asked if the State Board Members who are on the Board of Regents joint committee attend the next Board of Regents meeting. Chair Fields would like the university to be bold and work toward creative ways to move forward and getting teachers to Alaska.

Agenda Item 5. State Board Committee Reports

Agenda Item 5A. Standards and Assessments. Member Stockhausen updated the board on the work of the Standards and Assessments committee. Standards and Assessment have been working to figure out what their role is with this committee. They have decided that their role is more of an educational role. The department is providing reports to the committee to inform them about the role of the standards and how assessments work.

Agenda Item 5B. Tribal Compacting. Member Kowalski updated the board on the work of the Tribal Compacting Committee. They have had two meetings. They have talked about the visioning conversations that have been had with stakeholders across the state. Some communities are already starting discussions around this issue and are looking at capacity when the time comes. The tribal compacting committee is now gathering questions from those various stakeholders and compiling them into a database and an FAQ's to inform the committee. They are also looking at some of the technical pieces that need to be adjusted with regards to updating regulations and statutes. They also talked about teacher preparation and that teacher preparation in the tribal school system looks different than in a western system.

Agenda Item 5C. Regulations. Member Van Diest updated the board their work on whether they want to keep, amend, or repeal the regulations that exist. They are moving forward with their work with the department. They have looked at chapter 6 article 5 and they have recommended revisions of ten regulations to comply more with ESSA standards. They also recommended the changing the names of the different report cards so the public knows the difference. Regarding school recognition, DEED will be working over the winter to model the school data to ensure that schools can meet the requirements of a "highest performing school" as reflected in Chapter 6 885. Most of the discussions that have come out of the regs committee have been questions from the committee to the department to help inform their decisions. They are beginning their work on the teacher certification regulations and have directed the board to work on these items during the winter. Member Van Diest noted that although we don't want

to lower the standards of education, we want to work toward alternative pathways for teachers to not only come to the state but to stay in Alaska once they have arrived.

Agenda Item 5D. Funding Formula. Member Scott updated the board on the Funding Formula committee work. The Funding Formula committee met to continue the discussions regarding entitlement in two areas, the district cost factors and entitlement. District cost factors is how location impacts the cost of K-12 education. This is specific to each district and the last time this topic was studied was in 2005 by ISER. The board is working with the department to determine whether or not a new study is needed. The department is working with the Department of Revenue to begin these discussions. They are also looking at options to survey school boards, principals, and teachers about what they are experiencing as far as what cost means to them. They also discussed updating the term “correspondence” to reflect the way that the program has grown. They are hopeful to communicate further with correspondence teachers to see what they would like to be called. Member Griffin asked about the school size factor and what its impact has been and how it could be adjusted. Commissioner Johnson explained that, while that item has not been brought to the Funding Formula committee, they are having internal discussions and will bring it to the committee once they have vetted the idea more fully. He stressed the importance of funding students instead of buildings in this increasingly mobile education environment.

Agenda Item 6. Adoption of Proposed Regulations

Agenda Item 6A. School Facility Planning and Construction Regulations. Tim Mearig mentioned that these regulations have been before the board before and that they are again before the board due to some technical issues that the Department of Law identified. He gave a history of the regulations and when they had seen the regulations updates as well as the public comments that were included. Member Van Diest asked about the issues it would raise if the board chose to keep the regulations open. Tim responded that it would cause delay in CFP applications if the board were to delay adoption. The Department will reach out to the Alaska Municipal League to address their questions but recommended that the board adopt the regulations.

Agenda Item 6B. School Facility Commissioning Regulations. Tim Mearig mentioned that these regulations have been before the board before and that they are again before the board due to some technical issues that the Department of Law identified. The board did not receive any public comment regarding these regulations.

The board took an at ease for lunch at 12:15pm and Chair Fields announced that they would resume with Agenda Item 8, adoption of proposed regulations.

At 10:35am the board took a break and were back on the record at 10:48am.

Business Meeting

Agenda Item 7. Adoption of Proposed Regulations

Agenda Item 7A. School Facility Planning and Construction. Member Van Diest motioned and Member Kowalski seconded the following motion: I move the State Board of Education & Early Development adopt amendments to 4 AAC 31 School Facility Planning and Construction to implement administrative, process improvement, and resource limitation elements. Member Van Diest commented that she is comfortable adopting these regulations with the Department’s continued work with AML and if needed, they will look at these again. Member Griffin echoed Member Van Diest’s comments. Member Scott

expressed appreciation from the department to work with AML and cautioned the board with not forming any additional red tape. The motion passed unanimously.

Agenda Item 7B. School Facility Commissioning. Member Kowalski motioned and Member Van Diest seconded the following motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 31 School Facility Planning and Construction to implement requirements for commissioning on certain school capital projects. The motion passed unanimously in a roll call vote. There was no discussion.

Agenda Item 8. Standing Reports. Written reports were provided from Student Learning & Educator and School Excellence; Mt. Edgecumbe High School; Libraries, Archives and Museums, and the Assistant Attorney Generals. Staff answered questions from the board regarding those reports. Member Kowalski and Member Griffin asked questions about the long term trend assessments Isaac Paulson of the DEED assessments team answered that the long term trend assessment is one of the studies that NAEP conducts but there are other studies as well.

First Vice Chair Hamilton asked Superintendent Vanasse for an update on the closure of the MEHS pool. They are working on a plan to close the pool. They have come up with a plan to operate classes this semester and close the pool on December 20th. They are working on logistical details at this time. First Vice Chair Hamilton thanked Superintendent Vanasse for her work to continue education for students and not sacrifice education funds in an attempt to keep the pool open.

Luann Weyhrauch, Assistant Attorney General discussed the board's role in the budget process and took questions from the board. Chair Fields suggested to the board that the board issue an official, voted on statement regarding the fact that they have approved the department's budget proposal as formulated by the Office of Management and Budget. Member Stockhausen expressed curiosity about maybe amending statute to clarify the board's role in the department's budget since it will become a recurring issue. Luann advised the board to work with the Governor's Office and OMB to tuck the repeal of the statute AS 13.07.150 into another bill.

Agenda Item 9. Commissioner's Report. Dr. Johnson briefly updated the board on Secretary DeVoss' visit. He thanked Alaskans and the way they interacted with her during her visit. He thanked the Department staff for their behind the scenes work, the Secretary's staff for their advanced work and the schools that she visited for their work to prepare for her visit. He reminded everyone that the agenda is light due to the safety summit. He encouraged the board to attend as much of the safety summit as they are able.

Agenda Item 10. Approve Special Assistant to the Commissioner. Member Griffin motioned and Member Scott seconded the following motion: I move the State Board of Education & Early Development approve the Commissioner's appointment of Erin Hardin as Special Assistant to the Commissioner. Member Hamilton requested that we would move to executive session for personnel issues from this point forward. Dr. Johnson clarified that the board cannot take votes in executive session and discussed the way that the board could craft their agenda to address personnel issues. The motion passed unanimously after the discussion.

Agenda Item 11. Consent Agenda. Member Van Diest motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the minutes of the June 7, 2019 board meeting, the July 24, 2019 board work session, and the August 21, 2019 board work session. There was no discussion. The motioned passed unanimously in a roll call vote.

Agenda Item 12. Executive Session, FY2021 Budget Discussion. Chair Fields motioned and Member Hamilton seconded the following motion: I move the State Board of Education and Early Development convene in executive session to discuss OMB's FY 2021 Guidance Memorandum and the FY 2021 budget priorities for the department. Under the Open Meetings Act, AS 44.62.310(c)(4), these are matters involving consideration of government records that by law are not subject to public disclosure. There was no discussion. The Alaska State Board of Education and Early Development went into executive session at 11:50am.

At 1:45pm, Chair Fields moved to come out of executive Session. There was no objection to move back on the record out of executive session and back into the board meeting.

Board Comments

Member Mainard- expressed her excitement to be at the meeting, and excited to work on the process. She was grateful for the budget process clarification.

Lt. Colonel Hammill- enjoyed the conversations over the last two days. He'll follow up with the Troops to Teacher program and will get more information back to the board.

Member Stockhausen- enjoyed the safety summit and she's excited about the leadership addressing some of those issues. The board is committed to improving student outcomes and she expressed her concern that so many principals and would like to see some sort of a formal tracking to see why they're leaving.

Member Kowalski- also expressed her concerns about the number of UA students that are no longer in the University system but is looking forward to the continuing work to find a solution.

Member Griffin- enjoyed the trauma summit and was encouraged by the educators rising presentation. Can't ignore the PEAK's ELA test scores and is disappointed that there was a drop in test scores overall. He was encouraged that some of the rural districts are improving their scores. He gave a shoutout to Hydaburg District for their largest percentage increase and to Petersburg for their work.

Member Scott- thanked the Commissioner for joining Secretary DeVoss and her visit to the Northwest Borough school district. She asked the department to give a presentation of the Alaska Education Challenge to the Mount Edgecumbe Advisory Board.

Member Van Diest- thanked the department for the work that went into the Alaska Education Challenge as it has focused the conversation and the work that the board does. She is excited that our stakeholders are engaged in the challenge and is looking forward to as a board for them to help districts and looking for innovative ways to meet those challenges. She is enjoying the safety summit and highlighted the importance of having students not only know how to read, but that they're also safe and assisted through their traumas. Welcomed Erin officially as the Special Assistant to the Commissioner

Dr. Hamilton- struggles with the shortage of teachers as well as the new superintendents. He expressed his gratefulness to the University system to ensure that students aren't left behind as they work through the accreditation process.

Chair Fields- stressed the importance of volunteerism and that to some future generations, it may not be as important. He encouraged the board to let people know what you volunteer for and what matters

to you and thanked the board for their service. He also highlighted Dr. Hamilton and Lorri Van Diest's service to the board as this could be their last in person meeting as their term is up in March.

Meeting adjourned at 1:58pm.

Alaska State Board of Education & Early Development
Not Approved Minutes
October 23, 2019
Audio/Work session originating in Juneau, Alaska

Wednesday, October 23, 2019

Chair Fields called the meeting to order at 3:00 p.m. After the pledge of allegiance, the board adopted the agenda for October 23, 2019. Member Griffin moved to adopt the agenda. First Vice Chair Hamilton seconded the motion. Lt. Colonel Hammill was excused from the roll. Student Advisory Member Mainard was not present. There were no potential conflicts of interest identified.

Work Session

Agenda Item 1. Commissioner's Report. Commissioner Johnson welcomed the board to the call and explained the format for the day's meeting as an overview of the reading grant, an overview of the mental health grant, and a report from the Alaska Federation of Natives Convention.

Director Van Wyhe discussed a federal comprehensive literacy state development (CLSD) grant that DEED received. October 1st department was awarded 20.7 million dollars over 5 years from the United States Department of education. The goal of the grant is to expand literacy skills for students across all grades. This grant speaks to the goal of the Alaska Education Challenge to support students reading by third grade. There are two components to the grant. First for state activities but the bulk of the money will go to support districts. The grant will support a comprehensive state literacy program as well as to support district literacy grants.

DEED staff met to shape the grant application process as well as to ensure that this grant will support the third grade reading goal.

Will go to districts who provide a solid plan for students who demonstrate the highest need. It will be through a competitive process. Call for applications went out 10/11, 11/1 complete grant application is due to DEED.

One of the big pieces of this grant is staffing needs. The grant application will detail how the vision shapes the various staffing and professional development within a school district.

Of the \$20.7 million that was awarded, DEED has been given \$4.9 million for this current year. Although the timeline is short but the management plan with USDOE indicates that we will have grants out to districts quickly. DEED is looking at geographic areas as well as the size of the districts who are applying. DEED is working hard on all fronts and they are excited about the districts who have expressed interest in the grant.

DEED will award up to 12 grants and will give more details on those individuals at the December board meeting

Member Van Diest expressed excitement as well as acknowledged the work that DEED will need to do. She asked about the dollar amount of the grants that were to be awarded to schools. Director Van Wyhe responded that it depends on the size of the school. She'll send the RFA out to the board for them to review.

Member Hamilton asked how the department accessed the grant, ie who to thank? Commissioner Johnson responded that the department does not have a dedicated team of grant writers but acknowledged those in DEED who work on grants. Specifically for the reading grant, Commissioner Johnson thanked Deb Riddle, Tammy Van Wyhe and Karen Melin.

Member Kowalski- asked about the quick turnaround time for the applicants, what outreach has been going on to reach out to districts who might not be able to meet the deadline? Director Van Wyhe responded that there have been two technical assistance calls to walk districts through the grant as well as have encouraged districts to contact them directly. While there hasn't been any new support created for this specifically, but the reading proficiency has been a top priority of the department and DEED has done much outreach to discuss the issue.

Member Stockhausen- asked about the number of grants awarded, if a district could apply for next year if they don't get a grant this year. Director Van Wyhe responded that as of now, no. The grant is for the full five years. If there is a federal grant that comes up next year, the department will pursue it.

Member Griffin asked about the portion of the grant that is allocated to the department. Director Van Wyhe informed the board that DEED is planning a statewide convening to advance literacy support. They will also be looking at certification of teachers to ensure practices that will ensure childhood literacy. They will look at professional development through their State System of Support coaches throughout the State. Only 5% is allowed for state activities, 95% goes to the schools.

She will provide a more detailed report at the December 4th meeting

Commissioner Johnson is very excited about the opportunity. DEED is willing to meet districts and help with the application process to get that money to students to help them as quickly as possible.

Sharon Fishel of the health and safety team presented to the board about the Trauma Recovery Demonstration Grant out of the U.S. Department of Education. It is a 5 million grant with 1 million being awarded for the next five years. DEED will collaborate w/ AK trauma center to hire five clinicians to be in four schools to provide evidence based trauma specific services to students. Will be working with Lathrop, Ryan Middle, Hunter Elementary, and Arctic Light schools as they had the most students who met the requirements as well as the fact that Arctic Light was on a military base.

Any student in the borough can request services with the clinicians.

DEED is working on a rollout package but the plan right now is to allocate 85% of the funding to go to provide services, and 15% of the funding going to DEED and to FAI to hire a part time person to help the community with the grant.

Sharon gave an overview of the requirements that have been set forth in the grant and detailed to the board the work that the department is doing to satisfy those requirements.

CJ thanked the team and the FAI school district for partnering. He is looking forward to being able to extend this service to the students across the state

Mem Kowalski expressed her excitement of the broad reach and the goals of the grant.

Chair Fields echoed Member Kowalski's comment about being able to bring some of the services in and addressing the challenges of bringing those services together with regards to the mental health of students.

Member Kowalski updated the board on her opportunity to speak as part of an educational panel and Joel Isaac continued the discussion on his panel.

She was encouraged by the safe and friendly audience that was in the room and highlighted the fact that indigenous people have not often been in safe spaces and highlighted the intentional work that tribal leaders did to return AFN to the safe space. She expressed her hope that as we continue discussions about tribal compacting to remember that Alaska Native leaders should take ownership of education of their students and that the conversations should take place in a safe space. She updated the audience of the work that the Alaska State Board of Education as well as the Tribal Compacting committee outreach and information gathering with regards to tribal compacting. She informed the audience that the public will have an opportunities to comment to the Tribal Compacting committee in the future. She reminded the board of the importance of building relationships with the State of Alaska

and tribes as this process develops. She reminded the board to respect the language, culture, and identity of Alaska Native leaders as we continue this process.

Joel Isaac added that there was a lot of excitement surrounding Governor Dunleavy's announcement regarding Tribal Compacting. He did a workshop with USDOE Office of Indian Education regarding what education should be and what it is surrounding Alaska Native students. He highlighted the success of tackling difficult issues while still being respectful and solutions based with Native leaders and State of Alaska staff. We can have these charged discussions that are respectful but a safe space must exist in which to have them. He updated the board on the follow up requests that he has received and they will discuss that feedback at their next Tribal Compacting committee.

Compacting is a big conversation but the department is working to set a solid foundation and is committed to taking the time needed to ensure that it is done right.

Member Kowalski reminded the board that if they receive feedback to please send them to Joel as he is compiling them.

Commissioner Johnson thanked both Member Kowalski and Joel and expressed his appreciation to the work on the Tribal Compacting committee to make sure there is plenty of opportunity to get input as we go through this process.

Chair Fields thanked them and noted that they represented the board well and agreed that the board is here to support this effort and want to do what is best for the students in the state of Alaska.

Commissioner Johnson introduced Rochelle Lindley to the board and gave a brief background of her marketing experience.

Board Comments

Chair Fields thanked the department for their updates and their work. He encouraged the board to stay positive during these times of budget concerns and asked if the board had other comments.

There were no other board comments

The meeting adjourned at 3:52pm

State Board of Education and Early Development

Annual Report to the Alaska State Legislature

January 2020



State Board of Education and Early Development

James Fields, Chair

Dr. Keith Hamilton, First Vice-Chair

Lorri Van Diest, Second Vice-Chair

Sandra Kowalski

Tiffany Scott

Bob Griffin

Sally Stockhausen

Abigail Mainard, student advisor

Lieutenant Colonel Jeremiah Hammill, military advisor

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Alaska State Constitution education clause

Section 7.1 - Public Education.

The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

AS 14.07.168. Report to the legislature

Not later than the 30th legislative day of each regular session of the legislature, the board shall prepare and present in person to the legislative committees having jurisdiction over education an annual report that describes the efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board. The report must include: (1) a summary of the resolves and rationales provided in support of policy decisions made under AS 14.03.015; (2) program and curriculum changes made, discussed, or recommended in meetings held under AS 14.07.125; (3) additional information relevant to efforts made to improve and maintain the public education system.

OUR MISSION

**An excellent education
for every student
every day.**

OUR VISION

**All students will succeed in their
education and work, shape
worthwhile and satisfying lives
for themselves, exemplify the best
values of society, and be effective
in improving the character and
quality of the world about them.**

Alaska Statute 14.03.015

Photo courtesy of Anchorage School District. Used with permission.

Purpose Statement

The Department of Education and Early Development (DEED) provides *information, resources, and leadership* to support an excellent education for every student every day.



Alaska's Education Challenge

Over the last three years, parents, students, educators, policymakers, tribal leaders, partner organizations, and local school boards have stepped forward to answer Alaska's call to action to create a shared vision for improving our public education system – the result is Alaska's Education Challenge.

"Alaska's Education Challenge is a question to all Alaskans – 'How will we meet the educational challenges in our state?'" – Alaska Education Commissioner Dr. Michael Johnson

That vision starts with three shared commitments: (1) Increase Student Success, (2) Cultivate Safety and Well-Being, and (3) Support Responsible and Reflective Learners.

In order to meet Alaska's education challenges, we are addressing our public education system through three components:

1. A call to action: Shared Commitments
2. A focus of efforts: Measurable Goals
3. A prioritization of change: Targeted Strategies

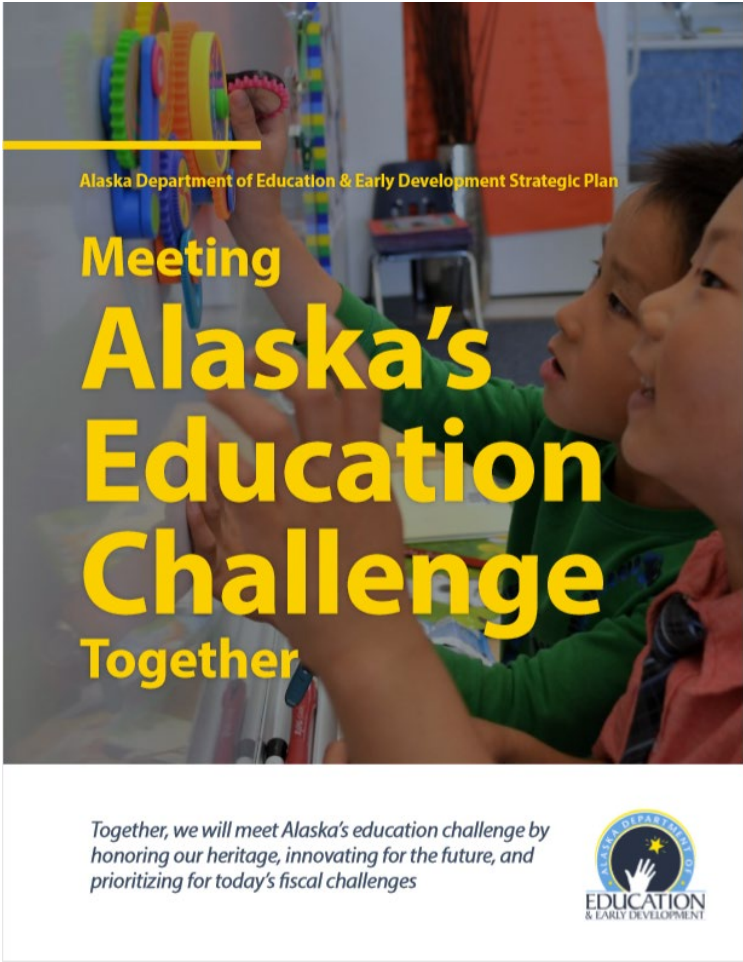


Under the board’s leadership, DEED has been collaborating with partner organizations to create and implement a strategic plan focused on five specific, measurable goals that are most likely to improve student outcomes from the dialogue and recommendations brought forward through the Alaska’s Education Challenge.

They are:

1. Support all students to read at grade level by the end of third grade
2. Increase career, technical, and culturally relevant education to meet student and workforce needs
3. Close the achievement gap by ensuring equitable educational rigor and resources
4. Prepare, attract, and retain effective education professionals
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes


To learn more about the Alaska’s Education Challenge and view the strategic plan, visit <https://education.alaska.gov/akedchallenge>.



Alaska Department of Education & Early Development Strategic Plan

Meeting
**Alaska's
Education
Challenge**
Together

Together, we will meet Alaska's education challenge by honoring our heritage, innovating for the future, and prioritizing for today's fiscal challenges



EDUCATION
& EARLY DEVELOPMENT

REGULATIONS AND OTHER BOARD ACTIONS

In mid-January, the board and DEED were notified that the Council for the Accreditation of Educator Preparation (CAEP) had revoked accreditation for the University of Alaska Anchorage (UAA) initial teacher preparation programs. The board announced that they would hold a meeting in early February to review the timeline leading to the CAEP decision and the ramifications of the loss of accreditation, as well as to explore the board's next steps.

In February, the board approved UAA initial educator preparation programs for graduates in Spring 2019 and Summer 2019 only. The board's decision allowed DEED to recognize UAA's recommendations for initial licensure for these graduates.

The board's approval motion recognized that UAA's initial educator preparation programs were accredited and approved through December 31, 2018. Teacher candidates completing their preparation program at UAA during the 2019 Spring and Summer terms completed the majority of their education in an accredited and approved program. These graduates were considered to have graduated from a State-approved program. Additionally, the board approved a recommended process presented by DEED to address UAA's path forward towards achieving accreditation by CAEP.

Lastly, the board granted continued State approval of the University of Alaska Fairbanks (UAF) initial educator preparation programs through June 30, 2024.

In March, after a period of public comment, the board adopted amendments to regulations regarding the sub-interval scores on the Performance Evaluation for Alaska's Schools (PEAKS) assessment for grade 9 math. The adopted amendments update the grade 9 math sub-interval scores that are used to calculate student growth within Alaska's new accountability system. The board previously adopted regulations amending the assessment achievement level scores on the grade 9 math PEAKS assessment, as the test was revised during the 2017-18 school year to emphasize Algebra 1 concepts.

The board also adopted amendments to regulations regarding teacher certification. The adopted amendments add three basic competency exams to the list of approved exams in Alaska in an effort to continue decreasing barriers for educators prepared outside of Alaska to gain Alaska certification.

The board approved ten-year renewals of charters for Eagle Academy Charter School and STReAM Academy Charter School in the Anchorage School District, and Kaleidoscope Charter School in the Kenai Peninsula Borough School District. The board also approved the appointments of Aaron Leggett and Charles Diters to three-year terms on the Alaska State Museum Collections Advisory Committee.

The board directed DEED staff to work with the Governor's office and the Departments of Law and Natural Resources to further investigate the City and Borough of Sitka's request to purchase an approximately 3.0 acre parcel of land owned by the department and located at 1190 Seward Avenue in Sitka. The City and Borough of Sitka would like to construct a seaplane base on the property.

Lastly, the board issued a statement in a unanimous vote regarding Alaska's current fiscal challenges and its enduring commitment to meet Alaska's Education Challenge:

"The State Board of Education and Early Development (board) takes its responsibility to Alaska's students very seriously. Each of us volunteers to serve on the board because we believe in the promise of Alaska's youth. They are the future of our state.

This year, an intense focus has developed on the board's response to Governor Michael J. Dunleavy's proposed budget. The board acknowledges that the State of Alaska's financial challenges call for Alaskans, including its appointed and elected officials, to prioritize reevaluating its budget. We are pleased with the level of engagement the public has demonstrated in response to our sobering budget reality. With the public testimony that has been delivered, we are confident that public education will continue to be a priority for those with decision-making authority, as it is for the board.

Whether our budget increases or decreases or remains the same, it will not change our resolve to use the resources allocated to us to fulfill the three commitments we have made to our youth through Alaska's Education Challenge: 1) Improve student success; 2) Cultivate safety and well-being; and 3) Support responsible and reflective learners.

Finally, we cannot emphasize enough our steadfast support for Alaska's schools, educators, students, and their families. These times require the creative and innovative solutions that can only come through cooperation and partnership with state leadership. It is with this same spirit that the board also extends its support to the Governor and the Legislature, as they work together to pass a sustainable budget that reflects the values of all Alaskans and positions our state for a prosperous future."

In June, after a period of public comment, the board adopted amendments to regulations that updated the K-12 science standards, updated the technology standards as digital literacy standards, and added computer science standards as a new content area.

All three content standards were written and reviewed by Alaskan educators. Alaska's science standards and technology standards were last revised in 2006. The adopted science standards were shaped around the Next Generation Science Standards (NGSS), and include applications of scientific principles and skills in an Alaskan context. Knowledge of computer science principles is an increasingly critical workforce-readiness skill. The new computer science standards do not require the establishment of a computer science program in schools, but create a unified

foundation for school districts with existing programs and for those that choose to develop programs.

The board also adopted the latest school and school system accreditation documents published by AdvancED. DEED recognizes school accreditation status in regulation as determined by AdvancED Northwest.

The board approved ten-year renewals of charters for Watershed Charter School in the Fairbanks North Star Borough School District and Ayaprun Elitnaurvik Charter School in the Lower Kuskokwim School District.

Lastly, the board approved the appointments of Janet Woods to the Parent Representative Seat and Lois Rhodes as the Sitka Community Representative on the Mt. Edgecumbe High School Advisory Board.

In September, after a period of public comment, the board adopted amendments to regulations regarding school facility planning and construction and school facility commissioning. The adopted amendments accomplished needed clean-up work in several school facility planning and construction areas (e.g., citations for updated publications), codified current work practices, made improvements to the capital project administration process, and set limits on funding.

Additionally, the adopted amendments added a new subsection that establishes the requirement for commissioning based on the type, size, and complexity of the school capital project, and identified five key building systems that would most benefit from the commissioning process. These amendments were previously reviewed and approved by the Bond Reimbursement and Grant Review Committee. The last significant revision of these regulations occurred in 2010.

New Officers, Members, and Staff

In February, two new board members and Tiffany Scott were sworn into office. Governor Michael J. Dunleavy appointed to the State Board Bob Griffin of Anchorage and Sally Stockhausen of Ketchikan, and reappointed Tiffany Scott of Kotzebue.

Mr. Griffin was appointed January 15 to fill the seat for the Public At-Large, replacing Barbara Thompson, who resigned. Mr. Griffin's term expires March 1, 2024. Mr. Griffin is an airline captain with Alaska Airlines and a retired U.S. Air Force fighter pilot. He is a current member of the Anchorage School District (ASD) Capital Improvement Advisory Committee and the former chair of the ASD Budget Advisory Commission. Mr. Griffin holds a bachelor's degree in professional aeronautics from Embry-Riddle Aeronautical University.

Ms. Stockhausen was appointed January 15 to fill the seat for the First Judicial District, replacing Rebecca Himschoot. Ms. Stockhausen's term expires March 1, 2021. Ms. Stockhausen has served as a special education teacher in Alaska for over 15 years. She currently holds certification in Alaska as a teacher, and serves as a special education teacher and department chair with the Ketchikan Gateway Borough School District. Ms. Stockhausen holds a bachelor's degree in elementary education from John Brown University and a master's degree in special education from the University of Alaska Anchorage.

Ms. Scott was reappointed March 1 to fill the seat for the Second Judicial District. Ms. Scott's term expires March 1, 2024. Ms. Scott is employed by the Maniilaq Health Center as a registered nurse in the emergency department. She holds an associate of applied science degree in nursing from the University of Alaska Anchorage and a bachelor of liberal arts degree in extension studies from Harvard University Extension School. Ms. Scott is a former member of the Matanuska-Susitna Borough School Board.

Lastly, the board approved the Commissioner's appointments of Karen Melin as Deputy Commissioner, Tamara Van Wyhe as Director of Innovation and Education Excellence, and Brittany Hartmann as Chief of Staff.

In April, the board welcomed Lieutenant Colonel (LTC) Jeremiah Hammill to the military advisor seat on the board. Lieutenant General Thomas Bussiere, Commander of the Alaskan Command, appointed LTC Hammill to the seat to replace the board's outgoing military advisor, Colonel Spencer Van Meter. The board also approved the Commissioner's appointments of Dr. Niki Tshibaka as Assistant Commissioner and Linda Mattson as Executive Secretary.

In June, the board re-elected James Fields as Chair, Dr. Keith Hamilton as First Vice-Chair, and Lorri Van Diest as Second Vice-Chair to serve from July 1, 2019 to June 30, 2020.

In July, Abigail Mainard of Eagle River High School began her one-year term as student advisor. The board chooses the student advisor from several students nominated by the Alaska Association of Student Governments.

In September, the board approved the Commissioner's appointment of Erin Hardin as Special Assistant to the Commissioner.

SIGNIFICANT STEPS

Assessments

Alaska successfully administered the statewide English language arts, math, and science assessments during the 2018-19 school year.

Performance Evaluation for Alaska's Schools (PEAKS) and the Alaska Science Assessment are statewide summative assessments designed to provide important data for parents, educators, policy makers, communities, and businesses about how Alaska's schools and districts are performing. This information informs school improvement efforts at the state and local levels, and helps ensure there is equity in education for all students. Assessments are one piece of the larger education system, and Alaska's statewide summative assessments are one part of a balanced assessment system.

PEAKS assesses students in grades 3-9 on the state's current English language arts and mathematics standards, adopted in 2012. PEAKS was first administered in spring 2017. The Alaska Science Assessment assesses students in grades 4, 8, and 10 on the state's science standards. The spring 2019 administration assessed students on the now-former science standards, adopted in 2006. Starting in 2022, students will be assessed on Alaska's revised science standards that were adopted in June 2019.

In spring 2019, approximately 76,400 students participated in the third administration of PEAKS and the Alaska Science Assessment.

PEAKS is not a pass/fail assessment. Students score on a scale that is divided into four levels of achievement: advanced, proficient, below proficient, and far below proficient.

Overall, 39.2 percent of students scored at a proficient level in English language arts, 35.7 percent of students scored at a proficient level in mathematics, and 44.6 percent of students scored at a proficient level in science.

Highlights:

- The 2017 grade 4 student class achieved growth over three years in English language arts proficiency
 - Grade 4: 38.8 percent proficient in 2017
 - Grade 5: 41.1 percent proficient in 2018
 - Grade 6: 45.5 percent proficient in 2019
- English learners achieved an increase in English language arts AND math proficiency
 - English language arts: 8.6 percent proficient in 2018 to 9.9 percent proficient in 2019
 - Math: 11.9 percent proficient in 2018 to 13.0 percent proficient in 2019

- Grade 9 students in 2019 achieved a 5.2 percent increase in math proficiency than grade 9 students the year prior. This was the second year the grade 9 math PEAKS assessment emphasized Algebra 1 concepts.
- The 2017 grade 8 student class achieved growth over two years in science proficiency
 - Grade 8: 46.9 percent in 2017
 - Grade 10: 53.6 percent in 2019

Neither PEAKS nor Alaska Science Assessment are high-stakes assessments for students. Results do not affect classroom grades, grade advancement, or graduation.

Resources to help the public understand PEAKS are available on the [PEAKS webpage](#).

2019 PEAKS and Alaska Science Assessment results are available on [DEED's Assessment Results webpage](#).

School Health and Safety Program

DEED's 2019 School Health and Safety Program focus was primarily to advance the Alaska Education Challenge's "Nurturing Safety and Well-Being" commitment through the initial implementation of the Challenge's three holistic safety and well-being priority strategies: increasing the implementation of trauma-engaged practices in schools, increasing positive school climate, and increasing direct access to school-based nursing and counseling services for all students.

Highlights of the Health and Safety Program's Education Challenge Implementation Efforts

- School Safety and Well-Being Summit
DEED hosted a dedicated statewide School Safety & Well-Being Summit in Anchorage at the Egan Center September 18-20, 2019. The summit brought together school safety leadership from 37 districts as well as key educational stakeholders from other agencies to acquire new best practices and to share effective existing school safety practices with an emphasis on restorative disciplinary practices, positive school climate, school crisis preparedness, and trauma informed schools. (The Summit's content was aligned to the Education Challenge's safety and well-being commitment and its supporting strategies.) In all, 300 educators from across the state participated and the feedback provided on the event was exceptionally positive.
- Trauma Engaged Schools Framework
DEED completed an interagency cooperative to develop *Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska*. This innovative framework is a tool to use to deepen understanding of trauma, trauma's impact on development, behavior, and learning, social and emotional supports, trauma-informed school environments, and key roles for adults in creating supportive educational environments for students. The tool aims to help schools and communities translate this understanding into action

through policies and practices that support the whole child. This tool was created for all Alaskans—educators, parents, and community members who want to be involved in leading their schools to trauma-engaged change. It has now been broadly distributed to districts across the state and is receiving both local and national accolades.

A collection of districts across the state are communicating they are already beginning to implement the “Framework” such as Juneau, Bering Straits, Sitka, Ketchikan, and Hoonah. The framework is also getting national attention with several presentations to Safe and Supportive Schools TA center, National Child Traumatic Stress network, and the Neglected and Delinquent TA center out of the American Institutes for Research.

- Transforming Schools Toolkit:

DEED, in collaboration with AASB, is in the process of creating an Implementation Toolkit to complement the Transforming Schools Trauma Framework. It is being developed as a supplemental and highly practical resource to assist Alaska schools becoming fully trauma engaged and practicing. The toolkit is intended for districts to use with staff. It will contain training, professional learning, tools, activities and resources that illustrate, expand on, and can be used to implement the content for each of the framework’s chapters. The Toolkit will be completed in 2020.

- ACEs/Trauma Informed Schools eLearning Courses

DEED’s eLearning Program provides more than 50 trainings to districts at no cost and now serves more than 25,000 school district employees. Since January 1, 2019 users completed 26,057 courses. The most heavily trafficked courses DEED continued to be those focusing on school health and safety topics. DEED continued its development of distance-delivered trainings to assist districts with becoming trauma informed. In 2018 DEED premiered its first trauma specific courses *Overcoming ACEs in Alaska Schools* and *Trauma Sensitive Schools*. In 2019, DEED added a suite of custom-developed trauma-focused courses for district use. DEED’s trauma informed schools course offerings presently include:

- *Overcoming ACEs in Alaska Schools*: This first course defines adverse childhood experiences and explains how they affect children’s brains, learning, and behavior.
- *Trauma Sensitive Schools*: The second course provides insight into the paradigm shift schools undergo as they become better equipped to support students’ responses to traumatic experiences and the impact they may have on learning and behavior.
- *Trauma Engaged and Practicing Schools*: The Trauma-engaged course will provide tools for teachers to use in their classrooms to include restorative practices, mindfulness activities, co- and self-regulation, social emotional learning, multi-tiered system of supports and describe the process of being a “trauma-informed school” and the steps for moving from “trauma-aware” to “trauma-informed practice”.

- *Classroom Practice:* Trauma can have a profound effect on how students perform in school. Teachers who take a trauma-engaged approach are sensitive to the fact that some students have experienced significant trauma and can provide the supportive environment they need for success. This course walks you through strategies you can use in your classroom.
- *Self-regulation:* is the ability to manage emotions and behavior. Students who have experienced trauma may have trouble developing self-regulation skills. This course provides a foundation for understanding self-regulation and walks you through how to help students develop these skills.
- *Mind-Body Connection:* To ensure the academic success of students who have experienced trauma, it is necessary for schools to address their health emotional well-being. This course provides a good foundational understanding of how non-academic mindfulness tools and techniques can help students focus in the classroom. You may also find these activities helpful and healing for yourself.
- *Emotional Intelligence:* Students who have experienced trauma can react to stress in unpredictable ways because trauma can impede their ability to develop emotional intelligence. This course gives foundational information about emotional intelligence and walks you through strategies you can use with students.
- *Upcoming courses for FY2020:*
 - *A Guide to Family Partnerships*
 - *A Guide to Childhood Traumatic Grief*
 - *Collaborate with Early Learning to develop courses for PK and Head start staff*
 - *Trauma Engaged Counselors Tools & Techniques*
 - *Self Care for Educators*
- New Trauma Recovery Demonstration Grant
DEED has been awarded a \$5 million five-year federal grant by the U.S. Department of Education to expand delivering mental health services to students who have experienced trauma and are struggling in school as a result. The funding will enable DEED to oversee and facilitate a robust partnership between the Alaska Child Trauma Center and the Fairbanks North Star Borough School District to increase low-income, at-risk students' access to mental health services. Additionally, DEED will be able to develop a trauma-specific mental health services model that can be replicated across the state.
- Alaska Safe Children's Act
DEED continued progress on the state authored student training to support districts with the implementation of the Alaska Safe Children's Act in grades 7-12. Each grade band will include 5 modules for dating violence awareness and prevention and sexual assault/abuse awareness and prevention that will be delivered via eLearning. The state authored curriculum will be available to districts for the 2020-2021 school year. In

addition to the curriculum, the committee finalized *Implementing the Alaska Safe Children's Act – A Resource for Alaska Schools*. This implementation guide offers information, recommendations and resources to assist school districts, schools, and teachers in Alaska in implementing the Alaska Safe Children's Act. The document includes the following six sections: Background Information; How to Respond to Disclosures of Abuse; Classroom Implementation; Mandatory Training and eLearning Professional Development for Staff; Prevention in Schools; and School Practices and Policies.

- **2019 School Health and Wellness Institute**
DEED partnered with the Department of Health and Social Services to co-sponsor the 14th annual School Health and Wellness Institute (SHWI) on October 28-30, 2019 in Anchorage. The SHWI is Alaska's single largest gathering of educators and other professionals focused solely on school health. It brought together more than 150 school personnel including teachers, counselors, school nurses, school administrators and others to provide 3 days of professional development and address new and emerging school health topics. This year's SHWI was fashioned in alignment to the nationally endorsed Centers for Disease Control Whole School, Whole Community, Whole Child (WSCC) Model. It included sessions on trauma-engaged school practices, resilience and mindfulness, youth substance use, suicide prevention and more.

Increased Focus on Third Grade Reading Proficiency

On October 1, 2019, Commissioner Johnson announced that DEED had received a \$20.7 million five-year federal grant from the U.S. Department of Education to expand the state's efforts to improve literacy skills for all students. DEED will use the grant funds to develop and implement a comprehensive state literacy program that will include reading coaches, professional development for educators, support for parents and caregivers, and competitive sub grants for school districts to advance literacy skills.

The federal grant provides funding to DEED over five school years, starting with \$4.9M in the current school year (2019-2020). For the following four school years, \$3.9M will be distributed to DEED each year.

"We intentionally applied for this grant to support the implementation of the first goal in the Alaska's Education Challenge – supporting all students to read at grade level by the end of third grade," said Commissioner Johnson. "There is no question that reading proficiently improves student outcomes and quality of life. I look forward to working with parents and educators to utilize this federal grant on behalf of Alaska's students."

Quoting from an ExcelinEd factsheet, Commissioner Johnson pointed out that, "Students who cannot read by the end of the third grade are four times more likely to drop out of high school, and high school dropouts make up 75 percent of citizens receiving food stamps and 90 percent of the Americans on welfare. Nearly 85 percent of teenagers in the juvenile justice system

cannot read to learn and seven out of ten adult prisoners cannot read above a fourth grade level.” The Commissioner also noted that a focus on reading outcomes is emphasized in the Alaska Legislative Task Force on Reading Proficiency and Dyslexia final report, “The students that do not read proficiently by third grade fall further and further behind. As their peers use reading skills to acquire new skills, these students remain on square one.”

Implementing the Every Student Succeeds Act (ESSA)

In December 2015, the president signed into law the Every Student Succeeds Act (ESSA), which is authorized for four years. ESSA replaces the No Child Left Behind Act of 2002 (NCLB) and the Obama administration’s waiver program under NCLB.

ESSA maintained some provisions of NCLB, but intentionally provided more flexibility and authority to the states. No longer is a school required to be designated for improvement simply by missing one academic achievement target for one subgroup of students in a single year. ESSA requires states to develop plans that address standards, assessments, school and district accountability, and support for struggling schools, giving states more flexibility in the process of how to hold schools accountable and how to provide support to schools in the greatest need of support.

On March 13, 2019, the U.S. Department of Education approved an amendment to Alaska’s ESSA plan. Alaska’s plan to implement ESSA was previously approved by the U.S. Department of Education on May 16, 2018. As part of that approval, Alaska was required to submit an amendment to the state plan by January 15, 2019, and provide data to ensure that low-income and minority children enrolled in schools assisted with Title I, Part A funds are not served at a disproportionate rate by inexperienced, out-of-field, and ineffective teachers.

DEED considered input provided by stakeholders during the compilation and analysis of the data through multiple webinars with district personnel and an online feedback form for the public.

Alaska’s amendment and approval letter from the U.S. Department of Education are available on DEED’s [ESSA webpage](#).

On September 30, 2019, DEED released school designations as part of Alaska’s accountability system for all public schools, known as the [System for School Success](#). The designations are based on multiple measures of student success, including graduation rates, academic growth and achievement, grade 3 English language arts proficiency, and other measures of school quality and student success in school year 2018-2019. This is the second year for the Alaska-developed accountability and support system as part of the state’s ESSA plan.

More detailed information about school designations is available on the [System for School Success webpage](#).

New School Data Portal Available for Alaska’s Families

On September 30, 2019, DEED released a new online data portal for Alaska’s families entitled *The Compass: A Guide to Alaska’s Public Schools*. The purpose of the online portal is to provide Alaska’s families with important information about their child’s school so they can make the best decisions for their child’s educational experience.



“*The Compass* can be a vehicle for transformation, not just information,” noted Commissioner Johnson. “The data displayed should drive school improvement discussions on behalf of our students.”

The Compass presents school-level data reported to DEED in an easily accessible and understandable online format. Visitors can view a profile of their school, compare their school’s data over multiple years, compare two schools, and explore educational options in their local school district and across the state.

DEED plans to expand the information available in *The Compass* to include school-level financial data and per-pupil expenditures per the new federal education requirements in ESSA. Additional data made available in the future may include extracurricular activities and course availability, among other options. DEED is seeking public feedback on what additional data Alaskans would like to see in the future.

OTHER DEPARTMENT FUNCTIONS

Mt. Edgecumbe High School (MEHS)

[Mt. Edgecumbe](#) is the state-operated residential school in Sitka. The board serves as the MEHS board. Parents and others participate on an advisory board. In fall 2019, over 430 students were accepted at MEHS. Over 160 new students were accepted, and over 270 returning students were welcomed back to Sitka. This year's student body represents over 120 different communities across Alaska. 70 percent of accepted students were from home high schools of 100 students or less. 13 percent of accepted students were from home high schools of 500 students or more. See Appendix A for a recent report on MEHS.

Alaska State Council on the Arts

The [Alaska State Council on the Arts](#) supports educators, artists, community-based organizations, and statewide partners in delivery of arts education in schools and communities. The council awards funding to Alaskan schools, districts, educators, and organizations in several categories. Other grants to communities also serve students through school outreach and education programs provided by Alaskan arts and culture organizations.

The Division of Libraries, Archives, and Museums (LAM)

The [Division of Libraries, Archives, and Museums](#) offers library and information services to state agencies and the Legislature, provides for the orderly management of current state records, preserves non-current public records of permanent value for study and research, and operates the state museums.

Additionally, LAM provides a range of services that benefit lifelong learners and K-12 and postsecondary students. Examples are:

- [Hands-on Loan Program](#): As part of LAM's outreach to students in rural areas across the state, the Sheldon Jackson Museum maintains a collection loan program for schools, libraries, and museums in Alaska.
- [Live Homework Help](#) provides live tutoring for students in grades four to early college, seven days a week, from noon to 2 a.m. Use has grown exponentially in the past several years.
- [Alaska's Digital Archives](#) shares historical Alaskan videos, photographs, and documents with students and researchers.
- [Alaska's Statewide Library Electronic Doorway \(SLED\) Databases](#) and [Digital Library](#) contain hundreds of full-text online books, magazines, newspapers, and other research resources targeted to elementary, middle school, high school, and college students' academic needs.
- Through [OWL \(Online with Libraries\)](#), nearly 100 rural libraries have high-speed internet access, including videoconferencing.

Professional Teaching Practices Commission (PTPC)

The [Alaska Professional Teaching Practices Commission](#) governs educators' ethical and professional standards and their compliance with state law and contractual obligations. Certificate holders fund the Commission. The Commission reports by fiscal year. In FY2019, it accepted 53 cases and sanctioned 13 educators. Sanctions may vary from warnings to suspensions and revocations of certificates. View the FY2019 Annual Report at [2019 PTPC Annual Report](#).

SCHOOL AND STUDENT DATA

Graduation and Dropout Rates

All states report a four-year graduation rate for cohorts of students. Alaska has reported this data since the 2010-2011 school year. A student who entered 9th grade in the 2014-2015 school year would be a member of the 2018 cohort. Cohort groups include students who transfer into an Alaska public school.

The graduation rate is calculated as the number of graduates in the cohort who receive a regular diploma by June 30, divided by the number of all students assigned to the cohort.

Year	4-yr. graduation rate	Graduate count*
2011	68.0%	8,064
2012	69.4%	7,987
2013	71.8%	7,795
2014	71.2%	7,672
2015	75.6%	8,251
2016	76.1%	8,108
2017	78.2%	8,385
2018	78.5%	8,454
2019	<i>data pending</i>	

*Graduate count is the number of students who graduated with a regular diploma during the school year (July 1-June 30). This count includes all students who graduate during the school year, regardless of cohort year.

In 2018, the preliminary five-year graduation rate was 82.9%. This refers to a cohort of students who were 9th-graders five school years previously. Many of the students graduated in four years, but others needed all or part of a fifth year.

Dropout rates are calculated by taking the total number of students in grades 7-12 who drop out of public school during the school year and dividing by the October 1 enrollment count for all students in grades 7-12.

**Preliminary information for the 2017-2018 school year shows a grade 7-12 dropout rate of 3.1% compared to 3.5% in 2016-2017. The dropout rate has gradually declined from 6.0% in 2004-2005 to its current level.

***Note: Preliminary information for the 2018-2019 school year will be available later this month, and will be included in the final report for the board's review in January 2020.*

National Assessment of Educational Progress (NAEP)

Every two years the U.S. Department of Education, through the National Assessment of Educational Progress (NAEP), tests large samples of 4th-graders and 8th-graders in each state (plus the District of Columbia and Department of Defense schools) in reading and mathematics. The most recent NAEP results were released in 2019.

NAEP's state and nationwide results are presented as average scores on a scale of 000 to 500. The scale scores fall into four categories of achievement as defined by NAEP: advanced, proficient, basic, and below basic. Thus, NAEP also reports the percentage of students who fall within those achievement categories.

NAEP's definition of proficiency is rigorous. In NAEP, *basic* refers to partial mastery of the subject. *Proficient* refers to competency in challenging material, including knowledge, application, and analytical skills. *Advanced* is superior performance.

- In the highest-scoring state, 49% of its students scored proficient or advanced in 4th-grade reading;
- In the highest-scoring state, 52% of its students scored proficient or advanced in 8th-grade reading;
- In the highest-scoring state, 54% of its students scored proficient or advanced in 4th-grade math; and
- In the highest-scoring state, 47% of its students scored proficient or advanced in 8th-grade math.

NAEP summarizes a state's results by the number of states (plus D.C. and Department of Defense schools) it has scored *lower than*, *statistically the same as*, and *higher than*.

- In 4th grade math, Alaska scored lower than 46 states, statistically the same as 4 states, and higher than 1 state.
- In 8th grade math, Alaska scored lower than 37 states, statistically the same as 11 states, and higher than 3 states.
- In 4th grade reading, Alaska scored lower than 50 states and statistically the same as 1 state.
- In 8th grade reading, Alaska scored lower than 47 states and statistically the same as 4 states.

The following data, comparing Alaska results to the national average, are from results released in 2019. Alaska's performance on the NAEP is poor. It is similar to the national average because that also is poor. Some states perform notably better than Alaska and the national average. The department has cited Alaska's performance on NAEP as one indication of the need to implement higher standards in English language arts and math.

Math

Alaska 4th grade: 73% basic or above; 33% proficient or above; 5% advanced.
Nation 4th grade: 80% basic or above; 40% proficient or above; 9% advanced.
Alaska's average scale score is 232. The national average is 240.

Alaska 8th grade: 63% basic or above; 29% proficient or above; 7% advanced.
Nation 8th grade: 68% basic or above; 33% proficient or above; 10% advanced.
Alaska's average scale score is 274. The national average is 281.

Reading

Alaska 4th grade: 53% basic or above; 25% proficient or above; 5% advanced.
Nation 4th grade: 66% basic or above; 35% proficient or above; 9% advanced.
Alaska's average scale score is 204. The national average is 219.

Alaska 8th grade: 63% basic or above; 23% proficient or above; 2% advanced.
Nation 8th grade: 72% basic or above; 32% proficient or above; 4% advanced.
Alaska's average scale score is 252. The national average is 262.

For more information, see:

<https://www.nationsreportcard.gov/>

[Alaska 2019 NAEP Results - 4th Grade Reading](#)

[Alaska 2019 NAEP Results - 4th Grade Mathematics](#)

[Alaska 2019 NAEP Results - 8th Grade Reading](#)

[Alaska 2019 NAEP Results - 8th Grade Mathematics](#)

APPENDIX A

Mt. Edgecumbe High School

State Board of Education Report

December 2019

Prepared by: Janelle Vanasse, Superintendent/Director

Note from the Superintendent

We are beginning our strategic plan revision process. We are working to align the MEHS strategic plan to the Alaska Education Challenge. As part of our previous plan, MEHS has worked to identify consistent data and goals to monitor each year. Many of these already align with the Alaska Educator Challenge and with the process of revision will fit nicely into the statewide plan. Current goals include those set around: Academic Growth, Academic Achievement, College & Career Readiness, and Healthy Living & Leadership Skills. Two of these are highlighted for this report with current data reports.

Current Enrollment/Admissions Information

October Count

Grade	F	M	ALL
9	69	51	120
10	74	39	113
11	57	42	99
12	58	39	97
total	258	171	429

Student numbers by region

Region		
Anchorage & Valley	62	14.52%
Far North	90	21.08%
Interior	17	3.98%
Southcentral	22	5.15%
Southeast	49	11.48%
Southwest	187	43.79%

2 students undetermined



Expanded Leadership

Providing leadership opportunities has long been a goal for MEHS. We have a strong student government and National Honor Society. As part of our school improvement process we have been looking for additional leadership opportunities for students. This was our third year in sending a group of students to the First Alaskans Youth and Elder Conference and our second year partnering with the National Guard for their Explorers program.

Data Highlight

Academic Growth

MEHS students will demonstrate an accelerated or appropriate academic growth

MEHS met or exceeded our growth targets measured by NWEA MAP. The school growth placed MEHS above the 90thile for school wide growth on a national comparison.

Academic Achievement

MEHS students will demonstrate proficiency at the appropriate grade or post-secondary level

State Assessment

33% of our 9th grade students will be proficient on state exams and 50% of our 10th graders in science PEAK assessment data available online: [MEHS PEAKS assessment data](#)

Year	9 ELA	9 Math	10 Science
2018-19	21.9%	30.0%	50.6%
2017-18	27.5%	20.7%	45.7%
2016-17	25.2%	15.7%	59.6%

ACT Readiness Benchmarks

Percentage refers to the percentage who met benchmarks of those who took the test

Year	# total	# took ACT	English 18	Math 22	SS Read 22	Science 23
2018-19	82	55	40%	25%	16%	11%
2017-18	100	62	52%	27%	37%	16%
2016-17	100	67	49%	22%	31%	18%

Initiative/Strategy Highlight

Junior Advisory

This year MEHS implemented a Junior Advisory course. This is a one-day a week course that occurs before the normal school day for most juniors. In school improvement planning around our goal to have students college and career ready, we observed a gap in our advising. Junior year is a critical time for exploring options and making choices that impact options for post-secondary.

Topics include:

Career Exploration

Post-secondary options

College and program comparisons

Scholarship Knowledge

Scholarship Preparation

Budgeting Information

Career and/or college preparation prerequisites

Matching personal values/goals with post secondary options for the “right fit”

Creating a balanced student profile

In addition to the above broader topics, it is the time and place for the school to provide:

ACT/SAT testing dates and procedures

Course Selection information for Senior Year

Opportunities for summer and special programs

Post-secondary planning timelines and expectations

Junior Class announcements

Special Speakers

College and Career Guide

This is the third year that MEHS is partnering with the Alaska Fellows program to sustain a college and career guide at MEHS. The position is modeled after the National College and Career Advising Corps and receives training from the Alaska Commission on Post Secondary Training. Students, particularly first generation and low income, get one on one assistance in post-secondary planning and preparation. Joelle Jura is our guide this year and she is doing an excellent job. We already have more juniors that have either taken or signed up for an ACT test than last year. Getting our students prepared to take this test and gaining the advantage of taking it more than once is one of our indicator strategies for increasing college readiness.

**To: Members of the State Board of
Education and Early Development**

December 4, 2019

From: Dr. Michael Johnson, Commissioner

Agenda Item: 11

◆ ISSUE

The board is being asked to convene in executive session for the purpose of interviewing and selecting a student advisor-elect to the board for the remainder of the 2019-2020 school year.

◆ BACKGROUND

- 4 AAC 03.025 governs the appointment of the board's student advisor members. A copy of the current regulation follows this cover memo.
- The term of the student advisor-elect begins immediately upon the board's action to appoint the student advisor-elect. The 2019-2020 student advisor-elect automatically rotates into the position of student advisor on July 1, 2020.
- One student is under consideration in accordance with the selection process inviting nominations from the Alaska Association of Student Government. Application materials for the nominee will be distributed separately to board members.
- The candidates are:
 - Myriam Scott

◆ ADMINISTRATION'S RECOMMENDATION

Convene an executive session to interview candidates for student advisor-elect. An executive session is in accordance with the state's Open Meetings Act, AS 44.62.310(c)(2), specifically the provision related to "subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion."

◆ SUGGESTED MOTION FOR EXECUTIVE SESSION

I move the State Board of Education and Early Development convene in executive session to interview candidates for student advisor-elect for the remainder of the 2019-2020 school year. An executive session is necessary so as to not prejudice the reputation and character of any person being interviewed.

◆ SUGGESTED MOTION TO RECONVENE

I move the State Board of Education and Early Development reconvene into regular session.

◆ SUGGESTED MOTION FOR FINAL SELECTION

I move the State Board of Education and Early Development select _____ as its Student Advisor-Elect for the remainder of the 2019-2020 school year. On July 1, 2020, _____'s one-year term will begin as the Student Advisor to the board and continue through June 30, 2021.

4 AAC 03.025
Advisory Regulation

4 AAC 03.025. Advisory members of state board. (a) In addition to the board members appointed under AS 14.07.085, the board will appoint, as advisory members of the board,

(1) one military representative;

(2) before September 1, 2002, two students, one as an advisory member and one as an advisory member elect, who are enrolled in a state public secondary education program; and

(3) on or after September 1, 2002, one student as an advisory member elect who is enrolled in a state public secondary education program.

(b) The senior military commander in the state may designate the advisory member of the board representing the military. The designation must include a written statement of qualifications and a resume of the designee.

(c) The Alaska Association of School Governments may nominate candidates for the appointment of a student advisory member and a student advisory member elect under (a) of this section and subject to the rotation of members under (e) of this section as follows:

(1) the association may nominate not less than three and not more than five individuals who will not have reached the 11th grade at the time of appointment for consideration as the student advisory member elect;

(2) the association may submit the names of nominees to the board; the department will provide the association with not less than 30 days advance notice of the date that the nominations must be submitted to the board;

(3) if the association submits the names of nominees to the board, the association shall provide a written statement of qualifications or resume for each nominee and a letter written by each nominee stating the contributions that the nominee would make as the student advisory member to the board.

(d) Before September 1, 2002, the board will, at a regular meeting, select a student advisory member and a student advisory member elect from among the individuals nominated under (c) of this section. The term of the student advisory member is one year, commencing with the first board meeting of each school year and, after September 1, 2002, commencing with the second school year after that individual's appointment as advisory member elect. The term of the student advisory member elect is one year commencing with the first board meeting of each school year subject to the rotation to student advisory member under subsection (e).

(e) Beginning September 1, 2002, the board will rotate its appointment of the student advisory member elect to the position of student advisory member commencing with the second school year after that individual's appointment as advisory member elect. At the same meeting, a new appointment of advisory member elect shall be made from the list of nominees submitted under (c) of this section for that year.

(f) Advisory members and advisory members elect appointed under this section are entitled to expenses, travel, and per diem allowances provided by law for members of state boards and commissions.

(g) Advisory members appointed under this section may participate in the work of the board, and may deliberate and debate matters brought to the attention of the board. An advisory member, except an advisory member elect, may cast an advisory vote, but an advisory vote is not counted in determining the disposition of board matters.

Department of Education & Early Development

4 AAC 03.025
Advisory Regulation

(h) Advisory members elect shall attend meetings but may not cast a vote.

History: Eff. 2/11/89, Register 109; am 5/28/92, Register 122; am 4/14/95, Register 134; am 7/25/2001, Register 159

Authority: AS 14.07.020 AS 14.07.060