

**State Board of Education & Early Development  
Tentative Agenda  
June 7 – 8, 2017  
Audio Conference**

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

**Wednesday, June 7, 2017**

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**9:00 AM**

Call to Order and Roll Call .....James Fields, Chair

Pledge of Allegiance .....James Fields, Chair

Adoption of Agenda for June 7, 2017.....James Fields, Chair

Disclosures of potential conflicts of interest.....James Fields, Chair

**9:15 AM**

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. For participation from Juneau, call 586-9085.** This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 9:00 AM on June 7, 2017, (audio only). 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 8:55 AM who did not have an opportunity to comment.** The board also reserves the right to adjourn at a later time.

# Work Session

## 10:15 AM

1. Every Student Succeeds Act Plan Review.....Dr. Michael Johnson, Commissioner  
.....Margaret MacKinnon, Director  
.....Sondra Meredith, Education Administrator
- 1A. Joint Committee of UA/SBOE Update.....Vice-Chair Sue Hull  
.....Deputy Commissioner Sana Efird

## 12:15 PM LUNCH

## 1:30 PM

2. Alaska Education Challenge Update .....Dr. Michael Johnson, Commissioner  
.....Jerry Covey, Alaska Education Challenge Coordinator

## 2:00 PM

3. Board Self-evaluation & Bylaws Discussion.....Dr. Michael Johnson, Commissioner  
.....James Fields, Chair  
.....Sana Efird, Deputy Commissioner

## 2:30 PM

4. Legislative & Budget updates.....Marcy Herman, Legislative Liaison  
.....Heidi Teshner, Director

## 3:00 PM RECESS

**State Board of Education & Early Development**  
**Tentative Agenda**  
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**Mission Statement:** An excellent education for every student every day.

**Thursday, June 8, 2017**

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**9:00 AM**

- Call to Order and Roll Call .....James Fields, Chair
- Adoption of Agenda for June 8, 2017.....James Fields, Chair
- Disclosures of potential conflicts of interest.....James Fields, Chair

**9:15 AM Work Session continued...**

5. Regulations to go out for public comment.....Dr. Michael Johnson, Commissioner
- 5A. Alaska Standards for School Buses .....Heidi Teshner, Director  
    .....Elwin Blackwell, School Finance Manager
- 5B. Cut Scores, PEAKS & DLM.....Margaret MacKinnon, Director
- 5C. Career and Technical Education (CTE) .....Paul Prussing, Acting Director

**9:30 AM**

6. Adoption of Proposed Regulations .....Dr. Michael Johnson, Commissioner
- 6A. Pre-Elementary Regulations .....Anji Gallanos, Early Learning Coordinator  
    .....Luann Weyhrauch, Assistant Attorney General
- 6B. Physical Exams Regulation.....Marcy Herman, Legislative Liaison  
    .....Rebecca Hattan, Assistant Attorney General
- 6C. Career and College Ready Exams .....Margaret MacKinnon, Director  
    .....Rebecca Hattan, Assistant Attorney General

**Business Meeting**

**9:45 AM**

- 7. Regulations to go out for public comment.....Dr. Michael Johnson, Commissioner
  - 7A. Alaska Standards for School Buses .....Heidi Teshner, Director  
.....Elwin Blackwell, School Finance Manager
  - 7B. Cut Scores, PEAKS & DLM.....Margaret MacKinnon, Director
  - 7C. Career and Technical Education (CTE) .....Paul Prussing, Acting Director
  
- 8. Adoption of Proposed Regulations .....Dr. Michael Johnson, Commissioner
  - 8A. Pre-Elementary Regulations .....Anji Gallanos, Early Learning Coordinator  
.....Luann Weyhrauch, Assistant Attorney General
  - 8B. Physical Exams Regulation.....Marcy Herman, Legislative Liaison  
.....Rebecca Hattan, Assistant Attorney General
  - 8C. Career and College Ready Exams .....Margaret MacKinnon, Director  
.....Rebecca Hattan, Assistant Attorney General

**10:00 AM**

- 9. Subcommittee Appointments.....James Fields, Chair

**10:15 AM**

- 10. Selection of meeting dates, locations and topics .....James Fields, Chair

**10:45 AM**

- 11. Selection of Officers .....James Fields, Chair

**11:15 AM**

- 12. Commissioner’s Evaluation .....James Fields, Chair

**12:15 PM   LUNCH**

**1:30 PM**

13. Standing Reports (written only).....Dr. Michael Johnson, Commissioner

- 13A. Libraries, Archives & Museums .....Patience Frederiksen, Director
- 13B. Student Learning .....Paul Prussing, Acting Director
- 13C. Educator & School Excellence.....Bob Williams, Director
- 13D. Assessment & Accountability .....Margaret MacKinnon, Director
- 13E. Mt. Edgecumbe High School .....Janelle Vanasse, Director
- 13F. Data Management.....Brian Laurent, Data Management Supervisor
- 13G. Attorney General.....Rebecca Hattan, Assistant Attorney General

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

**2:15 PM**

15. Questions from board members regarding reports.....James Fields, Chair

**2:30 PM**

16. Mt. Edgecumbe Advisory Board Appointments.....Dr. Michael Johnson, Commissioner  
.....Janelle Vanasse, Superintendent

**2:45 PM**

17. Consent Agenda .....James Fields, Chair

- 17A. Approve the minutes of the March 27 - 29, 2017, meeting
- 17B. Approve the minutes of the May 3, 2017, meeting

**3:00 PM**

Board Comments

**3:30 PM**   Adjourn

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

**June 7, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 1**

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**◆ ISSUE**

The board will receive an update of the department's progress in developing Alaska's state plan and gathering stakeholder input and feedback required by the federal Every Student Succeeds Act.

**◆ BACKGROUND**

- In December 2015, the Every Student Succeeds Act (ESSA), the bill that reauthorized the Elementary and Secondary Education Act (ESEA), was passed by Congress and signed by the President.
- ESSA requires the department to develop a State Plan addressing standards and assessment; state, district, and school accountability; school support and improvement; educator quality; preparing, training, and recruiting high-quality educators; and instruction for English language learners.
- In developing the State Plan, the department must engage in meaningful consultation with the Governor, members of the state legislature and state board of education, local educational agencies, representatives of Indian tribes located in the state, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.
- The department has continued to meet with stakeholder groups around the state.
- The department's ESSA development team has completed Alaska's First Draft Application for the Every Student Succeeds Act and has shared the plan with stakeholders.
- Behind this memo in one PDF is the draft application, a PowerPoint highlighting key elements of the plan, and informational handouts concerning the key elements. If you are viewing this packet electronically, note that the PDF is bookmarked. These documents also are available at <https://education.alaska.gov/akessa/#c3gtabs-stateplan>.
- Sondra Meredith, Administrator of Teacher Education & Certification, and Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is necessary.



Alaska's 1<sup>st</sup> Draft Application  
for the  
Every Student Succeeds Act (ESSA)

April 21, 2017

Dear Alaskans,

The Department of Education and Early Development (DEED) has completed Alaska’s Draft State Application for the Every Student Succeeds Act (ESSA), the new federal education law. All states must submit state applications to the U.S. Department of Education (US ED) to demonstrate compliance with the new law and to access the federal funding provided to implement it. ESSA provides states with greater flexibility than the No Child Left Behind Act it replaces.

To ensure Alaska’s application takes full advantage of this expanded local control, and is fully aligned to Alaska’s unique educational needs and priorities, the DEED is seeking your input to strengthen its application. The draft to follow has been created by DEED using guidance provided by the US ED and shaped by over 4000 stakeholder comments provided by nearly 1000 stakeholders at the more than 40 meetings and conferences conducted across the state over the last year.

Alaska’s ESSA application will support Alaska’s public education mission to provide an excellent education for every student every day. DEED is committed to supporting districts in providing a public education system that ensures all students can 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.

Given Alaska’s diversity, achieving its educational vision and mission requires support for locally relevant, informed, and innovative solutions. To ensure that Alaska’s State Application is aligned with what Alaskans value, DEED invites parents, tribal leaders and members, education practitioners, community partners, and state leaders to review this draft and provide feedback to inform the subsequent drafts.

When reviewing the initial draft, it is important to understand what it is and what it is not.

<b>What the initial ESSA Draft Application IS....</b>	<b>What the initial ESSA Draft Application IS NOT....</b>
1. Truly a first draft.	1. Complete or final.
2. Alaska’s draft application for federal funds authorized under ESSA.	2. Restricting the state’s or districts’ allowable use of federal funds beyond what is stated in law.
3. Reflective of the broader system within which Alaska will function to support ESSA.	3. Inclusive of all the detail needed for schools to implement ESSA (this will be provided in guidance and technical assistance.)



What the initial ESSA Draft Application IS....	What the initial ESSA Draft Application IS NOT....
<p>4. Based on feedback collected across our ESSA Advisory Committee, Focus Groups, and other stakeholder feedback groups.</p> <p>5. Developed by working closely with stakeholders.</p> <p>6. Open for additional feedback, which will be reflected in the final draft of the state application when released in August 2017.</p> <p>7. The first draft of the application that will be submitted to ED on September 18, 2017 (ED then has a 120-day review period to approve state applications.)</p>	<p>4. Inclusive of all feedback. DEED is continuing to compile, summarize and consider feedback within ESSA requirements.</p> <p>5. Limiting additional stakeholder feedback or engagement.</p> <p>6. All that is important to Alaska’s public education system.</p> <p>7. Limiting the state’s ability to revise the application in future submissions to ED for approval.</p>

### Draft Timeline

DEED has indicated to ED that Alaska will submit its ESSA State Application by the September 18, 2017, submission date.

Time Period	Application Development Activities
<b>January – April 2017</b>	<ul style="list-style-type: none"> <li>• Ongoing consultation with stakeholders.</li> <li>• Use stakeholder input to complete the first draft.</li> </ul>
<b>April 21 – May 21, 2017</b>	<ul style="list-style-type: none"> <li>• Release initial complete draft to stakeholders for feedback via the following three methods: <ul style="list-style-type: none"> <li>• Spring Leadership Working Conference, April 21 in Anchorage;</li> <li>• Webinars, May 1 through May 5; and</li> <li>• DEED’s ESSA Stakeholder Engagement <a href="#">online toolkit and survey</a>.</li> </ul> </li> <li>• Subsequent drafts created by DEED’s ESSA team based on stakeholder feedback.</li> </ul>
<b>May 21 – July 22, 2017</b>	<ul style="list-style-type: none"> <li>• Subsequent drafts released to stakeholders for feedback via two methods: <ul style="list-style-type: none"> <li>• Webinar; and</li> <li>• DEED’s ESSA Stakeholder Engagement online toolkit and survey.</li> </ul> </li> <li>• Additional drafts created by DEED’s ESSA team based on stakeholder and State Board of Education feedback.</li> </ul>

Time Period	Application Development Activities
<b>July 22 – 31, 2017</b>	<ul style="list-style-type: none"> <li>• DEED finalizes the application based on stakeholder feedback.</li> </ul>
<b>August 1, 2017</b>	<ul style="list-style-type: none"> <li>• Final draft of State Application presented to the State Board of Education and Governor for review.</li> </ul>
<b>September 18, 2017</b>	<ul style="list-style-type: none"> <li>• State Application submitted to the U.S. Department of Education.</li> </ul>

DEED will be gathering stakeholder feedback on this initial draft application through May 21, 2017. Please take time to provide your thoughts by going to Alaska’s [ESSA online feedback form](#). The State Board of Education will also gather public comment concerning the State Application at its regularly scheduled meetings. Your feedback is valuable, and it will be considered in the final ESSA State Application that will be submitted to the U.S. Department of Education.

Thank you for your continued input, support, and collaboration on the development of our ESSA State Application. Together, Alaskans can fulfill our mission, an excellent education for every student every day.

Sincerely,



Dr. Michael Johnson, Commissioner  
Alaska Department of Education & Early Development

## Cover Page

<b>Contact Information and Signatures</b>	
<b>SEA Contact (Name and Position):</b>  Margaret MacKinnon Federal Programs Coordinator	<b>Telephone:</b>  (907) 465-2970
<b>Mailing Address:</b>  Alaska Department of Education and Early Development 801 W. 10 <sup>th</sup> St. Ste. 200 PO Box 110500 Juneau, AK 99811-0500	<b>Email Address:</b>  Margaret.MacKinnon@alaska.gov
<p>By signing this document, I assure that:            To the best of my knowledge and belief, all information and data included in this application are true and correct.            The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.            Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b>  Dr. Michael Johnson Commissioner of Education and Early Development	<b>Telephone:</b>  (907) 465-2800
<b>Signature of Authorized SEA Representative</b>	<b>Date:</b>
<b>Governor (Printed Name)</b>  Governor Bill Walker	<b>Date SEA provided application to the Governor under ESEA section 8540:</b>
<b>Signature of Governor</b>	<b>Date:</b>

## Programs Included in the Consolidated State Application

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.*

Check this box if the SEA has included all of the following programs in its consolidated State application.

**or**

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

## Instructions

*Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.*

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## A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

<b>1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)<sub>2</sub></b>
<b>2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):</b>
i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <p>Alaska currently administers assessments to students in grades 9 and 10 in high school. The State will be considering end-of-course assessments. If and when the State chooses to administer end-of-course assessments in mathematics, the State will respond to the following question.</p>
ii. <b>If a State responds “yes” to question 2(i)</b> , does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that: <ol style="list-style-type: none"> <li>a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;</li> <li>b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;</li> <li>c. In high school:             <ol style="list-style-type: none"> <li>1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;</li> <li>2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and</li> <li>3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.</li> </ol> </li> </ol>
<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>iii. <b>If a State responds “yes” to question 2(ii)</b>, consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.</p>
<p>Not applicable at this time.</p>
<p><b>3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) ) and (f)(4):</b></p>
<p>i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.</p>
<p>Alaska will work with stakeholders to determine the definition of languages other than English that are present to a significant extent in the participating student population in grades 3-10. Yup’ik languages represent over 40% of the State’s languages other than English, and this includes all dialects. Spanish represents about 10% of the languages, followed by Inupiaq and Filipino at over 9% each.</p>
<p>ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.</p>
<p>There are currently no existing state content assessments in languages other than English.</p>
<p>iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.</p>
<p>This will be determined with stakeholders.</p>
<p>iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing</p> <ul style="list-style-type: none"> <li>a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);</li> <li>b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and</li> <li>c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.</li> </ul>
<ul style="list-style-type: none"> <li>a. Alaska will work with stakeholders to determine in which languages content assessments are needed and are feasible, and will work with the testing contractor to develop assessments in those languages. The timeline has not yet been identified, but it will reflect the need to work with indigenous language experts.</li> <li>b. The process for consultation will begin as early as summer 2017.</li> </ul>

<p>c. Because of the timeline for administering the State’s newest tests, stakeholder discussions and plans for potentially testing in languages other than English have not yet been developed.</p>
<p><b>4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):</b></p>
<p>i. <b>Subgroups (ESEA section 1111(c)(2)):</b></p> <p>a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).</p>
<p>The 9 subgroups identified by the State for inclusion in the accountability system are:</p> <ul style="list-style-type: none"> <li>• students with disabilities</li> <li>• economically disadvantaged students</li> <li>• English learners</li> <li>• Caucasian</li> <li>• Alaska Native/American Indian</li> <li>• Asian/Pacific Islander</li> <li>• African-American</li> <li>• Hispanic</li> <li>• Two or more races</li> </ul> <p>These subgroups are the subgroups required under ESSA.</p>
<p>b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (<i>i.e.</i>, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.</p>
<p>None</p>
<p>c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student’s results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.</p>
<p><input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p> <p>Alaska has included students formerly identified as English learners for two years in the accountability system under NCLB. The state will take advantage of the option to include formerly identified English learners in the accountability system for four years. Stakeholders have indicated over the years that it is important to recognize the progress made by English learners and to include their assessment results for a period of time after they have become proficient in English.</p>
<p>d. If applicable, choose one of the following options for recently arrived English learners in the State:</p>



- Applying the exception under ESEA section 1111(b)(3)(A)(i); or
- Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
- Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

Note that the exception chosen is consistent with current practice in Alaska. Exception 1111(b)(3)(A)(i) allows recently arrived English learners to be exempt from one administration of the ELA assessment. EL students must take the math assessment and the ELP assessment. The math assessment score is not included in the accountability system for the first year. In the following years, the EL student takes the ELA and math assessments and those scores are included in the accountability system.

The exception allowed under 1111(b)(3)(A)(ii) would require recently arrived ELs to take both the ELA and math assessments in the first year, but those scores would not be included in the accountability system. In the following years, the student growth on the ELA and math assessments would be included in the accountability system.

ii. **Minimum N-Size** (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Alaska still needs to determine its minimum *n*-size for accountability purposes. This decision cannot be made until Alaska has finalized the indicators for inclusion in the State's accountability system, established the weights of those indicators, and received specific stakeholder feedback framed by the State's path on school accountability. As has been the case in Alaska, the minimum *n*-size will be a balance between recognizing the small size of many subgroups and schools, prioritizing and ensuring student privacy, and incorporating actionable data into the accountability system.

An additional variable when brainstorming options for the minimum *n*-size is whether the State will aggregate multiple years of data when calculating indicators. This question also remains unanswered at this time. This conversation will happen concurrently with discussions about the minimum *n*-size.

b. Describe how the minimum number of students is statistically sound.

Alaska still needs to determine its minimum *n*-size for accountability purposes. Please see Section A.4.ii.a. for additional information.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Alaska still needs to determine its minimum *n*-size for accountability purposes. Please see Section A.4.ii.a. for additional information.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.

(Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum *n*-size for reporting, States should consult the Institute for Education Sciences report “Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

DEED employs suppression rules in public reporting to protect student privacy. These rules are based on an *n*-size of 5 whether there are two or four reporting categories. The suppression rules are most often applied to assessment results to prevent the linkage of a particular performance level to a specific student. These rules also serve as a starting point when there is a need to suppress non-assessment datasets, including special education child counts and discipline statistics. DEED consults with the U.S. ED's Privacy Technical Assistance Center when unique suppression-related challenges emerge.

DEED uses a multi-step approach to data suppression that considers both the count of students and the distribution of students among the reporting categories. DEED's two-way suppression rules specifically for assessment reporting are:

1. If the count of tested students is less than 5, no results are reported.
2. If the count of tested students is 5 or higher, and one of the reporting categories (Proficient or Not Proficient) has 0, 1, or 2 student(s), percentage ranges are reported instead of the actual percentages. Otherwise, the actual percentages are reported.
3. If a percentage range needs to be reported, the range depends on the count of tested students:

Number of Tested Students	Percentage Range Published
5-7	>=60% or <=40%
8-9	>=75% or <=25%
10-19	>=80% or <=20%
20-39	>=90% or <=10%
40 or more	>=95% or <=5%

<p>e. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.</p>
<p>Alaska’s minimum number of students for purposes of reporting has been 5. As noted in Section A.4.ii.d., Alaska’s suppression rules are based on an <i>n</i>-size of 5 whether there are two or four reporting categories.</p>
<p>iii. <b>Establishment of Long-Term Goals</b> (<i>ESEA section 1111(c)(4)(A)</i>):</p> <p>a. Academic Achievement. (<i>ESEA section 1111(c)(4)(A)(i)(I)(aa)</i>)</p> <p>1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.</p>
<p>Alaska proposes a long-term goal of 75% of students reaching the proficient or advanced achievement levels on the state PEAKS assessments in English language arts (ELA) and in mathematics over ten years (by the school year 2026-27). This will be the same goal for all students and for each subgroup of students. This fits with the mission of the State Board of Education of “an excellent education for every student every day.” The baseline data will be the results from the 2016-17 PEAKS assessments. The long-term goal is ambitious. While the 2017 data is not yet available, the percentage of students meeting the standards on the first assessment of Alaska’s new standards in 2015 for all students was 35.4% for ELA and 31.9% for math. While Alaska expects to see improvement in student performance in 2017 after two more years of instruction based on the new standards, there is still much room for improvement. Some subgroups at the state level may see annual increases in measures of interim progress that could range from 4% to 7%.</p> <p>One rationale for choosing 75% as a long term goal is based in part on predictions in the percentage of jobs both nationally and in Alaska that will need postsecondary education. According to the publication <i>Recovery: Job Growth and Education Requirements through 2020</i> by Georgetown University, the percentage of jobs both nationally and in Alaska that will need any type of postsecondary education is 66%. The PEAKS assessments measure student achievement on the state’s college-and-career ready standards. While it is important for all students in Alaska to be prepared for their future upon graduation, a long-term goal of 75% of students reaching proficiency recognizes that not all jobs will require postsecondary education upon graduation by 2026. The state will re-set the long-term goal in the future.</p>
<p>2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in <b>Appendix A</b>.</p>
<p><b>See Appendix A</b></p>
<p>3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the</p>

improvement necessary to make significant progress in closing statewide proficiency gaps.
Alaska proposes to set measures of interim progress toward the long-term goals for academic achievement at the state level for all students and for each subgroup of students. In addition to the state level, Alaska will set measures of interim progress toward the long-term goals for each school and district for all students and for each subgroup of students based on the baseline data for the school and district. This practice recognizes stakeholder input, that it is important to recognize the difference between schools and to give schools credit and incentives for increasing the achievement of all students. Because the lower-performing subgroups are further from the long-term goal, the annual increases in the measures of interim progress will be greater. These groups will have to make significant progress annually to close the statewide proficiency gaps.
<p style="text-align: center;">b. <u>Graduation Rate.</u> (ESEA section 1111(c)(4)(A)(i)(I)(bb))</p> <p style="padding-left: 40px;">1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.</p>
Alaska proposes a long-term goal of 90% for the four-year adjusted cohort graduation rate for all students and for each subgroup of students by the school year 2026-27. This will be the same goal for all students and for each subgroup of students. This fits with the vision of the State Board of Education that “all students can succeed in their education and work.” While it is important for every student to leave high school prepared for work or postsecondary education, the long-term goal of 90% recognizes the reality that some students will take longer than 4 years to earn a diploma, and others may earn alternate credentials such as a GED. The baseline data will be the graduation rate from the 2016-2017 school year. While Alaska has had a goal of 90% for the four-year adjusted cohort graduation rate previously, the long-term goal is ambitious because the statewide graduation rate for all students was 76.1% in 2016. The 4-year graduation rate in 2016 was 53.9% for students with disabilities and was 54.7% for English learners.
<p style="padding-left: 40px;">2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.</p>
Alaska proposes a long-term goal of 93% for a five-year adjusted cohort graduation rate for all students and for each subgroup of students by the school year 2026-27. This will be the same goal for all students and for each subgroup of students. This fits with the vision of the State Board of Education that “all students can succeed in their education and work.” While it is important for every student to leave high school prepared for work or postsecondary education, the long-term goal of 93% recognizes the reality that some students will take longer than 5 years to earn a diploma, and others may earn alternate credentials such as a GED. The baseline data will be the graduation rate

from the 2016-17 school year. Alaska has used 5-year adjusted cohort rate in its previous accountability system. Under that calculation, a school would have required a 93% 5-year rate to earn the same number of points as a 4-year graduation rate of 90%. The 93% long-term goal is ambitious because the statewide 5-year adjusted cohort graduation rate for all students was 80.8% in 2016. The 5-year graduation rate in 2016 was 65.8% for students with disabilities and was 64.6% for English learners.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in **Appendix A**.

**See Appendix A**

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Alaska proposes to set measures of interim progress toward the long-term goals for the four-year adjusted cohort and the five-year adjusted cohort graduation rates at the State level for all students and for each subgroup of students. In addition to the State level, Alaska will set measures of interim progress toward the long-term goals for each school and district for all students and for each subgroup of students based on the baseline data for the school and district. This practice recognizes stakeholder input, that it is important to recognize the difference between schools and to give schools credit and incentives for increasing the achievement of all students. Because the lower-performing subgroups are further from the long-term goal, the annual increases in the measures of interim progress will be greater. These groups will have to make significant progress annually to close the statewide proficiency gaps.

c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

Alaska proposes a long-term goal of 80% for English learners making progress in achieving English language proficiency as measured by the statewide English language proficiency assessment. This will continue the pattern of improvement in the percentage of ELs making progress that was set by the State in 2012 for the districts that received Title III funding. Those targets were set with an annual increase of 3.3% and if the pattern continues through the 2026-27 school year, the goal would be about 80%. This is an ambitious goal as the percentage of ELs making progress in 2015 was 47.6%. The baseline data will be determined from the 2016-17 ACCESS for ELLs 2.0 state ELP assessment.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in **Appendix A**.

**See Appendix A**

iv. **Indicators (ESEA section 1111(c)(4)(B))**

- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Alaska proposes to measure the percentage of students scoring at the proficient or above achievement levels on the ELA and the mathematics assessments for the academic achievement indicator. Schools will earn points based on five performance levels, and will earn the greatest number of points if they have met or exceeded the long-term academic achievement goal of 75%. The percentage of students achieving at the proficient or advanced levels will also be calculated for each subgroup. Schools will receive additional points for subgroups that also achieve in the same range as the all-students group in a school. At this time, Alaska does not anticipate including a measure of student growth in high school for the academic achievement indicator.

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Alaska proposes a subgroup academic progress indicator that will be used at all school levels, including high school, that measures how many of the subgroups in the school are meeting their measures of interim progress toward the long-term academic goals in ELA and in mathematics. Schools will earn points based on five achievement levels and will earn the greatest number of points if both the all-students group and all subgroups present in the school have met or exceeded their own measure of interim progress. This measure will recognize and give credit to schools for improving the achievement of the lowest-performing subgroups as well as all students in the school, even if their actual performance on the ELA and mathematics assessment is low.

Alaska is also exploring how district-specific interim assessments might be used as another academic indicator.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of
  - (i) how the indicator is based on the long-term goals;
  - (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students;
  - (iii) how the indicator is based on the four-year adjusted cohort graduation rate;

- (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and
- (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Alaska proposes to measure both the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate for the all students group and for all subgroups present in a school. Schools will earn points based on five achievement levels of the four-year graduation rate, with the greatest number of points being earned for a 4-year graduation rate that meets or exceeds the long-term goal of 90%. Additional points will be earned based on five achievement levels for a 5-year rate, with the greatest points earned for a rate that meets or exceeds the long-term goal of 93%. Schools will receive additional points for subgroups present in the school that meet the measure of interim progress for the 4-year or 5-year graduation rate. At this time, Alaska does not propose creating or awarding a State-defined alternate diploma to students with the most significant cognitive disabilities.

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

Alaska proposes to measure the percentage of English learners in each school that meet the definition of making progress in achieving proficiency in English, as measured by the state ELP assessment, ACCESS for ELLs 2.0. Schools that include an English learner subgroup will earn points based on five levels of attainment of English learner progress, with the greatest number of points earned for meeting or exceeding the long-term goal of 80% of ELs making progress.

Alaska proposes to use seven years as the state-determined timeline for all English learners to attain proficiency (see Hakuta, Goto Butler, & Witt, 2000; Robinson- Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014). Alaska’s current definition of attaining English language proficiency and exiting EL status is based on scoring a 5.0 Composite Proficiency Level (CPL) on the WIDA ACCESS for ELLs test, along with a minimum of 4.0 on each domain (listening, speaking, reading, and writing). Alaska will be revisiting the exit criteria after reviewing the results from the 2016-2017 ACCESS for ELLs 2.0 assessment. Alaska’s current definition of making progress in learning English is a gain of at least 0.4 on the CPL from the previous year. Based on the current exit criteria of 5.0 CPL, a student who was initially identified as an English learner and scored at the lowest level on the ELP assessment, a 1.0, would not reach proficiency in 7 years if making only 0.4 gain in the CPL annually. Alaska will likely propose one of two options for a definition of making progress in learning English, after reviewing the data from the most recent ELP assessment:

- Option 1: After determining the proposed exit criteria, determine the change in annual change in CPL needed to reach proficiency if an EL scored a 1.0 at initial identification as an EL, and use that amount to apply to all ELs. An EL would be considered to have made progress

in attaining English if the student earned at least a 0.4 increase in the CPL from the previous year or met the criteria of attaining proficiency.

- Option 2: After determining the proposed exit criteria, determine the change in CPL needed for each individual student based on the score at the initial level of identification and the expected number of years needed to reach proficiency. A student who scored at a higher level of English proficiency on initial identification would be expected to attain proficiency in less than seven years.

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator:
- (i) how it allows for meaningful differentiation in school performance;
  - (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and
  - (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Alaska is still considering options for the school quality or student success indicator(s). It is expected that this indicator will vary by grade span and that districts may be able to select from a menu of indicators. Indicators that the state is exploring include data on student chronic absenteeism; data on freshman on-track credit accumulation and data on access to well-rounded curriculum (art, music, career-and-technology courses, Advanced Placement courses, Alaska Native language and cultural instruction, etc.). Most options for a school quality or student success indicator would require additional data collection and reporting to be included in the accountability system. Indicators used must be able to be disaggregated by subgroups, and must allow for meaningful differentiation in school performance. Alaska seeks additional stakeholder input on these ideas and any others that might be used for the school quality and student success indicator.

If using district-specific interim assessments as an academic indicator is not immediately feasible, Alaska is also considering the use of district-specific interim assessments as an indicator of school quality and/or student success.

- v. **Annual Meaningful Differentiation** (*ESEA section 1111(c)(4)(C)*)
- a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of
    - (i) how the system is based on all indicators in the State's accountability system,
    - (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.



Alaska proposes to use an index system based on 100 points for annual meaningful differentiation of all public schools. A similar type of system was used in Alaska’s previous accountability system.

All accountability indicators will be included in the index. Alaska anticipates creating five performance levels for each indicator. Schools would start with a total of 100 points. Points would be deducted based on applicable performance levels on each indicator, resulting in the school’s overall score. Each school will receive a designation such as a star-rating, letter grade, or other descriptive term. Alaska is considering how to assign designations to schools based on the overall index score achieved. Stakeholder input is requested on this option.

Performance on all indicators will be reported on a dashboard type of display, along with the school’s overall score.

*Sample ideas for each indicator are shown for illustrative use only. Stakeholder feedback will be used to refine the ideas for a subsequent draft plan.*

*Overall Index: Start with 100 points. (Indicators and values will vary based on grade span.)*

Indicator	100 Possible Points
Academic achievement	-??
Subgroup academic progress	-??
English learner progress	-??
Graduation rate	-??
School quality or student success indicator(s)	-??
Total	?? points

*Academic Achievement: Start with 15 points for ELA and Math. Deduct points for academic achievement for the all-students group according to the chart. If all the subgroups in the school are performing at or above the same level of achievement, add 1 point.*

Level	Academic Achievement*	ELA (15)	Math (15)
Level 5	75% or higher	-0	-0
Level 4	55 – 74.9%	-3	-3
Level 3	30 – 54.9%	-7	-7
Level 2	15 – 29.9%	-10	-10
Level 1	5 – 14.9%	-13	-13

If school performs below Level 1, deduct all 15 points.

*Academic Subgroup Progress:* Start with 20 points for ELA and for Math. Deduct points for subgroup progress according to the chart. If the performance is below Level 1, subtract all 20 points.

Level	Academic Progress Toward Long Term Goal	ELA (20)	Math (20)
Level 5	Meets/exceeds the measure of interim progress or long-term goal for all subgroups at school.	-0	-0
Level 4	Meets/exceeds the measure of interim progress at least for subgroups including AN/AI, ED, SWD, and EL but not for all subgroups.	-4	-4
Level 3	Meets/exceeds the measure of interim progress for at least half of the AN/AI, ED, SWD, and EL subgroups, but not all.	-8	-8
Level 2	Meets measure of interim progress for at least one subgroup, and improved in others.	-12	-12
Level 1	May not meet measure of interim progress for any subgroup, but improved in at least one subgroup.	-16	-16

*Graduation Rate:* Start with 15 points for the 4-year adjusted cohort rate and 5 points for the 5-year adjusted cohort rate. If the rate is below Level 1, subtract all possible points.

Level	Graduation Rate 4-year cohort	Points (15)	Graduation Rate 5-year cohort	Points (5)
Level 5	90% or higher	-0	93% or higher	-0
Level 4	75 – 89.9%	-3	78 – 92.9%	-1
Level 3	60 – 74.9%	-6	63 – 77.9%	-2
Level 2	45 – 59.9%	-9	48 – 62.99%	-3
Level 1	25 – 44.9%	-12	28 – 47.9%	-4

*English learner progress:* Start with 10 points. Deduct points based on the applicable level of performance of English learners, if subgroup is present at the school.

Level	English learner progress	Points
Level 5	Meets/exceeds the long term goal of 80% for English learner progress.	-0
Level 4	Meets/exceeds the measure of interim progress for English learner progress at the state or school level, whichever is higher.	-2
Level 3	Meets/exceeds the measure of interim progress for English learner progress at the state or school level, whichever is lower, but does not meet the state or school measure of interim progress that is higher.	-4
Level 2	Does not meet measure of interim progress for English learner progress, but showed improvement from prior year.	-6
Level 1	Does not meet measure of interim progress for English learner progress and has not shown improvement, but maintains at same level as previous year.	-8

*School quality or student success indicator:* Start with 20 points. Deduct points based on performance levels as applicable to each specific indicator used. Then assign points for school performance on the indicator at the applicable level. Add a point if all subgroups at the school are performing at the same or higher level as the all students group.

Level	SQSS indicator	20 Points
Level 5	Superior performance	-0
Level 4	High performance	-4
Level 3	Satisfactory performance	-8
Level 2	Low performance	-12
Level 1	Very low performance	-16

- b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Alaska has not determined weights to assign to each indicator in the accountability system. However, the academic, graduation rate, and progress in ELP indicators will receive substantially more weight

individually, and, in the aggregate, than the school quality or student success indicators. Alaska is considering different weights for indicators based on the school grade span configuration. A sample idea is shown in the chart below for illustrative purposes.

Indicator	School Grade Span			
	Elementary (K-5)	Middle (6-8)	High (9-12)	Combined (K-12 or other config)
Achievement in ELA and in Math	30%	30%	20%	30%
Subgroup Progress in ELA	40%	40%	40%	40%
English learner growth on ELP	10%	10%	10%	10%
Graduation rate (4-year cohort)	-	-	20%	10%
SQSS indicator (TBD)	20%	20%	10%	10%

- c. If the State uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Once stakeholder feedback is received on the proposed indicators and design of the accountability system, Alaska will propose methodologies for annual meaningful differentiation of schools for which the determinations above are not applicable. Types of schools to be considered include those with no tested grades (K-2), newly opened schools, alternative schools, schools with less than 50 students, and schools with special populations such as schools in juvenile justice facilities.

**vi. Identification of Schools (ESEA section 1111(c)(4)(D))**

- a. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Alaska will rank all Title I schools in order based on the overall index score. The State will first consider those schools in the bottom 5% of the overall scores. If a school in the bottom 5% has met the measures of interim progress for all subgroups in the school in the academic, graduation rate and English learner progress indicators, the school would not be selected for Comprehensive Support and Improvement (CSI) and the State would consider the next lowest-ranked school. The state will use data from 2017-2018 to identify schools for CSI for the 2018-2019 school year.

- b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

Alaska will identify all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement. This designation may only be applied to schools determined to be high schools with a grade span beginning no earlier than 9<sup>th</sup> grade and

includes 12<sup>th</sup> grade. The State will consider all schools with a 4-year adjusted cohort graduation rate to identify schools for CSI. The State anticipates using the option for very small schools under Sections 8101(23) and (24) to determine a minimum number of students that must be included in the cohort for the graduation rate, below which the school would be exempt from differentiation and identification as a comprehensive support and improvement school for graduation rate. The state will use data from 2017-18 to identify schools for CSI for the 2018-19 school year.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Title I schools previously identified for Additional Targeted Support & Improvement for a subgroup that have not shown improvement and met the exit criteria will be identified. These schools would be reviewed in 2020-21 to see if the exit criteria had been met. If not, they would be identified as CSI schools for the 2021-22 school year.

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Alaska will identify schools for comprehensive support at least once every three years. DEED will annually review school level data to determine if increasing the frequency of identification to every two years would be appropriate for Alaska. The first year of identification will be 2018-19 based on data from 2017-18.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (ESEA section 1111(c)(4)(C)(iii))

Alaska will identify a consistently underperforming subgroup as one who has not met any of the measures of interim progress on academic achievement, graduation rate, or progress in learning English nor has shown any improvement on any indicator in the accountability system for the previous two consecutive years. Schools that have one or more subgroups that meet this criteria will be identified annually for targeted support and improvement. The first year of identification for targeted support and improvement will be 2019-20 based on the data from 2018-2019.

- f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first

<p>identify such schools and the frequency with which the State will, thereafter, identify such schools. <i>(ESEA section 1111(d)(2)(C)-(D))</i></p>
<p>Alaska will first identify all Title I schools that qualify for comprehensive support and improvement. Alaska will determine the level of performance on each indicator of the highest-performing CSI school (the school with the highest accountability index score). Alaska will then compare the performance of subgroups in other schools to the level of performance on each indicator for the highest-performing CSI school. Any schools with subgroups that have lower performance in all indicators than the highest-performing CSI school will be identified for additional targeted support. The first year of identification for additional targeted support will be 2018-19 based on 2017-18 data. Alaska will then identify schools for additional targeted support at least every three years, on the same cycle as the schools identified for comprehensive support. DEED will annually review school level data to determine if increasing the frequency of identification to every two years would be appropriate for Alaska.</p>
<p>g. <u>Additional Statewide Categories of Schools</u>. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.</p>
<p>Alaska will identify schools for a category of recognition. Schools for recognition will be those that have performance for all students at the highest level in each indicator, and that have all subgroups in the school that have met their measures of interim progress.</p> <p>In addition, Alaska is considering whether and how to assign categories to schools based on the overall index score achieved; as well as, whether or not to recognize schools based on the level achieved on the school quality and student success indicator. Stakeholder input is requested on this option.</p>
<p>vii. <b>Annual Measurement of Achievement</b> <i>(ESEA section 1111(c)(4)(E)(iii))</i>: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.</p>
<p>Alaska will calculate the percentage of students scoring at the proficient or advanced level by comparing the number of students scoring at proficient or advanced to the greater of the number of students tested, or 95% of the students enrolled for participation rate on the first day of the testing window. This calculation will be made for the all-students group and all subgroups. Schools that do not meet the participation rate for the all-students group or any subgroup must submit an improvement plan to the state. The plan must include documentation of the communication the school made to parents to inform them of the importance of participating in the state assessments, while recognizing parents' rights under state law regarding their child's participation in assessments. The plan must document efforts made to encourage participation by all students in all subgroups, and that no students have been systematically excluded from testing. The plan must include steps the school will take to increase the participation rate in future years. The plan must include the strategies and sample of the materials that will be used by the district to educate parents about the importance of assessments and their role in student learning.</p>

**viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))**

- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years not to exceed four) over which schools are expected to meet such criteria.

Alaska will review the performance of the schools identified for comprehensive support three years after the initial identification. The following exit criteria is proposed for consideration:

- For schools identified for comprehensive support and improvement based on the lowest 5% of Title I schools, the school must have performed at least one level higher in each indicator than it performed upon initial identification. The school would meet the exit criteria even if the school is in the lowest 5% of the Title I schools based on the data at the end of 3 years.
- For high schools identified for comprehensive support and improvement based on a 4-year adjusted cohort graduation rate of less than 67%, the school must have improved the graduation rate to greater than 67%.

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Alaska will review the performance of the schools identified for additional targeted support three years after the initial identification. The following exit criteria is proposed for consideration: The performance of the subgroup for which the school was identified must have improved at least one level from the level of performance at which the school was initially identified for each indicator in the accountability system. DEED will continue to monitor schools who have met the exit criteria to ensure that schools continue to meet interim targets for student subgroups.

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Mid-course interventions and supports will be implemented for those schools at risk of not exiting comprehensive support and intervention status.

Upon failure to exit comprehensive support and intervention status after four years, the department will initiate differentiated interventions based on need leading to increased levels of state oversight. These interventions may involve any of the following actions in alignment with existing state statute and regulation

- Convening a strategic planning and support team that could include department program staff, department leadership, district staff and other stakeholders (community members, parents, and regional school boards)
- External independent review
- Virtual audit of resource allocation at the district and/or school level
- Performance review of student achievement data and instructional practices

- On-site review of school improvement practices
- New comprehensive strategic plans written with department input/oversight
- Assignment of School Improvement Coach to district or school, as resources allow
- More focused training and/or technical assistance
- Review of resource allocations
- Replacement of teachers and principals
- State governance of schools and/or district

Current state statutes and regulations that support these actions are AS 14.07.020.16, AS 14.07.030.14-15, 4 AAC 06.864(b).

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

DEED will allocate 1003(a) funds based on a formula or competitive process for Comprehensive Support and Intervention and Targeted Support and Intervention Support schools.

District and school planning teams collaborate to create school improvement plans based on a comprehensive needs assessment. This collaborative plan includes

- Interim and long-term goals
- Tasks and interventions designed to meet these goals
  - Evidence-based
- A process to assess, monitor and evaluate progress (DEED provides a continuous school improvement on-line tool that satisfies these criteria)

Schools and districts submit a budget that aligns with the goals of the school improvement plan for review by the district and the State. Budgets must include

- professional development opportunities, and
- interventions

DEED reviews the school improvement plans annually. School improvement plans and documents will also be reviewed in scheduled monitoring visits.

End-of-year evaluations of programs reviewed by district for effectiveness and shared with DEED.

For schools failing to make progress an inter-departmental review will be conducted as needed on an annual basis to ensure alignment of diverse resources.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The main strategic goal of DEED is to provide support to districts to amplify student achievement. All training and professional development provided to districts, schools and teachers will have this main goal in mind.



Technical Assistance Strategies include:

- Support regarding the school improvement planning process. Distance delivery or on-site training from DEED staff with prioritized responses based on available resources.
  - Comprehensive needs assessment
  - Gap analysis and root cause training
  - Strategic planning based on identified needs and root causes
  - Measureable goals and tasks to support designated needs
  - Evaluation, feedback, and reflection
  - Leadership training
  
- Technical Assistance on evidence-based interventions
  - Awareness training regarding evidence-based practices
  - Determining the best intervention to match need
  - Strategies to create measureable goals using the strategies to meet the needs addressed in a comprehensive needs assessment.
  
- Funding and support to allow district teams to attend statewide conferences that focus on evidence-based practices and effective strategies to build leadership and pedagogy within a school, as well as, on-going online, individualized professional learning opportunities.
  
- Training and support on Alaska’s continuous school improvement planning tool (or other comparable planning tool implemented by the district) and webinar support throughout the year.
  
- Coaching support through the State System of Support (SSOS) coaching program prioritized to schools with the highest need.
  
- Additional technical assistance during scheduled Title Program monitoring visits to districts and schools.
  
- DEED website resources include fact sheets, Power Point presentation (static and recorded), professional learning modules, tool kits, lists of resources (What Works Clearinghouse, Regional Educational Laboratories), etc.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

N/A

**5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)):**

Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.

(Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.)

DEED will use the following measures to evaluate the progress in Alaska on Disproportionate Rates of Access to Educators for low-income and minority children enrolled in schools assisted under Title I, Part A:

- **Low-income student (Economically Disadvantaged Student)** – A student who is eligible for free or reduced-price school meals under DEED’s Alaska Income Eligibility Guidelines for Free and Reduced Meals Program, as defined in 4 AAC 06.899.(5).
- **Minority Student (Students of Color)** – A student identified as a member of a minority race or ethnicity (e.g., African American, Alaskan Native, American Indian, Asian or Pacific Islander, Hispanic, or two or more races, as defined in 4 AAC 06.899).
- **Inexperienced Teacher** – A teacher in their first year of practice. Also, inexperienced principals and other school leaders would be in their first year of leading.
- **Out-of-field teacher** - A teacher teaching in a subject area that they are not endorsed to teach.
- **Ineffective Teacher** –
  - A non-tenured teacher who was on a plan of improvement under AS 14.20.149(b)(6), or was notified that their continued employment in the district was contingent on the implementation of a plan of improvement under AS 14.20.149 (b)(6) but resigned, or
  - A tenured teacher who was receiving district support on a plan of professional growth under 4 AAC 19.010(h); or any of the Level of Support indicators indicated for a non-tenured teacher, or
  - A teacher who has been absent from their assigned position for 20 days or more (excluding medical leave).

On the State Report card, DEED will report the professional qualifications of teachers including the number and percentage of: 1) inexperienced teachers, principals, and other school leaders; 2) teachers teaching with emergency or provisional credentials; and 3) out-of-field teachers. The information will be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools. Likewise, the district report cards will report similar information on professional qualifications of teachers, principals, and other school leaders.

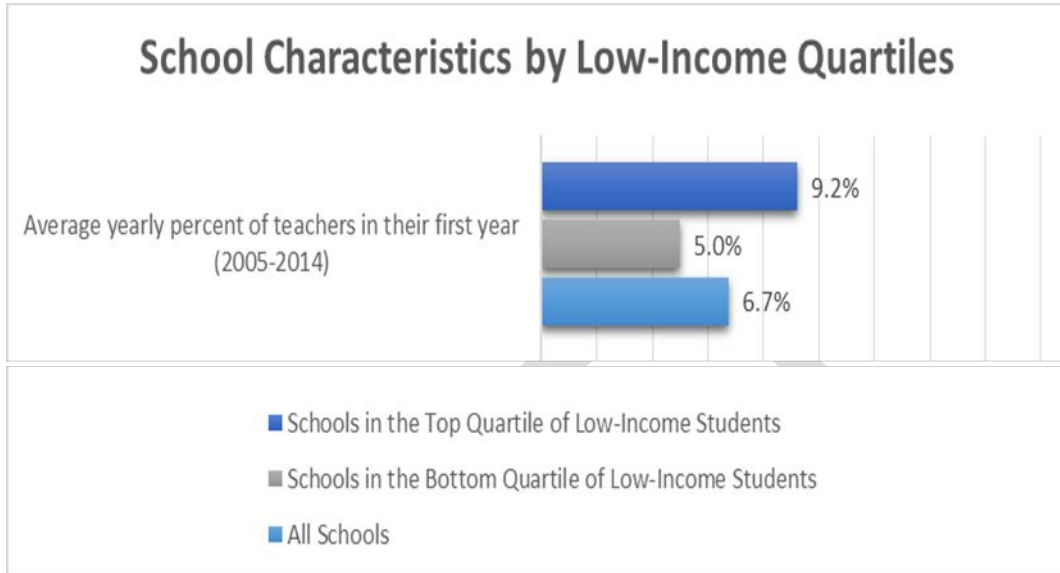
Alaska's Disproportionate Rates of Access to Educators for low-income and minority children:

- **Economically Disadvantaged (Low-Income) Students are**  
*1.8 times more likely to be placed with first-year teachers*
- **Students of Color (Minority) are**  
*Two times more likely to be placed with first- year teachers*
- **Economically Disadvantaged (Low-Income) Students are**  
*Almost twice as likely to be taught a core content course by a teacher who is not highly qualified*
- **Students of Color (Minority) are**  
*Two times more likely to be taught a core content course by a teacher who is not highly qualified*

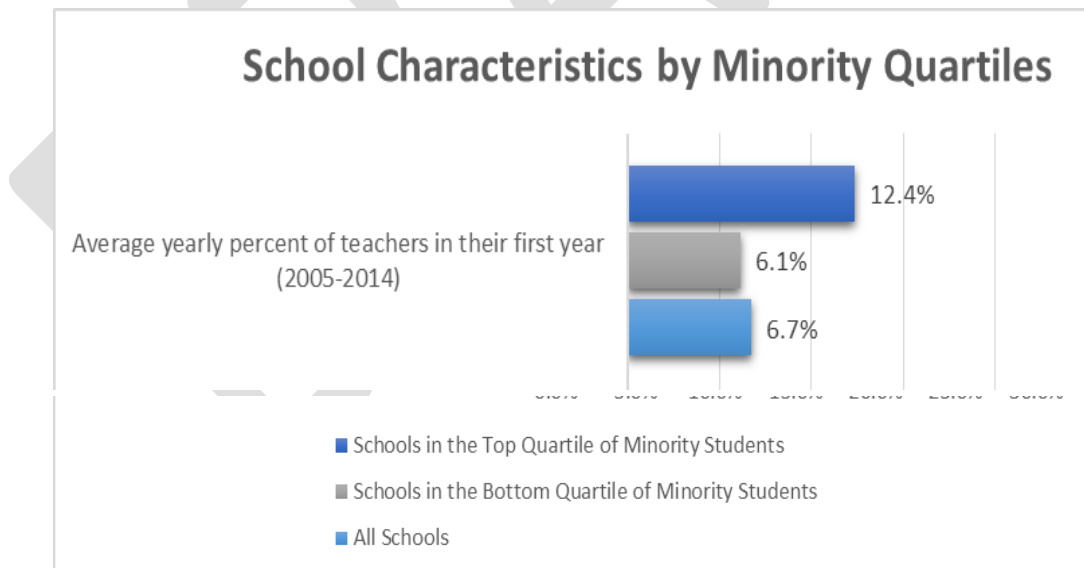
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The Disproportionate Rates of Access to Educators are displayed in the graphs that follow.

### Economically Disadvantaged Students Disproportionate Rate of Access to Inexperienced Teachers

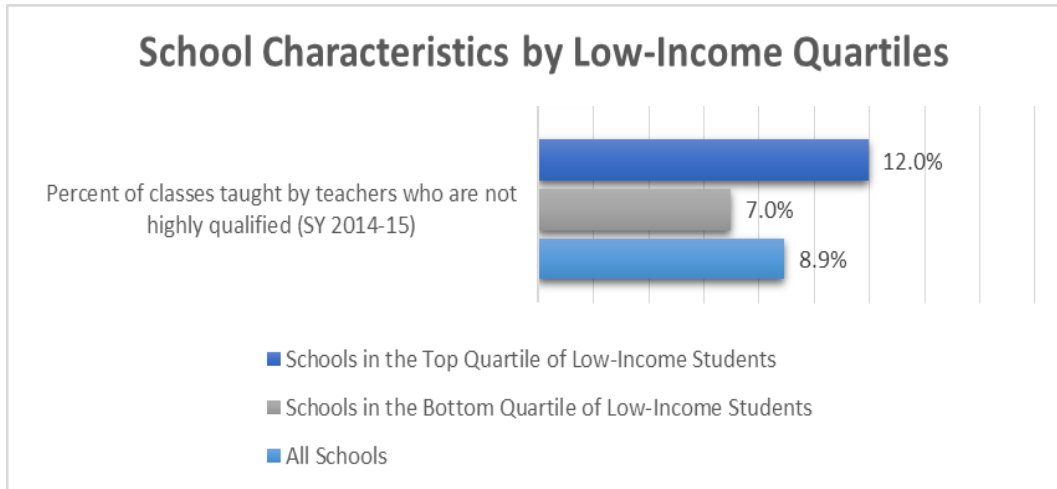


### Students of Color (Minority) Disproportionate Rate of Access to Inexperience Teachers

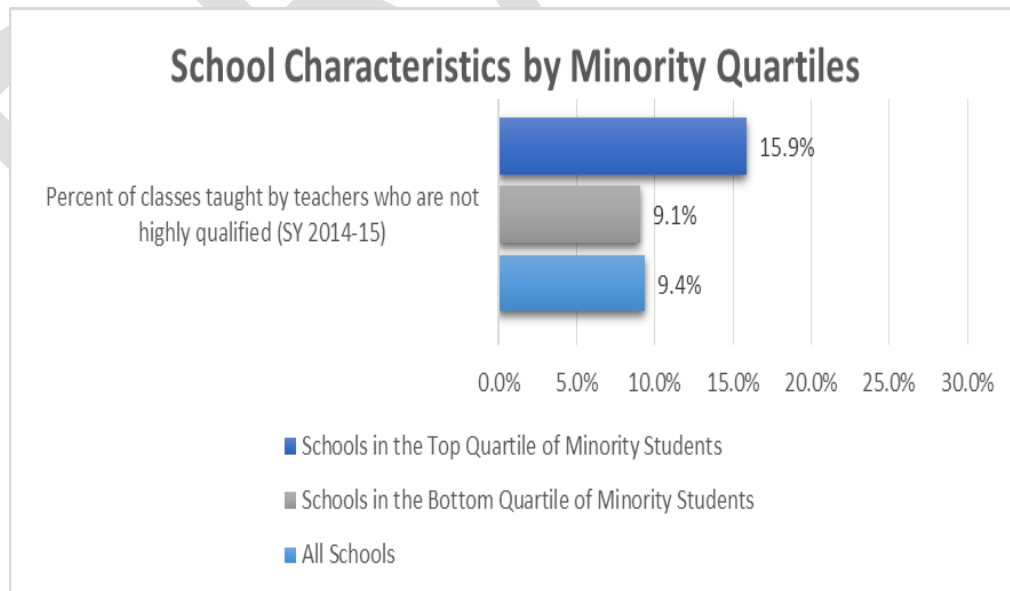


The Disproportionate Rates of Access to Out-of-Field Teachers is based on the previous definition in our Alaska State Equity Plan (2015) and not the current proposed definition.

### Economically Disadvantaged Students Disproportionate Rate of Access to Out-Of-Field Teachers



### Students of Color (Minority) Disproportionate Rate of Access to Out-Of-Field Teachers



DEED is not able to report the Disproportionate Rates of Access to Ineffective Teachers as the data is not available. The reporting on Ineffective Teachers will require regulatory changes. Alaska currently collects only district-level data on the Level of Supports for tenured and non-tenured teachers, special service providers, and administrators. Upon acceptance of Alaska's ESSA plan, DEED will propose to the State Board of Education a change in Alaska regulation 4 AAC 19.055 Reporting of evaluation results. This regulation change would request data at the school level for tenured and non-tenured educators and would at the earliest go into effect in 2018. The first reporting of evaluation results to DEED could be for the 2017-18 school year depending on a smooth regulatory process. At that time, DEED will determine how best to publically report this information whether on report cards or otherwise.

DEED will be using the multi-phase approach outlined in Alaska's Equity Plan to address any of Alaska's Disproportionate Rates of Access to Educators for low-income and minority children enrolled in schools assisted under Title I, Part A.

- Phase 1: Awareness - Share Alaska's Disproportionate Rates of Access to Educators for low-income and minority children enrolled in schools assisted under Title I, Part A.
- Phase 2: Support – Identify districts with challenges in Disproportionate Rates of Access to Educators for low-income and minority children and provide support.
- Phase 3: Review - Review the Alaska Equity Plan and make necessary adjustment engaging stakeholders to review the initial root causes and strategies for improving Alaska's Disproportionate Rate of Access to Educators for low-income and minority children enrolled in schools assisted under Title I, Part A. This review process will be informed by the work of the Ensure Excellent Educators committee described below.

DEED also has started the Alaska's Education Challenge to address our student achievement gaps and increase our graduation rates by making sure that every student across our state has equal opportunities to learn and succeed. Through a process of gathering public input, the State Board of Education has already identified five priorities for Alaska's public education system: Improve Student Learning, Ensure Excellent Educators, Modernize the Education System, Inspire Tribal and Community Ownership, and Promote Safety and Well-being.

The Ensure Excellent Educators committee will shape what strategies that Alaska will pursue in providing an excellent education for every student every day. The final committee's recommendation will be sent to the State Board of Education and made available for public comment on November 1, 2017. The State Board of Education will approve a final Alaska's Education Challenge Recommendations report to the Governor and Legislature on December 29, 2017.

**6. School Conditions (ESEA section 1111(g)(1)(C)):**

Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

(i) Incidences of bullying and harassment:

DEED assists districts in their efforts to reduce bullying, harassment, and intimidation by providing districts with technical assistance on Alaska's collection of laws that promote positive school climate and address school discipline, through data collection and analysis, training, and its support of the implementation of a constellation of evidence-based programs and strategies that reduce bullying.

**Statutes:**

Alaska has a collection of complementary laws that explicitly prohibit the harassment, intimidation, and bullying of any student on school premises or on school transportation systems.

- AS 14.33.200 requires Alaska districts to have written policies on how they will promote positive character traits and address bullying when it occurs.
- AS 14.33.210 requires school personnel, volunteers, and students to report all suspected bullying to school officials.
- AS 14.33.230 protects reporters of school-based bullying, harassment and intimidation from reprisals.
- AS 14.33.230 protects reporters of school-based bullying, harassment and intimidation from suit.

**Data Collection and Analysis**

- Youth Risk Behavior Survey-DEED partners with the Department of Health and Social Services to administer and report out on this Center for Disease Control (CDC) survey that includes bullying and school climate measures.
- DEED collects and reports out on suspensions and expulsions for bullying, harassment, and intimidation annually.

**Training/Technical Assistance**

- DEED delivers distance-delivered training it has created to thousands of district personnel annually on bullying, harassment, and intimidation in partnership with the Western Educational Equity Assistance Center within the Metropolitan State University of Denver.
- Examples of evidence-based programs, activities, and trainings DEED supports are:
  - ✓ Schoolwide Positive Behavioral Supports
  - ✓ Fourth R
  - ✓ Mentoring Programs like Big Brothers/Big Sisters
  - ✓ Restorative Justice
  - ✓ Sources of Strength
  - ✓ Suicide Prevention Program
  - ✓ Project AWARE, Alternative School Initiative
  - ✓ Youth Mental Health First Aid Mental Health Assessment and Referral

- ✓ Crisis Response, de-escalation training for staff
- ✓ Suicide Prevention Gatekeeper training
- ✓ Alaska Safe Children’s Act training.

(ii) The overuse of discipline practices that remove students from the classroom:

DEED continues to expand its efforts to support districts in reducing their utilization of discipline actions that remove students from the classroom through technical assistance on germane state laws, data collection and analysis, and through technical assistance and training on a host of relevant topics.

**Statutes:**

- AS 14.33.120 requires all districts to have (and regularly update) written school disciplinary and safety programs that were created through collaboration of both school and community stakeholders to ensure the programs reflect community values and norms. These disciplinary and safety policies must include standards for:
  - ✓ honesty and respect within schools
  - ✓ behavioral expectations
  - ✓ consequences for misbehavior
  - ✓ policies for student conflict resolution strategies
  - ✓ Established discipline and safety programs address bullying, discipline practices, and behavioral interventions with students.

**Data Collection and Analysis:**

- DEED recently constructed a new statewide discipline data collection system (State Report Manager) that captures data on all school suspensions and expulsions. The benefits are:
  - ✓ Improved data fidelity
  - ✓ Greater ease for the state and districts to organize and analyze disciplinary data
  - ✓ Improved district ability to unpack the data and better hypothecate underlying student needs that drive student behaviors resulting in suspension or expulsion
  - ✓ Data can be examined to determine if disproportionality in discipline is occurring in any student subpopulations.

**Training/Technical Assistance:**

- DEED cosponsors an annual statewide School Health and Wellness Institute that delivers information/training on positive school climate, school safety, classroom management, and prosocial evidence-based school programs.
- DEED delivers training to thousands of educators annually on Gender and Race Equity.
- DEED’s Mandated Reporting of Child Abuse and Neglect course includes information on Adverse Childhood Experiences and Trauma Aware Schools.



- DEED is finalizing content for a more in-depth Trauma Sensitive Schools training. The Trauma Sensitive Schools model, with its focus on building educator understanding that students' challenging behaviors are often the expression of trauma and grief, is fostering a reduction in the removal of students from classrooms for disciplinary issues in schools that utilize trauma informed policies, practices, and strategies.
- Examples of evidence-based programs, activities, and trainings DEED supports listed above to address bullying also support decreased student removal from the classroom for discipline.

(iii) The use of aversive behavioral interventions that compromise student health and safety:

Alaska's public schools are not allowed to use behavioral interventions that are aversive or compromise students' health and safety. In 2014, Alaska enacted legislation dramatically limiting the use of student restraint and seclusion in our schools. This legislation requires essential safety protocols be in place when these interventions are unavoidable, prohibits the use of chemical and/or mechanical restraints, requires all incidents of restraint or seclusion that do occur to be reported to DEED, and requires a sufficient number of staff from each school to receive periodic training in de-escalation and restraint techniques.

School staff trained in de-escalation, restraint, and seclusion are also required to be trained in First Aid and CPR. DEED maintains a list of evidence-based trainings for districts to select from that utilize techniques proven to keep students and staff safe and delivers ongoing technical assistance to districts regarding training and reporting requirements.

**7. School Transitions (ESEA section 1111(g)(1)(D)):**

Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

DEED's goal is to have a comprehensive, robust educational system that provides all students the opportunity for a well-rounded and equitable education. The system has many embedded elements that promote successful transitions for students throughout their education, and direct additional supports where appropriate, to ensure the needs of all students are met. DEED is driven by our State Board of Education's Vision and Mission for public education: to ensure all of Alaska's students have the opportunity to receive an excellent education every day; that all students can 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.

DEED's educational system is composed of a broad constellation of interwoven, complementary structures, systems, programs, and strategies that operate in concert at all levels of schooling, and encompass districts receiving assistance under Title I, Part A. Supports designed to ensure the educational needs of all students are met and that their transitions across educational milestones are successful are embedded in the following components of DEED's educational system: Assessment, Accountability, Student Content and Performance Standards, Finance/Accounting, Teacher

Certification, Special Education, Early Learning, Child Nutrition, Health/Mental Health, School Safety, Career and Technical Education, Afterschool Programming, and Professional Development for District Personnel.

Beyond these foundational supports, additional levels of assistance for students in middle and high school where the risk of dropping out is greatest are also provided. Examples of these supports are:

- **Alternative Schools:** DEED concurrently administers two alternative high school initiatives, which provide innovative mental health supports, professional development, additional staffing, and funding for evidence-based curriculum, programs, and activities to the majority of Alaska's alternative schools. These specialized secondary schools serve thousands of Alaska's most at-risk students and are an excellent complement to traditional schools. Alaska's alternative schools constitute a safety net for students at-risk of dropping out and for students who have dropped out-- reconnecting them to their education and the goal of graduation.
- **Neglected and Delinquent:** DEED couples state Youth In Detention funding with its federal Title I Part D Neglected and Delinquent funding to strengthen transitional supports to detained youth. Transition planning must include the following: personal, career, technical, and academic counseling; placement services designed to place the youth in a university, college, or junior college program; information concerning, and assistance in obtaining, available student financial aid; counseling services; and job placement services. Detained students are provided the opportunity to meet the same challenging State Standards as all other district student populations.

**Alaska Performance Scholarship:** The Alaska Performance Scholarship provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. This program delivers financial support that makes postsecondary education a reality for some students that couldn't otherwise afford to attend. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams, can earn an Alaska Performance Scholarship to qualified Alaska colleges, universities, or vocational/technical programs.

[http://acpe.alaska.gov/FINANCIAL\\_AID/Grants\\_Scholarships/Alaska\\_Performance\\_Scholarship](http://acpe.alaska.gov/FINANCIAL_AID/Grants_Scholarships/Alaska_Performance_Scholarship)

## B. Title I, Part C: Education of Migratory Children

- 1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)):** Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
  - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
  - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
  - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
  - iv. Measurable program objectives and outcomes.

Since Title I, Part C, Education of Migratory Children funds are supplementary and cannot supplant, it is necessary to ensure that migratory children and youth are receiving access to all state and federal funds they are entitled to before being provided support with Title I, Part C funds. At DEED, the Migrant Education Program (MEP) is part of the Student Learning Division. The division works collaboratively to ensure that there is an understanding of the services provided by each program. Additionally, the Migrant Education Program is a part of two sub-teams within the division: the ESEA Federal Programs Team and the Early Learning Team.

The ESEA Federal Programs Team meets regularly to discuss services and activities provided by their programs, and works collaboratively to review and approve ESEA Consolidated Applications and to monitor ESEA programs together.

- Districts that receive Title I-C funds complete their application process through the ESEA Consolidated Application annually. The ESEA Consolidated Application includes Title I-A, Title I-C, Title I-D, Title II-A, and Title III-A grant planning. The application requires districts to describe how they coordinate their various ESEA funding sources. The Consolidated Application allows for DEED to check for efficiencies and to ensure that funds are not supplanting one another. The ESEA Consolidated Application requires district program personnel to coordinate with one another when planning services, and for DEED ESEA Program Leads to meet regularly to review ESEA Consolidated Applications together. Additionally, if they meet all eligibility criteria, schools can apply to consolidate their Title I-C funds into the Title I-A Schoolwide Program using the Consolidated Application.
- Districts receiving ESEA funds are monitored. Title I-A, Title I-C, Title I-D, Title II-A, Title III-A, and McKinney-Vento programs monitor districts for compliance together. Districts are required to gather evidence that MEP students are receiving all the district, state, and federal services available to the district.

The Early Learning Team works together to ensure that preschool migratory children are receiving local, state, and federal-funded preschool opportunities available to them. The Migrant Education Program is supervised by the Early Learning Administrator.

The Migrant Education Program provides districts with a Migrant Summative Data Report in the spring annually. This report is a tool for districts to use to evaluate the effectiveness of their program and to help guide their needs assessment for the following year.

DEED develops a statewide comprehensive needs assessment (CNA) that includes the identification and an assessment of:

- The unique educational needs of migrant children that result from the children’s migrant lifestyle.
- Other needs of migrant students that must be met in order for them to participate effectively in school.

For the comprehensive needs assessment (CNA) process, DEED contracts with consultants to assist with the CNA update. DEED Migrant Education Program staff, with the assistance of the consultants, use various platforms to gather data on migrant student achievement and outcomes, disseminate and collect surveys documenting the perception of migrant staff and parents related to migrant students’ needs, and identify relevant demographic and evaluation data. The data collected is used by the Comprehensive Need Assessment Committee, a group of migrant education stakeholders, to formulate a comprehensive understanding of the characteristics of the migrant student population in Alaska. A profile of Alaska migrant students is developed based on the most recently available information. The CNA committee uses the profile and other collected data to develop concern statements, needs indicators, needs statements, and solutions strategies. The CNA guides the design of the Alaska Migrant Education Program.

Based on the most recent Comprehensive Needs Assessment (CNA), DEED with the assistance of consultants and stakeholders, created a Service Delivery Plan (SDP). The SDP Committee was composed of representatives who are parents and community members; MEP educators and administrators, recruiters, and DEED representatives. These individuals have expertise and/or experience in reading, mathematics, migrant student graduation strategies, professional development, identification and recruitment (ID&R), data management, inter-agency coordination, parent involvement, and/or early childhood education. Members of the SDP Committee also served on the Alaska MEP Comprehensive Needs Assessment (CNA) Committee to provide continuity to the overall comprehensive process that was carried out in Alaska. This helped to ensure that systems are aligned to meet the unique educational needs of Alaska migrant students. Through the State SDP process, DEED creates Measurable Program Objectives and Outcomes, and DEED evaluates the progress.

**2. Promote Coordination of Services (ESEA section 1304(b)(3)):** Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

DEED participates in several multistate consortia that seek to improve the identification and recruitment, policies, pertinent record transfer, and educational services for migrant students:

- **The Interstate Migrant Education Council (IMEC)** – An independent organization to advocate policies that ensure the highest quality education and other needed services for migrant

children, and facilitates opportunities for members to examine policy issues at all levels of government related to coordination between public and private agencies to benefit migrant students and programs.

- **National Association of State Directors of Migrant Education (NASDME)** – This association provides the largest national conference for the migrant program. State directors meet to discuss issues affecting migrant students and families, and over 170 sessions are held to highlight best practices in migrant programs.
- **Title I-C Migrant Education Program Directors’ Meeting** – Annual meeting for Title I-C Directors that: 1) facilitates opportunities for Directors to network and share best practices and resources, 2) provides Directors with information pertinent to the State administration and operation of the Migrant Education Program (MEP), 3) promotes the understanding of, and coordination with, other ED initiatives and programs, and 4) provides Directors and Office of Migrant Education (OME) personnel with opportunities to coordinate on issues important to the successful design and implementation of programs and services that benefit migrant students.
- **MIS2000** – Alaska’s Migrant Education Student Database created by Management Services for Education Data (MS/EdD). MIS2000 houses Alaska’s migrant student information and connects to MSIX, the national student exchange system.
- **National Migrant Student Exchange System (MSIX)** – This database allows States to share educational and health information on migrant children who travel from State to State and who as a result, have student records in multiple States' information systems. MSIX works in concert with the Alaska Migrant Student Database, MIS2000, to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

During district level monitoring, DEED verifies that the district promotes interstate and intrastate coordination of services for migrant students including:

- providing for the educational continuity of migrant students through the timely transfer of pertinent student records, including health records (whether or not the move occurs during the regular school year);
- establishing a procedure to coordinate services and records transfers with surrounding districts or districts that migrant students move to/from; and meeting all deadlines for the submission of student records and data in MIS2000.

**3. Use of Funds (ESEA section 1304(b)(4)):** Describe the State’s priorities for the use of Title I, Part C funds, and how such priorities relate to the State’s assessment of needs for services in the State.

Grants under Title I, Part C, Education of Migratory Children are issued to districts through an allocation, not through a competitive process. The allocation formula is largely based on the number of migrant eligible students, services provided to migratory children and youth, number of students identified as “priority for services” and academic needs according to a weighted formula.

District Title I-C grant planning is included in the ESEA Consolidated Application that districts submit to DEED annually. Districts submit their applications in the summer of each year, and after approval, they receive a grant award for operation of the program as outlined in their application.

DEED works with stakeholders to create a State Comprehensive Needs Assessment (CNA) of the migratory children in Alaska. The CNA guides the design for the Alaska Migrant Education Program.

Based on the State Comprehensive Needs Assessment (CNA), DEED, with the assistance of consultants and stakeholders, creates a Service Delivery Plan (SDP) to meet the identified needs from the CNA. Districts are required to create local needs assessments and service delivery plans that align to the State guiding documents.

Each district's sub-grant must be aligned with the State CNA and SDP. Districts provide services specified in the plan in communities where migrant families are living. Supplemental education and support services are provided to respond to the unique needs of migrant children and youth. These needs are not addressed through existing state, local, and federal educational programs. These supplemental services are designed to provide continuity of instruction for students who move from one school district or state to another.

The Title I, Part C grant application requires locally funded districts to describe how they give priority for service to children and youth identified as "priority for services" and how they provide services that address the unique needs of migratory children in accordance with the Alaska Service Delivery Plan.

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## C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

<p><b>1. Transitions Between Correctional Facilities and Local Programs</b> (<i>ESEA section 1414(a)(1)(B)</i>): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.</p>
<p>DEED actively supports the provisions of a high-quality education to neglected, delinquent, or at-risk students in juvenile justice and correctional facilities. DEED understands that students who move between correctional facilities and locally operated programs face many challenges, including delayed academic record transfer and limited access to specific programs and services necessary to meet students' unique educational needs.</p> <p>DEED will require all districts to:</p> <ul style="list-style-type: none"> <li>• Designate a single point of contact responsible for issues relating to the transition of children and youth between the State-operated correctional facility and schools, alternative educational opportunities and other locally operated programs. This person will be responsible for communicating with local detention and other treatment facilities regarding student placement, assisting in transitioning student records (including IEPs), transferring of credits, and serving as a liaison between the districts and the local juvenile court.</li> <li>• Describe in their application the supports the district has in place for youth that transition from the juvenile justice system back to their home district. The description must include the following: personal, career, technical, and academic counseling; placement services designed to place the youth in a university, college, or junior college program; information concerning, and assistance in obtaining, available student financial aid; counseling services; and job placement services.</li> </ul>
<p><b>2. Program Objectives and Outcomes</b> (<i>ESEA section 1414(a)(2)(A)</i>): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.</p>
<p><b>Program Objectives</b></p> <p>The purpose of Title I, Part D is to support the operation of State facilities, correctional facilities, delinquent programs, neglected programs, or local educational agency programs that involve collaboration with locally operated correctional facilities:</p> <ul style="list-style-type: none"> <li>• To carry out high-quality education programs to prepare youth for regular high school diploma, career and technical training, employment, or further education;</li> <li>• To provide activities to facilitate the transition of such youth from the correctional programs to further education or facilitate employment;</li> <li>• To provide comparable services to neglected children or institutional delinquent children and neglected and delinquent children in community day-school and long-term programs;</li> <li>• To prevent at-risk youth from dropping out of school and to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent youth, with a support system to ensure their continued education; and</li> </ul>

- To provide transitional services in local schools for youth returning from correctional facilities and programs, which will further serve at-risk youth.

### **Program Outcomes**

DEED administers the Title I, Part D program and utilizes a variety of elements to assess program effectiveness, including:

- Annual review of district application that contains assurances, narrative descriptive questions, and budget information. Upon receipt at DEED, applications are reviewed.
- Annual review of district end-of-year report that summarizes both budget and program information from the year.
- Periodic monitoring of districts on the required components to assure they are implementing correct policy with the funds.
- Program effectiveness will be based on student outcomes. State assessment scores from neglected and delinquent students will be gathered and analyzed. Students in these facilities will be held to the same high standards of quality that all students within Alaska are held.

### **Accountability**

- Districts are required to show progress in the number of children and youth attaining a regular high school diploma or its recognized equivalent.
- After receiving assistance under this subpart for three years, districts need to show that there has been an increase in the number of youth returning to school, attaining a regular high school diploma or its recognized equivalent, or attaining employment after such children and youth are released.
- District will be required to conduct a needs assessment for future program planning, disaggregating data on participation by gender, race, ethnicity, and age, while protecting individual student privacy, to determine the program's impact.
- DEED will evaluate Title I-D programs:
  - to maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate, if applicable;
  - to accrue school credits that meet State requirements for grade promotion and high school graduation;
  - to make the transition to a regular program or other education program operated by a local educational agency or school operated or funded by the Bureau of Indian Education;
  - to complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
  - to participate, as appropriate, in postsecondary education and job training programs.



## D. Title II, Part A: Supporting Effective Instruction

**1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)):** Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

DEED will use Title II, Part A funds this next year to continue State-level activities that are in progress. These activities include an online professional development network, programs to recognize excellent teachers, increasing knowledge and usage of the Professional Development definition and the Professional Learning Standards from Learning Forward; providing technical assistance in using Educator Evaluation & Support system results and educator qualifications; and technical assistance on Title II, Part A district applications and monitoring. DEED is exploring providing awareness of the recently revised national Library and Technology standards, and considering micro credentials (badges) for recertification and University credit. As outlined earlier under Title I and below in D.2, DEED will be increasing awareness of Educator Equity gaps and supporting identified districts with challenges in Disproportionate Rates of Access to Educators particularly focusing on the Ineffective Teacher definition under this program.

DEED is currently using Title II, Part A funds to support a project to develop an online professional development network that allows teacher teams to support personalized professional learning. Learning paths for both the English Language Arts and Mathematics have been developed using open-source videos with interactive and discussion activities. Using this online environment, the project partner has enhance online courses and extended the learning from statewide conferences. Creating additional learning paths on effectively integrating technology, digital literacy, identifying and meeting students with specific learning needs will be explored during the next year of this project.

Supported by Title II, Part A funds, DEED will continue to assist with the dissemination of the lessons learned from a state-funded initiative that focused on the delivery of high-quality, interactive blended learning models. This project focused on removing barriers, providing specific technology enhancements, and strengthening and enhancing current technology-based instructional programs.

DEED also has started the Alaska's Education Challenge to address our student achievement gaps and increase our graduation rates by making sure that every student across our state has equal opportunities to learn and succeed. Through a process of gathering public input, the State Board of Education has already identified five priorities for Alaska's public education system: Improve Student Learning, Ensure Excellent Educators, Modernize the Education System, Inspire Tribal and Community Ownership, and Promote Safety and Well-being. The Ensure Excellent Educators committee will inform any long-term activities based on the Alaska's Education Challenge report due in December 2017.

DEED will reserve the 3% of district Title IIA funds to support Principals and Other School Leaders based on results of the Alaska's Education Challenge and State Board of Education strategic priorities.

**2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)):** If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

DEED will be using Title II, Part A funds to improve equitable access to effective teachers for low-income and minority students enrolled in schools assisted under Title I, Part A. The following activities will need to be conducted:

- DEED will work with the State Board of Education to make a regulatory change in 4 AAC 19.055 Reporting of evaluation results upon acceptance of Alaska’s ESSA State plan. This regulation change would require districts to report evaluation data at the school level for tenured and non-tenured educators.
- Once the regulation becomes effective, DEED will provide technical assistance to districts in understanding the Ineffective Teacher definition and focus on supporting districts in their submission of evaluation results at the school level.
- DEED will continue its multi-phase approach that was outlined in Alaska’s Equity Plan (see page 28)
- DEED will provide technical assistance to all districts in using the results of their Educators Evaluation & Support systems. This technical assistance will be using Title II, Part A funds to meet the following purposes of the Title IIA program:
  - 1) improve the quality and effectiveness of teachers, principals, and other school leaders;
  - 2) increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
  - 3) provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

**3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)):** Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.

DEED has the statutory authority to certify teachers, principals, superintendents, special service providers and other school leaders. Alaska certification statutes and regulations ensure that students are served by quality educators who must meet high standards. A teaching certificate can be earned with a bachelor’s degree, fingerprint clearance, appropriate coursework or completion of an approved educator preparation program and passage of subject and content knowledge exams. Alaska also provides a pathway for career changers to complete a teacher preparation program leading to full State certification while teaching full time. Additionally, Alaska statutes allow teachers who are fully certified out of state and in good standing in their state to qualify for an Initial Teaching Certificate valid for up to three years. These reciprocity rules help districts recruit qualified educators from other States.

Within two years of initial certification, all teachers, administrators, and special service providers must complete six semester hours of coursework to increase their understanding of Alaska’s unique cultures and history.

**4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)):** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

DEED will work to improve the skills of educators across the above listed subgroups through providing technical assistance, services and support through the System of Support, as aligned to local school and district system needs, identified by local Comprehensive Needs Assessments.

Local school and district Comprehensive Needs Assessment data will be used, in conjunction with other DEED programmatic and fiscal quantitative and qualitative data sources, such as the Statewide Risk Assessment, to identify the level and form of aligned support needed from DEED.

DEED will create a collaborative team with the Special Education, Migrant Education, English Learner Education, State Systems of Support and McKinney-Vento teams to design guidance on the use of district funds to support the improvement of the skills teachers, principals or other school leaders need to serve specific student learning needs. This collaboration will also create guidance on how to leverage federal and state funds to fully support all students' learning needs through the braiding and blending of funds.

Technical assistance, service and support may be provided by DEED through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences). Support at any level may also be provided in conjunction with other Alaska's educational organizations and partners.

**5. Data and Consultation (ESEA section 2101(d)(2)(K)):** Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

DEED will continue to use existing advisory committees to meaningfully consult on the activities supported under Title II, Part A. These advisory committees described below are the Commissioner's Teacher Advisory Committee and Educational Leadership Council, Educator Quality Advisory Committee, and Educator Evaluation & Support Advisory Committee. In addition, DEED collaborates with other organizations and partners with relevant and demonstrated expertise in professional development and learning.

**Commissioner's Teacher Advisory Committee**

The Commissioner's Teacher Advisory Committee is a stakeholder group that provides a teacher perspective on DEED initiatives and programs. The committee consists of the past and present Alaska Teachers of the Year; Alaskan Milken Educators; National Education Association Alaska (NEA-AK) President, and teacher representatives from all regions of the state.

**Commissioner's Education Leadership Council**

The Commissioner's Education Leadership Council is a stakeholder group that provides an outside perspective on initiatives and programs of the Alaska Department of Education & Early Development.

The committee consists of the Alaska Association of School Boards (AASB), Alaska Council of School Administrators (ACSA), Alaska Superintendent’s Association (ASA), Alaska Association of Elementary Principals (AAEP), Alaska Association of Secondary Principals (AASP), the Alaska Association of School Business Officials (ALASBO), and Alaska’s Parent and Teacher Association (PTA).

**Educator Quality Advisory Committee**

The Educator Quality Advisory Committee is a stakeholder group that focuses on improving Educator Quality in Alaska. It advises DEED on changes primarily to teacher certification and preparation, as well as considers teacher development, evaluation and other teacher quality related issues. This committee consists of the Deans and Professors from all four of the state’s IHEs, director of K-12 Outreach for the University of Alaska, National Education Association Alaska (NEA-AK) representatives, other teacher representatives, State Board of Education representation and representatives from districts, including human resources and instruction personnel.

**Educator Evaluation and Support Advisory Committee**

The Educator Evaluation Advisory Committee has been a key stakeholder group formed to assist the DEED in providing guidance and resources for districts in the redesign of their Educator Evaluation and Support systems. The representatives include human resources, curriculum and instruction, and educational association leaders from across the State.

DEED shares data relevant to the purpose of the advisory committee or other organizations and partners. Examples of data would include educator evaluation & support data, educator qualifications data, passing rates and scores on basic and content area exams for educators, and student academic achievement data. The various advisory committees meet on either a monthly, quarterly or yearly basis depending on the need.

**6. Teacher Preparation (ESEA section 2101(d)(2)(M)):** Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

DEED program review and approval process requires educator preparation programs to adhere to both the Council for the Accreditation of Education Preparation (CAEP) standards (4 AAC 12.308. Approval of in-state educator preparation programs) and the Alaska’s Beginning Teacher Standards (4 AAC 04.200 Professional content and performance standards) which include the requirement that new educators are adequately prepared to meet the needs of low income and minority students. Both initial program approval and the CAEP accreditation process require educator preparation programs show evidence that pre-service educators have ample opportunities for structured practice in a range of settings with diverse learners.

## E. Title III, Part A, Subpart 1, English Language Acquisition and Language Enhancement

**1. Entrance and Exit Procedures (ESEA section 3113(b)(2)):** Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

### Entrance Procedures

- Determine which students might be identified as an English learner (EL) as defined in Alaska Regulation 4 AAC 34.090 (2) and ESEA as amended by ESSA section 8101(20).
- Before a student is screened for English language proficiency (ELP), the district must determine if the student is included in one of the categories of students eligible to be identified an English learner as defined:
  - Student who is not born in the US or whose native language is a language other than English – DEED recommends a pre-screen with, at a minimum, the Parent Language Questionnaire (PLQ).
  - American Indian, Alaska Native, or resident of the outlying areas where a language other than English has had a significant impact on the individual’s level of English language proficiency
- Parents of students complete a Home Language Survey to determine if a language other than English has a significant impact on the student’s level of English language proficiency.
- Teacher observations should be taken into consideration in the identification process. The Language Observation Checklist may be used if the parent language survey indicates that English is spoken at home.
- Before a student is screened for English language proficiency, the district must determine if the student is included in one of the categories of students eligible to be identified as Limited English Proficient (LEP) as defined:
  - Should a student fall into one of the above categories, the district must administer one of the state-approved ELP screening assessments (either the W-APT, WIDA Screener or the WIDA MODEL) to determine if the second part of the definition of an English learner student is met.
    - Students who fall below the minimum score – identified as an English learner, are eligible for EL services, and must take the annual ELP assessment (ACCESS for ELLs 2.0) during the current school year.
      - Students entering school March 1 or later that have not been identified may be screened, but are not required to take the ACCESS for ELLs 2.0 until the following spring.
    - Students who score **at or above** the minimum score for English language proficiency--not identified as EL and are not required to be assessed further.
- Incoming kindergartners and older students new to the district from another state or country who are potentially English learners must be screened and identified as soon as possible after enrolling in school, and within 30 days after the beginning of the school year if enrolled at the beginning of the school year.

- Annual test for English Language Proficiency – in addition to an initial assessment for identification and program placement, all identified EL students must be assessed annually for English language proficiency in four domains: listening, speaking, reading, and writing.
- Each district with a school that is attended by at least eight English learners is required to file a plan of Service. The Plan of Service requirements are based on Alaska Regulation 4 AAC 34.055.

**Exit Procedures**

- A student may be exited from EL status as a result of testing on ACCESS for ELLs 2.0 if a student has:
  - Minimum composite and individual domain scores (reading, writing, speaking and listening) determined by data collected by the spring administration of the ACCESS for ELLs 2.0, taking into consideration the score changes brought on by the standard-setting process.
    - Possible exit criteria (will be reviewed based on 2017 ACCESS 2.0 scores)
    - Composite score of 4.5
    - Domain Scores
      - Reading 4.0
      - Writing 3.8
      - Speaking 4.0
      - Listening 4.0
- After meeting exit criteria, a former EL student will be in monitoring status for four years using the state content-based assessments in English language arts and math (for students grades 3-10).
- Re-identifying a former EL student – the district will administer the MODEL or W-APT after one semester of exit from LEP status should the student struggle academically.

**2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)):** Describe how the SEA will assist eligible entities in meeting:

- i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and
- ii. The challenging State academic standards.

To help districts and schools meet State-designed long-term goals, DEED belongs to the WIDA Consortium. As part of the consortia, districts have access to WIDA English Language Development Standards and materials to provide a research-based framework for English language instruction. These standards are aligned to key principles that Alaska feels meet the instructional needs of ELs. This framework also aligns to Alaska’s challenging academic standards by integrating language development with the appropriate academic content matter.

WIDA CLIMBS and WIDA CLIMBS Training of Trainers professional development opportunities are available to teachers and districts to provide training on instructional strategies that specifically address the needs of ELs and intentionally support the WIDA English Language Development Standards.

**3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)):** Describe:

- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
- ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The DEED Title III-A program is responsible for the oversight of the language instruction of English learners and immigrant students. This program engages in the following strategies to ensure successful language instruction:

- Administers grant programs that help students develop proficiency in English and achieve high content standards.
- Monitors federal-funded programs and provides technical assistance that address outcomes and accountability.
  - DEED formally monitors districts on a five-year cycle. Desk audits are performed as needed determined by a risk assessment process.
- Recommends policies that promote best practices for meeting the needs of English language learners.
  - Districts with more than eight English learners are required to submit a Plan of Service outlining the identification and exit procedures for ELs as well as details regarding how the district determines the needs of their EL population and services provided. This is a five-year plan that is updated when the needs of the students or services change. A current copy of the Plan of Service is also included in the district Consolidated Application.
  - A departmental team that includes the ACCESS for ELLs 2.0 program manager, Title III-A program manager and data management staff meet on a regular basis to discuss EL related topics that include test scores and district programs. This team strives to gain insight to the overall progress of English learners.
- The Title III-A program manager provides support to Title III-A schools, as well as districts with more than 8 English learners. Support includes:
  - Weekly updates and information regarding English learners in a weekly newsletter
  - Support and technical assistance in creating Plans of Service
  - Connecting districts with similar programs and/or challenges
  - Focused technical assistance during monitoring visits or desk audits
  - Updates on any policy or procedural requirements
  - Creating guidance to support districts and schools
  - Scheduled informational webinars
  - Providing information regarding WIDA materials and trainings
  - Acting as a liaison between other Title programs and the assessment team

## F. Title IV, Part A: Student Support and Academic Enrichment Grants

**1. Use of Funds (ESEA section 4103(c)(2)(A)):** Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Initially, DEED will utilize its Title IV Part A State funding for state-level activities to support school health and safety. Alaska is disproportionately affected by behavioral health and social challenges that negatively impact student health, behavior in the classroom, and learning. Examples of these Alaska challenges include: the highest known incidence of Fetal Alcohol Spectrum Disorders in the nation, one of the highest rates of child abuse and neglect, highest rate of domestic violence and sexual assault, high rates of substance abuse, and the highest rate of suicide in the nation. The impact these issues/adverse childhood experiences have on Alaska's students is significant and DEED will initially use the State's portion of Title IV Part A funding (estimated to be approximately \$100,000) to expand the training and professional development it provides districts on critical health and safety topics. DEED will deliver both face-to-face training and state-of-the-art asynchronous distance delivered eLearning training to district personnel.

- (A) Expanding existing partnerships, DEED will continue its delivery of training to school and community members statewide. Mental health issues, which are often either created or exacerbated by adverse childhood experiences, present a formidable barrier to student learning/safety, and addressing the classroom behaviors that arise from unaddressed mental health concerns is daunting for teachers. Providing an evidence-based nationally acclaimed training (increases knowledge of mental illnesses, increases first aid delivered to youth, and reduces stigma associated with mental illness). The training provides the tools community members and school personnel need to intervene when youth may be experiencing suicidal thoughts/behaviors, self-injury, panic attacks, reactions to trauma, psychosis, substance abuse, and aggressive behaviors will assist schools in becoming trauma sensitive and builds statewide capacity to address a broad spectrum of emergent health and safety priorities affecting school-aged youth—such as, the state's current opioid epidemic.
- (B) DEED will expand its distance-delivered eLearning Program. This program currently offers 50 online courses to more than 16,000 users and employs state-of-the-art technology to deliver timely and cost effective asynchronous educational training to teachers, other district personnel, school service providers, and parents. This system delivers educator and other education stakeholder training on many health, safety, and educational topics that play a vital role in improving academic achievement. District feedback on this system has been positive—indicating it provides high quality training, limits the loss of teacher instructional time often incurred by training, and saves them significant funding they would otherwise spend on acquiring/delivering the training.

The eLearning Program delivers many courses on student health related topics like suicide prevention, alcohol and drug related disabilities, child abuse and neglect prevention, domestic violence and sexual assault prevention, and dating violence prevention that all contribute to achieving trauma sensitive schools. DEED will expand its offerings to include new courses on critical topics like adverse childhood experiences, trauma informed schools, and opioid prevention/intervention. DEED will also update existing courses to keep them current on best practices and emergent educational research. For example, DEED will partner with its regional equity support center, the Western Educational Equity Assistance Center



within the Metropolitan State University of Denver, to update its eLearning training materials on bullying, harassment, and intimidation prevention.

In addition to growing its health and safety course offerings, DEED envisions expanding its utilization of the eLearning system to support districts both in understanding and implementing ESSA.

- (C) Finally, DEED will pass through 95% of Title IV Part A funding to districts. DEED will utilize a portion of its Title IV Part A State-level activities funding to provide monitoring of, and training, technical assistance, and capacity building to, the districts that receive the preponderance of the Title IV Part A funds.

**2. Awarding Subgrants** (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

DEED's Division of Administrative Support Services and its Administrative Finance Unit will be responsible for calculating district Title IV Part A allocations. These calculations will be determined in accordance with this ESEA section's minimum local education agency allocation requirement that no district receive less than \$10,000.

## G. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

**1. Use of Funds** (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21<sup>st</sup> Century Community Learning Centers program, including funds reserved for State-level activities.

In any given year, DEED will utilize up to the full 7% of funds allowable for State usage to complete some or all of the following activities:

- Write a Request for Application (RFA) that solicits grant proposals that will create or expand community learning centers that support students' academic and non-academic needs and satisfy all 21<sup>st</sup> CCLC statutory requirements.
- Conduct the competitive application process that adheres to all 21<sup>st</sup> CCLC statutory requirements.
- Provide a list of potential external organizations sub-grantees might partner with.
- Collect and submit all federally required 21<sup>st</sup> CCLC data and reporting.
- Provide technical assistance and capacity building through online and in-person directors meetings, a 21<sup>st</sup> CCLC dedicated website, email messages, and individual calls and web-conferencing.
- Collaborate to provide professional development on best practices through a state conference on afterschool programs.
- Collaborate with and support a network of afterschool providers.
- Provide a state mentor as well as peer-level site visits.
- Monitor for compliance with state and federal statutes and regulations in accordance with the Uniform Grant Guidance requirement to distinguish between low-risk and high-risk grantees.
- Work with an external evaluator to conduct evaluation processes and reports that lead to continuous improvement cycles.

The focus of professional development and technical assistance will be guided by current needs of the grantees, but has recently included STEM, inclusive programming, working with partners, structured physical activity, hands-on math, Project Based Learning, culturally-relevant programming, positive youth development, and behavior management. In the future, DEED will be providing professional development for grantees in the areas of trauma-informed instruction and the use of technology to support individualized student learning.

**2. Awarding Subgrants** (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21<sup>st</sup> Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

DEED issues competitive grant awards as outlined in the Request for Applications (RFA). Each cycle, the 21<sup>st</sup> CCLC State Director meets with the Division Director's office and aligns any relevant state and national priorities for serving the target populations within the grant application. The RFA includes priorities mandated in federal 21<sup>st</sup> CCLC statute. Additionally, determinations are made regarding whether to offer additional priority points to boost applications to serve areas or populations that are under-served among the existing 21<sup>st</sup> CCLC grantees (e.g. high school programs, rural programs) or to encourage applications that will support relevant state initiatives.

Overall, the RFA is designed to promote the academic achievement of the students served through the intentionality of the services outlined. In order to be funded, programs have to primarily target academic improvement and be based upon a current needs assessment. Measures, such as improvement of grades or standardized test scores and improved classroom academic and/or social-emotional behaviors, are typically required performance measures for funded proposals.

Although the process may be adjusted or revised for a given year as DEED determines necessary, in general the RFA review cycle proceeds in the following manner to ensure the quality of funded projects:

- The release of the RFA is announced through several different methods (e.g. email, website, newspaper). Applicants typically have 6-10 weeks to submit applications. During that time the 21<sup>st</sup> CCLC Program Manager offers technical assistance, primarily via webinar.
- With approval of DEED's Commissioner of Education, the Program Manager assembles a balanced review team that will ideally have strong knowledge of best practices in education and afterschool, positive youth development, and grant management, as well as awareness of the unique challenges faced in rural Alaska. All reviewers must be free from conflict of interest.
- Reviewers are gathered initially to go through the RFA and receive training on topics such as the scoring rubric and eligible point values, applicants and potential conflicts of interest, all written comments becoming public property, and guidance about departmental priority points for that RFA.
- The 21<sup>st</sup> CCLC Program Manager verifies the applications meet the eligibility criteria expressed in the competitive RFA, such as the page limitations, deadline date for submission, and priority points. Reviewers are given all eligible grant applications and are generally given 2-4 weeks to review and initially score/rank all proposals. (While we prefer all reviewers to review and score all applications, if we receive an overwhelming number of applications, we will revise the process to use a two-tier scoring process.) Prior to the date of the final review, all reviewers provide their initial scores on each application to the Program Manager. These scores are loaded into a spreadsheet so that the sum totals can be viewed during the review.
- Reviewers gather and the Program Manager facilitates the conversation around each application, providing an opportunity to have reviewers provide feedback for improvement or questions regarding each section. These comments may be provided to the applicants along with their scores. Where there are significant scoring differences, the program manager facilitates a conversation around the scores, and reviewers are given an opportunity to change their scores based on the discovery of information or lack thereof. Once the scores are adjusted based on the conversation, the spreadsheet is revised for the new values, displaying the applicants based on the total number of scoring points high to low. The reviewers then look at the eligible applicants and their request for funding, deducting each fiscal request until there are no more funds available. Reviewers may eliminate budgetary items they feel are excessive in order to reach down to fund another applicant if desired. They also check to the best of their ability, the State's desire to fund a variety of geographic regions and fiscal applicants is honored.

- Once they have made a determination, the Program Manager re-checks all point values and sets up a meeting with the Deputy Director of Teaching and Learning Support. During this meeting, the Program Manager must explain the process used to select the grantees, show the Deputy Director the spreadsheet of scores and review any potential concerns with the selection process. The Deputy Director looks for any oddities in scoring or potential challenges that cannot be defended. Once it is clear there are none, the recommendations are forwarded through the Director's Office to the Commissioner of Education for final approval of release.
- All applicants are notified of the funding decisions and scores are provided. Successful applicants are sent a Notice of Intent to award. If applicable, the Program Manager may request a revised budget that addresses items such as unallowable or excessive costs that may have been identified during the review process. Within the RFA, all applicants are made aware of Alaska's funding appeals process that is set by Alaska Administrative Code. No final awards are issued until after 30 days have passed without any applicant filing an official appeal.

Through the process described above, Alaska is able to select entities that are best able to operate community learning centers that help participating students meet the challenging State academic standards, as well as local academic standards.

## H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

**1. Outcomes and Objectives (ESSA Section 5223(b)(1)):** Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State standards.

Alaska is not applying to receive and administer Rural and Low-Income School Program (RLIS) funds to eligible districts, and therefore, will not set state-level program objectives and outcomes for RLIS-funded activities. Instead, as provided in ESSA section 5221, (a)(3)(A) and (C), Alaska will allow US ED to distribute these funds directly to Alaska's eligible districts beginning in the 2017-18 school year. This will enable each eligible district the opportunity to set relevant and individual district-specific objectives and outcomes when describing how the RLIS funds will help their students meet the challenging State standards. DEED believes this will also help districts to better use this small amount of funding by making it easier to blend and coordinate it with other district-specific funding and initiatives.

There are several factors that support this as the best course of action for Alaska's districts:

- Due to changes brought about by ESSA, approximately 25 of 54 Alaska districts will have the option and necessity to *choose* between receiving the US ED-administered Small, Rural School Achievement (SRSA) grant or the RLIS grant. Because of eligibility for RLIS being *dependent* upon whether a district applied to US ED for SRSA funding, it seems more logical for Alaska districts to simply apply to US ED for RLIS funds, too, instead of to DEED.
- Under ESSA, DEED anticipates the maximum amount of RLIS funding reserved for Alaska would be \$300,000 total. If these funds were distributed to eligible districts based on student population, half the districts would receive awards of less than \$5,000 per year, with some awards being less than \$1,000. At this time, DEED does not have the staffing capacity to provide technical assistance on implementing RLIS activities and to report to US ED on whether a sub-grantee receiving \$1,000 has met state-determined program objectives and outcomes.
- In a typical year, DEED strives to approve district ESEA funding in June and July. However, US ED has indicated it will not be able to inform us which districts are eligible to apply for RLIS funds prior to late July. How much RLIS funding Alaska is eligible for may be communicated even later in the summer, and the actual award to DEED is not scheduled to happen until September. This places the RLIS application on a different timeline than our other DEED district application processes and thus reduces potential efficiency.

**2. Technical Assistance (ESEA section 5223(b)(3)):** Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

Alaska is not applying to receive and administer RLIS funds to eligible districts and instead will allow US ED to distribute the funds directly to Alaska's eligible districts beginning in the 2017-18 school year.

DEED will provide information to Alaska districts to help them understand their eligibility.

## I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

<p><b>1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act):</b> Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.</p>
<p>DEED will provide technical assistance and guidance to districts and schools on the identification of homeless students.</p> <p><b>Identification</b> In Alaska, the identification of homeless children and youth is the responsibility of the district. A district-appointed Homeless Liaison, who will serve as the key contact for the school district will be responsible for:</p> <ul style="list-style-type: none"> <li>• Identification of homeless children and youth             <ul style="list-style-type: none"> <li>○ Providing the definition of homelessness to all school employees</li> <li>○ Implementing the appropriate processes and procedures for keeping track of and reporting information regarding homeless students in the district to district and school staff.</li> </ul> </li> <li>• Ensuring that the homeless student is able to enroll immediately and participate fully in school.</li> <li>• Informing parents and guardians of the rights of the student.</li> <li>• Ensuring the public posting of educational rights throughout the school district and community.</li> </ul> <p>The liaison is responsible for training <b>all</b> school and district personnel on how to identify homeless students using McKinney-Vento Eligibility Guidelines and ensuring that they have adequate transportation to attend the school of origin and that all barriers to registration are eliminated.</p> <ul style="list-style-type: none"> <li>• Determining the situation of the family and youth situation regarding the youth’s living arrangements.</li> <li>• Using the definition of homelessness in the McKinney-Vento Act, determine what services the student is eligible for.</li> <li>• Gathering additional input about the student from other agencies to help with identification and services to provide</li> </ul> <p><b>Needs Assessment</b> The primary responsibility for assessing the needs of homeless students and youth lies with the school district and school. The district’s needs assessment tool will identify the needs of the students and organize the services that the students will receive.</p>
<p><b>2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act):</b> Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.</p>
<p>DEED has established a dispute resolution procedure process outlined in Alaska Statute. The regulation requires the individual to first file a complaint with the school district. If the complaint is not resolved by the school district, the individual may file a complaint with DEED according to the procedures outlined in the regulation.</p>
<p><b>3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act):</b> Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional</p>

support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

DEED will provide ongoing technical assistance and guidance as needed to all school personnel on the requirements of the McKinney-Vento Homeless Education Program. District Homeless Liaisons will be provided with training guidelines and training updates as they become available. Training opportunities include face-to-face training at the Annual Technical Assistance Workshop (Federal Programs), weekly newsletter updates, updated information as it becomes available via email, and webinars.

DEED will also conduct monitoring visits to all districts during scheduled ESEA monitoring visits. During these visits, department program managers will provide individualized technical assistance to homeless liaisons to ensure all processes and procedures meet the requirements outlined in the McKinney-Vento Education Act.

Additional support includes:

- Weekly newsletter
- Webinar trainings
- Resources for district homeless training sessions

**4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act):** Describe procedures that ensure that:

- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
- ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
- iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

DEED ensures that preschool-aged children experiencing homelessness have the same access to early childhood and preschool programs as all other students. Solutions to the barriers described below apply to early childhood and preschool students to ensure that they are able to attend school immediately.

Information gathered from a Student Residency Questionnaire will help district liaisons connect homeless, unaccompanied youth with service providers who will advocate on behalf of the children and youth to ensure that they have the opportunity to return to school and participate in these programs. The State homeless coordinator works with district liaisons and school counselors at the secondary level to make sure homeless youth are receiving appropriate credit for full or partial coursework in accordance with state, local and school policies.

Every effort will be made by the districts and schools to remove barriers to homeless children and youth participating in all academic and extracurricular activities. DEED will work with state athletic associations to ensure access and opportunity is available for all students.

- 5. Strategies to Address Other Problems (722(g)(1)H) of the McKinney-Vento Act):** Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:
- i. Requirements of immunization and other required health records;
  - ii. Residency requirements;
  - iii. Lack of birth certificates, school records, or other documents;
  - iv. Guardianship issues; or
  - v. Uniform or dress code requirements

Processes and procedures in Alaska allow any homeless student or youth to enroll immediately. Verification of these policies will occur during scheduled ESEA monitoring visits.

Immunization and other required health records:

Homeless students may provisionally enroll in a public school for a period of up to 30 days while proof of immunization records are obtained. Upon enrollment, the Homeless Liaison is contacted to help facilitate obtaining immunization records or immunizations for the students as necessary. The Division of Public Health works with the district to ensure the proper services are provided so the student can attend school immediately.

Residency requirements:

The district will have a Student Residency Questionnaire (nighttime living status of every student). This form will ask questions about the family, where the family is staying and siblings. The district liaison can coordinate with various agencies and service providers who work with homeless youth.

Lack of birth certificates, school records, or other documents:

DEED verifies that district policies provide for time-line waivers for producing medical, school and other records so that homeless students can immediately be enrolled in school.

Guardianship issues:

DEED verifies that districts have developed a caregiver form establishing responsibilities of caregivers that requests their contact information replace traditional proof of guardianship. This form should not create further barriers or delay school enrollment.

Uniform or dress code requirements:

DEED verifies that district policies provide waivers for uniform fees so that homeless students may fully participate in all aspects of school immediately.

- 6. Policies to Remove Barriers (722(g)(1)(I) of McKinney-Vento Act)** Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

DEED verifies that district liaisons and district policies and practices do not act as barriers to enrolling homeless students, including public notices of rights, enrollment assistance, waivers for producing medical records, school records or other potential obstacles to enrollment.



**7. Assistance for Counselors (722(g)(2)(K)):** A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

A multi-program approach is used to support counselors assisting homeless students.

- DEED’s School Health and Safety Team provides school counselors with information and support on:
  - Trauma-informed schools
  - Suicide prevention
  - Partnerships with State agencies that provide health and safety related services
- The Federal Programs team provides support and guidance about funding available through Title I-A to support homeless students.

To support homeless students and youth prepare for college and career readiness, DEED will provide support and resources to counselors to assist these students, as well as provide information regarding resources for:

- Credit Recovery
- Tutoring
- ACT/SAT Fee assistance
- FAFSA application assistance for special circumstances
- Alaska Performance Scholarship requirements

## Appendix A: Measures of interim progress

*Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.*

### A. Academic Achievement

<b>Goal of 75% meet standards by 2027; equal annual increments</b>												
	estimated baseline*	Measures of Interim Progress										Long Term Goal
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
<b>ELA</b>	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	annual increment needed
All students	<b>34.8</b>	38.8	42.8	46.9	50.9	54.9	58.9	62.9	67.0	71.0	75.0	<b>4.0</b>
SWDs	<b>7.9</b>	14.6	21.3	28.0	34.7	41.5	48.2	54.9	61.6	68.3	75.0	<b>6.7</b>
ELs	<b>4.4</b>	11.5	18.5	25.6	32.6	39.7	46.8	53.8	60.9	67.9	75.0	<b>7.1</b>
Ec Disadvantaged	<b>20.3</b>	25.8	31.2	36.7	42.2	47.7	53.1	58.6	64.1	69.5	75.0	<b>5.5</b>
AK Native/Al	<b>13.6</b>	19.7	25.9	32.0	38.2	44.3	50.4	56.6	62.7	68.9	75.0	<b>6.1</b>
Caucasian	<b>47.5</b>	50.3	53.0	55.8	58.5	61.3	64.0	66.8	69.5	72.3	75.0	<b>2.8</b>
Asian/Pac Is	<b>27.7</b>	32.4	37.2	41.9	46.6	51.4	56.1	60.8	65.5	70.3	75.0	<b>4.7</b>
African Am	<b>23.6</b>	28.7	33.9	39.0	44.2	49.3	54.4	59.6	64.7	69.9	75.0	<b>5.1</b>
Hispanic	<b>31.5</b>	35.9	40.2	44.6	48.9	53.3	57.6	62.0	66.3	70.7	75.0	<b>4.4</b>
Two/More Races	<b>37.0</b>	40.8	44.6	48.4	52.2	56.0	59.8	63.6	67.4	71.2	75.0	<b>3.8</b>

*\*modeled on 2015 data, will be updated with 2017 assessment data*

<b>Goal of 75% meet standards by 2027; equal annual increments</b>												
	estimated baseline*	Measures of Interim Progress										Long Term Goal
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
<b>Math</b>	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	annual increment needed
All students	<b>31.2</b>	35.6	40.0	44.3	48.7	53.1	57.5	61.9	66.2	70.6	75.0	<b>4.4</b>
SWDs	<b>7.9</b>	14.6	21.3	28.0	34.7	41.5	48.2	54.9	61.6	68.3	75.0	<b>6.7</b>
ELs	<b>7.9</b>	14.6	21.3	28.0	34.7	41.5	48.2	54.9	61.6	68.3	75.0	<b>6.7</b>
Ec Disadvantaged	<b>18.8</b>	24.4	30.0	35.7	41.3	46.9	52.5	58.1	63.8	69.4	75.0	<b>5.6</b>
AK Native/Al	<b>13.9</b>	20.0	26.1	32.2	38.3	44.5	50.6	56.7	62.8	68.9	75.0	<b>6.1</b>
Caucasian	<b>41</b>	44.4	47.8	51.2	54.6	58.0	61.4	64.8	68.2	71.6	75.0	<b>3.4</b>
Asian/Pac Is	<b>30.1</b>	34.6	39.1	43.6	48.1	52.6	57.0	61.5	66.0	70.5	75.0	<b>4.5</b>
African Am	<b>19.6</b>	25.1	30.7	36.2	41.8	47.3	52.8	58.4	63.9	69.5	75.0	<b>5.5</b>
Hispanic	<b>25.9</b>	30.8	35.7	40.6	45.5	50.5	55.4	60.3	65.2	70.1	75.0	<b>4.9</b>
Two/More Races	<b>33.2</b>	37.4	41.6	45.7	49.9	54.1	58.3	62.5	66.6	70.8	75.0	<b>4.2</b>

*\*modeled on 2015 data, will be updated with 2017 assessment data*

## Appendix A: Measures of interim progress

### B. Graduation Rates

4-Year Adjust Cohort Graduation Rate Goal of 90% by 2026-2027												
	estimated baseline*	Measures of Interim Progress									Long Term Goal	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	annual increment needed
All students	76.1	77.5	78.9	80.3	81.7	83.1	84.4	85.8	87.2	88.6	90.0	1.4
SWDs	53.9	57.5	61.1	64.7	68.3	72.0	75.6	79.2	82.8	86.4	90.0	3.6
ELLs	54.7	58.2	61.8	65.3	68.8	72.4	75.9	79.4	82.9	86.5	90.0	3.5
Ec Dis	68.4	70.6	72.7	74.9	77.0	79.2	81.4	83.5	85.7	87.8	90.0	2.2
AK Nat/Al	64.1	66.7	69.3	71.9	74.5	77.1	79.6	82.2	84.8	87.4	90.0	2.6
Caucasian	80.8	81.7	82.6	83.6	84.5	85.4	86.3	87.2	88.2	89.1	90.0	0.9
Asian/PI	81.3	82.2	83.0	83.9	84.8	85.7	86.5	87.4	88.3	89.1	90.0	0.9
Af Am	74.4	76.0	77.5	79.1	80.6	82.2	83.8	85.3	86.9	88.4	90.0	1.6
Hispanic	76.0	77.4	78.8	80.2	81.6	83.0	84.4	85.8	87.2	88.6	90.0	1.4
Two/More	75.4	76.9	78.3	79.8	81.2	82.7	84.2	85.6	87.1	88.5	90.0	1.5

*\*estimate based on 2015-2016 data, will be updated to reflect new baseline with 2016-2017 data*

5-Year Adjust Cohort Graduation Rate Goal of 93% by 2026-2027												
	estimated baseline*	Measures of Interim Progress									Long Term Goal	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9		
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	annual increment needed
All students	80.8	82.0	83.2	84.5	85.7	86.9	88.1	89.3	90.6	91.8	93.0	1.2
SWDs	65.8	68.5	71.3	74.0	76.7	79.4	82.1	84.8	87.6	90.3	93.0	2.7
ELs	64.6	67.5	70.3	73.1	76.0	78.8	81.6	84.5	87.3	90.2	93.0	2.8
Ec Dis	75.3	77.1	78.9	80.6	82.4	84.2	85.9	87.7	89.5	91.2	93.0	1.8
AK Nat/Al	70.9	73.1	75.3	77.5	79.8	82.0	84.2	86.4	88.6	90.8	93.0	2.2
Caucasian	83.9	84.8	85.7	86.6	87.5	88.5	89.4	90.3	91.2	92.1	93.0	0.9
Asian/PI	87.7	88.2	88.7	89.3	89.8	90.3	90.9	91.4	91.9	92.5	93.0	0.5
Af Am	75.9	77.6	79.3	81.0	82.7	84.5	86.2	87.9	89.6	91.3	93.0	1.7
Hispanic	78.1	79.6	81.1	82.6	84.1	85.6	87.0	88.5	90.0	91.5	93.0	1.5
Two/More	82.1	83.2	84.3	85.4	86.5	87.6	88.6	89.7	90.8	91.9	93.0	1.1

*\*estimate based on 2015-2016 data, will be updated to reflect new baseline with 2016-2017 data*

## Appendix A: Measures of interim progress

### C. Progress in Achieving English Language Proficiency

Progress toward Attaining English Proficiency Goal of 80% by 2026-2027												
	estimated baseline*	Measures of Interim Progress										Long Term Goal
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	
	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	annual increment needed
All English learners	47.5	50.8	54.0	57.3	60.5	63.8	67.0	70.3	73.5	76.8	80.0	3.3
<i>*estimate based on 2014-2015 data, will be updated to reflect new baseline with 2016-2017 data</i>												

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

#### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

## Appendix B

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

# Accountability System

Alaska Department of Education & Early Development  
ESSA Stakeholder WebEx May 2, 2017

- 01 DEED's Proposal
- 02 **ESSA Requirements**
- 03 Current Reality
- 04 Rationale & Vision Alignment
- 05 Considerations
- 06 Feedback Process

Margaret MacKinnon, Lead  
Brian Laurent, Eric Caldwell, Sondra  
Meredith, Cecilia Miller, Deb Riddle,  
Paul Prussing, Jennifer Esswein



It's a long and winding road, and sometimes the summit is behind the clouds, but the journey is worth it.

## DEED's Proposal

### Accountability System Design

- ⇒ Overall design & meaningful differentiation
- ⇒ Long-term goals & interim progress
- ⇒ School quality or student success



## DEED Proposes (in part)...

1. Use a 100 point index-based accountability system
2. Include subgroup progress toward long-term goals for academic progress indicator
3. Consider options for school quality or student success indicator(s)





## Topic 1 – Overall Design and Differentiation

### Topic 1 - Overall Design

Indicators	100 Possible Points
Academic Achievement	- ??
Academic Progress	- ??
Graduation Rate	- ??
English Language Learners	- ??
School Quality & Student Success	- ??
Total	?? points

- All schools start with 100 points
- Points subtracted for school not performing at the highest level



## EXAMPLE: Academic Achievement Indicator

- % of all students proficient/advanced in ELA and in Math
- Deduct points at applicable level of performance
- If < Level 1, deduct 15 points



Level	Academic Achievement*	ELA (15)	Math (15)
Level 5	75% or higher	-0	-0
Level 4	55 – 74.9%	-3	-3
Level 3	30 – 54.9%	-7	-7
Level 2	15 – 29.9%	-10	-10
Level 1	5 – 14.9%	-13	-13

*\*All data for illustrative purposes only; will be recalculated based on 2016-2017 assessment results*

## EXAMPLE School A:

Indicators	100 Points Possible
Academic Achievement	- 6
Academic Progress	-16
Graduation Rate	- 5
English Language Learners	- 3
School Quality & Student Success	- 4
<b>Overall Score</b>	<b>66 points</b>

- School receives overall score.
- Also give overall designation such as a star-rating, a letter grade, or a descriptive term



## ESSA Application Item

- Title I, Part A: Statewide Accountability System (item 4.iv, v, and vi)
  - Accountability indicators
  - Annual differentiation of schools
  - Identification of schools



## Background/Context

- **ESSA Requirements:**
  - Required indicators
  - Meaningfully differentiate schools
  - All indicators – all students and all subgroups
  - Must identify at least comprehensive and targeted support schools, other designations optional

## Background/Context

- **Alaska's Current Reality:**

- Alaska School Performance Index (ASPI)
  - Based on 100 points
  - Schools rated from 1- to 5-stars (highest)
- Schools designated as priority, focus, or reward using additional criteria
  - Alaska law requires recognition



## Rationale for DEED Proposal

- Use to inspire local communities to demand great schools
- Incentivize schools to keep maximum points out of 100
- Index system easy to understand and familiar to Alaskans

## Recap: Overall Design & Differentiation

- Each school starts with 100 points
  - Points deducted based on performance level
  - All schools receive score out of 100
- Each school will receive a designation based on points such as star-rating, letter grade, or descriptive term
  - Designations for comprehensive support and targeted support based on additional criteria

## Considerations

- Overall design of 100 point index score with points deducted provide incentives for increased community engagement and student learning?
- Type of designation for all schools?



## Topic 2 – Long-Term Goals and Measures of Interim Progress

## Topic 2 - Long-Term Goals & Interim Progress

- DEED proposes:
  - Same long-term goal for all
  - Set for 10 years, by 2026-2027
  - Measures of interim progress
    - Annual uniform increase
    - Set for state, each district, and each school

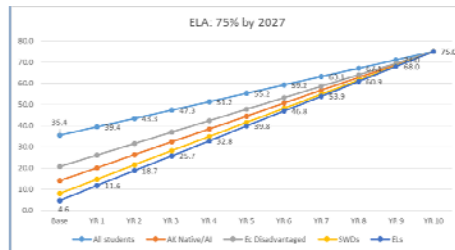


## Academic Long-Term Goal

- 75% all students proficient or above in ELA & in math
  - Ambitious 10-year goal
    - 35.4% proficient in ELA in 2015
    - 31.9% proficient in mathematics
  - State can re-set to higher goal in the future.

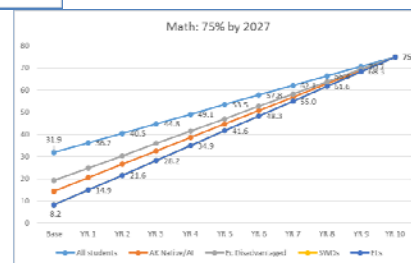


## Measures of Interim Progress



Lower performing subgroups have more rigorous measures of interim progress to close achievement gaps.

Draft based on 2015 data; will use 2017 data for baseline.



## Academic Progress Indicator

- Use subgroup performance on measures of interim progress
- Points based on subgroups that meet or exceed measure of interim progress or long-term goals
  - Gives schools incentive to work with all students from own baseline





## EXAMPLE: Academic Progress Indicator

- Sample based on 20 points for ELA and 20 points for Math

Level	Academic Progress Toward Long-Term Goal	ELA	Math
Level 5	Meets/exceeds the measure of interim progress or long-term goal for all subgroups at school.	-0	-0
Level 4	Meets/exceeds the measure of interim progress at least for subgroups including AN/AI, ED, SWD, and EL but not for all subgroups.	-4	-4
Level 3	Meets/exceed the measure of interim progress for at least half of the AN/AI, ED, SWD, and EL subgroups, but not all.	-8	-8
Level 2	Meets measure of interim progress for at least one subgroup, and improved in others.	-12	-12
Level 1	May not meet measure of interim progress for any subgroup, but improved in at least one subgroup.	-16	-16

If school performs below Level 1, deduct all 20 points

## District-specific Interim Assessments?

DEED is considering whether/how to include district use of interim assessments in accountability system

- Use results to measure individual student progress as additional academic measure?
- Include use of interim assessments as measure of school quality or student success?



## Considerations

- Use of district-selected interim assessments as academic measure
  - Measure individual student academic progress?
  - Many districts already use, but not all
  - Incentivize use or higher stakes?
  - Different tests have different measures
  - Interim tests not provided by state
  - Other thoughts?

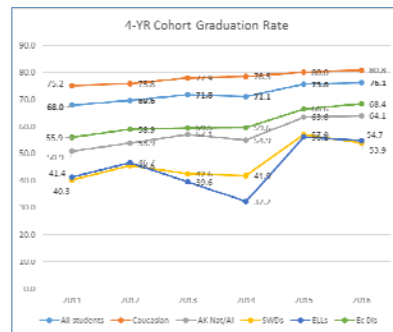


## Graduation Rate Long-Term Goal

- 90% for 4-year rate
- 93% for 5-year rate
  - Improvement since 2011\*
  - Some students take more than 4 years to graduate
  - Other students will earn GED

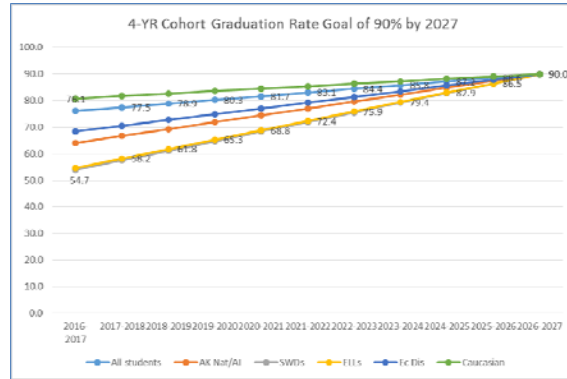


Alaska trend data



\*2014 was the last year the HSGQE was required

## Graduation Measures of Interim Progress



- Examples based on 2016 data; will use 2017 data for baseline.
- Lower performing subgroups have more rigorous measures of interim progress to close graduation rate gaps.

## ESSA Application Item

- Title I, Part A: Statewide Accountability System item 4.iii
  - Long-term goals and measures of interim progress

## Background/Context

- **ESSA Requirements:**

- Set long-term goals and measures of interim progress for all students and each subgroup
  - Academic achievement in ELA and Math
  - Graduation rate
  - English learner progress in learning English
- Same time frame for all subgroups
- Close gaps for lower performing subgroups
- Accountability system “based-on” goals

## Background/Context

- **Alaska’s Current Reality:**

- Annual Measurable Objective (AMO) targets
  - Academic targets set for state and all schools and districts in previous accountability system
  - Decrease % of not-proficient students in half over 6 years (all students and all subgroups)
  - AMO targets were not included in ASPI
- Graduation rate target set at 90%

## Rationale for DEED Proposal

- Same long-term goal for all students aligns with State Board mission of “an excellent education for every student every day”
  - Annual increases in interim progress measures will be greater for lower performing subgroups
  - Longer period of time to reach goal allows more realistic interim progress measures

## Rationale for DEED Proposal

- Blend of academic achievement (status) for all students and academic progress for subgroups
- Focus on subgroups for equity
- Gives schools incentive to move from their own baseline
- Aligns with State Board strategic priority to amplify student learning

## Recap: Long-Term Goals & Measures of Interim Progress

- Set same long-term goals for all over 10 years
  - 75% for academic achievement
  - 90% for 4-year graduation rate; 93% 5-year
- Set measures of interim progress for each school and district as well as state
- Include points for subgroups meeting progress in accountability system
- Use district-selected interim assessments?

## Considerations

- Ambitious long-term goals?
- Achievable measures of interim progress?
- Use of subgroup progress in accountability system?
- Use of district-selected interim assessments?



Topic 3 – School Quality or Student  
Success Indicator(s)

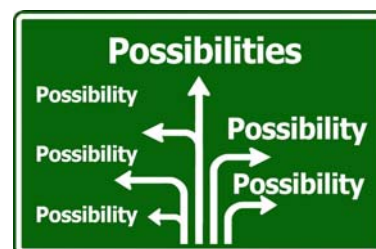
### Topic 3 – School Quality or Student Success Indicator(s)

- DEED proposes:
  - Provide options for school quality or student success (SQSS) indicator(s) for schools
  - Vary by grade span



### School Quality or Student Success Indicator(s)

- Possibilities for grades K-8:
  - Student participation and/or progress on district-selected interim assessments
  - Chronic absenteeism
  - Art, music, other courses for well-rounded curriculum





## School Quality or Student Success Indicator(s)

- Possibilities for high school:
  - Chronic absenteeism
  - Art, music, other well-rounded curriculum
  - Career and technical education (CTE) courses
  - Freshman credits for on-track graduation
  - Participation in WorkKeys, ACT, SAT
  - Alaska Performance Scholarship (APS) eligibility

## School Quality or Student Success

- Chronic absenteeism
  - Must report data beginning in 2016-2017
  - Data show concern in Alaska
  - Research shows low chronic absenteeism relates to higher achievement and graduation rates



### School Quality or Student Success

- Access to art, music, CTE, or other courses
- Freshman credits to on-track graduation
  - New data collections
  - How to make valid, reliable, comparable

### School Quality or Student Success

- Participation in WorkKeys, ACT, SAT
- APS eligibility
  - Data already collected or provided by test vendors or districts
  - Costs not provided by state

## ESSA Application Item

- Title I, Part A: Statewide Accountability System item 4.iv.e
  - School Quality or Student Success Indicator(s)

## Background/Context

- **ESSA Requirements:**
  - At least one SQSS indicator is required.
  - Must disaggregate by subgroup
  - Can differ by grade spans
  - Must differentiate in school performance
  - Must be valid, reliable, and comparable statewide

## Background/Context

- **Alaska's Current Reality:**
  - Attendance rates included in ASPI
    - Did not meaningfully differentiate schools
  - APS qualifying scores on WorkKeys, ACT, and SAT included in ASPI
    - Tests no longer required or funded by the state

## Rationale for DEED Proposal

- Provide incentives for schools to find SQSS indicator(s) meaningful for their school
- Stakeholder feedback needed on specific options
- All SQSS options can relate to State Board mission, vision or strategic objectives

## Recap: School Quality or Student Success Indicator(s)

- DEED proposes:
  - Provide options for school quality or student success indicator(s) for schools
  - Vary by grade span

## Considerations

- For any SQSS indicator:
  - Disaggregate for all subgroups?
  - Fairness for all schools?
  - Applicable grade span(s)?
  - Related to improved student learning?
  - New data collection?
  - Consider for reporting only, but pilot for possible future use?



**We want your FEEDBACK!**

<https://education.alaska.gov/akessa/#c3gtabs-stateplan>



[Alaska's 1st Draft Application for the Every Student Succeeds Act \(ESSA\)](#)

### ESSA State Application Feedback Forms

Links to ESSA Feedback Forms	
<p><a href="#">A. TITLE I, PART A, SECTIONS 1-3, SECTIONS 6-7</a></p> <ul style="list-style-type: none"> <li>• Eighth Grade Math Exceptions</li> <li>• Native Language Assessments</li> <li>• School Conditions, and</li> <li>• School Transitions</li> </ul>	
<p><a href="#">A. TITLE I, PART A, SECTION 4</a></p> <ul style="list-style-type: none"> <li>• Statewide Accountability System</li> </ul>	←
<p><a href="#">A. TITLE I, PART A, SECTION 4</a></p> <ul style="list-style-type: none"> <li>• School Support and Improvement Activities</li> </ul>	
<p><a href="#">A. TITLE I, PART A, SECTION 5</a></p> <ul style="list-style-type: none"> <li>• Equitable Access to Educators</li> </ul>	
<p><a href="#">D. TITLE II, PART A</a></p> <ul style="list-style-type: none"> <li>• Supporting Effective Instruction</li> </ul>	
<p><a href="#">A. TITLE I, PART C</a></p> <ul style="list-style-type: none"> <li>• Education of Migratory Children</li> </ul>	

# School Support & Improvement

Alaska Department of Education & Early Development  
ESSA Stakeholder WebEx May 3, 2017

01

DEED's Proposal

Brad Billings and Deb Riddle (Co-Leads)  
Scot Fiscus, Sam Jordan, Bob Thompson

02

ESSA Requirements

03

Current Reality

04

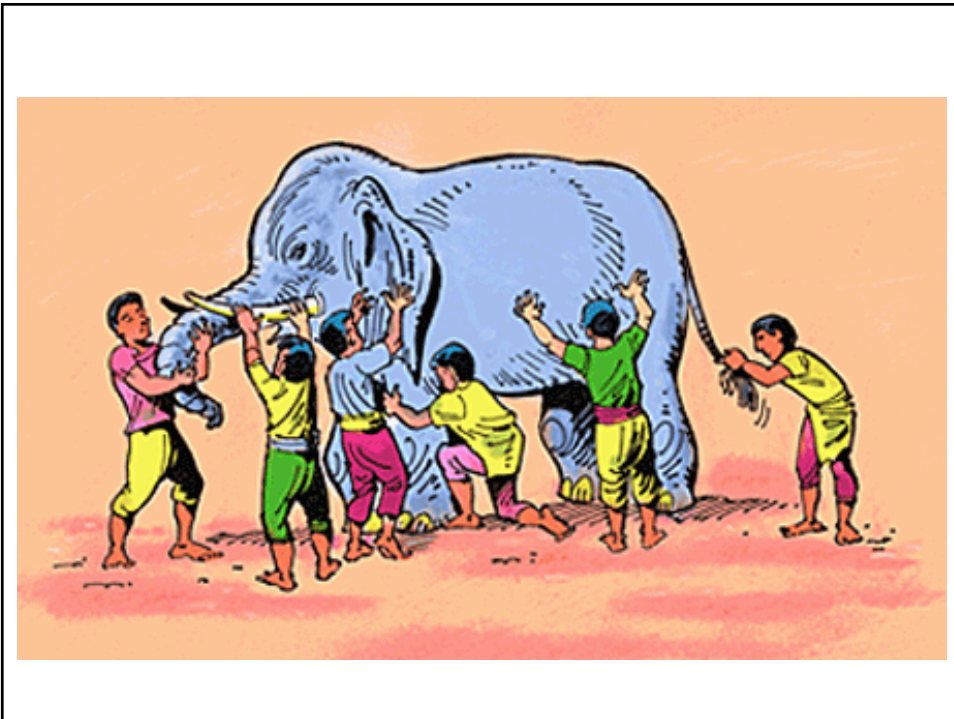
Rationale & Vision Alignment

05

Considerations

06

Feedback Process



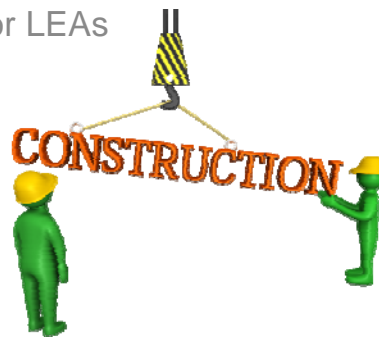




## DEED's Proposal

### Summary of Proposal

- ⇒ Differentiated Support and Oversight
  - ⇒ Continuous Improvement Process
  - ⇒ Technical Assistance for LEAs
- ⇒ More Rigorous Interventions



## Guiding Philosophy...

A system that supports school specific & locally responsive school improvement and support processes

...balanced with...

differentiated oversight and distributed responsibility.

### **ESSA Requirements:**

- Designation
- Support – Evidence-Based Interventions
- Exit Criteria
- More Rigorous Interventions

### **Alaska's Current Reality:**

- Processes supported by Alaska STEPP
- Conferences, TA opportunities, coaching
- School improvement funds

## ESSA Application Item

*Title I, Part A, item 4.viii. Continued*

Support for School and LEA Improvement

- c. More Rigorous Interventions
- d. Resource Allocation Review
- e. Technical Assistance

## Topic #1 - Continuous School Improvement

- Needs assessment
- Framework(s) of effective practices
- Tasks / SMART goals
- Checks and adjustment
- Assess effectiveness
- Local engagement

## We Propose...

- Online school improvement planning tool
- Increased district oversight, especially of Targeted schools
- 2017-2018: topical “convenings” for prospective Comprehensive schools

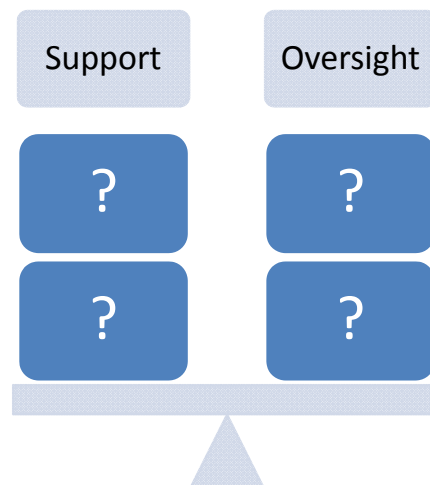
## Topic #1 - Differentiated Support & Oversight

- Alignment of improvement efforts and processes
- School improvement funds
- Cross-program DEED support

## We Propose...

- Continued program based support
- Mid-course attention to those at risk
- Focused technical assistance

## Linking Support & Oversight





## Topic #2 - More Rigorous Interventions

- Strategic planning and support team
- Focused training and technical assistance – required participation and coordination
- Stepped-up oversight of alignment of financial resources

## We Propose...

- Strategic planning and support team
- Redirection of funding to improvement priorities
- Strategic plans w/ district and DEED input and oversight

## More Rigorous Interventions:

- Convening a strategic planning and support team that could include department program staff, department leadership, district staff and other stakeholders (community members, parents, and regional school boards)
- External independent review
- Virtual audit of resource allocation at the district and/or school level
- Performance review of student achievement data and instructional practices

## More Rigorous Interventions:

- On-site review of school improvement practices
- New comprehensive strategic plans written with department input/oversight
- Assignment of School Improvement Coach to district or school, as resources allow
- More focused training and/or technical assistance
- Review of resource allocations
- Replacement of teachers and principals
- State governance of schools and/or district





## Rationale

- State Board of Education Strategic Priority:
  - Amplify student learning
  - Inspire community ownership of education excellence
- Other states:
  - coordinated intervention teams,
  - diverse stakeholder oversight facilitating collaboration
- Stakeholders
  - Desire flexibility and centralized support
  - Maintain a sense of urgency

## Considerations

- Distributed responsibility
- Linking support to oversight
- Capacity limitations
- Unifying end target ...  
student performance and opportunity



# We want your FEEDBACK!

<https://education.alaska.gov/akessa/#c3gtabs-stateplan>



The screenshot shows the homepage of the Alaska Department of Education & Early Development. At the top, there is a navigation bar with links for 'myAlaska', 'My Government', 'Resident', 'Business in Alaska', 'Visiting Alaska', and 'State Employees'. Below this is the department's logo and name, along with a search bar and radio buttons for 'DEED Website' and 'State of Alaska'. A main navigation menu includes 'HOME', 'PARENTS & STUDENTS', 'TEACHING & LEARNING', 'FORMS & GRANTS', 'FINANCE & FACILITIES', 'STATISTICS & REPORTS', and 'ABOUT DEED'. The central content area features a large banner titled 'Preparing College, Career, & Culturally Ready Graduates'. Below the banner is a flowchart with stars representing 'STANDARDS', 'ASSESSMENTS', 'ACCOUNTABILITY', 'ESSA', 'PARENTS & COMMUNITY', and 'SUPPORT'. A blue arrow points from the 'STANDARDS' and 'ASSESSMENTS' area towards the 'ESSA' area. On the right side, there are portraits and names of key officials: James K. Fields (State Board Chair), Dr. Michael Johnson (Commissioner), and Sana Eflird (Deputy Commissioner). Below this is an 'Information On...' section with links to 'Teacher Certification', 'Districts and Schools Contact Information', 'Report Card to the Public Conference, Training, & Event Calendar', 'Alaska Safe Children's Act', and 'New Statewide Assessments'. The page number '24' is visible in the bottom right corner.

[Alaska's 1st Draft Application for the Every Student Succeeds Act \(ESSA\)](#)

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[A. TITLE I, PART A, SECTIONS 1-3, SECTIONS 6-7](#)

- Eighth Grade Math Exceptions
- Native Language Assessments
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- School Transitions

[A. TITLE I, PART A, SECTION 4](#)

- Statewide Accountability System

[A. TITLE I, PART A, SECTION 4](#)

- School Support and Improvement Activities



[A. TITLE I, PART A, SECTION 5](#)

- Equitable Access to Educators

[D. TITLE II, PART A](#)

- Supporting Effective Instruction

[A. TITLE I, PART C](#)

- Education of Migratory Children

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## Educator Quality

Alaska Department of Education & Early Development  
ESSA Stakeholder WebEx May 4, 2017

01

DEED's Proposal

02

ESSA Requirements

03

Current Reality

04

Rationale & Vision Alignment

05

Considerations

06

Feedback Process

Cecilia Miller, Lead  
Sondra Meredith, Hella Bel Hadj  
Amor, Bob Williams, Brian Laurent,  
Heather Kahklen and Mike Hinman



## DEED's Proposal

DEED is proposing the following educator quality definitions:

- ⇒ Inexperienced Teacher
- ⇒ Out-of-Field Teacher
- ⇒ Ineffective Teacher



## Inexperienced Definition

An inexperienced teacher is in their first year of practice.

An inexperienced principal and other school leader is in their first year of leading.



www.clipartof.com · 437472

## Out-of-Field Definition

An Out-of-Field teacher is teaching in a subject area that they are not endorsed to teach.

Example: An endorsement in Biology would not be out-of-field for all science course assignments.



## Ineffective Definition

An ineffective teacher was . . .

- on a plan of improvement OR
- notified that their continued employment was contingent on a plan of improvement implementation but resigned.

An ineffective tenured teacher was. . .

- receiving district support or a plan of professional growth OR
- any of the Level of Support indicators for non-tenured



6

## Ineffective Definition

In addition . . .

An ineffective teacher was absent from their assigned position for 20 days or more (excluding medical).



7

## ESSA Application Item

- A. Title I, Part A, Section 5  
Disproportionate Rates of  
Access to Educators  
(page 24-28)





## Topic 1: Inexperienced



### ESSA Requirements

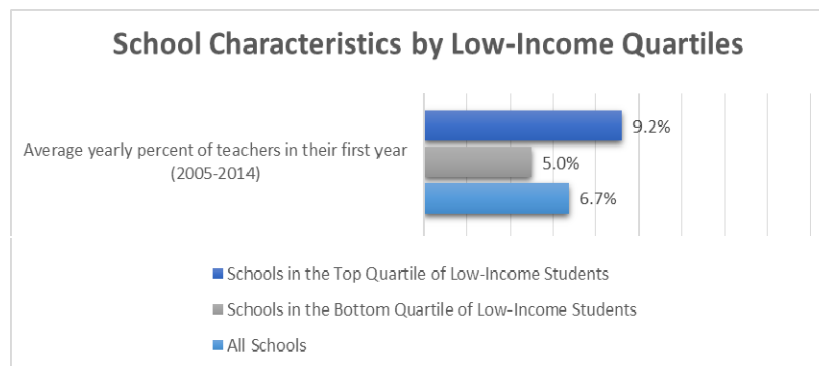
#### **Inexperienced**

- Measures of access
- Low-income and minority children
- Title I schools – eliminate gaps
- Publicly reporting - rates
- Report cards - all schools
  
- New – includes principals

## Alaska's Current Reality

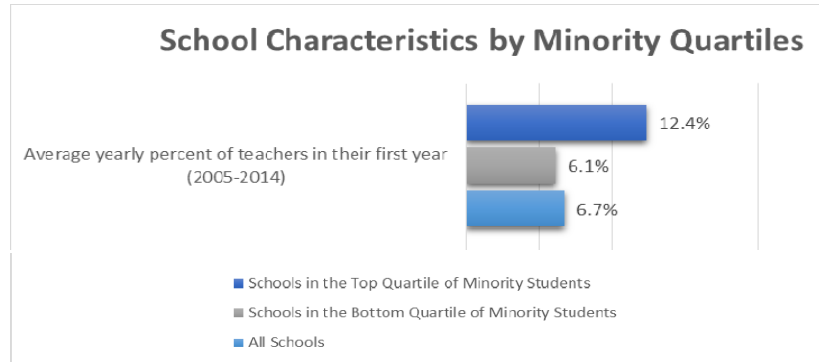
- Alaska State Equity Plan Definitions
  - ✓ Inexperienced - First year of teaching
- Historical Equity Gaps (10 years)
- Current Disproportion Rate of Access

## Inexperienced Teacher Data



**Economically Disadvantaged (Low Income) Students are  
1.8 times more likely to be placed with first year teachers**

## Inexperienced Teacher Data



**Students of Color (Minority) are**

*Two times more likely to be placed with first year teachers*

## Rationale: Inexperienced

- Existing, easy to understand definition
- Reliable, existing CSA data measure
- Consistent with other data collections
- No additional burden on districts

## Considerations: Inexperienced

- Early Career Teacher (ECT) definition
- Two years of experienced threshold for a Professional Teaching Certificate
- Not Inexperienced  $\neq$  Experienced



## Topic 2: Out-of-Field



### ESSA Requirements

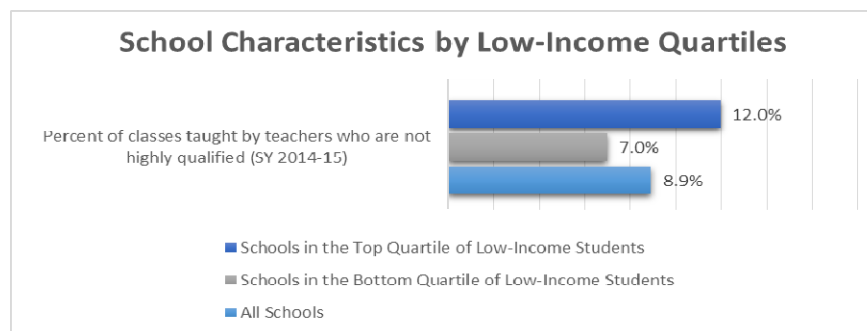
#### **Out-of-Field**

- Measures of access
- Low-income and minority children
- Title I schools – eliminate gaps
- Publicly reporting - rates
- Report cards - all schools
  
- New – All classes not just Core

## Alaska's Current Reality

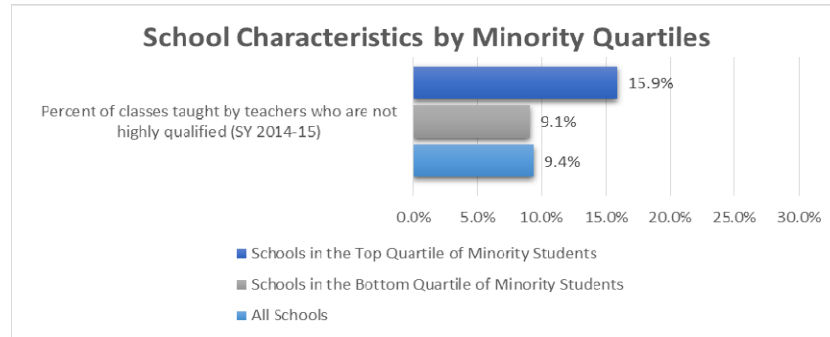
- State Equity Plan definition used highly qualified (HQ) requirement
- Alaska ended HQ in Dec 2016
- New ways to earn an endorsement
- Equity gap existed with HQ

## Out-of-Field Teacher Data



**Economically Disadvantaged (Low Income) Students are**  
*Almost twice as likely to be taught a core content course by a teacher who is not highly qualified*

## Out-of-Field Teacher Data



**Students of Color (Minority) are**

*Two times more likely to be taught a core content course by a teacher who is not highly qualified*

## Rationale: Out-of-Field

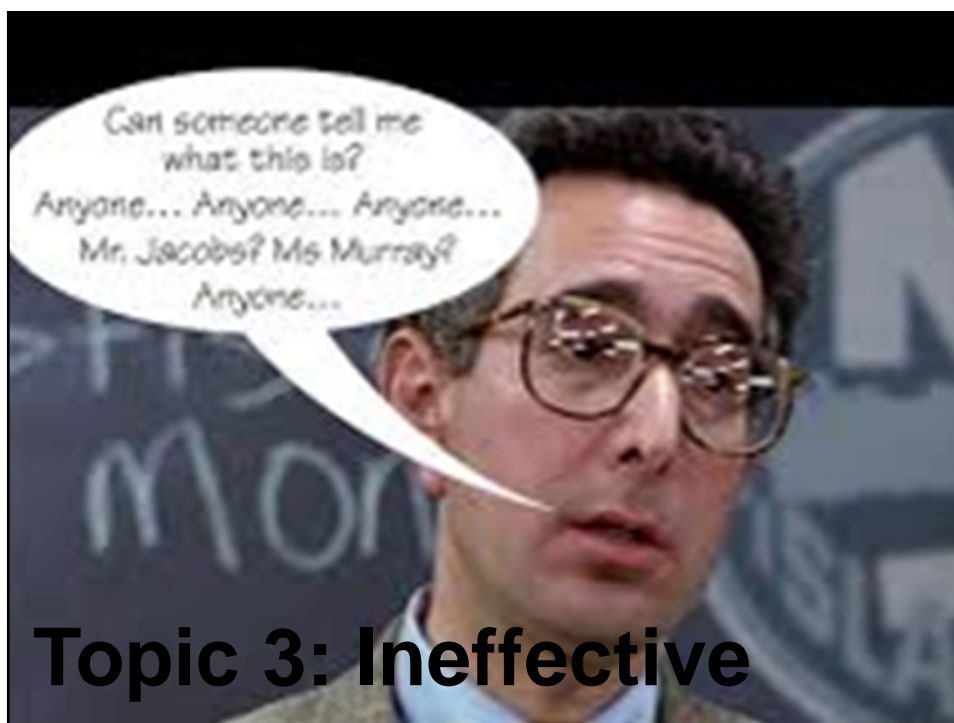
- Allows district requested flexibility (e.g. in sciences and social studies)
- Accommodating to small schools with teachers teaching multiple subject areas
- Reduced burden on districts – State level data analysis with certification and CSA

## Considerations: Out-of-Field

- An endorsement is now needed
- Recognize Highly Qualified (HQ) efforts with an additional endorsement option
- Challenge in one or two teacher schools







## ESSA Requirements

### Ineffective

- Measures of access
- Low-income and minority children
- Title I schools – eliminate gaps
- Publicly reporting - rates
- Report cards - all schools
  
- ESSA does mandate evaluation

## ESSA Requirements

### Ineffective

- Measures (Indicators)
- Low-income and minority children
- Title I schools
- Publicly report
- State and district report cards
- Eliminate gaps

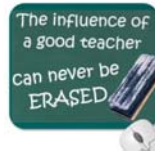
## Alaska's Current Reality

- Alaska State Equity Plan Definitions
  - ✓ Alaska does not have a definition for ineffective teacher
- Relatively new educator evaluation system, as well as, data collection

## Purpose of Evaluation & Support

An educator evaluation and support system in every school district that

- Helps Alaska educators grow professionally
- Improves the effectiveness of instruction
- Relates to the future employment of the educator



## Evaluation and Support Data

The number of employees in the district during the 2015-2016 school year who...	Teachers	
	Tenured	Non-tenured
• exceeded the district's performance standards	2061	n/a
• were on a plan of improvement	22	15
• were receiving district support or a plan of professional growth	56	81
• were non-retained	3	56
• were dismissed	2	1
• were notified that their continued employment in the district was contingent on a plan of improvement but resigned.	6	9

*Data is only currently available at the district level unable to disaggregate for low-income or minority students*

## Rationale: Ineffective

- Aligns to the accountability for educators in state law and regulations.
- Limited burden on districts as school level reporting is feasible as this information is already available.
- Reflects new information concerning impact of frequent teacher absences.

## Considerations: Ineffective

- Valid and reliable?
- Level of support comparable?
- Confidentiality of evaluation results.
- Additional data collection at the school level.





## Additional ESSA Application Item

D. Title II, Part A: Supporting Effective Instruction  
(page 39 - 42)

- D.1 & 2 Use of funds
- D.3 Certification and Licensing
- D.4 Improving Skills of Educators
- D.5 Data and Consultation
- D.6 Teacher Preparation



# We want your FEEDBACK!

<https://education.alaska.gov/akessa/#c3gtabs-stateplan>



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- Statewide Accountability System

[A. TITLE I, PART A, SECTION 4](#)

- School Support and Improvement Activities

[A. TITLE I, PART A, SECTION 5](#)

- Equitable Access to Educators



[D. TITLE II, PART A](#)

- Supporting Effective Instruction

[A. TITLE I, PART C](#)

- Education of Migratory Children

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## Other Application Elements

- 01 Title I, Part C
- 02 Title I, Part D
- 03 Title III, Part A
- 04 Title IV
- 05 Title V, Part B, Subpart 2
- 06 McKinney-Vento Act, Title VII, Part B

Todd Brocius  
Deb Riddle  
Sarah Emmal





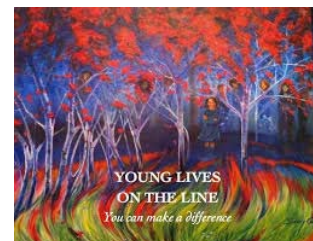
## B. Title I, Part C: Education of Migratory Children

1. Supporting the Needs of Migratory Children
2. Promote Coordination of Services
3. Use of Funds



## C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs
2. Program Objectives and Outcomes



## E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures
2. SEA Support for English Learner Progress
3. Monitoring and Technical Assistance



## Title IV Part A Student Support and Academic Enrichment



## Title IV Part A 3 Priorities

### Improve Academic Achievement by:

1. Well-Rounded Educational Opportunities
2. Student Health and Safety
3. Effective Use of Technology

Selecting a Title IV Part A Priority Was Difficult



## Student Health and Safety Priority



### Proposed Initial Student Health and Safety Focus

#### **DEED's eLearning Program**

- 16,000 district staff use
- Provides health/safety training on
  - Reporting Child Abuse
  - Dating Violence
  - Drug and Alcohol Disabilities
  - Gender/Race Equity
  - Trauma Sensitive Schools

#### **Youth Mental Health First Aid**

- Evidence-based training that:
  - Decreases Mental Health Stigma
  - Increases Mental Health Literacy/Knowledge
  - Increases Delivery of Mental Health First Aid

## Factors Weighed in Establishing Proposal

- Stakeholder Input
- Local, State, and Federal Data
- DEED Capacity
- Feasibility
- Amount of Available Funding
- Review of Existing Programs
- Areas of Greatest Unmet Need

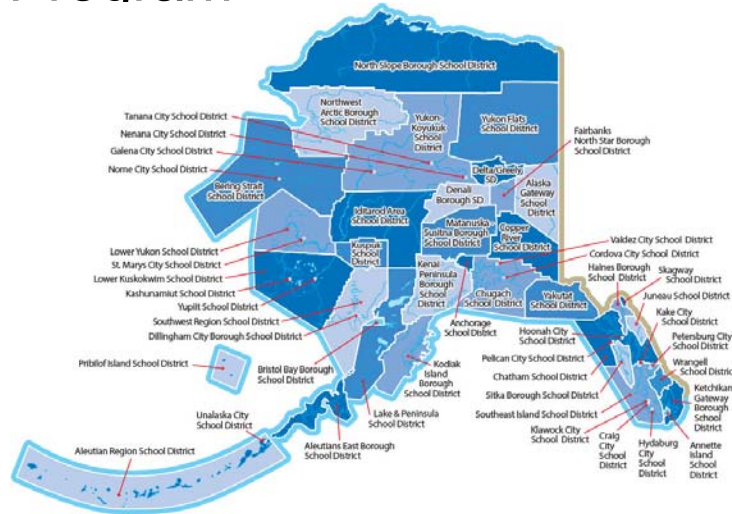
## G. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers

1. Use of Funds
2. Awarding Subgrants



## H. Title V, Part B, Subpart 2: Rural Low-Income School Program

### 1. Outcomes and Objectives



## I. Education for Homeless Children and Youth Program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification
2. Dispute Resolution
3. Support for School Personnel
4. Access to Services
5. Strategies to Address Other Problems
6. Policies to Remove Barriers
7. Assistance for Counselors



## We want your FEEDBACK!

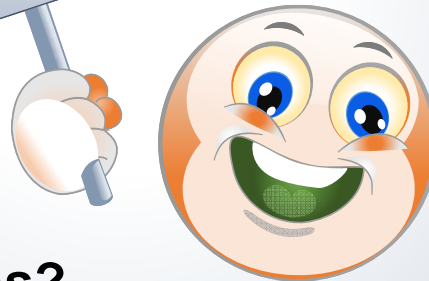
(Information about how to provide feedback)

- I generally support this?
- I have strong feelings about this?
- I suggest the following revisions?

(please explain your rationale)?



**Thank  
You**



**Questions?**

Your logo

# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 1 - Overall Design and Differentiation**

**Presenter: Margaret MacKinnon**

## TOPIC TITLE – Accountability System – Topic 1: Overall Design and Annual Meaningful Differentiation of Schools

### DEED'S PROPOSAL

Summary:

- DEED is proposing a 100 point index-based accountability system design.
- Each school would start with 100 total points for all indicators.
- Each indicator would have five levels of performance.
- Points would be deducted based on the level of performance on an indicator.
- The school would receive an overall score of the number of points remaining. Schools would be differentiated based on their total points.
- Schools will be given a designation based on the number of points, such as a star-rating, letter grade, or other designation.
  - Alaska must identify schools in certain categories: comprehensive support and targeted support are required by ESSA, recognition is required by Alaska law.

#### Overall Design Example

Indicators	100 Possible Points
Academic Achievement	- ??
Academic Progress	- ??
Graduation Rate	- ??
English Language Learners	- ??
School Quality & Student Success	- ??
<b>Total</b>	<b>?? points</b>

#### Academic Achievement Indicator Example

Level	Academic Achievement*	ELA (15)	Math (15)
Level 5	75% or higher	-0	-0
Level 4	55 – 74.9%	-3	-3
Level 3	30 – 54.9%	-7	-7
Level 2	15 – 29.9%	-10	-10
Level 1	5 – 14.9%	-13	-13

If school performs below Level 1, deduct all 15 points.



# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 1 - Overall Design and Differentiation**

**Presenter: Margaret MacKinnon**

---

## Example School A

Indicators	100 Possible Points
Academic Achievement	- 6
Academic Progress	-16
Graduation Rate	-5
English Language Learners	-3
School Quality & Student Success	-4
<b>Total</b>	<b>66 points</b>

### ESSA APPLICATION ITEM

Title I, Part A, item 4.v: Annual Meaningful Differentiation (page 14-17)

### BACKGROUND / CONTEXT

#### ESSA Requirements (Sections 1111(c)(4)(B) and 1111(c)(4)(C))

- ESSA requires the following indicators to be included in the accountability system.
  - Academic achievement in ELA and in Math
  - Academic progress and/or growth in ELA and in Math (at least for grades 3-8)
  - Graduation rate for 4-year cohort, may also include for 5-year cohort (for schools with 12th grade)
  - English learner progress in learning English
  - School quality or student success indicator(s)
- ESSA requires that the state's system of meaningful differentiation be based on all indicators in the accountability system for all students and for each subgroup of students.
- ESSA does not specify the way states must measure or weight particular indicators in the accountability system. ESSA does not require states to give a score, letter grade or label to every school.
- ESSA does require states to identify, at a minimum, schools for comprehensive support and for targeted support. Alaska law requires a category for recognition.
- Information about how schools perform on each indicator may be provided in a dashboard type of display whether or not the accountability system results in an overall score rating for all schools.

# 2017 Spring Leadership Conference – Handout

## Topic Title: Accountability System – Topic 1 - Overall Design and Differentiation

Presenter: Margaret MacKinnon

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### Alaska's Current Reality

The Alaska School Performance Index (ASPI) was used for two years under the ESEA Flexibility Waiver.

- ASPI based on 100 point index.
- Schools earned points for each indicator.
- Indicators were weighted and the school received an overall score from 0 to 100.
- All schools received a star rating from 1- to 5-stars (highest)
- Schools also were designated as priority, focus, or reward schools using additional criteria.

Prior to the ESEA flexibility waiver, all schools were required to make adequate yearly progress, or AYP.

- A school met AYP by meeting every state target for every subgroup.
- Each year a school did not meet AYP, it was designated as Level 2, Level 3, etc.

### RATIONALE

The accountability system is designed to inspire local communities to demand great schools by:

1. Reporting accurate data about student learning;
2. Reporting accurate data about schools; and
3. Providing support and resources for improvement.

Using a 100 point system as the starting point, and reducing the points for an indicator based on a school's performance in one of five levels will give schools an incentive to improve in all areas. An index system is familiar to Alaskans through the use of the previous ASPI system. The data for the accountability indicators can be displayed in a dashboard or other report card design. Including indicators that measure the actual performance (status) on academic achievement as well as indicators that measure progress toward long-term goals can give schools a way into areas for improvement.

### Stakeholder Input

Feedback from stakeholders indicate they want an accountability system that is simple, fair, equitable, and recognizes differences in schools.

### Other State Examples

Use of an index is common in many states. States often use a letter grade, star rating, or other label to differentiate schools.

### Connection to State Board's Strategic Objectives

An accountability system based on clear indicators and points can provide incentive to increase community and tribal engagement and work for a better school.

### KEY HIGHLIGHTS OF PROPOSAL

#### Considerations

All schools would receive an overall score after subtracting points from a starting point of 100.

Information about the indicators can be provided in a dashboard type of display.

- Will this proposed design provide incentives for increased community engagement and student learning?
- Should all schools receive a designation or just those identified for comprehensive or targeted support or recognition?

# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 1 - Overall Design and Differentiation**  
**Presenter: Margaret MacKinnon**

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## PROVIDING FEEDBACK

Enter your feedback online at [https://www.surveymonkey.com/r/ACC\\_SLC](https://www.surveymonkey.com/r/ACC_SLC)  
**Statewide Accountability System**

**A. Title I, Part A, Section 4** Statewide Accountability System



# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 2 – Long-Term Goals and Interim Progress**

**Presenter: Margaret MacKinnon**

## TOPIC TITLE – Accountability System – Topic 2: Long-Term Goals and Measures of Interim Progress

### DEED'S PROPOSAL

Summary:

- Set long-term academic and graduation rate goals for all students and all subgroups to reach by 2026-2027
  - 75% of students at proficient or advanced levels in ELA and Math
  - 90% graduation rate goal for 4-year adjusted cohort; 93% for 5-year cohort
- Using 2016-2017 as the baseline year, create measures of interim progress at the state level and for each school and district based on their own starting points.
- Include an academic progress indicator that measures whether subgroups in a school are meeting the measures of interim progress.

### Long Term Goals – Academic Achievement

Proposed: 75% proficiency by 2026-2027

- 75% ambitious 10-year goal (based on percentage of students scoring proficient or above on new standards in 2015)
- Some subgroups and schools scored significantly below statewide percentage for all students.
- State can re-set to higher goal in future.

	Base Year data (est. on 2015)	Annual increment
<b>ELA</b>		
All students	<b>35.4</b>	<b>4.0</b>
AK Native/AI	<b>14.0</b>	<b>6.1</b>
Ec Disadvantaged	<b>20.6</b>	<b>5.4</b>
SWDs	<b>8.0</b>	<b>6.7</b>
ELs	<b>4.6</b>	<b>7.0</b>

	Base Year data (est. on 2015)	Annual increment
<b>Math</b>		
All students	<b>31.9</b>	<b>4.3</b>
AK Native/AI	<b>14.4</b>	<b>6.1</b>
Ec Disadvantaged	<b>19.2</b>	<b>5.6</b>
SWDs	<b>8.2</b>	<b>6.7</b>
ELs	<b>8.2</b>	<b>6.7</b>

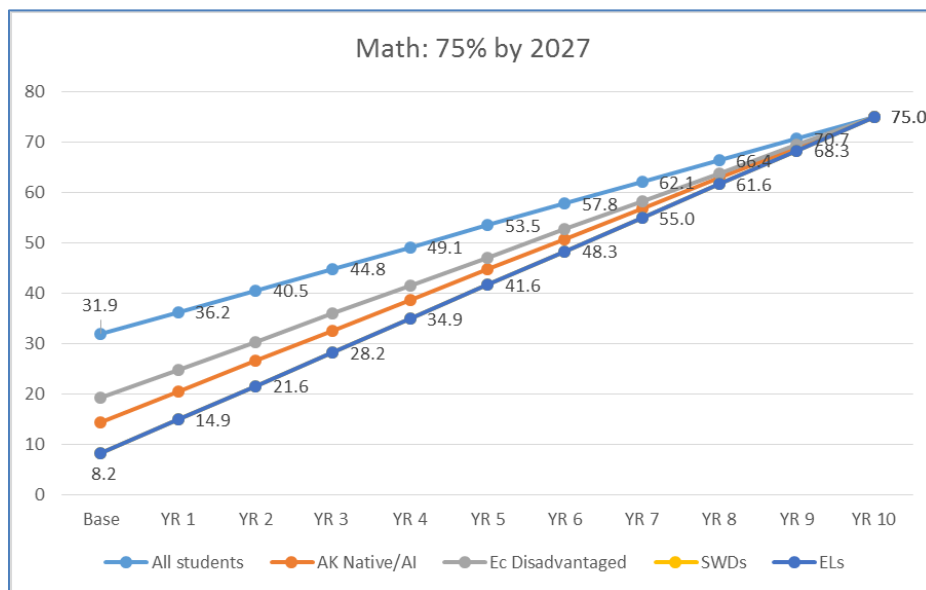
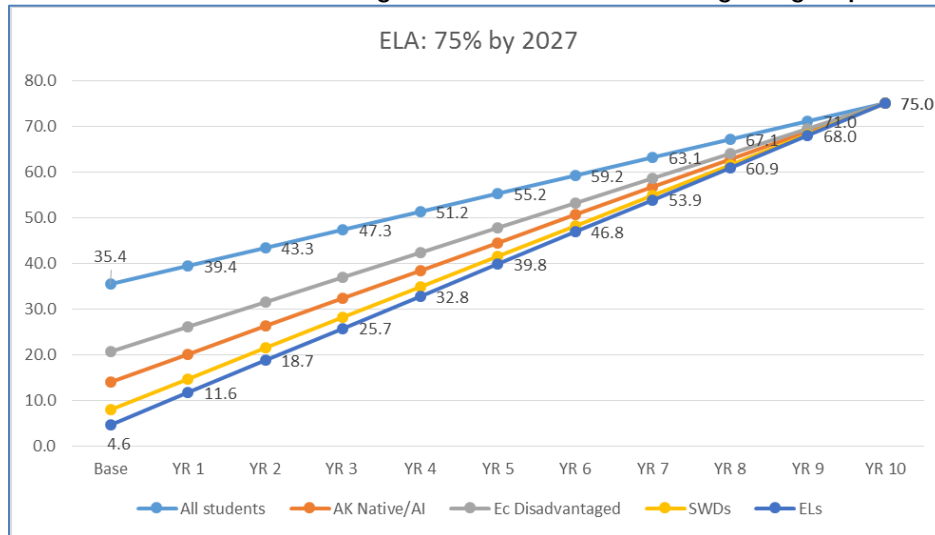
*Data estimated based on 2015 assessment results; will be recalculated based on 2017 assessment results.*

# 2017 Spring Leadership Conference – Handout

Topic Title: Accountability System – Topic 2 – Long-Term Goals and Interim Progress

Presenter: Margaret MacKinnon

## Measures of Interim Progress for Lowest Performing Subgroups



# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 2 – Long-Term Goals and Interim Progress**

**Presenter: Margaret MacKinnon**

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Example Use in Academic Progress Indicator  
Sample based on 20 points for ELA and 20 for Math

Level	Academic Progress Toward Long Term Goal	ELA	Math
Level 5	Meets/exceeds the measure of interim progress or long term goal for all subgroups at school.	-0	-0
Level 4	Meets/exceeds the measure of interim progress at least for subgroups including AN/AI, ED, SWD, and EL but not for all subgroups.	-4	-4
Level 3	Meets/exceed the measure of interim progress for at least half of the AN/AI, ED, SWD, and EL subgroups, but not all.	-8	-8
Level 2	Meets measure of interim progress for at least one subgroup, and improved in others.	-12	-12
Level 1	May not meet measure of interim progress for any subgroup, but improved in at least one subgroup.	-16	-16

If school performs below Level 1, deduct all 20 points.

## Additional Academic Indicator Possibility

DEED is considering the possibility of including an additional academic indicator to measure student progress on district-selected interim assessments.

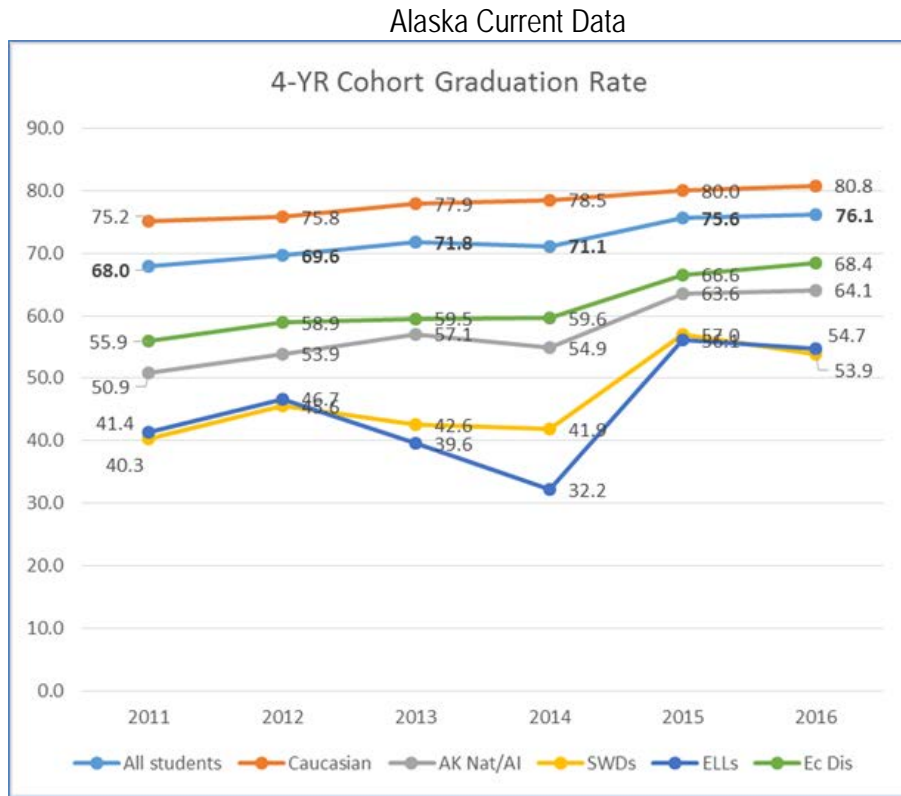
Considerations for use of these assessments

- New data element, requires new data collection
- Many districts already use
- Provides incentive to use and provide instructional support throughout the year
- May be seen as higher stakes if used for accountability
- Long-term goals based on proficiency as measured on statewide assessments in ELA and math
- Different tests have different measures; how to measure progress
- Interim tests not provided by state

# 2017 Spring Leadership Conference – Handout

Topic Title: Accountability System – Topic 2 – Long-Term Goals and Interim Progress  
 Presenter: Margaret MacKinnon

## Long-Term Goals Graduation Rate Proposed: 90% for 4-Yr, 93% for 5-Yr by 2027



### 4-YR Graduation Rate 90% by 2027

	estimated baseline*	annual increment needed
All students	76.1	1.4
SWDs	53.9	3.6
ELLs	54.7	3.5
Ec Dis	68.4	2.2
AK Nat/AI	64.1	2.6
Caucasian	80.8	0.9
Asian/PI	81.3	0.9
Af Am	74.4	1.6
Hispanic	76.0	1.4
Two/More	75.4	1.5

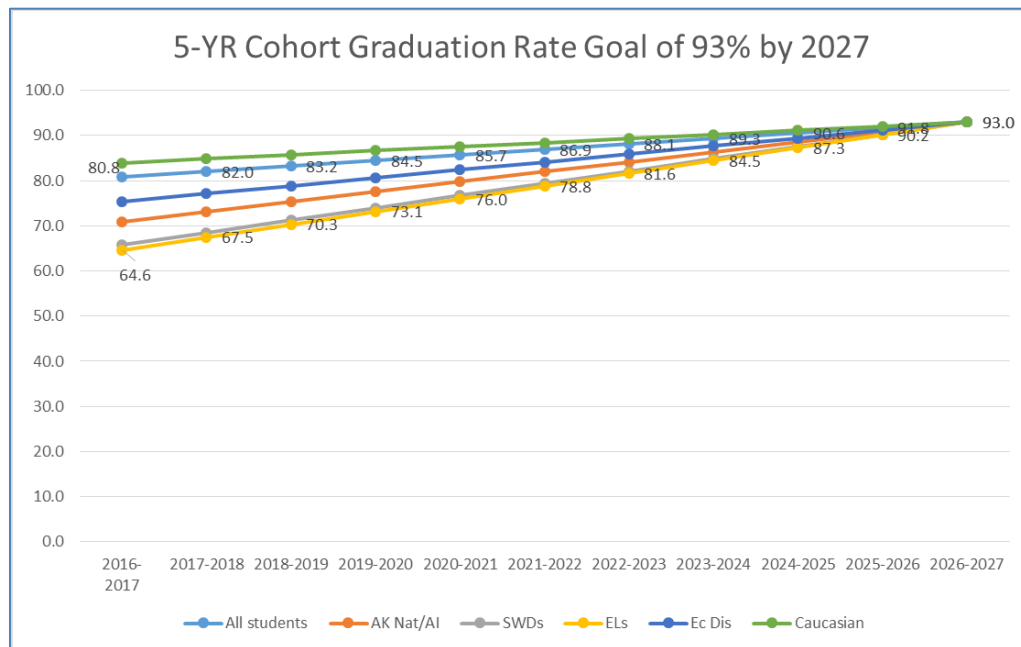
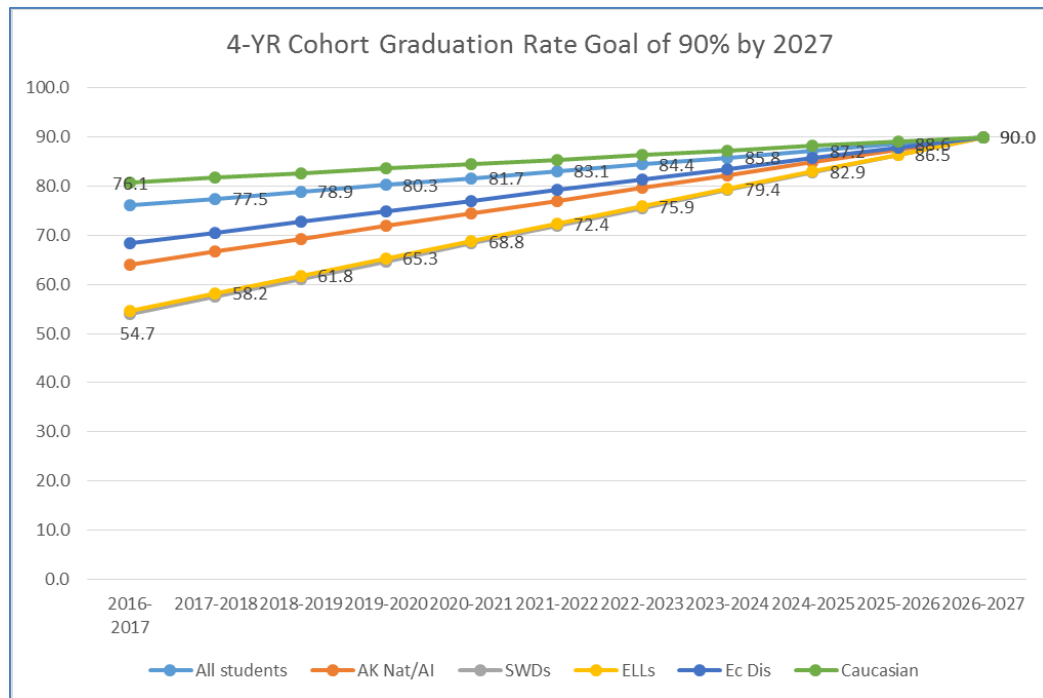
### 5-YR Graduation Rate 93% by 2027

	estimated baseline*	annual increment needed
All students	80.8	1.2
SWDs	65.8	2.7
ELs	64.6	2.8
Ec Dis	75.3	1.8
AK Nat/AI	70.9	2.2
Caucasian	83.9	0.9
Asian/PI	87.7	0.5
Af Am	75.9	1.7
Hispanic	78.1	1.5
Two/More	82.1	1.1

\*estimate based on 2015-2016 data, will be updated to reflect new baseline with 2016-2017 data

# 2017 Spring Leadership Conference – Handout

Topic Title: Accountability System – Topic 2 – Long-Term Goals and Interim Progress  
 Presenter: Margaret MacKinnon





# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 2 – Long-Term Goals and Interim Progress**

**Presenter: Margaret MacKinnon**

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## ESSA APPLICATION ITEM

Title I, Part A, item 4.iii: Establishment of Long-Term Goals (page 9-11)

## BACKGROUND / CONTEXT

### ESSA Requirements (Section 1111(c)(4)(A))

- State must set long-term goals and measures of interim progress for all students and for each subgroup of students.
- Multi-year timeline must be the same for all groups. State has discretion in setting timeline.
- Must measure grade-level proficiency on annual ELA and math.
- Must measure separately for ELA and for math.
- If a state uses an extended-year graduation rate, then the goal for the extended-year adjusted cohort graduation rate must be more rigorous than the 4-year adjusted cohort graduation rate.
- Measures of interim progress must take into account closing proficiency gaps for lower-performing subgroups by requiring greater rates of improvement. State has discretion in pattern of measures of interim progress (every year or over several years, linear or stair-step pattern of increase).
- Accountability indicators must be “based on” long-term goals.

### Alaska’s Current Reality

- Academic goals:
  - Under NCLB, Annual Measurable Objective (AMO) target was statewide 100% proficient for all schools; interim targets were stair-stepped up – steady for several years at a time, then increased annually
  - Under ESEA flexibility waiver, AMO targets were set for each school, district & state to reduce by ½ the % of students not proficient over 6 years in equal increments
    - AMO targets were not included directly in ASPI, but used only for determining if 4- or 5-star schools needed to do an improvement plan for subgroups not meeting academic or graduation rate targets.
- Graduation rate goals:
  - Under NCLB, the graduation rate target was originally set at 55.58%. Beginning with the 2010-2011 school year, Alaska’s 4-year cohort graduation rate target was set to 85%.
  - Under the ESEA flex waiver, both 4-year & 5-year targets were set at 90% beginning in the 2012-2013 school year. Under ASPI, schools had to meet more rigorous graduation rate targets for the 5-year rate than the 4-year rate

## RATIONALE

- Setting long-term goals for all schools to reach for all students and all subgroups is a positive goal. Setting long-term goals based on reducing the % of students not proficient or not graduating can appear to show different expectations for different groups of students.
- Setting goals over 10 years allows for more realistic annual increments.
- While Alaska’s vision is for all students to succeed in their education and work, the goal of 75% proficient in ELA and mathematics recognizes that Alaska’s standards are designed to measure readiness for college-or-career postsecondary education, yet not all jobs will require post-secondary education. According to the publication *Recovery: Job Growth and Education Requirements through 2020* by Georgetown University, the percentage of

# 2017 Spring Leadership Conference – Handout

## Topic Title: Accountability System – Topic 2 – Long-Term Goals and Interim Progress

Presenter: Margaret MacKinnon

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jobs both nationally and in Alaska that will need any type of postsecondary education is 66%. Based on the 2015 assessment results, the long-term goal of 75% is an ambitious 10-year goal.

- The graduation goal of 90% for the 4-year adjusted cohort and 93% for the 5-year adjusted cohort recognizes that some students will take longer to complete high school, or may earn a GED as an equivalent.
- Annual measures of interim progress set in equal increments provide a steady path and a way to check every year for school progress. Setting the interim measures of progress for each school and district based on their own baseline recognizes the local situation and yet moves all schools and districts to the same goal over time, providing for more rigorous progress for lower-performing groups.

### Stakeholder Input

- Setting measures of interim progress for each school and district honors stakeholder feedback to recognize differences in schools.
- Almost all input from Advisory Committee indicated 90% as an appropriate graduation rate target.

### Other State Examples

- A number of states are setting academic long-term goals in the range of 75% - 90% and some as far out as 2031-2032.
- A number of states are setting graduation rate goals at 90% or higher and some as far out as 2031-2032.

### Connection to State Board's Strategic Objectives

- Setting the same goal for all students honors the State Board's mission of "an excellent education for every student every day."
- It also recognizes the vision of the State Board that "all students can succeed in their education and work" and the strategic objective to "amplify student learning."

## KEY HIGHLIGHTS OF PROPOSAL

### Considerations

- Long-term goals need to be ambitious, but measures of interim progress should be achievable. Some schools with very low academic performance or graduation rates may see the goals as not realistic, and will need more support to reach their goals.
- Use of subgroup progress toward goals as indicator in accountability system provide incentives to improve.

## PROVIDING FEEDBACK

Enter your feedback online at [https://www.surveymonkey.com/r/ACC\\_SLC](https://www.surveymonkey.com/r/ACC_SLC)

[Statewide Accountability System](#)

A. Title I, Part A, Section 4 Statewide Accountability System



# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 3 – School Quality or Student Success Indicator(s)**

**Presenter: Margaret MacKinnon**

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## TOPIC TITLE – Accountability System – Topic 3: School Quality or Student Success Indicator(s)

### DEED'S PROPOSAL

Summary:

- DEED is exploring options for consideration for the school quality or student success (SQSS) indicator(s).
- Schools may be able to select from a menu of indicators.
- Possibly starting with one measure and pilot others by collecting data for several years to determine if feasible to add into accountability system.
- Each indicator could have five levels of performance.

Level	School Quality or Student Success Indicator	20 points
Level 5	Superior performance	-0
Level 4	High performance	-4
Level 3	Satisfactory performance	-8
Level 2	Low performance	-12
Level 1	Very low performance	-16

Possible indicators for consideration:

- If not used for an academic indicator, could include participation and/or progress on district-selected interim assessments
  - New data element
  - Many districts already use
  - Provides incentive to use and provide instructional support throughout the year
  - May be seen as higher stakes if used for accountability
  - Different tests have different measures
  - Interim tests not provided by state
- Chronic absenteeism
  - Is a required data reporting element beginning in 2016-2017 and can be used for all grade spans.
  - Compelling data show chronic absenteeism as a concern in Alaska. (State Board of Education packet for January 27, 2017 meeting)
  - Research from The Hamilton Project indicates positive relationship between low levels of chronic absenteeism and test scores and graduation rates. See *Lessons for Broadening School Accountability under the Every Student Succeeds Act, a Strategy Paper, December 2016*, from The Hamilton Project.
- Access to or participation in art, music, other courses in well-rounded curriculum
  - New data element
- Freshman on-track credit accrual rates
  - New data element
  - Students who do not earn sufficient credits in 9<sup>th</sup> grade are much more likely to drop out

# 2017 Spring Leadership Conference – Handout

## Topic Title: Accountability System – Topic 3 – School Quality or Student Success Indicator(s)

Presenter: Margaret MacKinnon

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- Access to or participation in CTE courses
  - New data element
- College-or-career readiness measure such as performance and/or participation on WorkKeys, SAT, or ACT
  - Data provided by vendor to state
  - Cost not provided by state
  - Districts encouraged to offer so all students have a measure of college-or-career readiness
- Alaska Performance Scholarship (APS) eligibility
  - data already reported by districts to DEED
  - APS provides incentives for students to take more advanced courses

### ESSA APPLICATION ITEM

Title I, Part A, item 4.iv.e: School Quality or Student Success Indicator(s) (page 14)

### BACKGROUND / CONTEXT

#### ESSA Requirements (Section 1111(c)(4)(B)(v))

- At least one indicator of school quality or student success (SQSS) is required.
- Must be able to be disaggregated by all students and each subgroup.
- The indicator can be different for different grade spans (i.e., elementary, middle school, high school) but must be the same across the state within a grade span.
- Must allow for meaningful differentiation in school performance.
- Must be valid, reliable, comparable, and statewide.

#### Alaska's Current Reality

- Alaska included a measure of student attendance for all grade levels in the ASPI. There was mixed response to including attendance in ASPI. Research shows it does not sufficiently differentiate schools.
- Alaska also used a measure of college-or-career readiness (CCR) measure in ASPI – the measure of students who earned an Alaska Performance Scholarship (APS) qualifying score on WorkKeys, SAT, or ACT. WorkKeys was provided by the state at the time. Alaska no longer funds or requires a CCR assessment.

### RATIONALE

Offering a variety of indicators that are applicable to a grade span and allow schools a choice will provide incentives for schools to find meaning in the use of the indicator and the accountability system for their school.

#### Stakeholder Input

Many ideas were generated from stakeholders, but more feedback is needed on specific options and whether the options are feasible and fair for all schools.

#### Other State Examples

States are proposing varied options for the SQSS indicator including a reduction in chronic absenteeism, participation in advanced coursework, the number of 8<sup>th</sup> grade students taking the high school math end-of-course test, percentage of students taking postsecondary and career readiness exams, and the percentage of students taking at least one art course. Some states have already been collecting data on some of these elements. Others

# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 3 – School Quality or Student Success Indicator(s)**

**Presenter: Margaret MacKinnon**

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are proposing to pilot new data elements for several years before including them in the accountability system. Alaska will review more state examples from states submitting early ESSA applications.

## Connection to State Board's Strategic Objectives

Any indicator chosen should be able to relate to the State Board's mission of an excellent education for every student every day, and the vision that "all students can succeed in their education and work." The indicator should relate to at least one strategic objective: amplify student learning, inspire community and tribal ownership of education; modernize the education system; ensure excellent educators; and promote safety and well-being.

## KEY HIGHLIGHTS OF PROPOSAL

### Considerations

Key Questions for any measure:

1. Is the measure valid, reliable, comparable and measured in the same way across schools and districts in the state, and available statewide?
2. Can the measure be disaggregated for each subgroup of students?
3. Does the measure allow for meaningful differentiation between schools such that there are varied results across schools in the State?
4. Is progress on this measure related to improvement in student learning outcomes?

Additional considerations for Alaska

1. Current or new – is the indicator already currently measured or would a new data collection be needed?
2. Fairness – Do all schools have resources in order to offer access to and measure the indicator?
3. What grade span(s) would be applicable for the measure?
4. Reporting only – Should the measure be considered for public reporting, but pilot for possible future use in accountability system

## PROVIDING FEEDBACK

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[Statewide Accountability System](#)

**A. Title I, Part A, Section 4** Statewide Accountability System



# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 3 – School Quality or Student Success Indicator(s)**

**Presenter: Margaret MacKinnon**

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## TOPIC TITLE – Accountability System – Topic 3: School Quality or Student Success Indicator(s)

### DEED'S PROPOSAL

Summary:

- DEED is exploring options for consideration for the school quality or student success (SQSS) indicator(s).
- Schools may be able to select from a menu of indicators.
- Possibly starting with one measure and pilot others by collecting data for several years to determine if feasible to add into accountability system.
- Each indicator could have five levels of performance.

Level	School Quality or Student Success Indicator	20 points
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Level 1	Very low performance	-16

Possible indicators for consideration:

- If not used for an academic indicator, could include participation and/or progress on district-selected interim assessments
  - New data element
  - Many districts already use
  - Provides incentive to use and provide instructional support throughout the year
  - May be seen as higher stakes if used for accountability
  - Different tests have different measures
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- Chronic absenteeism
  - Is a required data reporting element beginning in 2016-2017 and can be used for all grade spans.
  - Compelling data show chronic absenteeism as a concern in Alaska. (State Board of Education packet for January 27, 2017 meeting)
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# 2017 Spring Leadership Conference – Handout

## Topic Title: Accountability System – Topic 3 – School Quality or Student Success Indicator(s)

Presenter: Margaret MacKinnon

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- Alaska Performance Scholarship (APS) eligibility
  - data already reported by districts to DEED
  - APS provides incentives for students to take more advanced courses

### ESSA APPLICATION ITEM

Title I, Part A, item 4.iv.e: School Quality or Student Success Indicator(s) (page 14)

### BACKGROUND / CONTEXT

#### ESSA Requirements (Section 1111(c)(4)(B)(v))

- At least one indicator of school quality or student success (SQSS) is required.
- Must be able to be disaggregated by all students and each subgroup.
- The indicator can be different for different grade spans (i.e., elementary, middle school, high school) but must be the same across the state within a grade span.
- Must allow for meaningful differentiation in school performance.
- Must be valid, reliable, comparable, and statewide.

#### Alaska's Current Reality

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### RATIONALE

Offering a variety of indicators that are applicable to a grade span and allow schools a choice will provide incentives for schools to find meaning in the use of the indicator and the accountability system for their school.

#### Stakeholder Input

Many ideas were generated from stakeholders, but more feedback is needed on specific options and whether the options are feasible and fair for all schools.

#### Other State Examples

States are proposing varied options for the SQSS indicator including a reduction in chronic absenteeism, participation in advanced coursework, the number of 8<sup>th</sup> grade students taking the high school math end-of-course test, percentage of students taking postsecondary and career readiness exams, and the percentage of students taking at least one art course. Some states have already been collecting data on some of these elements. Others

# 2017 Spring Leadership Conference – Handout

**Topic Title: Accountability System – Topic 3 – School Quality or Student Success Indicator(s)**

**Presenter: Margaret MacKinnon**

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are proposing to pilot new data elements for several years before including them in the accountability system. Alaska will review more state examples from states submitting early ESSA applications.

## Connection to State Board's Strategic Objectives

Any indicator chosen should be able to relate to the State Board's mission of an excellent education for every student every day, and the vision that "all students can succeed in their education and work." The indicator should relate to at least one strategic objective: amplify student learning, inspire community and tribal ownership of education; modernize the education system; ensure excellent educators; and promote safety and well-being.

## KEY HIGHLIGHTS OF PROPOSAL

### Considerations

Key Questions for any measure:

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2. Can the measure be disaggregated for each subgroup of students?
3. Does the measure allow for meaningful differentiation between schools such that there are varied results across schools in the State?
4. Is progress on this measure related to improvement in student learning outcomes?

Additional considerations for Alaska

1. Current or new – is the indicator already currently measured or would a new data collection be needed?
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3. What grade span(s) would be applicable for the measure?
4. Reporting only – Should the measure be considered for public reporting, but pilot for possible future use in accountability system

## PROVIDING FEEDBACK

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**A. Title I, Part A, Section 4** Statewide Accountability System





# 2017 Spring Leadership Conference – Handout

## Topic Title: School Support and Improvement—Topic 1

Presenters: Brad Billings and Deb Riddle

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### TOPIC 1: Differentiated Support & Oversight / Continuous School Improvement

#### DEED'S PROPOSAL

Summary: DEED will continue to provide support to districts to amplify student achievement. All training and professional development provided to districts, schools and teachers will have this main goal in mind.

Technical Assistance Strategies include:

- Support regarding the school improvement planning process. Distance delivery or on-site training from DEED staff with prioritized responses based on available resources.
  - Comprehensive needs assessment
  - Gap analysis and root cause training
  - Strategic planning based on identified needs and root causes
  - Measureable goals and tasks to support designated needs
  - Evaluation, feedback, and reflection
- Technical Assistance on evidence-based interventions
  - Awareness training regarding evidence-based practices
  - Determining the best intervention to match need
  - Strategies to create measureable goals using the strategies to meet the needs addressed in a comprehensive needs assessment.
- Funding and support to allow district teams to attend statewide conferences that focus on evidence-based practices and effective strategies to build leadership and pedagogy within a school.
- Training and support on a continuous school improvement planning tool (or other comparable planning tool implemented by the district) and webinar support throughout the year.
- Coaching support through the State System of Support (SSOS) coaching program prioritized to schools with the highest need.
- Additional technical assistance during scheduled Title Program monitoring visits to districts and schools.
- DEED website resources include fact sheets, Power Point presentations (static and recorded), professional learning modules, tool kits, lists of resources (What Works Clearinghouse, Regional Educational Laboratories), etc.

#### Resource Allocation Review

- DEED will allocated 1003(a) funds based on a formula or competitive process to Comprehensive Support and Intervention and Targeted Support and Intervention schools. Schools and districts submit a budget that aligns with the goals of the school improvement plan for review by the LEA/SEA.
- DEED reviews the school improvement plans annually. School improvement plans and documents will also be reviewed in scheduled monitoring visits.
- End of year evaluations of programs reviewed by LEA for effectiveness and shared with SEA.
- For schools failing to make progress, an inter-departmental review will be conducted as needed on an annual basis to ensure alignment of diverse resources.

#### ESSA APPLICATION ITEM

Title I, Part A, item 4.viii. Continued Support for School and LEA Improvement

d. Resource Allocation Review

e. Technical Assistance

# 2017 Spring Leadership Conference – Handout

**Topic Title: School Support and Improvement—Topic 1**

**Presenters: Brad Billings and Deb Riddle**

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## BACKGROUND / CONTEXT

### ESSA Requirements (Sec. 1111(d))

For each school identified, LEA must develop and implement a comprehensive support and improvement plan that:

- Includes evidence-based intervention
- Is based on a school-level needs assessment
- Identifies resource inequities to be addressed
- State must approve plan and monitor implementation
- States must take more rigorous action in schools that fail to improve after a State-determined number of years (up to 4)

### Alaska's Current Reality

Alaska's system provides differentiated support and oversight depending on school performance and need. Supports, such as federal funded programmatic support, use of the online school improvement planning tool, professional development conferences, and direct technical assistance linked to monitoring, are available to all districts. Schools earning a 1, 2, or 3-Star rating receive additional oversight and support through the required school improvement planning process and some targeted technical assistance. Priority and Focus designated schools receive additional improvement funds to support implementation of improvement plans and can receive the assistance of a school improvement coach, if available.

## RATIONALE

### Stakeholder Input

Feedback received has clearly identified the desire for support and oversight that facilitates a school improvement process that is school specific, flexible, and responsive to local needs. Simultaneously, stakeholders have expressed the need for externally directed (both SEA and LEA) assistance and oversight where performance does not improve.

### Connection to State Board's Strategic Objectives

The differentiated supports provided to LEAs and Schools listed above are for the purpose of directly *amplifying student learning*, the Board's first strategic objective. Supports such as general program assistance to all districts, required school improvement planning, school improvement funds, and coaching support, are implemented with the intent of impacting student learning.

## CONSIDERATIONS

- How can the system most effectively distribute responsibility for improvement to state, district, school, and other stakeholder groups?
- Capacity limitations will influence the level of support and oversight that can be effectively implemented.
- How centralized should a unified framework of evidence-based practices and/or use of a common school improvement planning tool be?

## PROVIDING FEEDBACK

Enter your feedback online at [https://www.surveymonkey.com/r/Support\\_SLC](https://www.surveymonkey.com/r/Support_SLC)

School Support and Improvement

A. Title I, Part A, Section 4 School Support and Improvement



# 2017 Spring Leadership Conference – Handout

**Topic Title: School Support and Improvement—Topic 2**

**Presenters: Brad Billings and Deb Riddle**

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## TOPIC 2: More Rigorous Interventions

### DEED'S PROPOSAL

Summary: Upon failure to exit comprehensive support and improvement status after 3 years, the department will initiate differentiated interventions based on need leading to increased levels of state oversight. These interventions may involve any of the following actions in alignment with existing state statute and regulation:

- Convening of a strategic planning and support team that could include department program staff, department leadership, district staff and other stakeholders (community members, parents, and regional school boards).
- External independent review
- Virtual audit of resource allocation at the LEA and/or school level
- Performance review of student achievement data and instructional practices
- On-site review of school improvement practices
- New comprehensive strategic plans written with department input/oversight
- Assignment of School Improvement Coach to district or school, as resources allow
- More focused training and/or technical assistance
- Review of resource allocations and redirection of funds to ensure alignment with improvement priorities
- Replacement of teachers and principals
- State governance of schools and/or district

Current state statutes and regulations that support these actions are AS 14.07.020.16, AS 14.07.030.14-15, 4 AAC 06.864(b).

### ESSA APPLICATION ITEM (page 21-22)

Title I, Part A, item 4.viii. Continued Support for School and LEA Improvement

- c. More Rigorous Interventions
- d. Resource Allocation Review

### BACKGROUND / CONTEXT

#### ESSA Requirements (Sec. 1111(d))

States must take more rigorous action in schools that fail to improve after a State-determined number of years (up to 4).

#### Alaska's Current Reality

Priority and Focus schools are required to address a list of 12 "key" indicators that align with the 7 Turnaround Principles. (See [https://education.alaska.gov/aksupport/focuspriority/Expectations\\_Priority\\_Schools.pdf](https://education.alaska.gov/aksupport/focuspriority/Expectations_Priority_Schools.pdf).) DEED staff review school improvement plans to ensure 1003(a) funds provided to Priority and Focus schools are used for interventions that align with the plan. A limited number of statewide school improvement coaches are assigned to a school or district to facilitate improvement planning, provide virtual and onsite technical assistance, and develop leadership capacity and processes to sustain improvement.

DEED has the authority to intervene in low performing districts or schools by such means as redirecting funding.

# 2017 Spring Leadership Conference – Handout

## Topic Title: School Support and Improvement—Topic 2

Presenters: Brad Billings and Deb Riddle

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### RATIONALE

#### Stakeholder Input

- Schools not exiting comprehensive status still need the flexibility to narrow their school improvement focus to a limited number of initiatives. It is impractical to expect the implementation of all “best practices” at once.
- DEED could perform a coordinating role to facilitate collaboration across schools and districts to share effective interventions. DEED’s role could be expanded to provide curriculum support for districts with limited capacity to provide the benefit of economies of scale.

#### Other State Examples

For comprehensive support and improvement schools that fail to meet the state’s exit criteria:

- Arizona proposes, “New Comprehensive Strategic Plans written with direct assistance from Arizona Department of Education Integrated Support Teams (involves all necessary program areas).”
- Delaware’s department of education “will conduct a needs assessment of the LEA and school(s) to focus on the current state of implementation of their plan [and] revised plans will be developed with [the department’s] assistance.” Required actions could include “placing conditions on LEA uses of funds and/or requiring LEAs to provide specific school supports aligned with school needs/areas of low student performance.”
- Washington will implement a series of additional stepped up designations and oversight as time without exit increases. Required actions will include external review by an independent audit team, selection of a formal school improvement model, a required action plan, use of a web-based action planning tool, family notification, specific professional development and technical assistance, and oversight by an independent “Education Accountability System Oversight Committee (Oversight Committee).” Interventions may include reallocation of resources and reassignment of personnel. Eventually, required action plans must be submitted to the State Board of Education for approval.
- Idaho’s ESSA plan requires “a state-led Comprehensive and Integrated Field Review” made up of diverse and broad stakeholders, with the purpose to “collect evidence of practices associated with substantial school improvement” for implementation by struggling schools and districts.

#### Connection to State Board’s Strategic Objectives

The proposed strategic planning and support team convened for each school or district should include stakeholders beyond SEA, LEA, and school staff. This would align with the board’s objective to “inspire community ownership of education excellence.”

### CONSIDERATIONS

- Does the capacity currently exist at DEED and/or districts to implement the proposed rigorous interventions? How and where should this capacity be developed?
- Does this proposal create the urgency needed in some schools and districts that will lead to sustainable change?
- How can DEED better engage diverse and broad stakeholders in a strategic planning and support team?

### PROVIDING FEEDBACK

Enter your feedback online at [https://www.surveymonkey.com/r/Support\\_SLC](https://www.surveymonkey.com/r/Support_SLC)

School Support and Improvement

A. Title I, Part A, Section 4 School Support and Improvement



# 2017 Spring Leadership Conference – Handout

## Topic Title: Educator Quality –Topic #1—Inexperienced Teacher Definition

Presenters: Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor

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TOPIC TITLE: Education Equity Definitions—Inexperienced Teacher

### DEED'S PROPOSAL

DEED proposes the following definition:

- **Inexperienced Teacher** – A teacher in their first year of practice. Also, inexperienced principals and other school leaders would be in their first year of leading.

### ESSA APPLICATION ITEM

Title I, Part A, Section 5 Disproportionate Rates of Access to Educators (page 24-28)

### BACKGROUND / CONTEXT

#### ESSA Requirements

Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by **inexperienced teachers**, and the measures the State will use to evaluate and publicly report the progress of the State with respect to such description.

State and district report cards are required to include the professional qualifications of teachers, including information on the number and percentage of inexperienced teachers, principals, and other school leaders. This section requires that the information be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools per ESSA section 1111(h)(1)(C)(ix).

#### Alaska's Current Reality

In the Alaska State Equity Plan (2015) has the following definitions for inexperienced teachers and teachers' new-to-the-district. The plan also defines excellent teacher

- **Inexperienced** – A teacher in their first year of teaching in any school, subject or grade. The number of year(s) of teaching experience includes the current year but does not include any student teaching or similar preparation experiences.
- **Teacher New-to-the-District** – A teacher in their first year of teaching in the district in which they are currently employed. Inexperienced teachers are a subset of this category.
- **Excellent Teacher** – A teacher who is licensed and fully prepared to teach in his/her assigned content area. (This definition is not required for the ESSA State Application. It can be redefined for Alaska in addressing the State Board's Strategic Objective: Ensure excellent educators.)

REL Northwest recently used the following terminology in their educator retention analysis:

- Tenure – years at school/district
- Turnover – new to school/district
  - Intra-district – moved to a new school
- Retention – stay at school/district

# 2017 Spring Leadership Conference – Handout

**Topic Title: Educator Quality –Topic #1—Inexperienced Teacher Definition**

**Presenters: Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor**

## 2016-17 Staff Accounting Data

State of Alaska				
	Total Courses	Total NTP	Percent NTP	6% Disproportionate Rate of Access to Courses taught by Experienced Educators
High Poverty Level	2765	236	8.5%	
Middle Poverty Level	9259	393	4.2%	
Low Poverty Level	6752	167	2.5%	
<b>Total</b>	<b>18776</b>	<b>796</b>	<b>4.2%</b>	

## RATIONALE

### Stakeholder Input

Stakeholders were interested in making this definition clear and seamless.

### Other State Examples

STATE	Inexperienced Definition	Summary
Arizona	An “inexperienced teacher” has three years or less of practical classroom teaching experience, per the Arizona Department of Education’s approved equity plan, Ensuring Access to Excellent Educators in Arizona.	3 years or less
Delaware	Novice Teacher: Those with zero to four years of experience. Generally, teachers continue to increase in their effectiveness for at least the first few years in the classroom.	0 to 4 years
Idaho	A teacher in his/her first year of practice.	1st year
Illinois	A teacher with less than two years of teaching experience.	2 years or less
Maryland	Inexperienced teachers in the first year include teachers with a year of experience or less. Inexperienced teachers 1-3 years include teachers with one to three years of experience.	1 year or less AND 1 to 3 years
North Carolina	Equity Plan: Teachers are in their first year of practice.	1st year
North Dakota	Teachers having three or less years of teaching experience.	3 or less years
South Carolina	An inexperienced teacher is defined as an educator with less than 1.0 years of teaching experience. Operationally, an inexperienced teacher is defined as one on an Induction 1 contract.	less than 1 year
Tennessee	Novice is defined as educators who have fewer than three years of teaching experience in Tennessee public schools.	less than 3 years
Vermont	An educator in his or her first year of teaching.	1st year
Washington	Classroom teachers who have less than or equal to five years of teaching experience.	5 years or less

### Connection to State Board’s Strategic Objectives

Ensure excellent educators is one of the five State Board’s Strategic Objectives.

# 2017 Spring Leadership Conference – Handout

**Topic Title: Educator Quality –Topic #1—Inexperienced Teacher Definition**

**Presenters: Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor**

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## KEY HIGHLIGHTS OF PROPOSAL

### Pros –

- Existing definition and easy to understand
- Matches the Civil Rights Data Collection (CRDC) definition
- No additional burden on districts and State using existing data collection field
- Reliable as based on the new to the profession (NTP) data field in the Certified Staff Accounting

### Cons –

- Does not capture the fact that teachers generally continue to increase their effectiveness in the first few years of teaching.

## PROVIDING FEEDBACK

Enter your feedback online at [https://www.surveymonkey.com/r/TQual\\_SLC](https://www.surveymonkey.com/r/TQual_SLC)

### Educator Quality

A. Title I, Part A, Section 5 Equitable Access to Educators &

D. Title II, Part A Supporting Effective Instruction



# 2017 Spring Leadership Conference – Handout

## Topic Title: Educator Quality –Topic # 2—Out-of-Field Teacher Definition

Presenters: Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor

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TOPIC TITLE: Education Equity Definitions—Out-of-field Teacher

### DEED'S PROPOSAL

DEED proposes the following definition:

- **Out-of-field teacher:** A teacher teaching in a subject area that they are not endorsed to teach.

### ESSA APPLICATION ITEM

Title I, Part A, Section 5 Disproportionate Rates of Access to Educators (page 24-28)

### BACKGROUND / CONTEXT

#### ESSA Requirements

Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by **out-of-field teachers**, and the measures the State will use to evaluate and publicly report the progress of the State with respect to such description.

State and district report cards are required to include the professional qualifications of teachers, including information on the number and percentage of teachers who are not teaching in the subject or field for which the teacher is certified or licensed. This section requires that the information be presented in the aggregate for and disaggregated by high-poverty compared to low-poverty schools per ESSA section 1111(h)(1)(C)(ix).

The out-of-field teacher would apply to all content areas (e.g. PE, CTE, and \*\*\*\*). Not limited to core content areas as specified under NCLB. ESSA guidance indicates that out-of-field and teachers who are not teaching in the subject or field for which the teacher is certified or licensed would be the same.

#### Alaska's Current Reality

In the Alaska State Equity Plan (2015) has the following definitions for out-of-field teachers.

- **Out-Of-Field** – A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified, as defined in 4 AAC 06.899. To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.

With the passage of ESSA, Alaska chose to discontinue its Highly Qualified requirements in December 2016.

Alaska has new regulations that allow teachers to earn an endorsement based on passing a content area exam and having two years of experience in the teaching assignment to honor the high qualified efforts made.



# 2017 Spring Leadership Conference – Handout

**Topic Title: Educator Quality –Topic # 2—Out-of-Field Teacher Definition**

**Presenters: Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor**

## 2015-16 Staff Accounting Data

State of Alaska				
Designation for 2015-16*	Total Courses	Total NHQ	Percent NHQ	<b>2.1% Disproportionate Rate of Access to Courses taught by Out-of-Field Teachers</b>
High Poverty Level	3009	360	12.0%	
Middle Poverty Level	8737	738	8.4%	
Low Poverty Level	6378	633	9.9%	
<b>Total</b>	<b>18124</b>	<b>1731</b>	<b>9.6%</b>	

\*2016-17 Out-of-Field data is not available as use of Highly Qualified (HQ) was discontinued

## RATIONALE

### Stakeholder Input

Stakeholders asked that the new definition incorporate the lessons learned from Alaska's highly qualified requirements. For example, teachers endorsed in one area of science should be considered teaching in-field in all science areas.

### Other State Examples

STATE	Out of Field Definitions
North Dakota	Teachers who have been assigned to teach a class for which they are not highly qualified. This category does not exist in North Dakota as it is not allowable under state or federal law to assign an educator to teach a class for which they are not considered highly qualified.
Delaware	Those teachers who do not hold full certification required for a particular class and have demonstrated subject matter competence for the content of the class as outlined in Delaware statute.
Alabama	A teacher who holds a valid Alabama certificate that is not in the area(s) he/she is assigned to teach during the school day and who has limited content knowledge.
Washington	A teacher assigned to teach core academic classes but who is not properly endorsed in the subject(s) being taught.
South Carolina	A teacher who does not possess the requisite certification or certification permit for the course or grade level to which he or she has been assigned. Required Credentials for Professional Staff Members in the Instructional Programs of South Carolina's Public Schools, updated annually, establishes the acceptable certification credentials for educators working in various settings and roles.
Tennessee	Out-of-Field is defined as any course or grade that is taught by an educator who does not hold a valid license or the endorsement required to teach the course or grade.
Arizona	An "out-of-field teacher" is defined as "not teaching in the subject or field for which the teacher is appropriately certified according to applicable state law," per the Arizona Department of Education's approved equity plan, Ensuring Access to Excellent Educators in Arizona. This would include the requirement for special education teachers to be appropriately certified consistent with the Individuals with Disabilities Education Act (IDEA).

# 2017 Spring Leadership Conference – Handout

**Topic Title: Educator Quality –Topic # 2—Out-of-Field Teacher Definition**

**Presenters: Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor**

STATE	Out of Field Definitions
Vermont	An educator currently assigned to teach a subject and/or grade that is outside the field specified by their full license, or those who hold a provisional, apprentice, or emergency license for a placement where they have been assigned students.
Illinois	A teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license or endorsement
Idaho	A teacher who is not appropriately certificated or endorsed for the area in which he/she is teaching.
Maryland	Teachers teaching in a subject they are not certified to teach.

### Connection to State Board’s Strategic Objectives

Ensure excellent educators is one of the five State Board’s Strategic Objectives.

### KEY HIGHLIGHTS OF PROPOSAL

#### Pros –

- Allows district requested flexibility particularly in the sciences and social studies areas.
- More accommodating to small schools with teachers teaching multiple subject areas.
- Reduce burden on districts as data analysis would happen at the State by matching the teacher certification and certified staff accounting data collections.

#### Cons –

- Requires an endorsement instead of just passing a content area exam.
- This option still would be difficult in one or two teacher schools.

### PROVIDING FEEDBACK

Enter your feedback online at [https://www.surveymonkey.com/r/TQual\\_SLC](https://www.surveymonkey.com/r/TQual_SLC)

### Educator Quality

A. Title I, Part A, Section 5 Equitable Access to Educators &

D. Title II, Part A Supporting Effective Instruction



# ESSA Draft State Application – Handout

**Topic Title: Educator Quality–Topic #3 – Ineffective Teacher Definition**

**Presenter(s): Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor**

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TOPIC TITLE: *Educator Equity Definitions – Ineffective Teacher*

## DEED'S PROPOSAL

Summary:

DEED proposes the following definitions for ineffective teacher:

- A non-tenured teacher who was
  - on a plan of improvement under AS 14.20.149(b)(6), or
  - notified that their continued employment in the district was contingent on the implementation of a plan of improvement under AS 14.20.149 (b)(6) but resigned.
- A tenured teacher who was
  - receiving district support on a plan of professional growth under 4 AAC 19.010(h); or
  - any of the Level of Support indicators indicated for a non-tenured teacher.
- A teacher who has been absent from their assigned position for 20 days or more (excluding medical leave).

## ESSA APPLICATION ITEM

Title I, Part A, item 5 Disproportionate Rates of Access to Educators (page 24-28)

## BACKGROUND / CONTEXT

### ESSA Requirements

Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by **ineffective teachers** and the measures the State will use to evaluate and publicly report the progress of the State with respect to such description. (Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.)

### Alaska's Current Reality

Alaska does not have a current definition for ineffective teacher.

The Equitable Access to Excellent Educators Plan for Alaska (2015) has definitions for unqualified, out-of-field, and inexperienced teachers. The plan also defined excellent.

- Unqualified Teacher – An educator with a bachelor's degree and no educator preparation. They are currently teachers of record as a subject-matter expert, through an alternative route or a Special Education waiver and enrolled in an educator preparation program.
- Excellent Teacher – A teacher who is licensed and fully prepared to teach in his/her assigned content area. (This definition is not required for the ESSA State Application. It can be redefined for Alaska in addressing the State Board's Strategic Objective: Ensure excellent educators.)

# ESSA Draft State Application – Handout

## Topic Title: Educator Quality–Topic #3 – Ineffective Teacher Definition

### Presenter(s): Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor

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Through statutes and regulations, districts are required to have an educator evaluation system based on Alaska's Professional content and performance standards for Teachers. The purposes of educator evaluation are:

- Helps Alaska educators grow professionally
- Improves the effectiveness of instruction
- Relates to the future employment of the educator

Districts have the option to develop their own framework based on the Alaska Teacher Standards or adopt one of three approved research based observation frameworks. The majority of districts are using either Danielson or Marzano observation frameworks.

Currently, 4 AAC 19.055 requires Alaska districts to report the number and percent of teachers, administrators and special service providers at each level of support needed disaggregated by tenured and non-tenured educators. This information is reported at the district-level, not at the school-level.

Data from the 2011-12 Civil Right Data Collection shows that the percentage of teachers in Alaska who were absent more than 10 days of the regular school year was 39.2%. Absences include both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Absences did not include administratively approved leave for professional development, field trips or other off-campus activities with students.

In schools and districts across Alaska, it is difficult to find certified substitute teachers. This reality magnifies the negative impact of excessive teacher absences on Alaska students.

## RATIONALE

### Stakeholder Input

Using the Educator Evaluation & Support data aligns to the accountability for educators in state law and regulations and provides coherence in eliminating duplicative systems. The burden on districts is limited to providing school level reporting and is feasible as this information is already available. Districts expressed concerns about ensuring the confidentiality of teacher evaluation data when reporting on schools with small numbers of teachers. All reporting would follow similar rules as used for student data.

### Other State Examples

Analysis of Other States' Definitions:

- Evaluation Overall Score
  - Delaware, Illinois, Maryland, North Dakota, South Carolina
- Evaluation Overall Score including Student Growth
  - Arizona, Tennessee
- Evaluation Overall Score by Experience
  - Washington
- Instruction, Learning, Professionalism, Dedication
  - Alabama
- Out-of-Field and License
  - Vermont

# ESSA Draft State Application – Handout

## Topic Title: Educator Quality–Topic #3 – Ineffective Teacher Definition

Presenter(s): Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor

STATE	Ineffective Definition
Alabama	An ineffective teacher may be properly certified to teach in his/her content area but is not able to demonstrate strong instructional practices, significant growth in student learning, and professionalism and dedication to the field of teaching.
Arizona	Per the State Board of Education approved Arizona Framework for Measuring Effective Educators, an “ineffective teacher” is one who consistently fails to meet expectations and requires a change in performance due to minimal competency with adopted professional standards. Students with an ineffective teacher generally make unacceptable levels of academic progress, as measured by the appropriate course or grade level assessment.
Delaware	A teacher who has shown a pattern of ineffective teaching as defined in Delaware statute as follows: A pattern of ineffective teaching shall be based on the most recent Summative Evaluation ratings of a teacher using the Delaware Performance Appraisal System (DPAS) II process or a state-approved alternate evaluation system.
Illinois	A teacher who has received a “needs improvement” on an evaluation and, in a subsequent evaluation, received a rating of “unsatisfactory” or “needs improvement.”
Maryland	An educator who is deemed unsuccessful by a State approved local evaluation model.
North Dakota	A teacher is considered ineffective within a specific element/component in which the teacher rates a one in the teacher evaluation model.
South Carolina	Any teacher receiving a “not met” rating as outlined in Expanded ADEPT system guidelines. Guidelines are subject to change upon system feedback and SBE approval.
Tennessee	Ineffective is defined as Below Expectations and Significantly Below Expectations. Ineffective educators are shown to produce limited or no student growth.
Vermont	Teachers who are teaching out-of-field on an emergency or temporary license.
Washington	Teacher and principals will be identified as ineffective if: More than 3 years of experience: 2-Basic or 1-Below Basic 0–3 years of experience: 1-Below Basic

Use of teacher attendance in other states:

- New Mexico is using attendance as one part of its evaluation system that determines overall effectiveness.
- Rhode Island is using attendance as one indicator in its accountability system.

### Connection to State Board’s Strategic Objectives

Ensure excellent educators is one of the five State Board’s Strategic Objectives.

# ESSA Draft State Application – Handout

**Topic Title: Educator Quality–Topic #3 – Ineffective Teacher Definition**

**Presenter(s): Cecilia Miller, Sondra Meredith & Hella Bel Hadj Amor**

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## KEY HIGHLIGHTS OF PROPOSAL

### Pros –

- In general, districts' evaluation systems are based on approved proven observation systems.
- Burden on districts would be limited as the school level data is already available locally.
- Research suggests teacher attendance is an important factor in student achievement. Incorporating attendance into the ineffective definition would highlight the importance of teachers being in the classroom.

### Cons –

- The data may not be as valid and reliable since this was a new data collection starting in 2016-17.
- The levels of support may not be comparable across districts depending on districts' implementation.
- Additional school level data reporting requirement for districts.
- There are concerns about the confidentiality of evaluation results.
- The correlation between teacher attendance and their ability to increase student achievement may be low.
- A new data collection to the state would be needed on teacher attendance.
- Is 20 or more days the right number for this definition?
- Should we include other exceptions than medical?

## PROVIDING FEEDBACK

Enter your feedback online at [https://www.surveymonkey.com/r/TQual\\_SLC](https://www.surveymonkey.com/r/TQual_SLC)

### Educator Quality

A. Title I, Part A, Section 5 Equitable Access to Educators &

D. Title II, Part A Supporting Effective Instruction



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

**June 7, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 1A**

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**◆ ISSUE**

The board will receive an update on the work of the joint committee of University of Alaska regents and board members.

**◆ BACKGROUND**

- The joint committee meets periodically to discuss issues of mutual concern regarding the K-12 school system and the university system.
- Vice-Chair Sue Hull and Deputy Commissioner Sana Efird will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is necessary.

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

**June 7, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 2**

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**◆ ISSUE**

The board will receive an update on the work of Alaska's Education Challenge committees.

**◆ BACKGROUND**

- Governor Bill Walker introduced Alaska's Education Challenge in his State of the State Address in January 2017. He challenged Alaskans to establish an efficient, sustainable, and comprehensive system to provide an excellent education for every student.
- The board, in its strategic planning, had established five priorities: increase student learning, inspire community ownership of educational excellence, modernize the education system, ensure excellent educators, and promote safety and well-being.
- For each of the priorities, a committee of parents, students, educators, tribal members, legislators and others -- co-chaired by board members -- are meeting periodically into September in public meetings. The committees will submit their recommendations to the board, which will prepare a report for the Governor and Legislature by year-end.
- Alaskans can follow the process at <https://gov.alaska.gov/administration-focus/alaskas-education-challenge/>
- Education consultant Jerry Covey, who facilitated the board's strategic planning and is facilitating Alaska's Education Challenge, will be present to address the board.

**◆ OPTIONS**

This is an information item. No action is necessary.



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

**June 7, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 3**

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**◆ ISSUE**

The board will be asked to discuss: 1) procedures for a self-evaluation, and 2) the appointment of a subcommittee to review the board's bylaws.

**◆ BACKGROUND**

- Recommendation 1.2.4 of the department's most recent performance report is that the board conduct annual self-evaluations. The board has the authority to decide whether to conduct self-evaluations and, if so, what procedures to use.
- The board has expressed a desire to review its bylaws. The National Association of State Boards of Education recently analyzed the board's bylaws. The board may wish to form a subcommittee to study the NASBE report.
- Deputy Commissioner Sana Efird 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**

**June 7, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 4**

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**◆ ISSUE**

This is a standing report to the board regarding legislation and budget.

**◆ BACKGROUND**

- The board will be briefed on current legislation for the 2017 legislative session that affects the department.
- The board also will be briefed on the status of the department's FY2018 budget.
- Marcy Herman, Legislative Liaison, and Heidi Teshner, Director of Administrative Support Services, 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**

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 5A**

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**◆ ISSUE**

The board is being asked to open a period of public comment on amended regulations regarding the minimum standards for Alaska school buses.

**◆ BACKGROUND**

- The National Conference on School Transportation is held every five years to review and amend the national minimum standards for school buses. A team of transportation professionals from around the state served as the Alaska delegation to the National Conference on School Transportation. The pupil transportation administrator for the department served as the chair of the Alaska delegation. The department made amendments to the national standards and contacted other Alaska pupil transportation stakeholders to solicit additional amendments to the national standards for adoption as the Minimum Standards for Alaska School Buses.
- The proposed regulations would adopt the National Specifications adopted at the 2015 National Conference, and would adopt the attached revisions to those national specifications as the Minimum Standards for Alaska School Buses, 2017 Revised Edition.
- Behind this cover memo are: 1) the proposed amended regulations, and 2) the Minimum Standards for Alaska School Buses, 2017 Revised Edition. The national standards are at <http://www.ncstonline.org/>.
- Heidi Teshner, Director of Finance & Support Services, and Elwin Blackwell, School Finance 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 27.110 is amended to read:

**4 AAC 27.110. Supplementary publications pertaining to pupil transportation.** The following handbooks are adopted by reference as the minimum standards for school buses in Alaska:

[(1) REPEALED 3/24/2007;

(2) REPEALED 3/24/2007;]

**(1)** [3] for school buses manufactured on or after September 11, 1994, but before January 1, 2002

(A) National Standards for School Buses, found on **pages** [PP.] 1 - 31 of the 1990 National Standards for School Buses and Operations, published by the National Safety Council, 444 North Michigan Avenue, Chicago, Illinois 60611; and

(B) Minimum Standards for Alaska School Buses, 1994 Revised Edition, published by the department;

**(2)** [(4)] for school buses manufactured on or after January 1, 2002, but before January 1, 2007

(A) National Specifications for School Buses, found on **pages** [PP.] 1 - 71 of the National School Transportation Specifications & Procedures, 2000 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2001 Revised Edition, published by the department;

**(3)** [(5)] for school buses manufactured on or after January 1, 2007, but before January 1, 2012

(A) National Specifications for School Buses, found on pages 1 - 81 of the National School Transportation Specifications & Procedures, May 2005 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2006 Revised Edition, published by the department;

**(4) [(6)] for school buses manufactured on or after January 1, 2012, but before January 1, 2018**

(A) National Specifications for School Buses, found on pages 1 - 70 of the National School Transportation Specifications & Procedures, May 2010 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2011 Revised Edition, published by the department.

**(5) for school buses manufactured on or after January 1, 2018**

**(A) National Specifications for School Buses, found on pages 13 – 81 of the National School Transportation Specifications & Procedures, 2015 Revised Edition, published by NASDPTS, 5307 Indigo Way, Middleton, WI 53562; and**

**(B) Minimum Standards for Alaska School Buses, 2017 Revised Edition, published by the department.** (In effect before 7/28/59; am 10/8/66, Register 24; am 10/14/68, Register 27; am 5/30/71, Register 38; am 9/14/77, Register 63; am 11/14/80, Register 76; am 12/23/81, Register 80; am 9/11/94, Register 131; am

Register \_\_\_\_\_, \_\_\_\_\_ 2017 EDUCATION AND EARLY DEV

11/23/2001, Register 160; am 3/24/2007, Register 181; am 6/24/2012, Register 202; am  
\_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.09.010  
AS 14.07.030 AS 14.07.070

# MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

## INTRODUCTION

The purpose of this document is to specify school bus minimum standards which modify or supplement the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*. When using this document, you must have in hand the national specifications referred to above.

The *Minimum Standards for Alaska School Buses, 2017 Revised Edition*, contains the production and equipment standards required for school buses that transport students to and from school. In addition to national specifications, the *Minimum Standards for Alaska School Buses* must comply with applicable *Federal Motor Vehicle Safety Standards (FMVSS)* and other state and federal standards applicable to school buses on the date of manufacture.

The *Minimum Standards for Alaska School Buses, 2017 Revised Edition*, is applicable to school buses manufactured on or after January 1, 2018. Within one year after date of publication of each revised edition of the *National School Transportation Specifications for School Buses*, it is the intent of the Department of Education & Early Development to review the Alaska Standards and revise as appropriate to conform to public input, national standards, and statutory/regulatory requirements of Alaska.

The *Minimum Standards for Alaska School Buses, 2017 Revised Edition*, is organized into three distinct sections. The definitions of types of school buses are found on pages 342-343 of the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*.

The **Bus Body and Chassis Specifications** section sets the standards applicable to school bus bodies and chassis manufactured for, or used in, Alaska.

The **Specially Equipped School Bus Specifications** section establishes standards for buses used for transporting students with special needs.

The **Alaska Bus Equipment Specifications** section establishes auxiliary equipment requirements for buses transporting students in Alaska.

Copies of the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*, are available from:

NASDPTS  
5307 Indigo Way  
Middleton, WI 53562  
Fax: (608) 827-6355

Or download from internet site:

<http://www.ncstonline.org/>

# MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

## BUS BODY AND CHASSIS SPECIFICATIONS

*The following Alaska Standards modify or supplement the **Bus Body and Chassis Specifications**, found on pages 29 through 70 of the National School Transportation Specifications & Procedures, May 2015 Revised Edition.*

### Certification

*Replace **Certification**, page 34 of the National Specifications, with the following:*

**The supplying vendor or dealer shall supply original to the District and copy to the Alaska Department of Education & Early Development, Pupil Transportation, certification in writing that its product meets Alaska Minimum Standards on items not covered by the FMVSS certification requirements of 49 CFR Part 567.**

**A. A permanent label or metal plate shall be secured and readily visible in the driver's compartment upon which states the bus meets minimum standards for Alaska, un-laden weight, GVWR, and the manufacturer's maximum possible rated seating capacity of the bus.**

### Emergency Exits

*Add **Emergency Exits C.5.**, page 43 of the National Specifications, to read as follows:*

**C.5. Each bus shall have a red or black arrow in the inside and a black arrow on the outside of the emergency door showing direction of throw of handle.**

### Exhaust

*Add **Exhaust C.1.**, page 44 of the National Specifications, to read as follows:*

**C.1. The exhaust tail pipe may be extended beyond the rear bumper and vertically, to exhaust above the roof line of the bus, and must be shielded or insulated.**

### Floors

*Add to **Floors D.**, page 46 of the National Specifications, the following:*

**D. The fuel tank access plate shall be insulated.**

*Add **Floors E.**, page 46 of the National Specifications, to read as follows:*

**E. The floor shall have an overlay of 5-ply plywood 5/8 inch minimum (1/2" minimum in Type A buses,) marine-grade, or pressure-treated plywood. Edges of wood shall be located no less than 1/4" from sides of bus to allow for expansion and contraction. The wood and the steel**



# MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

shall be bonded to prevent accumulation of moisture on the top surface of the steel floor and under the surface of the wood floor.

## Fuel System

*Add to Fuel System A., page 46 of the National Specifications, with the following:*

**A. Fuel tank(s).** Each tank shall be filled from and vented to the outside of the passenger compartment. A fuel filler “bucket” shall be present on all types of buses. The filler bucket shall be designed similarly to the illustrations in Appendix A of the Minimum Standards for Alaska School Buses 2017 Revised Edition.

## Heating and Air Conditioning Systems

*Replace Heating System A.4, page 47 of the National Specifications, with the following:*

**A.4.** The heating system shall be capable of maintaining the ambient temperature throughout the bus of not less than 45 degrees Fahrenheit during average minimum January temperature as established by the U.S. Department of Commerce, National Weather Service (NOAA), for the area in which the vehicle is to be operated. The inside temperature is to be measured midway back in the bus at shoulder height of seated school children.

**A.4.A.** It is the sole responsibility of the vendor to meet all requirements in line item 4 under Heating and Air Conditioning Systems of this document.

**A.4.B.** It is the sole responsibility of the contractor/district to supply the vendor with all pertinent information pertaining to the average weather conditions in the service areas in which the bus will be operated.

**A.4.C.** New heating technology must be approved in advance by the department.

## Identification

*Replace Identification B.1, page 52 of the National Specifications, with the following:*

**B.1.** Ownership identification with minimum five inch high lettering on the beltline or directly below the windows on each side of the bus.

*Replace Identification C.6, page 52 of the National Specifications, to read as follows:*

**C.6.** There shall be a sign located below the rear window of the bus in area(s) visible to the approaching motorist, which reads STOP ON FLASHING RED. "STOP" shall be printed on the rear of the bus in letters at least 8 inches high. "ON FLASHING RED" shall be printed below "STOP," in letters at least 4 inches high. The sign shall be red

# MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

letters on white reflective background.

## Insulation

*Replace Insulation (Optional), page 54 of the National Specifications, with the following:*

**A. All space between the inner and outer panels in the roof, sidewalls, body posts and roof channel cavities, including front and rear body cavities, shall be filled with fiberglass or other insulating material which will meet Federal Motor Vehicle Safety Standard No. 302 where applicable. The insulation shall be firmly installed so it will retain its original position.**

## Lamps and Signals

*Add to Lamps and Signals A.1, page 55 of the National Specifications, the following:*

**A.1. A loading light shall be installed, outside and to the rear, or above the service door to illuminate the area in front of the door. The step-well light and loading light shall be illuminated by a service door-operated switch, to illuminate only when the service door is open.**

*Replace Lamps and Signals F., page 57 of the National Specifications, with the following:*

**F. Roof Mounted Strobe Light**

**1. A strobe light shall be mounted on the roof of the school bus, and meet all NSTS&P standards J845, with a 4 inch minimum height. The light shall be located on the center line of the roof no less than four (4) feet from the rear of the bus and not to exceed one third (1/3) the body length forward from the rear of the roof edge. The light must be in operation when students are on the bus.**

## Stirrup Steps

*Replace Stirrup Steps, page 65 of the National Specifications, with the following:*

**If the windshield and lamps are not easily accessible from the ground, there shall be at least one folding stirrup step or recessed foothold and suitably located handles on each side of the front of the body for easy accessibility for cleaning. Steps are permitted in or on the front bumper in lieu of the stirrup steps, if the windshield and lamps are easily accessible for cleaning from that position.**

## Stop Signal Arm

*Add to Stop Signal Arm, page 65 of the National Specifications, the following:*

**Stop Signal Arm shall be required.**

# MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

## Storage Compartment

*Replace Storage Compartment (Optional), page 65 of the National Specifications, with the following:*

**A storage container for tools, tire chains, and/or tow chains shall be located on the right side of the bus outside the passenger compartment, whenever possible. If inside, it shall be fastened to the floor at rear of bus and have a cover with a positive fastening device.**

## Ventilation

*Add Ventilation B.3, page 68 of the National Specifications, to read as follows:*

**B.3. Auxiliary window fans. Bus Types B, C, and D shall have two fans, each fan shall be operated by its own switch and not to be placed so as to interfere with vision. Bus Type A will only require one fan.**

## Windows

*Add Windows D., page 69 of the National Specifications, to read as follows:*

**D. The following windows shall be thermo pane:**

- 1. Window to left of driver. OEM factory standard is acceptable for Type A, Type B, and Type C cutaway buses.**
- 2. All windows in service door.**

## **SPECIALLY EQUIPPED SCHOOL BUS SPECIFICATIONS**

The following Alaska Standards modify or supplement the Specifications for Specially Equipped School Buses found on pages 71 through 81 of the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*.

## Communications

See Alaska Bus Equipment Specifications.

## Special Light

*Add Special Light A., page 78 of the National Specifications, to read as follows:*

**A. An exterior light shall be installed on exterior of bus, within 12 inches of the wheelchair lift door opening for the illumination of outside the bus.**

# MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

## ALASKA BUS EQUIPMENT SPECIFICATIONS

The following Alaska Standards supplement the Specifications for Bus Chassis, Bus Body and Specially Equipped School Buses found on pages 29 through 81 of the *National School Transportation Specifications & Procedures, May 2015 Revised Edition*, and in the preceding sections of this *Alaska Minimum Standards* document.

### General

Equipment listed in this section is required to be on each bus used for transporting school children before the bus is placed into service. However, the nature of this equipment is such that it can be easily moved from a retired bus to a new one, and may not need to be purchased for each replacement bus. School bus manufacturers are not required to provide this equipment unless the items are specified in the purchase order.

### Communications

**All school buses shall be equipped with a two-way electronic voice communication system before the bus is placed into service. Systems may be provided by end-user.**

### Emergency Equipment

*Add Emergency Equipment A.3. page 41 of the National Specifications, to read as follows:*

**A.3. Fire extinguishers shall be ABC 5 (five) pound and affixed with a current certification tag unless within first year of manufacture date code of fire extinguisher.**

*Add Emergency Equipment B.3. page 42 of the National Specifications, to read as follows:*

**B.3. First Aid Kit shall meet the national standard suggested contents.**

*Add Emergency Equipment C.1-3. page 42 of the National Specifications, to read as follows:*

### **C. Body Fluid Clean-up Kit**

**1. Each bus shall have a removable moisture proof and dust proof body fluid clean-up kit mounted in an accessible place within the driver's compartment. This place shall be marked to identify its location.**

**2. Minimum contents shall include:**  
1-cardboard scraper and scoop  
1-pair latex disposable gloves  
2-packages germicidal hand wipes  
1-disposable face mask  
2-plastic bags  
2-twist ties  
3-disposable paper towels  
1-4 oz. package stabilized chlorine absorbent deodorant or equivalent.

# MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES 2017 REVISED EDITION

3. Detailed instructions on use of contents shall accompany each kit.

*Add to Emergency Equipment D., page 42 of the National Specifications, the following:*

## **D. Warning Devices**

**When flares are utilized, they must be stored in an exterior compartment and labeled accordingly.**

## **Tire Chains and Tire Chocks**

**Tire chains and tire chocks are required and must be stored in a storage compartment. *Ref. Storage Compartment/Bus Body Specifications for storage.***

**Optional items: Dependent on climate, demographic, and District areas. (Including, but not limited to.)**

**Auxiliary driving lights (moose lights), auxiliary heaters, thermo pane windows in passenger area, crossing gates, drop chains, heated step treads, rear air foils, rear stop arms, and heated wiper blades.**

**MINIMUM STANDARDS FOR ALASKA SCHOOL BUSES  
2017 REVISED EDITION**

**Appendix A**

**Fuel “Bucket” Illustrations**



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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 5B**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations regarding: 1) assessments and 2) assessment achievement level scores on the Performance Evaluation for Alaska's Schools assessments in English language arts and mathematics and for the Alternate Assessments in science.

**◆ BACKGROUND**

- Currently, Alaska regulation 4 AAC 06.737 requires districts to administer standards-based assessments in English language arts and mathematics annually to every student in grades three through ten. The proposed change in the regulation would allow the department the flexibility to test in only one grade in high school.
- The new Performance Evaluation for Alaska's Schools (PEAKS) assessments for English language arts (ELA) and mathematics were administered for the first time in spring 2017.
- New assessments require the development of new score ranges to determine student performance in each achievement level. These score ranges are adopted in regulation.
- On the PEAKS ELA and mathematics assessments, students score on a scale placing them into one of four achievement levels. Based on stakeholder feedback, the four achievement levels proposed are: advanced, proficient, below proficient, and far below proficient. Students who score at the proficient or advanced level are meeting the standards.
- The "cut points" that are proposed to set the ranges of scores for each PEAKS achievement level are being determined through a process of review called "standard setting." Alaskan educators are participating in this process May 30-June 3 to determine recommended cut points for the score ranges. The work is based on achievement level descriptors that had been drafted by Alaskan educators in April 2017.
- The proposed methodology used for setting the score ranges was reviewed and approved by the Alaska Technical Advisory Committee in May.
- The proposed regulations in this packet do not include the proposed scores because they will not be available until the board meeting. An updated set of regulations with the proposed score ranges and preliminary impact data showing the percentage of students that would score at each level will be presented at the meeting.
- The Alaska Alternate assessment (AA) is taken by students with severe cognitive disabilities. Alaskan students participated in the Dynamic Learning Maps (DLM) science

assessment for the first time in 2017. The items on the science AA are linked to the science standards.

- On the Alaska Alternate assessments in science, students' scores place them into one of four achievement categories: emerging, approaching target, at target, or advanced (from low to high).
- Panelists from partner states that use the assessment participated in the standard-setting event in Kansas City, Missouri, from June 15–17, 2016. The majority of panelists were educators with experience in science and/or in teaching students with significant cognitive disabilities. The DLM Technical Advisory Committee reviewed methodology and cut scores; state partners accepted the recommended scores.
- The proposed regulations can be found behind this cover memo.
- Margaret MacKinnon, Director of Assessment & Accountability will be present to brief the board.

◆ **OPTIONS**

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



Register \_\_\_\_\_, \_\_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.737 is amended to read:

**4 AAC 06.737. Standards-based test.** The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for English language arts, mathematics, and science. For school years 2012 - 2014, the standards-based test must test for mastery of the reading, writing, mathematics, and science standards described in the department's publication Alaska Standards: Content and Performance Standards for Alaska Students, as revised as of March 2006, and adopted by reference for purposes of administering a standards-based test through school year 2013 - 2014. For school years after school year 2013 - 2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a). Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in English language arts and mathematics annually to every student in grades three through **eight and at least once in grades nine through twelve** [TEN], and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am 12/26/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.739(b) is repealed and readopted 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:

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
English language arts: Advanced	542 - 600	538 - 600	548 - 600	551 - 600	546 - 600	541 - 600	535 - 600	535 - 600
English language arts: Proficient	500 - 541	500 - 537	500 - 547	500 - 550	500 - 545	500 - 540	500 - 534	500 - 534
English language arts: Below Proficient	464 - 499	468 - 499	464 - 499	473 - 499	471 - 499	469 - 499	471 - 499	470 - 499
English language arts: Far Below Proficient	400 - 463	400 - 467	400 - 463	400 - 472	400 - 470	400 - 468	400 - 470	400 - 469
Mathematics: Advanced	554 - 600	559 - 600	568 - 600	554 - 600	559 - 600	562 - 600	570 - 600	568 - 600
Mathematics: Proficient	500 - 553	500 - 558	500 - 567	500 - 553	500 - 558	500 - 561	500 - 569	500 - 567
Mathematics: Below Proficient	458 - 499	460 - 499	462 - 499	454 - 499	451 - 499	448 - 499	450 - 499	445 - 499
Mathematics: Far Below Proficient	400 - 457	400 - 459	400 - 461	400 - 453	400 - 450	400 - 447	400 - 449	400 - 444

(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 \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.015 AS 14.07.030 AS 14.07.060  
AS 14.07.020

4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in 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 the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710. Achievement levels for the English language arts, [AND] mathematics, **and science** Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. [ACHIEVEMENT LEVELS FOR THE SCIENCE ALASKA ALTERNATE ASSESSMENT ARE ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT. STUDENTS OBTAINING AN ACHIEVEMENT LEVEL OF ADVANCED OR PROFICIENT MEET STANDARDS.] To obtain an achievement level in

...

4 AAC 06.775(b)(2) is repealed and readopted to read:

(2) science on the 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 Target	15-20	16-22	16-22
Science: Approaching Target	9-14	10-15	8-15
Science: 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 \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.075                      AS 14.07.060                      AS 14.07.165  
AS 14.07.020

## Process to Propose Score Ranges for Assessment Achievement Levels

### *PEAKS*

- Alaska Standards define what students should know and be able to do in content areas; achievement level descriptors articulate how much they should know and be able to do at each achievement level. A group of 35 Alaskan educators met in April to draft Achievement Level Descriptors (ALDs) specific to each grade for English Language Arts (ELA) and Mathematics.
- 68 Alaska educators gathered May 30-June 3 to determine the proposed range of scores in each achievement level using the Achievement Level Descriptors set in April. Educators used a process called “standard setting.” These accepted research-based procedures have been used since the 1990’s and have been used previously in Alaska for the statewide assessments. The process was led by facilitators from DRC. Staff members from DEED were present to observe and to serve as resources.
- Panelists for Standard Setting were chosen from the pool of applicants based on their experience with the new ELA and math standards, and based on their supervisor’s reference. Panelists represented 22 school districts in the state. Educators represented a diversity of schools by location and size.
- The panelists selected to participate were evenly divided with 34 panelists for ELA and 34 for math. 48 participants were current classroom teachers and others were currently serving in administrative or specialist roles. The average length of classroom experience was 15 years, with a maximum of 35 years of experience. 62% of the panelists had experience with students with disabilities, and 66% had experience with English learners. Most of the panelists had previous experience in participating in setting scores, reviewing items, or drafting achievement level descriptors for the SBA and/or AMP assessments.
- All 34 educators within a content area first worked through recommendations for grade 6, then for grade 7. After setting initial recommendations, as a whole group, for grades 6 & 7, the whole group split into lower and upper grades. The 17 educators with experience in elementary grades 3-6 worked on recommendations for grade 5, then grade 4 and finally grade 3. The 17 educators with experience in secondary grades 7-10 worked on recommendations for grade 8, then grade 9 and finally grade 10.
- To begin, each educator reviewed the Achievement Level Descriptors for each grade and identified the differences in levels for each standard. After the ALD review, the educators took each test, thinking about what knowledge and skills were reflected in each question. The educators then described what knowledge and skills a student would need to barely make it into each achievement level using the Achievement Level Descriptors as a guide. The educators were looking for borderline achievement because cut scores between achievement levels are set at those borders. The panelists would recommend the cuts between the far below/below proficient, below proficient/proficient, and proficient/advanced achievement levels.

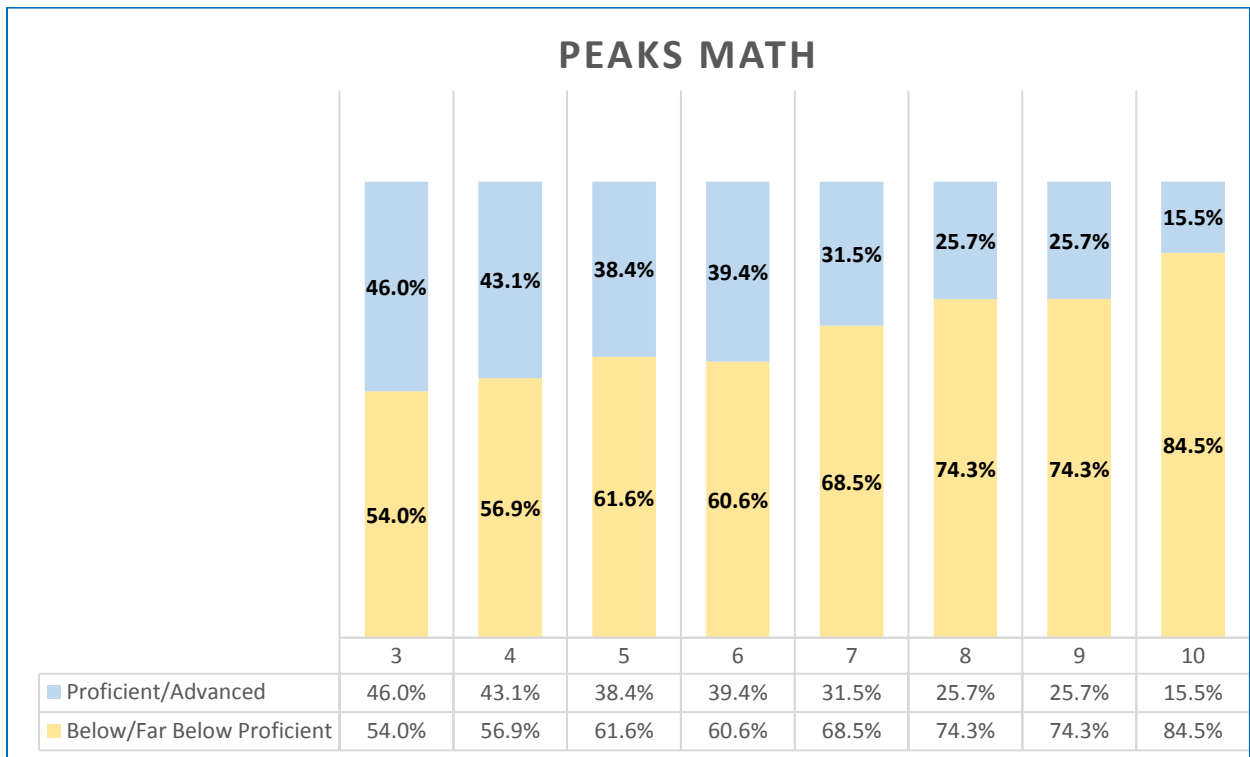
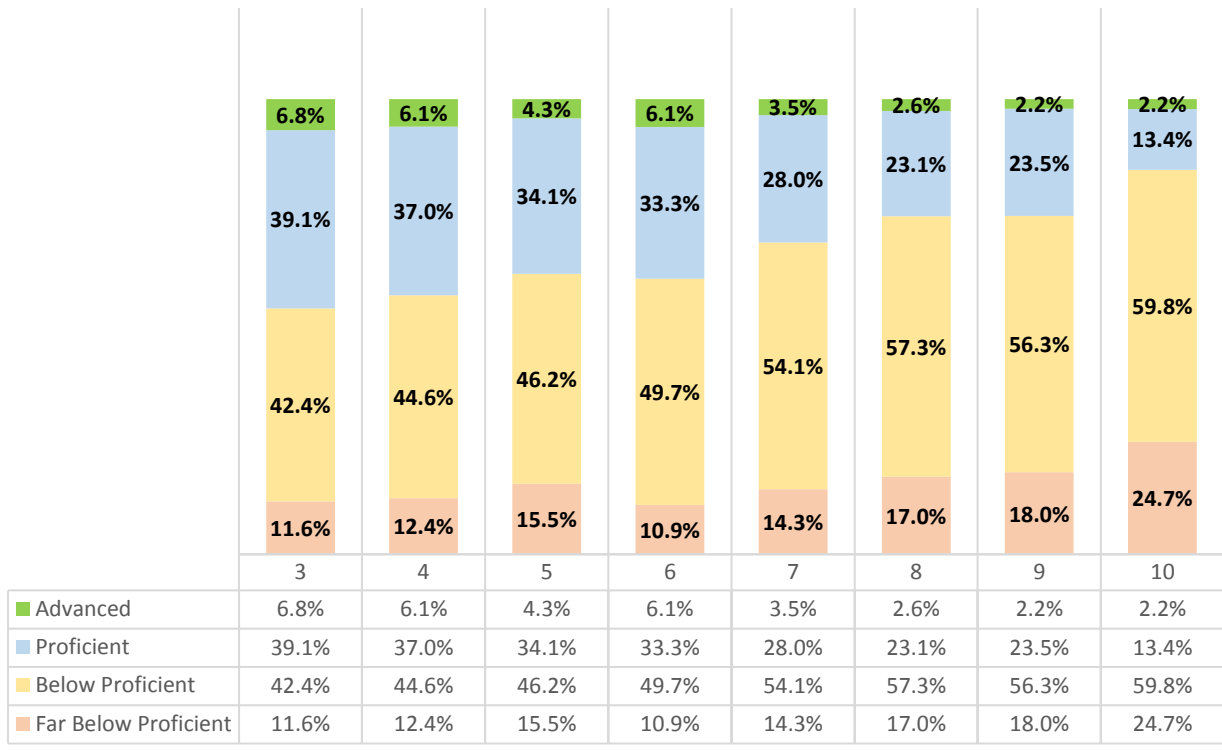
- The educators received an Ordered Item Booklet (OIB) presenting the test questions in order of difficulty, from easiest to hardest, as determined by the number of students who answered each question correctly. Educators then reviewed each test question in the OIB. The educators discussed what made each question more difficult than the one before it, using their professional judgment about the standards, the achievement level descriptors, and the ability of the Alaska students in that grade level.
- Each educator individually determined if a borderline student scoring at the “just proficient” level should be able to answer the question correctly. They repeated this process for the borderline students in the below proficient and advanced achievement levels.
- After submitting their individual recommendations, each table group received feedback on the scores in their group, including the median and the range of their recommendations. The educators discussed their decisions in small groups. Educators referred to the standards and the descriptions of achievement levels to inform their discussions. Following the discussion, each educator could change his or her individual decision. Consensus or agreement was not required.
- After two rounds of panelists’ recommendations and discussion, the educators were told what percent of students from the PEAKS 2017 tests would fall into each achievement level in the subject area and grade level of the test, based on the median of the panelists’ recommendations. The educators also were given information about the performance of Alaskan students on the NAEP tests as well as the performance on the previous AMP Assessment. The educators discussed their decisions in a large group. Similar to previous rounds, following the discussion, each educator could move his or her recommendation during the third round of the process.
- Following the third round, 24 educators (12 for math, 12 for ELA) from within the larger group of panelists served on articulation panels to review all of the proposed cut scores. The articulation panel reviewed the results to be sure that the cut scores represented a similar level of rigor across all of the grade levels. These groups reviewed the items for several grade levels and proposed several changes.
- An internal team of department staff reviewed the recommendations from the panels of educators with Commissioner Johnson. After consideration, the department team made minor technical adjustments to the recommended cut scores that fell within 1 standard error of measurement from the panelists’ recommended scores. It was important to the department team to honor the work and professional judgment of the Alaskan educators. It was also important to reflect the reality of the performance of Alaska’s students on the new standards and to recognize the performance of Alaska’s students compared to those of other states on the National Assessment of Education Progress (NAEP).

## *Alaska Alternate Assessment*

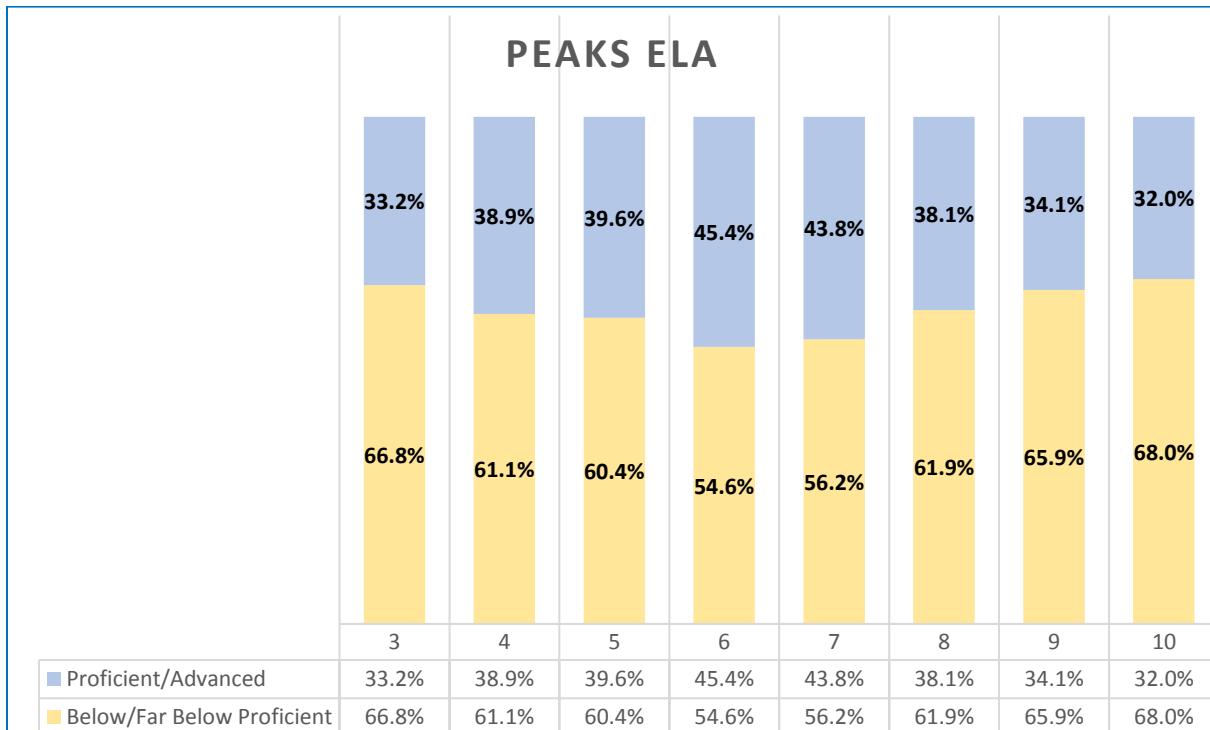
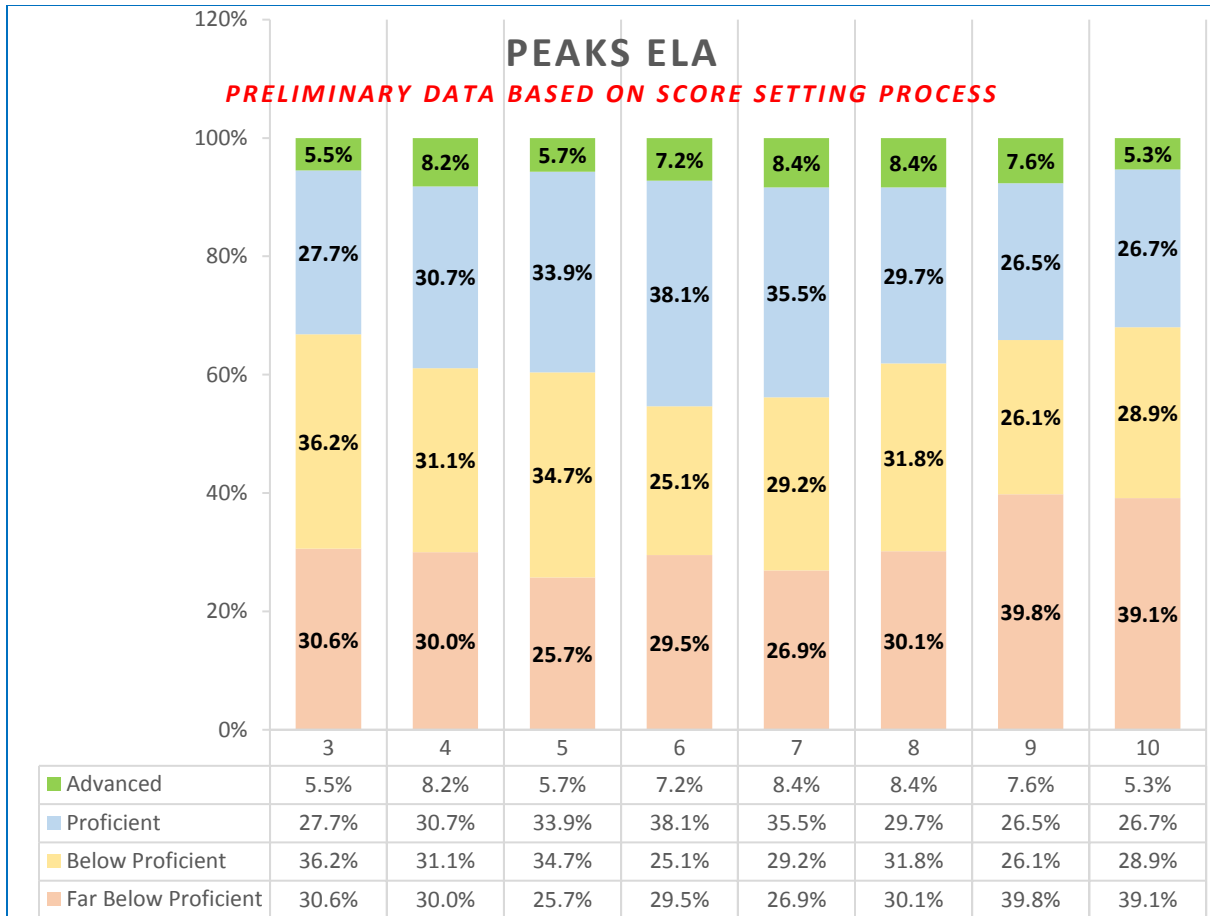
- Students with the most significant cognitive disabilities (approximately 225 Alaska students) take the Alaska Alternate Assessment in Science.
- The Alaska - Dynamic Learning Maps (DLM) Essential Elements are specific statements of knowledge and skills linked to the Alaska Standards for Science. The purpose of the Alaska – DLM Essential Elements is to build a bridge from the content in the Alaska Standards to academic expectations for students with the most significant cognitive disabilities.
- Alaska administers the Dynamic Learning Maps assessment (DLM) as the Alaska Alternate Assessment. DLM is administered by the Assessment and Achievement Institute (AAI) of the University of Kansas.
- Student performance is assessed on Essential Elements (EEs), challenging content standards for the population. Each EE specifies an academic target, and for each EE in science there are skills at three linkage levels (LLs). Each linkage level represents a juncture on the path toward reaching the target for that EE and is based on the student’s level of communication skills. There are two levels below the target and one at the target.
- In DLM, students take testlets on essential elements of the standards. Testlets are chosen based on the communication skills of the student which determines which linkage level to use for assessment.
- Results are reported in four achievement levels based the numbers of linkage levels (LLs) mastered. The number of LLs possible varies by grade and subject.
- Achievement levels are:
  1. The student demonstrates *emerging* understanding of and ability to apply content knowledge and skills represented by the Essential Elements. (EM)
  2. The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is *approaching the target*. (AP)
  3. The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is *at target*. (T)
  4. The student demonstrates *advanced* understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements. (ADV)
- Process to determine cut scores for score ranges in each achievement level:
  - Panelists from partner states that use the assessment participated from June 15–17, 2016 in the standard setting event in Kansas City, MO. The majority of panelists were educators with experience in science and/or in teaching students with significant cognitive disabilities.
  - The task of the panelists was to judge how many total linkage levels across the essential elements a student should master in order to reach each achievement level.
  - The DLM Technical Advisory Committee reviewed methodology and cut scores and state partners accepted the recommended scores.

## PEAKS MATH

*PRELIMINARY DATA BASED ON SCORE SETTING PROCESS*







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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 5C**

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**◆ ISSUE**

The board is being asked to open a period of public comment on amended regulations regarding the definition of vocational education.

**◆ BACKGROUND**

- The federal Perkins IV Act states in §315—Limitation for Certain Students, that “No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.” Thus, federal law allows Perkins funds to be spent on programs for students in grades seven through twelve.
- However, Alaska regulation 4 AAC 51.390(4), under definitions, states that “vocational education means organized programs, approved by the department, for grades nine through twelve, that prepare individuals for paid or unpaid employment, or for further education.”
- The proposed regulation change would allow federal Carl Perkins Career and Technical Education funds to be used to support programs for students in grades seven through twelve.
- The proposed amended regulations can be found behind this cover memo.
- Paul Prussing, Acting Director of Student Learning, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 7C.

Register \_\_\_\_\_, \_\_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 51.390 is amended to read:

As used in 4 AAC 51.200 - 4 AAC 51.390,

(1) "curriculum" means the instructional program content as approved by the department;

(2) repealed 4/9/92;

(3) "program" means a logically sequenced set of instructional outcomes;

(4) "vocational education" means organized programs, approved by the department, for grades seven [NINE] through twelve, that prepare individuals for paid or unpaid employment, or for further education.

(5) repealed 4/9/92. (Eff. 12/4/85, Register 96; am 4/9/92, Register 122; am \_\_\_/\_\_\_/\_\_\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.35.020

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 6A**

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◆ **ISSUE**

The board is being asked to adopt regulations regarding the approval process for pre-elementary schools.

◆ **BACKGROUND**

- DEED has a statutory obligation under AS 14.07.020(a)(8) to "exercise general supervision over pre-elementary schools that receive direct state or federal funding."
- Under current regulations, almost all<sup>1</sup> private and public pre-elementary schools<sup>2</sup> operating in the state are required to be approved by the department. To receive department approval, a pre-elementary school must show that it
  - has a child care license issued by the Department of Health and Social Services;
  - has received another governmental approval (for example, a child care license from the Municipality of Anchorage) with standards for health and safety at least as stringent as the state child care licensing standards (with a few exceptions); or
  - has department approval based on a department finding of compliance with health and safety standards at least as stringent as the child care licensing standards (with a few exceptions).
- The current regulatory scheme became effective February 2, 2010. The department does not have the financial resources to provide this degree of supervision over pre-elementary schools.

◆ **PROPOSED REGULATIONS**

- With the proposed changes, the department's duties will be more closely aligned with its statutory obligation. Only pre-elementary schools operated by school districts or Head Start agencies will be required to obtain department approval, as those programs receive direct state or federal funding.

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<sup>1</sup> Current regulations provide only two exemptions: (1) Department of Defense and Coast Guard facilities; and (2) "programs not primarily designed to prepare children for elementary school, such as programs primarily designed for religious, artistic, single-subject immersion, or recreational content or activities." 4 AAC 60.020.

<sup>2</sup> "Pre-elementary school" is defined by statute to mean "a school for children ages three through five years if the school's primary function is educational." AS 14.07.020(b).

- The proposed changes will also align the degree of supervision with available financial resources. The department will rely on the health and safety standards, including background checks, already in place in school districts and Head Start programs. As a consequence, the regulated pre-elementary schools will not be subject to duplicative or inconsistent health and safety standards.
- In light of its educational mission, the department will retain the requirements in the current regulations that relate to the educational program at pre-elementary schools:
  - Implementation of the Early Learning Guidelines adopted by the department;
  - Assessment of each child's progress or status in the areas of development identified in the guidelines; and
  - Submission of an annual report to the department on a form prescribed by the department that will be available to parents and the public.
  - For programs operated by school districts, the new regulations only apply if the pre-elementary program regularly serves a group of five or more children ages three through five in a classroom setting.
- The exemptions for Department of Defense and Coast Guard facilities are retained.
- Exemptions are added for child care facilities required to be licensed or approved by the Department of Health and Social Services and for short-term programs (those that operate for less than five weeks in any 12-month period).
- Approval process
  - School districts must complete an application on a form prescribed by the department and provide assurances as to compliance with programmatic requirements.
  - Approvals will be effective generally from October 1 through September 30 and will need to be renewed annually.
  - Transition provisions allow pre-elementary schools currently approved and required to be approved under the proposed regulations to remain in operation until October 1, 2018. Those programs will submit applications and assurances under the new regulations by September 15, 2018.
- Behind this cover memo are: 1) the proposed regulations; and 2) the current regulations, including the child care licensing regulations that are incorporated into the DEED regulations.

- Anji Gallanos, Early Learning Administrator, and Assistant Attorney General Luann Weyhrauch will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 8A.

4 AAC 60.010 is repealed and readopted to read:

**4 AAC 60.010. Applicability.** This chapter applies to a pre-elementary school in the state that is

(1) primarily designed to prepare children for elementary school;

(2) operated by

(A) a school district and regularly serves a group of five or more children ages three through five years in a classroom setting; or

(B) a Head Start agency as a Head Start program under 42 U.S.C. 9831 – 9852; and

(3) not exempt under 4 AAC 60.020. (Eff. 4/20/73, Register 45; am 5/20/77, Register 62; am 2/5/2010, Register 193; am \_\_\_/\_\_\_/\_\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 60.020 is amended to read:

**4 AAC 60.020. Exemptions.** The following are not pre-elementary schools under the jurisdiction of the department **and are exempt from the requirements of this chapter:**

(1) a facility located on a United States Department of Defense or United States Coast Guard installation that is located on federal property; [OR]

(2) a facility certified as a family child care provider by a branch of the United States Department of Defense or the United States Coast Guard;

(3)[2] **a child care facility licensed or required to be licensed under AS 47.32 and 7 AAC 57;**

(4) **a child care provider approved or required to be approved under AS 47.25 and 7 AAC 41; and**

**(5) a pre-elementary school that operates for less than five weeks in any 12-month period;**[PROGRAMS THAT ARE NOT PRIMARILY DESIGNED TO PREPARE CHILDREN FOR ELEMENTARY SCHOOL, INCLUDING PROGRAMS PRIMARILY DESIGNED TO EXPOSE CHILDREN TO RELIGIOUS, ARTISTIC, SINGLE-SUBJECT IMMERSION OR RECREATIONAL CONTENT OR ACTIVITIES]. (Eff. 4/20/73, Register 45; am 5/20/77, Register 62; am 8/30/86, Register 99; am 2/5/2010, Register 193; am \_\_/\_\_/\_\_\_\_, Register \_\_)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 60.035 is repealed:

**4 AAC 60.035. Background checks and health and safety standards.** Repealed. (Eff. 2/5/2010, Register 193; repealed \_\_/\_\_/\_\_\_\_, Register \_\_)

4 AAC 60 is amended by adding a new section to read:

**4 AAC 60.036. Initial application, renewal of approval, and assurances regarding programmatic requirements.** (a) At least 30 days before the student start-date for a new pre-elementary school, a school district or Head Start agency seeking to operate a pre-elementary school shall submit to the department an application on a form prescribed by the department. The application shall include the assurances and signatures required under subsection (b).

(b) A school district or Head Start agency that seeks to operate a pre-elementary school under this chapter shall submit assurances to the department indicating that the school district or Head Start agency has adopted written policies that ensure compliance with the programmatic



requirements of 4 AAC 60.170. The assurances must be signed by the superintendent for the district or by an authorized executive for the Head Start agency.

(c) No later than 30 days after the receipt of an application for a new pre-elementary school, the department will grant or deny approval for the pre-elementary school to operate or request more information. The applicant may begin operating the pre-elementary school only upon receipt of the written approval of the department.

(d) Annually, no later than September 15, an approved pre-elementary school shall submit an application for renewal of department approval with a completed assurances form as described in subsection (b). The assurances form must be signed by the superintendent for a district or by an authorized executive for a Head Start agency.

(e) Annually, no later than October 1, the department will grant or deny renewal of approval to operate the pre-elementary school or will request more information. The renewed approval will be effective from the date of receipt by the applicant or October 1, whichever is later, to September 30 of the following school year. (Eff. 2/5/2010, Register 193; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:**    AS 14.07.020            AS 14.07.060

4 AAC 60 is amended by adding a new section to read:

**4 AAC 60.037. Transition.** (a) A pre-elementary school approved by the department for operation prior to the effective date of this regulation and required to be approved under this chapter, may remain in operation until October 1, 2018. No later than September 15, 2018, a school district or Head Start agency seeking to operate a pre-elementary school under this chapter shall submit to the department a completed application and assurances form as required

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by 4 AAC 60.036(a). No later than October 1, 2018, the department will grant or deny approval under this chapter to the school district or Head Start agency or request more information. If granted, the approval will be effective for one year, from receipt by the applicant or October 1, whichever is later, through September 30 of the following school year. (Eff. \_\_\_/\_\_\_/\_\_\_; Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 60 is amended by adding a new section to read:

**4 AAC 60.039. Monitoring, recordkeeping, and inspections.** (a) The department may conduct onsite or remote monitoring of a pre-elementary school at any time and without notice to determine whether a pre-elementary school is operating in compliance with this chapter and the assurances it makes to the department.

(b) The school district or Head Start agency operating a pre-elementary school shall maintain all records required by this chapter for five years after the record is created and shall provide copies of such records to the department upon written request.

(c) The department may require health and safety inspections based on complaints or other information received regarding health and safety concerns. After a finding of deficiency is reported on an inspection report, the school district or Head Start agency shall prepare a written corrective action plan to address the deficiency. (Eff. \_\_\_/\_\_\_/\_\_\_; Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 60.040 is amended to read:

**4 AAC 60.040. Denial of approval; appeal.** A school district or Head Start agency **that** [PERSON, INSTITUTION, OR AGENCY THIS] is denied an approval to operate a pre-

elementary school under **this chapter** [4 AAC 60.035] may **file an appeal** [REQUEST A HEARING] under the procedures in 4 AAC 40 [IF A WRITTEN APPEAL IS RECEIVED BY THE COMMISSIONER WITHIN 15 DAYS OF THE DATE OF DENIAL OF APPROVAL. THE ELIGIBILITY OF THE SCHOOL FOR A LICENSE OR APPROVAL UNDER 4 AAC 60.035(B)(1) OR (2) IS NOT AN APPEALABLE ISSUE UNDER THIS SECTION]. (Eff. 4/20/73, Register 45; am 5/20/77, Register 62; am 2/5/2010, Register 193; am \_\_\_/\_\_\_/\_\_\_; Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 60.170 is amended to read:

**4 AAC 60.170. Programmatic requirements for pre-elementary schools.** (a) A pre-elementary school **regulated under this chapter** [THAT RECEIVES DIRECT STATE OF FEDERAL FUNDING] must implement the guidelines for an early learning program described in the department's publication, State of Alaska, Early Learning Guidelines, dated December 2007, and adopted by reference. The school must assess each child to determine the child's progress or status on all domain areas of development described in the guidelines.

(b) A pre-elementary school **regulated under this chapter** [THAT RECEIVES DIRECT STATE OR FEDERAL FUNDING] shall **submit to the department** [PREPARE] **an** [A] **annual** report **no later than June 30** [AT THE END OF EACH SCHOOL YEAR] on a form prescribed by the department. The school shall make the report available to parents and the public by August 1 of the next school year. (Eff. 4/20/73, Register 45; am 5/20/77, Register 62; am 2/5/2010, Register 193; am \_\_\_/\_\_\_/\_\_\_; Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, May 12, 2017 7:14 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Lucy Hope

E-Mail: lucy.hope@matsuk12.us

Telephone: 907-761-4068

Commenting on: 4 AAC 60.010 - 60.170 Pre-Elementary School Regulations My Comments: My name is Lucy Hope, and am commenting today as Executive Director of Student Support Services for the Matanuska-Susitna Borough School District. This letter is in support of the proposed regulation changes to 4 AAC 60; specifically sections 60.010, 60.020, 60.035, 60.036, 60.037, 60.039 and 60.040 and 60.170. Our district administers 25 preschool programs integrated into our public schools, with various funding sources. We also partner closely with our local Headstart agency, CCS Early Learning. These regulation changes clarify which preschool programs the Department of Education and Early Development will be responsible for, and clarifies application and reporting requirements.

Most importantly to our district, this regulation change removes the current requirement for unnecessary oversight by the state regarding background checks and health/safety inspections. While it may be necessary for these requirements to be in place for preschool programs that are not administered by public school districts or a federal agency, these additional requirements in our settings have proven to be redundant and costly. Public school districts already conduct background checks for all employees and health/safety inspections in compliance with state law.

Thank you for considering adopting these revised regulations. Our district is in support of these changes.

Lucy Hope

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 6B**

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**◆ ISSUE**

The board is being asked to adopt proposed regulations to repeal mandated physical examinations for many school district employees.

**◆ BACKGROUND**

- First passed in 1966, this regulation requires that all school district employees undergo a physical examination once every three years, with the exception of employees whose work duties do not bring them into close contact with students.
- In 2016, the Alaska legislature passed HB156, which included a new statute, AS 14.30.075. This statute states that school districts *may* require physical examinations of teachers as a condition of employment.
- 4 AAC 06.050 is in conflict with this newly enacted law.
- By repealing this regulation, decisions about whether or not to require physical examinations for district employees will now be made by school districts.
- Behind this cover memo are the proposed regulations.
- Marcy Herman, Legislative Liaison, and Assistant Attorney General Rebecca Hattan will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 8B.

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.050 is repealed:

**4 AAC 06.050. Physical examinations of school employees.** Repealed. (Eff. 10/9/66, Register 24; am 10/10/69, Register 29; am 5/30/71, Register 38; am 7/9/72, Register 42; am 10/4/73, Register 47; am 5/10/78, Register 66; am 6/10/83, Register 86; am 8/30/86, Register 99; am 9/1/2006, Register 179; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060



**FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT**  
*Human Resources Department*

520 Fifth Avenue Fairbanks, Alaska 99701-4756 (907) 452-2000  
fax (907) 451-6008  
[www.k12northstar.org](http://www.k12northstar.org)



Commissioners Office  
Department of Education and Early Development  
801 West Tenth Street, Suite 200, PO Box 110500  
Juneau, Alaska 99811-0500

Re: Regulations Review

Fairbanks North Star Borough School District appreciates the opportunity to provide feedback on the proposed repeal of 4 AAC 06.050 to conform to the new state statute, AS 14.30.075. The school district strongly advocates for the new state statute and the repeal of 4 AAC 06.050 for the following reasons:

- The new state statute will save an estimated \$70,000 per year.
  - This includes a hard cost of \$60,000 for the physical exams and an estimated \$10,000 in associated costs (administrative leave and processing by Human Resources staff).
- The current physical requirements only require the medical examiner to certify that the employee was found to be free from communicable disease and to be physically and emotionally fit for his/her proposed duties. To my knowledge no one in the FNSBSD has failed the physical examination.
- Employees are still eligible for physicals through our health care plan.
- There are other avenues in which to monitor the health of employees. These include established guidelines through FMLA, AFLA, ADAAA, and fitness for duty reports.

Thank you for your time and consideration on this issue,

A handwritten signature in black ink that reads "W. Tisland". The signature is written in a cursive, flowing style.

Wendy Tisland  
Executive Director of Human Resources  
Fairbanks North Star Borough School District  
520 Fifth Avenue  
Fairbanks, AK 99701

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 6C**

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**◆ ISSUE**

The board is being asked to adopt regulations regarding repeal of the college and career ready assessment graduation requirement.

**◆ BACKGROUND**

- In 2015, the legislature amended Alaska statute 14.03.075 to repeal the requirement for a student to take a college and career readiness assessment as a requirement for graduation.
- The effective date of the repeal was June 30, 2016.
- The proposed regulations are amended to conform to the statute changes, repealing sections that are no longer needed.
- 4 AAC 06.718 has been amended to remove the reference to the statute that was repealed and to include the dates during which time a student who earned a certificate of achievement may take a college and career ready assessment in order to earn a diploma.
- Behind this cover memo are the proposed regulations.
- Margaret MacKinnon, Assessment & Accountability Director, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 8C.



Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.710 (5) is repealed:

(5) repealed \_\_/\_\_/\_\_\_\_. 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 repealed \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.075 AS 14.07.020 AS 14.07.060

4 AAC 06.717 is repealed:

**4 AAC 06.717. College and career readiness assessments.** Repealed. (Eff. 2/23/2008, Register 185; am 7/19/2009, Register 191; am 6/8/2011, Register 198; am 12/26/2014, Register 212; am 5/15/2015, Register 214; repealed \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.075 AS 14.07.020 AS 14.03.123

AS 14.07.060

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.718 (a) amended to read:

(a) A district shall provide a secondary school diploma to a person who

(1) holds a certificate of achievement issued by the district **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075 (B)]; and

(2) takes a college and career readiness assessment.

4 AAC 06.718 (c)(1) amended to read:

(c) A district shall permit a person who has exited secondary school to take a college and career readiness assessment, when the assessment is administered by the district during school hours or outside school hours, if the person

(1) holds a certificate of achievement issued **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075 (B)] by the district or provides evidence to the district that the person holds a certificate of achievement issued **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075 (B)] by another school district in the state; (Eff. 12/25/2015, Register 216; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

<b>Authority:</b>	AS 14.03.060	AS 14.07.020	AS 14.07.060
	AS 14.03.075	AS 14.07.030	AS 14.07.165

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.721 is repealed:

**4 AAC 06.721. College and career readiness assessment waivers.** Repealed. (Eff.

3/4/2015, Register 213; \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.075 AS 14.07.030 AS 14.07.165

AS 14.07.020 AS 14.07.060

4 AAC 06.722 is repealed:

**4 AAC 06.722. Waiver for entering the public school system late.** Repealed. (Eff.

3/4/2015, Register 213; repealed \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.075 AS 14.07.030 AS 14.07.165

AS 14.07.020 AS 14.07.060

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.723 is repealed:

**4 AAC 06.723. Rare or unusual circumstances.** Repealed. (Eff. 3/4/2015, Register 213; am 12/25/2015; Register 216; repealed \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.075 AS 14.07.030 AS 14.07.165  
AS 14.07.020 AS 14.07.060

4 AAC 06.724 is repealed:

**4 AAC 06.724. Procedures for appeal from a denial of a waiver from the college and career readiness assessments.** Repealed. (Eff. 3/4/2015, Register 213; repealed \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.075 AS 14.07.030 AS 14.07.165  
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 COLLEGE AND CAREER READINESS ASSESSMENTS PROVIDED FOR IN 4 AAC 06.717,] and the English language proficiency assessment provided for in 4 AAC 34.055, are confidential, and may be disclosed only as provided in this section. (Eff. 3/3/2000,

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

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 \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.775 (a) is amended to read:

(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710 [AND 4 AAC 06.717,] a district shall follow the requirements of this section and the department's Participation Guidelines for Alaska Students in State Assessments, dated December 2015, adopted by reference. (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 \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.075 AS 14.07.060 AS 14.07.165

AS 14.07.020

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.790 (a) is repealed:

(a) Repealed \_\_/\_\_/\_\_\_\_.

4 AAC 06.790 (b)(4) is repealed:

(4) Repealed \_\_/\_\_/\_\_\_\_. (Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 5/15/2015, Register 214; am 12/25/2015, Register 216; repealed \_\_/\_\_/\_\_\_\_, Register\_\_)

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 7A**

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**◆ ISSUE**

The board is being asked to open a period of public comment on amended regulations regarding the minimum standards for Alaska school buses.

**◆ BACKGROUND**

- The National Conference on School Transportation is held every five years to review and amend the national minimum standards for school buses. A team of transportation professionals from around the state served as the Alaska delegation to the National Conference on School Transportation. The pupil transportation administrator for the department served as the chair of the Alaska delegation. The department made amendments to the national standards and contacted other Alaska pupil transportation stakeholders to solicit additional amendments to the national standards for adoption as the Minimum Standards for Alaska School Buses.
- The proposed regulations would adopt the National Specifications adopted at the 2015 National Conference, and would adopt the attached revisions to those national specifications as the Minimum Standards for Alaska School Buses, 2017 Revised Edition.
- The proposed amended regulations can be found behind this cover memo.
- Heidi Teshner, Director of Finance & Support Services, and Elwin Blackwell, School Finance Manager, will be present to brief the board.

**◆ OPTIONS**

Open a period of public comment on the proposed regulations.  
Amend the proposed regulations and open a period of public comment.  
Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment on the proposed regulations.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development open a period of public comment on 4 AAC 27.110 Supplementary publications pertaining to pupil transportation.

4 AAC 27.110 is amended to read:

**4 AAC 27.110. Supplementary publications pertaining to pupil transportation.** The following handbooks are adopted by reference as the minimum standards for school buses in Alaska:

[(1) REPEALED 3/24/2007;

(2) REPEALED 3/24/2007;]

**(1)** [3] for school buses manufactured on or after September 11, 1994, but before January 1, 2002

(A) National Standards for School Buses, found on **pages** [PP.] 1 - 31 of the 1990 National Standards for School Buses and Operations, published by the National Safety Council, 444 North Michigan Avenue, Chicago, Illinois 60611; and

(B) Minimum Standards for Alaska School Buses, 1994 Revised Edition, published by the department;

**(2)** [(4)] for school buses manufactured on or after January 1, 2002, but before January 1, 2007

(A) National Specifications for School Buses, found on **pages** [PP.] 1 - 71 of the National School Transportation Specifications & Procedures, 2000 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2001 Revised Edition, published by the department;

**(3)** [(5)] for school buses manufactured on or after January 1, 2007, but before January 1, 2012



(A) National Specifications for School Buses, found on pages 1 - 81 of the National School Transportation Specifications & Procedures, May 2005 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2006 Revised Edition, published by the department;

**(4) [(6)] for school buses manufactured on or after January 1, 2012, but before January 1, 2018**

(A) National Specifications for School Buses, found on pages 1 - 70 of the National School Transportation Specifications & Procedures, May 2010 Revised Edition, published by Missouri Safety Center, Central Missouri State University, Humphreys Suite 201, Warrensburg, Missouri 64093; and

(B) Minimum Standards for Alaska School Buses, 2011 Revised Edition, published by the department.

**(5) for school buses manufactured on or after January 1, 2018**

**(A) National Specifications for School Buses, found on pages 13 – 81 of the National School Transportation Specifications & Procedures, 2015 Revised Edition, published by NASDPTS, 5307 Indigo Way, Middleton, WI 53562; and**

**(B) Minimum Standards for Alaska School Buses, 2017 Revised Edition, published by the department.** (In effect before 7/28/59; am 10/8/66, Register 24; am 10/14/68, Register 27; am 5/30/71, Register 38; am 9/14/77, Register 63; am 11/14/80, Register 76; am 12/23/81, Register 80; am 9/11/94, Register 131; am

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11/23/2001, Register 160; am 3/24/2007, Register 181; am 6/24/2012, Register 202; am  
\_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.09.010  
AS 14.07.030 AS 14.07.070

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

**June 8, 2017**

**From: Michael Johnson, Commissioner**

**Agenda Item: 7B**

---

**◆ ISSUE**

The board is being asked to open a period of public comment on regulations regarding:  
1) assessments and 2) assessment achievement level scores on the Performance Evaluation for Alaska's Schools assessments in English language arts and math and for the Alternate Assessments in science.

**◆ BACKGROUND**

- Currently, Alaska regulation 4 AAC 06.737 requires districts to administer standards-based assessments in English language arts and mathematics annually to every student in grades three through ten. The proposed change in the regulation would allow the department the flexibility to test in only one grade in high school.
- The new Performance Evaluation for Alaska's Schools (PEAKS) assessments for English language arts (ELA) and mathematics were administered for the first time in spring 2017.
- New assessments require the development of new score ranges to determine student performance in each achievement level. These score ranges are adopted in regulations.
- On the PEAKS ELA and math assessments, students score on a scale placing them into one of four achievement levels. Based on stakeholder feedback, the four achievement levels proposed are: advanced, proficient, below proficient, and far below proficient. Students who score at the proficient or advanced level are meeting the standards.
- The "cut points" that are proposed to set the ranges of scores for each PEAKS achievement level are being determined through a process of review called "standard setting." Alaskan educators are participating in this process May 30-June 3 to determine recommended cut points for the score ranges. The work is based on achievement level descriptors that had been drafted by Alaskan educators in April 2017.
- The proposed methodology used for setting the score ranges was reviewed and approved by the Alaska Technical Advisory Committee in May.
- The proposed regulations in this packet do not include the proposed scores because they will not be available until the board meeting. An updated set of regulations with the proposed score ranges and preliminary impact data showing the percentage of students that would score at each level will be presented at the meeting.
- The Alaska Alternate assessment (AA) is taken by students with severe cognitive disabilities. Alaska students participated in the Dynamic Learning Maps (DLM) science assessment for the first time in 2017. The items on the science AA are linked to the science standards.

- On the Alaska Alternate assessments in science, students' scores place them into one of four achievement categories: emerging, approaching target, at target, or advanced (from low to high).
- Panelists from partner states that use the assessment participated in the standard setting event in Kansas City, Missouri, from June 15–17, 2016. The majority of panelists were educators with experience in science and/or in teaching students with significant cognitive disabilities. The DLM Technical Advisory Committee reviewed methodology and cut score; state partners accepted the recommended scores.
- The proposed regulations can be found behind this cover memo.
- Margaret MacKinnon, Director of Assessment & Accountability will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.  
Amend the proposed regulations and open a period of public comment.  
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment on the proposed regulations.

◆ **SUGGESTED MOTION**

I move the State Board of Education and Early Development open a period of public comment on 4 AAC 06.737 Standards based test, 4 AAC 06.739 Assessment achievement level scores, and 4 AAC 06.775 Statewide assessment program for students with disabilities.

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4 AAC 06.737 is amended to read:

**4 AAC 06.737. Standards-based test.** The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for English language arts, mathematics, and science. For school years 2012 - 2014, the standards-based test must test for mastery of the reading, writing, mathematics, and science standards described in the department's publication Alaska Standards: Content and Performance Standards for Alaska Students, as revised as of March 2006, and adopted by reference for purposes of administering a standards-based test through school year 2013 - 2014. For school years after school year 2013 - 2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a). Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in English language arts and mathematics annually to every student in grades three through **eight and at least once in grades nine through twelve** [TEN], and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am 12/26/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.739(b) is repealed and readopted 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:

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
English language arts: Advanced	542 - 600	538 - 600	548 - 600	551 - 600	546 - 600	541 - 600	535 - 600	535 - 600
English language arts: Proficient	500 - 541	500 - 537	500 - 547	500 - 550	500 - 545	500 - 540	500 - 534	500 - 534
English language arts: Below Proficient	464 - 499	468 - 499	464 - 499	473 - 499	471 - 499	469 - 499	471 - 499	470 - 499
English language arts: Far Below Proficient	400 - 463	400 - 467	400 - 463	400 - 472	400 - 470	400 - 468	400 - 470	400 - 469
Mathematics: Advanced	554 - 600	559 - 600	568 - 600	554 - 600	559 - 600	562 - 600	570 - 600	568 - 600
Mathematics: Proficient	500 - 553	500 - 558	500 - 567	500 - 553	500 - 558	500 - 561	500 - 569	500 - 567
Mathematics: Below Proficient	458 - 499	460 - 499	462 - 499	454 - 499	451 - 499	448 - 499	450 - 499	445 - 499
Mathematics: Far Below Proficient	400 - 457	400 - 459	400 - 461	400 - 453	400 - 450	400 - 447	400 - 449	400 - 444

(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 \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.015                      AS 14.07.030                      AS 14.07.060  
AS 14.07.020

4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in 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 the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710. Achievement levels for the English language arts, [AND] mathematics, **and science** Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. [ACHIEVEMENT LEVELS FOR THE SCIENCE ALASKA ALTERNATE ASSESSMENT ARE ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT. STUDENTS OBTAINING AN ACHIEVEMENT LEVEL OF ADVANCED OR PROFICIENT MEET STANDARDS.] To obtain an achievement level in

...

4 AAC 06.775(b)(2) is repealed and readopted to read:

(2) science on the 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 Target	15-20	16-22	16-22
Science: Approaching Target	9-14	10-15	8-15
Science: 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 \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.075                      AS 14.07.060                      AS 14.07.165  
AS 14.07.020



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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 7C**

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**◆ ISSUE**

The board is being asked to open a period of public comment on amended regulations regarding the definition of vocational education.

**◆ BACKGROUND**

- The federal Perkins IV Act states in §315—Limitation for Certain Students, that “No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.” Thus, federal law allows Perkins funds to be spent on programs for students in grades seven through twelve.
- However, Alaska regulation 4 AAC 51.390(4), under definitions, states that “vocational education means organized programs, approved by the department, for grades nine through twelve, that prepare individuals for paid or unpaid employment, or for further education.”
- The proposed regulation change would allow federal Carl Perkins Career and Technical Education funds to be used to support programs for students in grades seven through twelve.
- The proposed amended regulations can be found behind this cover memo.
- Paul Prussing, Acting Director of Student Learning, will be present to brief the board.

**◆ OPTIONS**

Open a period of public comment on the proposed regulations.  
Amend the proposed regulations and open a period of public comment.  
Seek more information.

**◆ ADMINISTRATION’S RECOMMENDATION**

Open a period of public comment on the proposed regulations.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development open a period of public comment on 4 AAC 51.390(4) Definitions.

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4 AAC 51.390 is amended to read:

As used in 4 AAC 51.200 - 4 AAC 51.390,

(1) "curriculum" means the instructional program content as approved by the department;

(2) repealed 4/9/92;

(3) "program" means a logically sequenced set of instructional outcomes;

(4) "vocational education" means organized programs, approved by the department, for grades seven [NINE] through twelve, that prepare individuals for paid or unpaid employment, or for further education.

(5) repealed 4/9/92. (Eff. 12/4/85, Register 96; am 4/9/92, Register 122; am \_\_\_/\_\_\_/\_\_\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020                      AS 14.07.060                      AS 14.35.020

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 8A**

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◆ **ISSUE**

The board is being asked to adopt regulations regarding the approval process for pre-elementary schools.

◆ **BACKGROUND**

- DEED has a statutory obligation under AS 14.07.020(a)(8) to "exercise general supervision over pre-elementary schools that receive direct state or federal funding."
- Under current regulations, almost all<sup>1</sup> private and public pre-elementary schools<sup>2</sup> operating in the state are required to be approved by the department. To receive department approval, a pre-elementary school must show that it
  - has a child care license issued by the Department of Health and Social Services;
  - has received another governmental approval (for example, a child care license from the Municipality of Anchorage) with standards for health and safety at least as stringent as the state child care licensing standards (with a few exceptions); or
  - has department approval based on a department finding of compliance with health and safety standards at least as stringent as the child care licensing standards (with a few exceptions).
- The current regulatory scheme became effective February 2, 2010. The department does not have the financial resources to provide this degree of supervision over pre-elementary schools.

◆ **PROPOSED REGULATIONS**

- With the proposed changes, the department's duties will be more closely aligned with its statutory obligation. Only pre-elementary schools operated by school districts or Head Start agencies will be required to obtain department approval, as those programs receive direct state or federal funding.

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<sup>1</sup> Current regulations provide only two exemptions: (1) Department of Defense and Coast Guard facilities; and (2) "programs not primarily designed to prepare children for elementary school, such as programs primarily designed for religious, artistic, single-subject immersion, or recreational content or activities." 4 AAC 60.020.

<sup>2</sup> "Pre-elementary school" is defined by statute to mean "a school for children ages three through five years if the school's primary function is educational." AS 14.07.020(b).

- The proposed changes will also align the degree of supervision with available financial resources. The department will rely on the health and safety standards, including background checks, already in place in school districts and Head Start programs. As a consequence, the regulated pre-elementary schools will not be subject to duplicative or inconsistent health and safety standards.
- In light of its educational mission, the department will retain the requirements in the current regulations that relate to the educational program at pre-elementary schools:
  - Implementation of the Early Learning Guidelines adopted by the department;
  - Assessment of each child's progress or status in the areas of development identified in the guidelines; and
  - Submission of an annual report to the department on a form prescribed by the department that will be available to parents and the public.
  - For programs operated by school districts, the new regulations only apply if the pre-elementary program regularly serves a group of five or more children ages three through five in a classroom setting.
- The exemptions for Department of Defense and Coast Guard facilities are retained.
- Exemptions are added for child care facilities required to be licensed or approved by the Department of Health and Social Services and for short-term programs (those that operate for less than five weeks in any 12-month period).
- Approval process
  - School districts must complete an application on a form prescribed by the department and provide assurances as to compliance with programmatic requirements.
  - Approvals will be effective generally from October 1 through September 30 and will need to be renewed annually.
  - Transition provisions allow pre-elementary schools currently approved and required to be approved under the proposed regulations to remain in operation until October 1, 2018. Those programs will submit applications and assurances under the new regulations by September 15, 2018.
- Behind this cover memo are: 1) the proposed regulations; and 2) the current regulations, including the child care licensing regulations that are incorporated into the DEED regulations.

- Anji Gallanos, Early Learning Administrator, and Assistant Attorney General Luann Weyhrauch will be present to brief the board.

◆ **OPTIONS**

Adopt the proposed regulations.

Amend the regulations and adopt the amended regulations.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed regulations.

◆ **SUGGESTED MOTION**

After considering all public comment, I move that the State Board of Education and Early Development adopt 4 AAC 60.010 Applicability, 4 AAC 60.020 Exemptions, 4 AAC 60.035 Background checks and health and safety standards, 4 AAC 60.036 Initial application, renewal of approval, and assurances regarding programmatic requirements, 4 AAC 60.037 Transition, 4 AAC 60.039 Monitoring, recordkeeping, and inspections, 4 AAC 60.040 Denial of approval; appeal, and 4 AAC 60.170 Programmatic requirements for pre-elementary schools.

4 AAC 60.010 is repealed and readopted to read:

**4 AAC 60.010. Applicability.** This chapter applies to a pre-elementary school in the state that is

(1) primarily designed to prepare children for elementary school;

(2) operated by

(A) a school district and regularly serves a group of five or more children ages three through five years in a classroom setting; or

(B) a Head Start agency as a Head Start program under 42 U.S.C. 9831 – 9852; and

(3) not exempt under 4 AAC 60.020. (Eff. 4/20/73, Register 45; am 5/20/77, Register 62; am 2/5/2010, Register 193; am \_\_\_/\_\_\_/\_\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 60.020 is amended to read:

**4 AAC 60.020. Exemptions.** The following are not pre-elementary schools under the jurisdiction of the department **and are exempt from the requirements of this chapter:**

(1) a facility located on a United States Department of Defense or United States Coast Guard installation that is located on federal property; [OR]

(2) a facility certified as a family child care provider by a branch of the United States Department of Defense or the United States Coast Guard;

(3)[2] **a child care facility licensed or required to be licensed under AS 47.32 and 7 AAC 57;**

(4) **a child care provider approved or required to be approved under AS 47.25 and 7 AAC 41; and**

**(5) a pre-elementary school that operates for less than five weeks in any 12-month period;**[PROGRAMS THAT ARE NOT PRIMARILY DESIGNED TO PREPARE CHILDREN FOR ELEMENTARY SCHOOL, INCLUDING PROGRAMS PRIMARILY DESIGNED TO EXPOSE CHILDREN TO RELIGIOUS, ARTISTIC, SINGLE-SUBJECT IMMERSION OR RECREATIONAL CONTENT OR ACTIVITIES]. (Eff. 4/20/73, Register 45; am 5/20/77, Register 62; am 8/30/86, Register 99; am 2/5/2010, Register 193; am \_\_/\_\_/\_\_\_\_, Register \_\_)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 60.035 is repealed:

**4 AAC 60.035. Background checks and health and safety standards.** Repealed. (Eff. 2/5/2010, Register 193; repealed \_\_/\_\_/\_\_\_\_, Register \_\_)

4 AAC 60 is amended by adding a new section to read:

**4 AAC 60.036. Initial application, renewal of approval, and assurances regarding programmatic requirements.** (a) At least 30 days before the student start-date for a new pre-elementary school, a school district or Head Start agency seeking to operate a pre-elementary school shall submit to the department an application on a form prescribed by the department. The application shall include the assurances and signatures required under subsection (b).

(b) A school district or Head Start agency that seeks to operate a pre-elementary school under this chapter shall submit assurances to the department indicating that the school district or Head Start agency has adopted written policies that ensure compliance with the programmatic

requirements of 4 AAC 60.170. The assurances must be signed by the superintendent for the district or by an authorized executive for the Head Start agency.

(c) No later than 30 days after the receipt of an application for a new pre-elementary school, the department will grant or deny approval for the pre-elementary school to operate or request more information. The applicant may begin operating the pre-elementary school only upon receipt of the written approval of the department.

(d) Annually, no later than September 15, an approved pre-elementary school shall submit an application for renewal of department approval with a completed assurances form as described in subsection (b). The assurances form must be signed by the superintendent for a district or by an authorized executive for a Head Start agency.

(e) Annually, no later than October 1, the department will grant or deny renewal of approval to operate the pre-elementary school or will request more information. The renewed approval will be effective from the date of receipt by the applicant or October 1, whichever is later, to September 30 of the following school year. (Eff. 2/5/2010, Register 193; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:**    AS 14.07.020                      AS 14.07.060

4 AAC 60 is amended by adding a new section to read:

**4 AAC 60.037. Transition.** (a) A pre-elementary school approved by the department for operation prior to the effective date of this regulation and required to be approved under this chapter, may remain in operation until October 1, 2018. No later than September 15, 2018, a school district or Head Start agency seeking to operate a pre-elementary school under this chapter shall submit to the department a completed application and assurances form as required



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by 4 AAC 60.036(a). No later than October 1, 2018, the department will grant or deny approval under this chapter to the school district or Head Start agency or request more information. If granted, the approval will be effective for one year, from receipt by the applicant or October 1, whichever is later, through September 30 of the following school year. (Eff. \_\_\_/\_\_\_/\_\_\_; Register \_\_\_)

**Authority:**    AS 14.07.020            AS 14.07.060

4 AAC 60 is amended by adding a new section to read:

**4 AAC 60.039. Monitoring, recordkeeping, and inspections.** (a) The department may conduct onsite or remote monitoring of a pre-elementary school at any time and without notice to determine whether a pre-elementary school is operating in compliance with this chapter and the assurances it makes to the department.

(b) The school district or Head Start agency operating a pre-elementary school shall maintain all records required by this chapter for five years after the record is created and shall provide copies of such records to the department upon written request.

(c) The department may require health and safety inspections based on complaints or other information received regarding health and safety concerns. After a finding of deficiency is reported on an inspection report, the school district or Head Start agency shall prepare a written corrective action plan to address the deficiency. (Eff. \_\_\_/\_\_\_/\_\_\_; Register \_\_\_)

**Authority:**    AS 14.07.020            AS 14.07.060

4 AAC 60.040 is amended to read:

**4 AAC 60.040. Denial of approval; appeal.** A school district or Head Start agency **that** [PERSON, INSTITUTION, OR AGENCY THIS] is denied an approval to operate a pre-

elementary school under **this chapter** [4 AAC 60.035] may **file an appeal** [REQUEST A HEARING] under the procedures in 4 AAC 40 [IF A WRITTEN APPEAL IS RECEIVED BY THE COMMISSIONER WITHIN 15 DAYS OF THE DATE OF DENIAL OF APPROVAL. THE ELIGIBILITY OF THE SCHOOL FOR A LICENSE OR APPROVAL UNDER 4 AAC 60.035(B)(1) OR (2) IS NOT AN APPEALABLE ISSUE UNDER THIS SECTION]. (Eff. 4/20/73, Register 45; am 5/20/77, Register 62; am 2/5/2010, Register 193; am \_\_\_/\_\_\_/\_\_\_; Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 60.170 is amended to read:

**4 AAC 60.170. Programmatic requirements for pre-elementary schools.** (a) A pre-elementary school **regulated under this chapter** [THAT RECEIVES DIRECT STATE OF FEDERAL FUNDING] must implement the guidelines for an early learning program described in the department's publication, State of Alaska, Early Learning Guidelines, dated December 2007, and adopted by reference. The school must assess each child to determine the child's progress or status on all domain areas of development described in the guidelines.

(b) A pre-elementary school **regulated under this chapter** [THAT RECEIVES DIRECT STATE OR FEDERAL FUNDING] shall **submit to the department** [PREPARE] **an** [A] **annual** report **no later than June 30** [AT THE END OF EACH SCHOOL YEAR] on a form prescribed by the department. The school shall make the report available to parents and the public by August 1 of the next school year. (Eff. 4/20/73, Register 45; am 5/20/77, Register 62; am 2/5/2010, Register 193; am \_\_\_/\_\_\_/\_\_\_; Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 8B**

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**◆ ISSUE**

The board is being asked to adopt proposed regulations to repeal mandated physical examinations for many school district employees.

**◆ BACKGROUND**

- First passed in 1966, this regulation requires that all school district employees undergo a physical examination once every three years, with the exception of employees whose work duties do not bring them into close contact with students.
- In 2016, the Alaska legislature passed HB156, which included a new statute, AS 14.30.075. This statute states that school districts *may* require physical examinations of teachers as a condition of employment.
- 4 AAC 06.050 is in conflict with this newly enacted law.
- By repealing this regulation, decisions about whether or not to require physical examinations for district employees will now be made by school districts.
- Behind this cover memo are the proposed regulations.
- Marcy Herman, Legislative Liaison, and Assistant Attorney General Rebecca Hattan will be present to brief the board.

**◆ OPTIONS**

Adopt the proposed regulations.

Amend the regulations and adopt the amended regulations.

Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed regulations.

**◆ SUGGESTED MOTION**

After considering all public comment, I move that the State Board of Education and Early Development repeal 4 AAC 06.050 Physical examinations of school employees.

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4 AAC 06.050 is repealed:

**4 AAC 06.050. Physical examinations of school employees.** Repealed. (Eff. 10/9/66, Register 24; am 10/10/69, Register 29; am 5/30/71, Register 38; am 7/9/72, Register 42; am 10/4/73, Register 47; am 5/10/78, Register 66; am 6/10/83, Register 86; am 8/30/86, Register 99; am 9/1/2006, Register 179; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 8C**

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**◆ ISSUE**

The board is being asked to adopt regulations regarding repeal of the college and career ready assessment graduation requirement.

**◆ BACKGROUND**

- In 2015, the legislature amended Alaska statute 14.03.075 to repeal the requirement for a student to take a college and career readiness assessment as a requirement for graduation.
- The effective date of the repeal was June 30, 2016. The proposed regulations are amended to conform to the statute changes, repealing sections that are no longer needed.
- 4 AAC 06.718 has been amended to remove the reference to the statute that was repealed and to include the dates during which time a student who earned a certificate of achievement may take a college and career ready assessment in order to earn a diploma.
- Behind this cover memo are the proposed regulations.
- Margaret MacKinnon, Assessment & Accountability Director, will be present to brief the board.

**◆ OPTIONS**

Adopt the proposed regulations.

Amend the regulations and adopt the amended regulations.

Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed regulations.

**◆ SUGGESTED MOTION**

After considering all public comment, I move that the State Board of Education and Early Development repeal 4 AAC 06.710 (5) Statewide student assessment system; repeal 4 AAC 06.717 College and career readiness assessments; adopt proposed amendments to 4 AAC 06.718 (a) and (c)(1) College and career readiness assessment after student receives a certificate of achievement; repeal 4 AAC 06.721 College and career readiness assessment waivers; repeal 4 AAC 06.722 Waiver for entering the public school system late; repeal 4 AAC 06.723 Rare or unusual circumstances; repeal 4 AAC 06.724 Procedures for appeal from a denial of a waiver from the college and career readiness assessments; adopt proposed amendments to 4 AAC 06.765 (a) Test security, consequences of breach; adopt proposed amendments to 4 AAC 06.775 (a) Statewide assessment program for students with disabilities; repeal 4 AAC 06.790 (a) and (b)(4) Definitions.

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.710 (5) is repealed:

(5) repealed \_\_/\_\_/\_\_\_\_. 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 repealed \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.075 AS 14.07.020 AS 14.07.060

4 AAC 06.717 is repealed:

**4 AAC 06.717. College and career readiness assessments.** Repealed. (Eff. 2/23/2008, Register 185; am 7/19/2009, Register 191; am 6/8/2011, Register 198; am 12/26/2014, Register 212; am 5/15/2015, Register 214; repealed \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.075 AS 14.07.020 AS 14.03.123

AS 14.07.060

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.718 (a) amended to read:

(a) A district shall provide a secondary school diploma to a person who

(1) holds a certificate of achievement issued by the district **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075 (B)]; and

(2) takes a college and career readiness assessment.

4 AAC 06.718 (c)(1) amended to read:

(c) A district shall permit a person who has exited secondary school to take a college and career readiness assessment, when the assessment is administered by the district during school hours or outside school hours, if the person

(1) holds a certificate of achievement issued **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075 (B)] by the district or provides evidence to the district that the person holds a certificate of achievement issued **on or after July 1, 2014 and before June 30, 2016** [UNDER AS 14.03.075 (B)] by another school district in the state; (Eff. 12/25/2015, Register 216; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

<b>Authority:</b>	AS 14.03.060	AS 14.07.020	AS 14.07.060
	AS 14.03.075	AS 14.07.030	AS 14.07.165

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.721 is repealed:

**4 AAC 06.721. College and career readiness assessment waivers.** Repealed. (Eff.

3/4/2015, Register 213; \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.075 AS 14.07.030 AS 14.07.165

AS 14.07.020 AS 14.07.060

4 AAC 06.722 is repealed:

**4 AAC 06.722. Waiver for entering the public school system late.** Repealed. (Eff.

3/4/2015, Register 213; repealed \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.075 AS 14.07.030 AS 14.07.165

AS 14.07.020 AS 14.07.060



Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.723 is repealed:

**4 AAC 06.723. Rare or unusual circumstances.** Repealed. (Eff. 3/4/2015, Register 213; am 12/25/2015; Register 216; repealed \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.075 AS 14.07.030 AS 14.07.165  
AS 14.07.020 AS 14.07.060

4 AAC 06.724 is repealed:

**4 AAC 06.724. Procedures for appeal from a denial of a waiver from the college and career readiness assessments.** Repealed. (Eff. 3/4/2015, Register 213; repealed \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.075 AS 14.07.030 AS 14.07.165  
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 COLLEGE AND CAREER READINESS ASSESSMENTS PROVIDED FOR IN 4 AAC 06.717,] and the English language proficiency assessment provided for in 4 AAC 34.055, are confidential, and may be disclosed only as provided in this section. (Eff. 3/3/2000,

Register \_\_\_\_, \_\_\_\_ 2017 EDUCATION AND EARLY DEV.

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 \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.775 (a) is amended to read:

(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710 [AND 4 AAC 06.717,] a district shall follow the requirements of this section and the department's Participation Guidelines for Alaska Students in State Assessments, dated December 2015, adopted by reference. (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 \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.075 AS 14.07.060 AS 14.07.165

AS 14.07.020

Register \_\_, \_\_ 2017 EDUCATION AND EARLY DEV.

4 AAC 06.790 (a) is repealed:

(a) Repealed \_\_/\_\_/\_\_\_\_.

4 AAC 06.790 (b)(4) is repealed:

(4) Repealed \_\_/\_\_/\_\_\_\_. (Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 5/15/2015, Register 214; am 12/25/2015, Register 216; repealed \_\_/\_\_/\_\_\_\_, Register\_\_)

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 9**

---

**◆ ISSUE**

The board is being asked to select subcommittee assignments.

**◆ BACKGROUND**

- The board is involved in many subcommittees and other assignments.
- A copy of the board's subcommittee/appointment roster follows this memo.

**◆ OPTIONS**

Select members to be on subcommittees listed.

Seek further information on subcommittees listed.

**◆ ADMINISTRATION'S RECOMMENDATION**

Select members to be on subcommittees listed. Subcommittee assignments do not require a formal motion.

# State Board of Education & Early Development

## Sub-Committee Assignments

NAME	Appointment Begin/End	Reappointment Begin/End	District Seat	Board Leadership/Dates	ACPE (1 member) Meets Quarterly	Governor's Council on Disabilities & Special Education (1 member) Quarterly	Public School Trust Fund Advisory Committee (3 members) Meets 1 x yr.	Technical Advisory Committee (Assessment & Accountability - 1 member)	College of Rural & Community Development (1 member)	Education Commission of the States - ECS (1 member) Meets 2-3 x yr.	MEHS Advisory	CTE Committee	Military Compact	Joint Sub-Committee with BOR
Dr. Keith Hamilton	3/1/2015 3/1/2020		Public-At-Large		X					alt 6/5/15				X
John Harmon	4/15/2015 3/1/2020		3rd Judicial District					X						
James Fields	3/22/2013 3/1/2018		REAA				12/6/2013			6/5/2015			6/5/2015	
Barbara Thompson	3/01/2014 3/1/2019		Public-At-Large			X	3/13/2014	3/13/2014				6/17/2016		
Kenny Gallahorn	3/01/2014 3/1/2019		2nd Judicial District								3/13/2014			
Sue Hull	3/1/2013 3/1/2018		4th Judicial District				12/6/2013							6/5/2015
Rebecca Himschoot	3/01/2016 3/01/2021		1st Judicial District			6/17/2016						X		
Lt. Col Jason Toole	5/18/2016	Indef.	Military Advisor										6/5/2015	
Wilfried Zibell	7/1/2015	n/a	Student Advisor					Page 1						

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 10**

**◆ ISSUE**

The board is scheduled to set its meeting calendar for school year 2017-2018.

**◆ BACKGROUND**

- According to its bylaws, the board at the last regularly scheduled meeting of each school year (June) adopts a calendar indicating the planned date and location of each regular meeting for the next school year.
- Traditionally, the board also sets the dates for expected special meetings.
- The board previously had selected July 13, 2017, for a special meeting to adopt cut scores for the PEAKS assessments. To avoid a conflict with the Commissioner's schedule, the department requests July 14, 2017.
- The department has recommended dates for two meetings regarding the board's review and endorsement of the Every Student Succeeds Act state plan, and two meetings to review and adopt the report of Alaska's Education Challenge.
- The Commissioner has scheduled work sessions with the board on February 28, 2018, and April 25, 2018, at 3 p.m.
- The department presents the following meeting schedule. The board may choose to change any part of it.

<b>Date</b>	<b>Location</b>	<b>Meeting Type</b>
July 14, 2017	Audio Conference	Special -- PEAKS & ESSA
August 1, 2017	Juneau	Special -- ESSA
September 14-15, 2017	Audio Conference	Regular quarterly
October 5, 2017	Anchorage	Work session -- Ak's Educ. Challenge
November 4, 2017	Juneau	Special -- Ak's Educ. Challenge
December 7-8, 2017	Audio Conference	Regular quarterly
January 29, 2018	Audio Conference	Special -- legislative and budget report
February 28, 2018	Audio Conference	Work session -- Commissioner's report
March 22-23, 2018	Juneau	Regular quarterly
April 25, 2018	Audio Conference	Work session -- Commissioner's report
June 7-8, 2018	Audio Conference	Regular quarterly

- If the board wants to hold a retreat as part of a meeting, the affected meeting may need to be scheduled for three days.
- The University of Alaska regents are scheduled to meet in person September 14-15, 2017, in Juneau; November 9-10, 2017, in Anchorage; and March 1-2, 2018, in Fairbanks.
- The board reserves the right, with proper notice, to change its meeting dates, locations, and times or add meetings as necessary to conduct the business of the agency.
- Behind this cover memo are calendars for 2017 and 2018 and a list of state holidays for those years.

◆ **OPTIONS**

Set meeting dates and locations for school year 2017–2018.  
Take no action.

◆ **ADMINISTRATION’S RECOMMENDATION**

Set meeting dates and locations for school year 2017-2018.

◆ **SUGGESTED MOTION**

I move the State Board of Education and Early Development set the following calendar for the 2017–2018 school year:

<b>Date</b>	<b>Location</b>	<b>Meeting Type</b>
July 14, 2017	Audio Conference	Special -- PEAKS & ESSA
August 1, 2017	Juneau	Special -- ESSA
September 14-15, 2017	Audio Conference	Regular quarterly
October 5, 2017	Anchorage	Work session -- Ak’s Educ. Challenge
November 4, 2017	Juneau	Special – Ak’s Educ. Challenge
December 7-8, 2017	Audio Conference	Regular quarterly
January 29, 2018	Audio Conference	Special – legislative and budget report
February 28, 2018	Audio Conference	Work session -- Commissioner’s report
March 22-23, 2018	Juneau	Regular quarterly
April 25, 2018	Audio Conference	Work session -- Commissioner’s report
June 7-8, 2018	Audio Conference	Regular quarterly



# Calendar for Year 2017 (United States)

## January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

☉: 5 ☽: 12 ♁: 19 ♀: 27

## February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

☉: 3 ☽: 10 ♁: 18 ♀: 26

## March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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## April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

☉: 3 ☽: 11 ♁: 19 ♀: 26

## May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

☉: 2 ☽: 10 ♁: 18 ♀: 25

## June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

☉: 1 ☽: 9 ♁: 17 ♀: 23 ☉: 30

## July

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

☉: 9 ♁: 16 ♀: 23 ☽: 30

## August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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## September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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## October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

☉: 5 ♁: 12 ♀: 19 ☽: 27

## November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

☉: 4 ♁: 10 ♀: 18 ☽: 26

## December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

☉: 3 ♁: 10 ♀: 18 ☽: 26

Jan 1 New Year's Day  
 Jan 2 'New Year's Day' observed  
 Jan 16 Martin Luther King Jr. Day  
 Feb 14 Valentine's Day  
 Feb 20 Presidents' Day  
 Apr 13 Thomas Jefferson's Birthday  
 Apr 16 Easter Sunday

May 14 Mother's Day  
 May 29 Memorial Day  
 Jun 18 Father's Day  
 Jul 4 Independence Day  
 Sep 4 Labor Day  
 Oct 9 Columbus Day (Most regions)  
 Oct 31 Halloween

Nov 10 Veterans Day (observed)  
 Nov 11 Veterans Day  
 Nov 23 Thanksgiving Day  
 Dec 24 Christmas Eve  
 Dec 25 Christmas Day  
 Dec 31 New Year's Eve





# Calendar for Year 2018 (United States)

## January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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## February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

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## March

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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## April

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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## May

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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## June

S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

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## July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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## August

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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## September

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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## October

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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## November

S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	

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## December

S	M	T	W	T	F	S
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

●:7 ○:15 ○:22 ○:29

Jan 1 **New Year's Day**  
 Jan 15 **Martin Luther King Jr. Day**  
 Feb 14 **Valentine's Day**  
 Feb 19 **Presidents' Day**  
 Apr 1 **Easter Sunday**  
 Apr 13 **Thomas Jefferson's Birthday**  
 May 13 **Mother's Day**

May 28 **Memorial Day**  
 Jun 17 **Father's Day**  
 Jul 4 **Independence Day**  
 Sep 3 **Labor Day**  
 Oct 8 **Columbus Day (Most regions)**  
 Oct 31 **Halloween**  
 Nov 11 **Veterans Day**

Nov 12 **Veterans Day (observed)**  
 Nov 22 **Thanksgiving Day**  
 Dec 24 **Christmas Eve**  
 Dec 25 **Christmas Day**  
 Dec 31 **New Year's Eve**

**2017 State Holidays**

January 2, New Year's Day (observed)  
January 16, Martin Luther King, Jr.'s Birthday  
February 20, Presidents' Day  
March 27, Seward's Day  
May 29, Memorial Day  
July 4, Independence Day  
September 4, Labor Day  
October 18, Alaska Day  
November 10, Veterans' Day (observed)  
November 23, Thanksgiving Day  
December 25, Christmas Day

**2018 State Holidays**

January 1, New Year's Day  
January 15, Martin Luther King, Jr.'s Birthday  
February 19, Presidents' Day  
March 26, Seward's Day  
May 28, Memorial Day  
July 4, Independence Day  
September 3, Labor Day  
October 18, Alaska Day  
November 12, Veterans' Day (observed)  
November 22, Thanksgiving Day  
December 25, Christmas Day

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 11**

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**◆ ISSUE**

The board is scheduled to elect its officers for school year 2017–2018.

**◆ BACKGROUND**

- According to the board’s bylaws, the board will select its officers at the last regular meeting of the board each school year, which is the June meeting.
- The officers are: Chair, First Vice-Chair, and Second Vice-Chair.
- The current officers were appointed in June 2016 and are:
  - Chair – James Fields
  - First Vice-Chair – Sue Hull
  - Second Vice-Chair – John Harmon
- Nominations will be taken, and votes may be cast either by secret or open ballot.
- The term of each new office is July 1, 2017, through June 30, 2018, or, if necessary, until the election of its successor.
- According to board bylaws, a board member may serve successive terms as an officer without limit.
- A copy of the appropriate section of the bylaws follows this cover memo.

**◆ OPTIONS**

Elect officers for the 2017-2018 school year.

Take no action.

**◆ ADMINISTRATION’S RECOMMENDATION**

Elect officers for the 2017-2018 school year.

**◆ SUGGESTED MOTIONS**

I move the State Board of Education and Early Development elect \_\_\_\_\_  
as Chair to serve from July 1, 2017, to June 30, 2018.

I move the State Board of Education and Early Development elect \_\_\_\_\_  
as First Vice-Chair to serve from July 1, 2017, to June 30, 2018.

I move the State Board of Education and Early Development elect \_\_\_\_\_  
as Second Vice-Chair to serve from July 1, 2017, to June 30, 2018.

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 12**

---

**◆ ISSUE**

The board will hold an executive session to evaluate the performance of the Commissioner of Education and Early Development.

**◆ BACKGROUND**

- An executive session is necessary for this purpose 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**

I move the State Board of Education and Early Development convene in executive session to evaluate the performance of the Commissioner of Education and Early Development.

**State Board of Education and Early Development  
COMMISSIONER  
ANNUAL EVALUATION  
June 2017**

**Directions: Please use bullets under each section. Do not use narrative.**

**Board Relations**

**Leadership**

**Communication**

**Department Leadership**

**Response to Legislature**

**Work Traits**

**Other**

Please list the Commissioner's most significant achievements or successes in the past year.

- 
- 
- 
- 

Please list at least three areas in which the Commissioner most needs to focus his attention in the next year.

- 1.
- 2.
- 3.

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 13A**

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**◆ ISSUE**

This is a standing written report to the board regarding the Division of Libraries, Archives & Museums.

**◆ BACKGROUND**

- Behind this cover memo is the report to the board highlighting the recent news and activities of the Division of Libraries, Archives & Museums.
- Patience Frederiksen, LAM Director, will be present to answer questions.

**◆ OPTIONS**

This is an information item. No action is required.

## **Division of Libraries, Archives and Museum (LAM) Report to the State Board of Education and Early Development, June 2017**

### Personnel

Salissa Thole has been hired as a full-time permanent museum protection and visitor services assistant at the State Museum in Juneau. We are close to hiring a short-term non-permanent assistant for the Sheldon Jackson Museum in Sitka.

### Grants

The State Library has finalized its *2013-2017 Library Services and Technology Act (LSTA) Five-Year Evaluation* report and has posted it on the web. We are working with the Governor's Advisory Council on Libraries on our *2018-2022 LSTA Five-Year State Plan*, which serves as a five-year grant application for LSTA funds from the federal Institute of Museum and Library Services (IMLS).

### Division News

On May 15, the Alaska State Museums were awarded IMLS' 2017 National Medal for Museum and Library Services, the highest award available for libraries and museums. IMLS will award \$5,000 to the State Museums to be used for outreach. The division director and a museum community member will attend the award ceremony in Washington, D.C. StoryCorps will come to Juneau to record stories on the impact of the State Museums on the communities served by these institutions.

Daniel Cornwall began publishing a monthly electronic newsletter named *At the APK and SJM*. This publication details public events to be held over the month at the two museums. More than 400 people subscribed by email.

Both the Father Andrew P. Kashevaroff (APK) building and Sheldon Jackson Museum spent time this month getting ready for the summer season – checking signage, setting up an electronic sign and banners in the APK marquee wall, printing up rack cards and gallery maps for visitors, and developing staffing schedules for the season. In addition, outstanding maintenance and upkeep work was completed for the Sheldon Jackson Museum

### Building News

This is a sampling of the events that took place in the Kashevaroff Building from April 1 to May 15:

- *Decolonizing Alaska*, our major summer show, opened
- Friends of the Libraries, Archives and Museum Gala
- Freshmen legislators tour
- Legislature's Innovation Caucus met at APK
- Division of Vocational Rehabilitation held a two-day training



- Con Brio Chamber Music for Harp Flute Strings
- Alaska Litho Social Media for Travel Marketing training
- Gastineau Guiding training
- Juneau Cabaret afternoon music event
- Fish skin sewing workshop
- Artists' Panel on *Decolonizing Alaska*
- Fallen Peace Officer Memorial
- VISTA Orientation
- Juneau Jazz and Classics Brass Quintet Ensemble
- Using Data to Tell Your Library Story Workshop

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 13B**

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◆ **ISSUE**

This is a standing written report to the board regarding the Division of Student Learning.

◆ **BACKGROUND**

- Behind this cover memo is a report of the work of the Student Learning team.
- Paul Prussing, Acting Director of Student Learning, will be present to answer questions.

◆ **OPTIONS**

This is an information item. No action is required.

## **Division of Student Learning Report to the State Board of Education and Early Development, June 2017**

### Early Learning Update

The Alaska Early Childhood Coordinating Council (AECCC) completed a reorganization this spring. This reorganization allowed the AECCC to expand participation to more members of the early childhood community. Five new committees are now meeting to discuss AECCC priorities. The next meeting will be held on July 12, 2017, in Anchorage.

Several statewide Head Start programs received federal grants to expand service hours and calendar offerings. New grants for child care partnership grants have been awarded. These partnership grants and expansion grants are helping Head Start programs provide more support for preschool age children in Alaska.

The state preschool programs have had a very successful year and are looking towards strategic planning for fall 2018. Each of the district-offered programs is unique, based on the needs of their communities. All programs take a unique approach to supporting early learning in their districts. DEED has preliminary data related to child outcomes from the 2016-2017 school year. The data shows significant developmental gains for children that attended state and federally funded preschool programs.

Parents as Teachers (PAT) is wrapping up the end of the year. The directors of the state funded PAT programs connected throughout the year to align data collection and meet national PAT standards for comprehensive services.

DEED provided several grant opportunities to threadAlaska to support early childhood teachers by providing 1:1 video based coaching. The My Teaching Partner® was very successful. Eighteen teachers received quality coaching from a distance coach.

DEED continues to work with threadAlaska on implementing a Quality Recognition and Improvement System (QRIS) for all Head Start and state funded preschool programs. DEED is hoping that by fall 2018 a system for rating quality in early learning programs will be in place. QRIS systems are used across the country in child care programs and preschool programs to give information on achieved quality in those programs.

Best Beginnings: In the third quarter of FY 2017, the number of children enrolled in Imagination Library in Alaska increased. Currently 107 communities are served through Imagination Library with 19,123 children enrolled (an increase of 333); 57,972 free books were delivered through Imagination Library. Family engagement activities continued with 38 family engagement activities scheduled and 966 participants. In March, Best Beginnings took the lead in ARISE's parent education campaign centered on providing information and activities parents can use to better prepare their children for kindergarten. ARISE, an education initiative for Native children, links directly to Best Beginnings' website, <https://www.bestbeginningsalaska.org>, and activities. Each month focuses on indicators measured in the Alaska Developmental Profile.

## Career and Technical Education

DEED/CTE continues to coordinate high-quality career and technical education opportunities with the University of Alaska system and the Department of Labor and Workforce Development in monthly meetings to bring the Alaska Career and Technical Education Plan ([https://education.alaska.gov/tls/CTE/docs/cteplan/CTE\\_State\\_Plan.pdf](https://education.alaska.gov/tls/CTE/docs/cteplan/CTE_State_Plan.pdf)) to fruition. The CTE Team encourages revisiting the plan to bring it current and better reflect workforce development needs.

The Federal Perkins State Plan was updated and submitted to the U.S. Department of Education Office of Career, Technical, and Adult Education (OCTAE) on April 14, 2017. The plan identifies goals and targets for student performance in CTE on several indicators, and outlines the state's plan for meeting them. The State Plan is revised annually to reflect current practices and data.

Technical assistance to districts regarding Perkins-specific and CTE best practices is ongoing. School year 2016-2017 monitoring visits are complete, and the team provides proactive and responsive support to districts as necessary to close out any findings and strengthen programs. A 2017-2018 monitoring schedule is being drafted, and the team continues to identify technical assistance opportunities for districts.

DEED/CTE continues to support cross-district partnerships and collaborations, such as the Bristol Bay Region CTE project, to provide a greater breadth and depth of CTE instruction for all Alaskan students.

FY17 Carl D. Perkins reallocation funds have been distributed to eligible districts for use by the end of the fiscal year.

FY18 Carl D. Perkins Secondary Grant Applications are now available to districts via the Grant Management System (GMS). Grant applications are due June 30, 2017.

Six competitive Perkins grants were awarded in June 2016 for a period of three years each. These grants focus on: increasing participation in Non-Traditional Occupations (NTO); providing secondary students access to postsecondary CTE instruction in healthcare, education, and maritime trades; and on CTE instructor professional development.

CTE director Deborah Riddle attended the Advanced CTE National Directors Conference in Washington, D.C., as required by federal regulation. There she met with OCTAE staff, legal experts, and other state-level personnel from around the country. Topics included the importance of partnerships, CTE and the Every Student Succeeds Act, rural CTE ideas and challenges, and providing meaningful transitions to post-secondary education.

On May 17, 2017, the U.S. House Education and Workforce Committee unanimously approved the Strengthening Career and Technical Education for the 21st Century Act (Perkins V; H.R.

2353). A previous version of this bill passed the House in the 114<sup>th</sup> Congress by a vote of 405-5. The DEED/CTE team is actively monitoring the progress of the act.

### ESEA/ESSA Federal Programs

The 2016-2017 Elementary and Secondary Education Act (ESEA) monitoring activities are wrapping up. The ESEA team is working with districts to provide technical assistance to address any findings or recommendations. Overall, the monitoring visits provided DEED staff the opportunity to positively interact with district personnel and observe the projects each district was most proud of.

The 2017-2018 ESEA monitoring schedule is being developed and includes the following school districts: Hoonah, Craig, Hydaburg, Klawock, Alaska Gateway, Nenana, Tanana, Yukon Flats, Nome, Northwest Arctic, and Kenai.

The 2017-2018 Consolidated Application is now available for districts on the Grants Management System.

The ESEA team is working to create guidance and tool kits for districts to support the transition to the Every Student Succeeds Act (ESSA). Updated forms, guidance and procedures will be available on the DEED website.

Districts are provided a weekly ESEA Programs newsletter that covers updates, resources, and upcoming deadlines for each federal program under ESEA. This initiative provides districts with a single resource that covers each of the ESEA programs and reduces the amount of emails districts receive.

A Homeless Children and Youth competitive grant proposal is open for eligible districts to provide additional services to homeless children and youth in their schools. This request for proposals closes June 23, 2017.

DEED's Migrant Education Program and Child Nutrition Program have been working together to ensure migrant eligible students receive free meal benefits.

Planning and preparation for the Migrant Education Program's annual fall training is in progress. Registration for district personnel has opened.

A cadre of Alaska's teachers will travel to Kansas City, Missouri, in June to participate in the second year of the Enhanced Learning Maps project training. The project provides English language arts and mathematics teachers the opportunity to further explore the Alaska English language arts and mathematics standards. The maps allow teachers to pinpoint missing skills related to a specific topic as well as look forward to see how the skill will build into future concepts.

## The Special Education program

Extensive Governor's Council on Disabilities and Special Education meetings with a wide variety of groups has developed, including a new work group on discipline.

The Annual Performance Report/State Performance Plan was submitted on time to the Office of Special Education Programs (OSEP) and reviewed with the Governor's council.

The State Systemic Improvement Plan was submitted to OSEP and is being reviewed. Disproportionality reporting requires a stakeholder meeting to determine potential new ratio(s), numerator changes, and the potential to have variable rates for each disproportionality area, in accordance with changes at the federal level.

The draft Special Education Compliance Monitoring and Technical Assistance schedule is being developed and includes: AK Gateway, North Slope, Iditarod, Lower Yukon, and Yukon Flats (Technical Assistance); Kenai, Iditarod, Unalaska, Kashunamuit, Denali, North Slope, Petersburg, Sitka, Skagway, Southeast Islands, Juneau, Pelican, Haines, Anchorage, Matsu, Fairbanks, Chatham, Juneau (Technical Assistance-Coordinated Early Intervening Services).

The Special Education team has submitted a federal State Personnel Development Grant application under the name "PINE" which stands for Professional Investment in New Educators; the grant application is under review.

The Alternative Assessment window closes on May 5 – Preliminary participation numbers are 0.88%, which is within the approved 1% cap.

Complaint Investigations and Due Processes – There were 15 due process hearings requested and 10 complaints investigated.

Special Education will seek additional hearing officers and compliant investigators for the next school year because of increases in filings.

DEED is working with the Division of Vocational Rehabilitation to develop a new departmental Memorandum of Agreement.

School district special education determinations have been completed and are being reviewed prior to distribution to the school districts. These determinations are based on data elements collected and compiled from a variety of sources, including district reporting.

The special education handbook is being revised because many federal links are broken. This was caused by a federal website restructuring. Included with this update will be a clarification regarding the Alternative Assessment and diplomas.

The special education team has begun developing a detailed procedural handbook for all special education reporting.

The Grants Management System applications for 2018 were due on April 28. There were approximately a dozen outstanding districts at the time of this report.

In a project working with the MatSu LINKS program, the Alaska Special Education Guide for Parents document was substantially updated and reformatted. Photos will be updated to be more regionally representative of Alaska.

### Child Nutrition Programs

Alaska Child Nutrition Programs has implemented a robust promotion and approval plan for the Community Eligibility Provision (CEP).

CEP is a meal service option for schools and school districts in low-income areas. A key provision of The Healthy, Hunger Free Kids Act of 2010, CEP allows the nation's highest-poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students participating in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families.

CEP was available nationwide beginning July 1, 2014 (school year 2014-2015). Alaska school districts that were previously on provision 3 status quickly converted over to CEP, and from there many of them have added additional sites.

In 2014-2015 Alaska had 18 school districts on CEP with 123 sites. In 2015-2016 Alaska had an increase in CEP with 23 districts and 151 sites. This number increased again in school year 2016-2017 to 26 districts and 175 sites.

### Summer Food Service Program

In February and March we are conducting outreach to school districts and organizations to recruit sponsors and sites to serve meals to children in the Summer Food Service Program.

- Outreach activities include a large mailing to all superintendents and principals in the state, non-profit organizations, libraries, tribal and other local government agencies.
- Information in DEED Info Exchange and other publications, including RuralCAP quarterly and Anchorage Native News.
- Present at partner organization meetings, including Alaska Food Coalition Summit in Juneau last month.
- Helping connect existing sponsors with potential new sites.
- Working with Women Infants and Children and other state agencies to promote the program.

- Training information is sent out to returning sponsors through our program bulletins; federal program bulletins are available on our website; they are also sent out with outreach for potential new sponsors to register.

DEED's Child Nutrition Programs team just submitted its Management and Administrative Plan and budget to the U.S. Department of Agriculture (USDA) Western Regional Office as required every February, including program projections, budget needs, and a plan for outreach, program growth, and compliance/integrity procedures.

### USDA Foods Distribution Program

The USDA Foods Distribution Program offers USDA foods to public schools and other agencies that provide meals to students. Schools that participate in the National School Lunch Program will receive USDA foods, called "entitlement" foods, at a set value for each lunch served in the prior school year.

The value of USDA foods that Alaska schools received for SY2016-2017 was \$2,957,350. Schools are in the process of ordering the USDA foods that will be served in SY2017-2018.

### Fresh Fruit and Vegetable Program

The Fresh Fruit and Vegetable Program (FFVP) provides children in participating schools with a variety of free fresh fruit and vegetable snacks within the school day.

The FFVP increases student fruit and vegetable consumption; introduces them to a wide variety of fresh fruits and vegetables; is very popular with school officials, parents, and students; does not increase student's caloric intake; and is a catalyst for creating healthier school food environments. Alaska was awarded \$2,050,309 for School Year 2016-2017. Thirty-three districts and 208 schools participated.



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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 13C**

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◆ **ISSUE**

This is a standing written report to the board regarding the Division of Educator & School Excellence.

◆ **BACKGROUND**

- Behind this cover memo is a report of the work of the division.
- Bob Williams, Director of Educator & School Excellence, will be present to answer questions.

◆ **OPTIONS**

This is an information item. No action is required.

## **Division of Educator & School Excellence Report to the State Board of Education and Early Development, June 2017**

### State System of Support (SSOS)/School Support and Improvement

As of May 15, 2017, the Moore Settlement Grant allocation of \$18 million is fully awarded and distributed. DEED is working closely with nine districts (twelve grants) to ensure remaining grant funds are fully expended by June 30, 2017, at which time unused funds would lapse back to the state. At the direction of the parties to the settlement, funds have been distributed to support the Ed Connector and Educator Quantify and Quality Projects managed through the Coalition for Education Equity. Pre-kindergarten programs at 30 schools (9 districts) are fully funded with block grants through the 2016-2017 school year.

AdvancED, the state's designated accrediting agency, is working to update the *Standards for Quality Schools*, which represent the state's designated accreditation standards (4 AAC 04.300 *Standards for state accreditation of schools*). Changes to the accreditation process will be presented to the board if they significantly change the standards or process for accreditation.

Seventeen SSOS School Improvement Coaches are serving 28 schools through the established site visit model, coaching at the district level, and distance coaching using predominantly distance support via phone and digital delivery methods.

The SSOS team continues to support school improvement planning processes and school improvement grants made available to Priority and Focus schools. Existing Priority and Focus school designations will be held over through the 2017-2018 school year.

### School Health, Safety, and Alternative Education Team

During this quarter, DEED's eLearning Program experienced continued high usage with more than 2,000 course completions. An updated version of the Precautions Against Bloodborne Pathogens course was released in April. The final quality control review for DEED's new course entitled *Overcoming ACES in Alaskan Schools—Childhood Trauma and Its Impact on Learning* was completed. This highly anticipated course will be added to DEED's course library for district use shortly.

Our unit continued to support districts in preparation for the Alaska Safe Children's Act, which takes effect on June 30, 2017. DEED updated 7 of its eLearning courses to support the teacher-training portions of the new law and has allocated \$275,000 in grant support to districts to assist with curricula purchases and other associated implementation expenses. DEED is providing districts with technical assistance on the requirements of the legislation and clarifying the Alaska Safe Children's Act Task Force curricula recommendations.

Our unit has started developing two Opioid Prevention/Intervention eLearning courses.

As part of Governor Walker's Safer Alaska Building Stronger Communities Initiative, the Health and Safety Unit began participating in the statewide interagency 2017 Alaska Opioid Epidemic Response

Incident Command System this quarter. A School-Based Prevention Team was formed as one component of the larger response system, and multiple staff from our Health and Safety Team are now members of this ICS Team. While the team is still building its membership and goals, DEED is already advancing some of its identified prevention efforts. The Governor's Office, Public Safety, and DEED partnered to conduct a statewide contest in 6<sup>th</sup>-grade classrooms across Alaska to raise public awareness of the dangers of Opioid Abuse and to get students involved in supporting law enforcement's efforts to curb illicit drug use. Sixth-grade classes across Alaska competed to name two of Alaska's new drug enforcement dogs. The winning names have been selected. Congratulations to Ryan Engebretsen's 6<sup>th</sup>-grade class at Teeland Middle School in the Mat-Su Borough School District for the name *MOCHA* (short for Methamphetamines, Opioids, Cocaine, Heroin, and Alaska). Congratulations to Hannah Dolphin's 6<sup>th</sup>-grade class at Kalifornsky Beach Elementary in the Kenai Peninsula Borough School District for the name *MAK* (after Kachemak Bay).

School Disciplinary Data Collection: The School Health and Safety Unit partnered with the Assessment and Accountability Team to revise and post the Suspensions and Expulsions Data Handbook. Districts use the handbook to annually report to DEED all major school disciplinary incidents that occur in public schools. Statewide audios were held on May 4 and May 9 to update districts on new reporting requirements. The vast improvements to this data collection system are yielding significant benefits for both DEED and districts.

#### Teacher Education & Certification

#### **Teacher Recognition Programs**

DEED is actively seeking additions to our Educator Talent Bank for the 2017-2018 school year.

In May, teachers nominated for the 2018 Alaska Teacher of the Year were notified and invited to complete the full application that is required to be considered in the next stage of the process. It is the mission of the Alaska Teacher of the Year Program to honor Alaska's greatest teachers while providing rigorous professional learning through the National Teacher of the Year program for teachers to be leaders and advocates.

The National Teacher of the Year program includes outstanding professional development on teacher leadership and national experiences. The Alaska 2018 Teacher of the Year will benefit from activities such as:

- Collaborating with more than 50 other State Teachers of the Year in Dallas at the National Teacher of the Year Induction focused on building teacher leadership and voice.
- Participating in Washington Week including meeting the President of the United States at the White House and policy discussions with the U.S. Secretary of Education and the U.S. Department of Education staff.
- Participating in International Space Camp at the U.S. Space & Rocket Center in Huntsville, Alabama.

## Timeline

### Alaska

By July 21, 2017	Application and Supporting Documents emailed to AlaskaTOY@alaska.gov
Early August, 2017	Finalists selected and informed
September, 2017	Finalists' interviews, which include a presentation with a 7-minute video of teaching
October, 2017	2018 Alaska Teacher of the Year announced

## Teacher Certification

The Teacher Education & Certification team is in the middle of its busiest time of the year (April through September). The mandatory training requirement begins on June 30 and will likely increase the technical assistance needs of our customers. All mandatory trainings are available through DEED elearning modules, but some applicants will need assistance with understanding the requirement and locating the online trainings. Our online renewal system is being updated to include the new requirements.

The number of active certificates in Alaska is holding steady. Below is an overview of the number of Alaska educator certificates that were active during the past three years.

### Active Alaska Educator Certificates

Type of Certificate	2015	2016	2017
<b>Teacher</b>	<b>13899</b>	<b>13809</b>	<b>13739</b>
• Initial	1765	1960	2187
○ Two- or Three- year	1168	1214	1219
○ Out-of-State	514	663	826
○ Program Enrollment	55	51	84
○ Reemployment	36	32	58
• Professional	12041	11748	11445
• Master	93	101	107
<b>Special Education Alternative Route</b>	<b>22</b>	<b>16</b>	<b>26</b>
<b>Limited Teacher (Type M)</b>	<b>192</b>	<b>194</b>	<b>202</b>
• Career Technical Education	115	111	118
• ROTC	19	21	17
• Alaska Native Culture / Language	58	62	67
<b>Retired/Lifetime</b>	<b>1344</b>	<b>1414</b>	<b>1517</b>
<b>Administrator (Type B)</b>	<b>1659</b>	<b>1659</b>	<b>1689</b>
<b>Special Education Administrator</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Limited Administrator Superintendent</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Special Service Providers (Type C)</b>	<b>1355</b>	<b>1350</b>	<b>1298</b>
<b>Emergency Type C</b>	<b>17</b>	<b>12</b>	<b>24</b>
<b>Advanced Special Services</b>	<b>99</b>	<b>125</b>	<b>149</b>
<b>Reemployment (Type B or Type C)</b>	<b>9</b>	<b>5</b>	<b>10</b>
<b>Instructional Aide (Type I)</b>	<b>0</b>	<b>0</b>	<b>38</b>
<b>Early Childhood (Type E)</b>	<b>4</b>	<b>4</b>	<b>3</b>
<b>Student Teacher Authorizations</b>	<b>251</b>	<b>180</b>	<b>232</b>
<b>Grand Total</b>	<b>18853</b>	<b>18780</b>	<b>18929</b>

Source: Teacher Certification Database: May 15, 2017

Note: Number of active certificates on March 31 of each year

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 13D**

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**◆ ISSUE**

This is a standing written report to the board regarding assessment and accountability.

**◆ BACKGROUND**

- Behind this cover memo is a report of the work of the assessment and accountability unit.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to answer questions.

**◆ OPTIONS**

This is an information item. No action is required.

## **Assessment & Accountability Report to the State Board of Education and Early Development, June 2017**

The major work of the assessment team during the spring has been to work with the test vendor, Data Recognition Corporation (DRC), and the district test coordinators to successfully implement the first administration of the new Performance Evaluation for Alaska's Schools (PEAKS) assessments in English language arts (ELA) and mathematics. Students in grades 3-10 took the ELA and math assessments. The Alaska Science test was also administered successfully by DRC this spring to students in grades 4, 8, and 10.

Districts were able to choose either a paper-based or computer-based administration of the assessments. Of the 26 districts that administered computer-based assessments only, four had a backup plan with paper tests on hand that were not needed. Twenty-three districts chose paper-based only, and five districts administered a mix of paper-based and computer-based assessments. Approximately two-thirds of the students in the state completed the assessments on computer because most of the largest districts chose computer-based. Both types of administrations were completed successfully, with no serious technology-related issues. A few situations arose that were resolved quickly.

Other assessment work involved preparation for the process of standard-setting, or setting the cut scores for the score ranges for each achievement level. The first step in that process was to draft achievement level descriptors. A group of 35 Alaskan educators first drafted Achievement Level Descriptors (ALDs) specific to each grade and subject in April 2017. Content standards define what students should know and be able to do; achievement level descriptors articulate how much they should know and be able to do at each achievement level category.

The standard-setting process is being held May 30-June 3 in Anchorage. The process is led by facilitators from DRC, the assessment contractor. Staff members from DEED are present to observe and to serve as resources. Eighty-four educators were recruited from around the state, representing a diversity of schools by location, size, and ethnicity as well as teachers of special education and English learners. Panelists were chosen from the pool of applicants based on their experience with the new English language arts and mathematics standards, and based on their supervisor's reference. The score recommendations made by the panelists through this process are used by DEED to propose the score ranges for each achievement level in regulation.

Student, school, and district reports are scheduled to be available electronically by August 3 to districts. This schedule is based on the proposed adoption of the score ranges at the July 13 board meeting. Paper copies of the individual student reports will be sent to districts to be shared with teachers and parents.

An independent alignment study is planned for August 2-4 in Anchorage. DRC will host the process, which will be run by an independent facilitator. An auditor will be present to ensure that the process is completed independently. A team of 24 national experts and 24 Alaskan educators will review the Alaska standards and the items on the test to determine how well the items on the PEAKS assessments align to Alaska's English language arts and mathematics standards. This

process is required to ensure that the assessments meet the technical quality needed for the peer review process required by the federal law.

Assessment team members and special education team members provided information and support to districts during the administration of the DLM Alternate Assessments for students with significant cognitive disabilities. The administration window for the alternate assessments was March 21 through May 5, 2017. This assessment was computer-based and was delivered successfully.

The WIDA ACCESS for ELLs assessments of English language proficiency for English learners administration window was February 1 through March 31, 2017. The districts that administered the ACCESS computer-based tests reported that the administration went more smoothly this year than in 2016. Some districts chose to administer paper-based ACCESS tests this year.



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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 13E**

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**◆ ISSUE**

This is a standing written report to the board regarding Mt. Edgecumbe High School.

**◆ BACKGROUND**

- Janelle Vanasse, Superintendent, will be available to answer questions.

**◆ OPTIONS**

This is an information item. No action is required.

# Mt. Edgecumbe High School

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*State Board Report June 2017*

## **Director's Note:**

It has been a wonderful year for me at Mt. Edgecumbe High School. I appreciate the opportunity to join this family and to work with this staff for our students and families.

## **Graduation**

May 5, 2017 was the MEHS graduation. 100 students graduated, the Sitka Performing Arts Center was packed with families in town to celebrate.

100 Graduates

48 Qualified for Alaska Performance Scholarship

28 Collegiate APS



## **Retention**

MEHS ended the school year with 400 students, a retention rate of about 92%. This is significantly higher than previous years.

## **Early Report on Admissions**

The first round of application deadline is March 31, 2017, however MEHS continues to accept applications throughout the summer. Currently 266 applications have been submitted; 136 have all required documents and are in process of being reviewed. As transcripts and educator assessments are being received, many of the incomplete applications are becoming complete. A full report on application numbers will be available in the fall.



## **Advisory Board**

Advisory Board held their annual in-person meeting on May 4, 2017. Four members plus both the outgoing and incoming student representative attended in-person as well as the non-voting teacher representative and administration. Two additional members joined by teleconference. Board discussed student data, strategic plan implementation and areas for next year, academic offerings and curriculum development, and budgets. The board serves as the advisory board for the Indian Education funds and reviewed both these and all federal title grant budgets.

Six letters of interest were received for the two open board seats.

## Strategic Plan Implementation Highlights

We continue to plug away on action plans to implement the MEHS strategic plan. Here are some of the highlights of our work this past year.

- Increased social media and have many Facebook followers. Parents have given many positive comments about being able to follow the activity of the school this way.
- Switching to a new student information system. (Powerschool)

The new system replaces a handful of systems that were used to manage student data and records. The new system will be cost-effective but also provide more features.

- Implemented a software program to assist in dormitory student management. Tracking students' whereabouts and "check outs" is now an electronic system.
- Implemented a 1:1 computer program for students, providing equitable access to all students and providing needed technology access for evening study times.
- Worked for several months on devising an improvement plan for student support services for tutoring and study time in the evening. The new system is integrated into the academic tiered system of support and will provide many services including college test prep.
- Identified key targets for a systematic way of monitoring student data and tracking school improvement.
- Identified a couple of areas for course and instructional adjustment, increasing support options for students in English in 9<sup>th</sup> grade and increasing rigor in upper-level math courses.
- Developed a system to add freshman orientation courses without reducing core instructional time, identified units for instruction.
- Partnered with University of Alaska Southeast in continued ways to provide dual credit options for students, including some potential grant funded opportunities.

### Strategic Plan Themes:

- Increased Communication
- Alignment of Curriculum & Instructional Practices to Standards and Identified Student Needs
- Support Services that target Identified Student Needs and bridge the School and Residential Experiences
- Tracking Results for Meaningful Improvement, Communication, and Targeted Interventions
- Actively Promote provide Healthy Living Experiences and Life-Long Skills

## Aquatic Center Update

The aquatic center is moving along. A team of teachers, students and administrators have been meeting on identifying recreational use priorities as well as identifying course opportunities that will be developed in the fall for spring and 18-19 school year roll out.



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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 13F**

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**◆ ISSUE**

This is a new written report to the board regarding the Data Team. It will be a standing report.

**◆ BACKGROUND**

- Behind this cover memo is a report of the work of the Data Team.
- Brian Laurent, Supervisor of Data Management, will be present to answer questions.

**◆ OPTIONS**

This is an information item. No action is required.

## **Data Team Report to the State Board of Education and Early Development, June 2017**

This is the Data Team's first standalone report to the State Board of Education & Early Development. The team includes the following six staff members:

- Brian Laurent, Data Management Supervisor
- Eric Caldwell, Research Analyst III
- Heather Kahklen, Research Analyst III
- Katie Koski, Education Associate II
- Karen Lipson, Research Analyst III
- Tim Workman, Research Analyst II

### Alaska's Education Challenge

Brian Laurent presented at the Alaska's Education Challenge kickoff event in Anchorage on April 20. His presentation focused on a number of data points portraying the need for transformative change to the state's system of public education. Data points included assessment results at the state, national, and international levels; chronic absenteeism; the graduation rate; and teacher new hires. He also shared high-level results of the survey administered to Alaskans to determine the public's priorities for the Challenge's five committees.

### Assessment Reporting

The test window for the Performance Evaluation for Alaska's Schools (PEAKS) assessment and the Alaska Science Assessment closed on April 28. Now that students have taken the new content assessments, the focus shifts to public reporting. Brian has worked closely with staff from Data Recognition Corporation (DRC), DEED's general assessment vendor, on the development of the data file that will include student-level demographics, accommodations, and results. Heather Kahklen, the team's assessment analyst, will use this file to complete all reporting on student performance in English language arts, math, and science. DRC will also share a version of this file with district staff for local use on August 3 when student, school, and district reports will also become available.

### Data Collection

Early summer is one of the team's peak seasons for data collection. The Summer OASIS data collection includes student-level data on demographics, attendance, membership, entrances and exits, program participation, and Alaska Performance Scholarship (APS) status for all students enrolled at any time during the school year. A new field has been added for Full-Day Unexcused Absences, which replaces what was previously an entire data collection. As the department's data collection and reporting moves toward greater consolidation, the team hopes to continue to find ways to increase efficiency and reduce district burden. Data from Summer OASIS are used for a variety of purposes, including the calculation of accountability indicators such as the attendance rate, graduation rate, and dropout rate. Summer OASIS files are due by July 15.

Districts report discipline incidents from the previous school year resulting in a suspension or expulsion prior to June 30. This data collection is the result of a collaboration between the data team and the school health team. This data collection allows DEED to fulfill a number of state and federal reporting requirements, as well as measure school safety statewide. The 2016-2017 data collection marks the second year that districts have reported discipline incidents using the State Report Manager (SRM), which has greatly increased the quality of the data and subsequent reporting.

### ESSA and the Graduation Rate

As DEED continues to transition from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA), Eric Caldwell is spearheading an effort to review the process for calculating cohort graduation rates. Among the topics being addressed include subgroup determination, transfers to independent homeschooling or a credit recovery program, and the reporting of graduation rates for small high schools. The team will solicit stakeholder input prior to deciding on the path forward.

### Special Education Reporting

The *Special Education District Determinations* and *District Disproportionality Reports* for the 2016-2017 school year were prepared and given to the special education team for dissemination to school districts. New guidelines from the U.S. Department of Education's Office of Special Education Programs (OSEP) for adjustments to future disproportionality calculations are currently under review. Disproportionality analysis identifies instances of disproportionate representation by race/ethnicity for students with disabilities in disability identification, special education placement, and discipline.

Karen Lipson, the data team's special education data manager, created and published several reports to meet various federal public reporting requirements. The *2016-2017 Special Education Child Count by District* report and the *2015-2016 Special Education District Data Profiles* are located on the Statistics & Reports page at <https://education.alaska.gov/stats>. The *Special Education Child Count by Disability and Age* report and *Least Restrictive Environment (LRE)* report for the 2016-2017 school year are located on the Special Education Data page at <https://education.alaska.gov/TLS/SPED/618data.html>.

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For more information about the items noted in this report, or if there are any general questions about DEED's data collection and reporting, please contact Brian Laurent at [brian.laurent@alaska.gov](mailto:brian.laurent@alaska.gov) or (907) 465-8418.

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 13G**

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**◆ ISSUE**

This is a standing written report from the Attorney General's Office on education-related legal matters.

**◆ BACKGROUND**

- Behind this cover memo is the Assistant Attorney General's report.
- Assistant Attorney General Rebecca Hattan will be present to answer questions.

**◆ OPTIONS**

This is an information item. No action is required.



# MEMORANDUM

**State of Alaska**  
**Department of Law**

TO: Members, State Board of Education and Early Development

DATE: May 18, 2017

FILE NO.: JU2015200003

TEL. NO.: (907) 465-3600

FROM: Rebecca Hattan  
Luann Weyhrauch  
Assistant Attorneys General  
Labor & State Affairs Section  
Department of Law

FAX NO.: (907) 465-2520

SUBJECT: 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 Aniak Middle School.* The Alaska Department of Environmental Conservation (DEC) has 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.

In September 2013, the PRPs reached agreement through mediation as 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. On April 21, 2015, the PRPs executed an agreement to continue sharing the cost for the operation of the sub-slab-depressurization system and the TCE monitoring program at the site.

On February 3, 2016, the Consent Decree (a settlement agreement in the form of a court order) was fully executed. On February 8, 2016, 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 on March 4, 2016. In October 2016, soil sampling for the TCE Remedial Investigation/Feasibility Study was conducted and the data from that sampling was submitted to DEC in January 2017. DOT&PF has retained contractors to conduct the PCB clean-up work in the summer of 2017. The parties

continue to comment and propose changes in the work plan for the PCB clean-up. The parties are also in the process of extending the agreement to continue sharing the cost for the sub-slab-depressurization system and the TCE monitoring program at the site.

2. *North Slope Borough (NSB) and North Slope Borough School District (NSBSD) appeal of Department's denial of debt reimbursement eligibility for certain bonds issued by NSB.* In February 2015, NSB and NSBSD filed an administrative appeal from a department decision that five bonds issued by NSB are ineligible for school construction debt reimbursement under AS 14.11.100. The department determined that NSB payments on the bonds were ineligible for reimbursement because the bonds did not conform to the statutory requirement that they be repaid in approximately equal payments over a period of at least 10 years as required by AS 14.11.100(j)(3). In September 2016, following extensive motion practice, the Commissioner issued a final decision affirming the decision to deny reimbursement. NSB appealed the Commissioner's decision to the superior court. The parties participated in an unsuccessful mediation in December 2016, and the superior court has now issued a scheduling order for appellate briefing. NSB's opening brief is due in early June. The department is represented in this matter by Janell Hafner, an attorney in the Opinions and Appeals section of the Department of Law.

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 March 2015, Illuminations submitted a request for administrative review of the department's notice of March 12, 2015. In the March 12, 2015 notice, the department suspended the participation of Illuminations in the CACFP program, proposed to terminate Illumination's agreement, proposed to disqualify Illuminations, and proposed to disqualify its owner and administrator. This notice was sent under CACFP federal regulations due to action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. In April 2015, Illuminations and its owner and administrator requested an administrative review. A review official issued a determination upholding the agency's action in May 2015.

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 the department was served on July 16, 2015. The appellants' opening brief was filed in December 2015. The parties have been involved in continuing discussions related to documentation of the potential claim and possible settlement, but appellants currently appear to be losing interest in pursuing the claim.

4. *Pribilof School District (PSD) Administrative Appeal of Count of Four Students for Average Daily Membership (ADM).* On January 18, 2017, PSD filed an administrative appeal from a department determination that four students enrolled at the

Saint George School only for the 20-school-day count period in October should not be included in the Saint George School ADM for foundation funding calculations. Instead, the department included the four students' ADM in the Saint Paul School where the students had been enrolled for their schooling prior to the October 2016 count period. The internal reviewer for the department requested additional documentation from PSD. On February 7, 2017, PSD asked that the decision of the internal reviewer be postponed while the parties engage in settlement discussions. PSD has not yet responded to the most recent correspondence from the department. Until the appeal is finally resolved, the four students will be counted in the Saint Paul School for FY 2017 foundation funding.

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 14**

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**◆ 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**

**Date: June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 16**

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**◆ ISSUE**

- The state board is being asked to appoint two members to serve three-year terms on the Mt. Edgecumbe High School (MEHS) Advisory Board.

**◆ BACKGROUND**

- The state board established the seven-member Mt. Edgecumbe High School Advisory Board. Two positions are open; the state board is being requested to appoint persons to fill the positions.
- As set out in 4 AAC 33.100, Operation of special programs, the superintendent/director of Mt. Edgecumbe High School submits to the Commissioner a nominee to fill each vacant advisory board position. The state board appoints advisory board members.
- The vacant positions are for
  - Alumni
  - A parent
- MEHS Superintendent Janelle Vanasse mailed notices to all interested parties and advertised on the MEHS website. Six applications were received.
- Nominees: Mary Huntington for the alumni seat and Michelle D. Martin for the parent seat.
- Behind this cover memo are: 1) a cover letter from each nominee, and 2) resumes from each nominee.
- Janelle Vanasse, Superintendent of MEHS, will be present to brief the board.

**◆ OPTIONS**

Approve the appointments.

Reject the appointments.

Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the appointments.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development appoint Mary Huntington and Michelle D. Martin to serve three-year terms on the Mt. Edgecumbe High School Advisory Board.

parent or <sup>✓</sup> alumni  
Teacher

PO Box 53135  
Koyuk, Alaska 99753  
907-639-1222 cell  
907-963-4685 home  
[shishmarefmary@gmail.com](mailto:shishmarefmary@gmail.com)  
Skype: maryhuntington  
March 30, 2017

Mt. Edgecumbe High School  
1330 Seward Avenue  
Sitka, Alaska 99835  
Re: Advisory Board

Dear Advisory Board Selection Committee:

I am interested in applying for one of the vacant seats on the Mt. Edgecumbe High School Advisory Board. My son is attending his second year at MEHS, and my stepson will be graduating this May, his third year at the school. It is in this capacity that I have developed an interest in serving on the board: as a parent.

I am pleased with both boys' experiences and they have easily chosen to return each year. I expect my son will graduate from MEHS in two years as well. They are getting an excellent education and plan to continue learning after high school. I am confident they will be fully prepared for their post-secondary options when they leave.

In looking at scheduling, at staff lists and extra-curricular opportunities, I see that Edgecumbe has grown tremendously since I attended. I graduated from Mt. Edgecumbe in 1994 after enrolling as a sophomore. If necessary, I would serve as an alumni representative, because I would also use that perspective. At this time, it is due to concerns that arose as a parent that I choose to seek involvement.

As always, Mt. Edgecumbe is an excellent school, providing wonderful opportunities. As with everything in life, there is always room for improvement. I want to do my part to ensure that Mt. Edgecumbe serves its students with all stakeholders in mind. I have attached a current resume and the questionnaire to go over the details. Thank you for your consideration, and I look forward to hearing from you.

Respectfully,



Mary Huntington

# Mary Huntington

P.O. Box 53135 907-639-1222 cell  
Koyuk, Alaska 99753 907-963-3021 work  
shishmarefmary@gmail.com 907-963-4685 home

**Vision:** Enhancement of education in Rural Alaska through instructional leadership with cultural integration

## Teaching Certification/Endorsements:

Type B Administrative Certificate, valid until 08/2018  
Elementary Education, Grades K-8, valid until 08/2017  
Mathematics, Grades 7-12, valid until 08/2017  
Coach Certification, no expiration; including First Aid for Coaches, valid until 01/2020

## Education:

2011-2012 University of Alaska Southeast, Master of Education, Educational Leadership  
2007-2010 University of Alaska Fairbanks, Secondary Licensure Program, Mathematics  
1994-2002 University of Alaska Fairbanks, Bachelor of Education, Elementary Education  
1999 Career Academy, Travel Specialist  
1992-1994 Mount Edgecumbe High School  
1982-1992 Shishmaref School

## Certificated Employment:

2014-present Bering Strait School District, Koyuk Malimiut School, Principal  
2012-2014 Bering Strait School District, Shishmaref School, Assistant Principal  
2009-2012 Bering Strait School District, Shaktoolik School, Middle School & High School Teacher  
2008-2009 Bering Strait School District, Shishmaref School, Secondary Math Teacher  
2004-2007 Bering Strait School District, Shishmaref School, Kindergarten Teacher  
2003-2004 Bering Strait School District, Shishmaref School, 2<sup>nd</sup> Grade Teacher

## Committees, Boards:

2017 Nome Decolonization to Conscientization Think Tank, Inuit Circumpolar Conference  
2015-2016 Growing Our Own Teachers subcommittee member, Norton Sound Education Work Group  
2015 Regional Educational Summit Keynote Speaker, Norton Sound Education Work Group  
2013-2015 Project CREATE Advisory Board, Teacher Evaluation for Alaska Cultural Standards  
2011-2014 Seward Peninsula Lutheran Ministries Association, President  
2010-2014 Seward Peninsula Lutheran Ministries Conference Officers, Secretary  
2001-2003 Shishmaref City Council member

## Administration Professional Development:

2016 Marzano Building Expertise 2016: Charting the Future, Learning Sciences International  
2015-2017 Alaska RTI/MTSS Conference, Alaska Staff Development Network  
2014-2016 Alaska School Leadership Institute, Alaska Staff Development Network  
2014 Safe & Civil Schools Conference

## Cultural Arts Experience:

2016 Nome Basic Arts Institute, Cultural Teacher Leader, Alaska Arts Education Consortium  
2011 Juneau Basic Arts Institute, Cultural Teacher Leader, Alaska Arts Education Consortium  
2010 Fairbanks Basic Arts Institute, participant, Alaska Arts Education Consortium  
1999 Inupiaq Demonstrating Artist, Alaska Native Heritage Center  
1998-1999 Alaska Native Dance Instructor, University of Alaska Fairbanks  
1996 Alaska Native Dance Instructor, Rural Alaska Honors Institute  
1996 Inu-Yupiaq Dancers, Co-Founder and Leader, University of Alaska Fairbanks  
1994-2013 Shishmaref Eskimo Dancers, Group Leader, *during the years I lived in Shishmaref*

# Mt. Edgecumbe High School

## Advisory Board-Application Questionnaire

The Alaska Department of Education is pleased that you are potentially willing to serve on the Mt. Edgecumbe High School (MEHS) Advisory Board. In an effort to assist the MEHS in making the best selection possible for the vacant seat or seats, we are encouraging you to complete the following questionnaire and return it with your letter of interest and detailed resume. Please attach additional sheet as needed.

**Position:** Parent (*I am also an alumnus and Alaskan school principal*)

**Applicant's Name:** Mary Huntington

**What prompted you to consider applying for the vacant MEHS Advisory seat?**

My son is attending Mt. Edgecumbe for the second year. I have been very pleased, overall, with his experience and care while attending. There have been a couple of incidents that caused me great concern, particularly when it comes to his health. One was related to his allergies, the other concussions. I have shared feedback with school officials each time I had concern. Because issues arose multiple times this year, I want to take a more active role in helping Edgecumbe run the best way possible. I am also disappointed that I do not get more communication about my son personally. Though I do not often make it to the teleconferences due to scheduling conflicts, I always read the minutes to keep up with events. This is wonderful for general information about the school and events. I rarely get any feedback about him specifically. I even asked (though only once and not at a teleconference, which might have had greater impact) about getting comments on report cards and/or progress reports. In his two years, I recall getting one introductory letter and one phone call. It was so refreshing! We should have more of that. I made sure to share my appreciation. When there is no opportunity to have parent-teacher conferences or chance meetings at the grocery store or post office, it becomes even more important to universally include specific, detailed comments on report cards and progress reports. In most ways, Edgecumbe demonstrates high quality. Communication with parents is rather poor. Again, I feel a strong desire to get more involved with helping make Edgecumbe the best all around.

**In your opinion, what special interest, talents and/or capacities could you bring to the Advisory's Board?**

I look at the big picture and always look at making systems work more efficiently to the benefit of everyone involved. When making suggestions or expressing concerns, I look at the need we are trying to address and propose solutions. If there will be drawbacks, I weigh the benefits against the drawbacks and will readily revise a solution if the benefit does not outweigh the drawbacks. I use both creativity and logic, trying to keep a healthy balance. I have experience as a community leader (City Council, church council, regional church association, Eskimo dance leader, choir leader), as a classroom teacher (kindergarten, junior high, high school math), cultural artist (skin sewing, beading, Eskimo dancing, Inupiaq singer, cultural arts teacher/leader), and school administrator (assistant principal, principal). I have a broad range of experiences and have taken leadership roles from various perspectives.

**Are you or have ever been directly associated with MEHS, if so what capacity?**

Yes. I was a student for three years, graduating in 1994. I was very involved in activities while attending (including Student Council, Cheerleading, National Honor Society, Inupiaq Dancers, Yupik Dancers, Drama, NYC, cultural clubs.) Now, I am a parent. My son is attending his second year. My stepson will graduate this year, his third year at MEHS.



**What is your vision of the role of MEHS and how a public supported residential high school fits in the larger educational scheme for the State of Alaska?**

Edgecumbe should be the best of the best. My vision: the school offers that which small remote schools can not and personalization that extremely large schools may not. The academic rigor matches that of large schools, including advanced placement opportunities. The sense of community matches that of village schools, where positive relationships are vital. Edgecumbe raises leaders, students who are empowered to take action to improve their communities, whether large, small, regional, statewide or beyond.

**What other boards, commissions, etc, have you been appointed to? Are you currently active on any boards, commissions, etc.?**

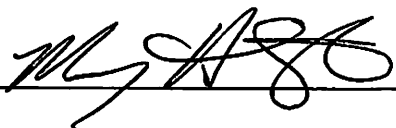
Project CREATE Advisory Board – developing a teacher evaluation framework for Bering Strait School District for the Alaska State Cultural Standards. No longer an active board. Norton Sound Education Work Group: Growing Our Own Teachers subcommittee – collaborating with regional entities to set up systems to encourage more local people (students and para-professionals) to work toward becoming certified teachers. No longer an active committee. Inuit Circumpolar Conference: Nome Decolonization to Conscientization Think Tank – group to look at ways to make the educational system more accessible to and patterned after indigenous ways. No longer an active committee. Local and regional Seward Peninsula Lutheran Church councils. No longer a member because my administrative position demands too much of my time. I asked not to be nominated for a seat when I knew I could not give the position the attention it would need.

**In your opinion, what makes you uniquely qualified for the vacant seat for which you are making application?**

I want what is best for all students, from all backgrounds, with various goals, various skills. It was the feeling of empowerment I got my senior year at Mt. Edgecumbe that inspired my interest in going into education. I want all of our students in and from the villages (alongside everyone else) to feel that sense of “I can” and “we can” to make life better. It was the desire to impact a wider range of students that inspired me to leave the classroom to go into administration. I work diligently to make my school the best it can be. Edgecumbe is an excellent school, doing excellent things in many areas. There can still be improvements made and I want to help review structures for efficiency and quality. Continuous improvement and growth mindset are a big part of my identity and I want to focus some of that energy on Mt. Edgecumbe.

**If interested, please provide any additional information that you believe might be helpful to reviewers of your application.**

My son applied for Mt. Edgecumbe because he wanted to attend the same school his parents attended. I did not feel like our school was not good enough. I would have been content if he stayed in the village. I did also feel like Edgecumbe would be an excellent fit for him and his needs both academically and socially. I have not been disappointed. I have a lot of responsibilities and have to prioritize where I will spend my energy. I am very passionate and enthusiastically participate in activities and programs that benefit others. I will not run for an office or apply for a position if I cannot commit fully to the responsibilities I will take on. This Advisory Board would allow me to get involved in a capacity that would allow me to make a positive impact. I value this opportunity and would thoroughly review all materials and policy manuals before each meeting. I look critically and share feedback. It does so with four meetings a year, which is a commitment I can realistically make.

Signature 

Date 3-31-17

Parent

8516 Forest Lane  
Juneau, Alaska 99801  
(907) 209-4465 mobile

June 21, 2016

Dear Ms. Horton:

I would like to express my interest in becoming an Advisory Board Member for MEHS as a parent representative. I feel I can use my skills to help this board uphold it's policies and to participate in this collaboration for supporting students' and teacher successes.

I have held positions on various councils and boards that are well known in Southeast Alaska while I've worked in different communities. On these councils and boards I have attended meetings and participated on committees to support the community and students. I would particularly participate on education committees or I have been appointed to do so for my background knowledge in this field. I've worked with these members to look for ways to support and help improve steps in education.

I have many experiences as an employee in education. My leadership skills have helped me to work with parents, students and staff; to guide them on the goals we create together and work hard to achieve. I have excellent communication skills that have helped with building a strong team and keeping members in the loop on topics, ideas, and processes. I can use these skills to create and implement ideas the board has with MEHS's policies and standards. My understanding in education will make it easier to grasp concepts and standards the board discusses and to contribute my ideas and exercise my skills.

I have strength with networking with agencies in Southeast Alaska and have built a reputation to team with members of the entities in supporting education. I feel I can contribute my work experiences and participation on boards and committees to this advisory board. I'm resourceful in implementing these mutual relationships and I follow through with supporting and teaming. I can help with creating and implementing the policies of this institute and the requirements for an educational structure. I work well with others, especially in a group setting and I have the ability to help others find a consensus on items they may disagree on and implement the necessary steps to resolve and take action on the next steps. I'm resourceful and have the ability to ensure tasks are done in a timely manner while still maintaining a high level of efficiency.

I'm confident I have the experience and skills to be a board member on MEHS's Advisory Board. As a strong parent and a strong Native teacher I will be a great benefit in working with this board.

I look forward to hearing back from you. Please feel free to call me at (907) 209-4465 for further arrangements or questions you may have.

Sincerely,



Michelle D. Martin  
Enclosure: Questionnaire and Resume

# Michelle D. Martin

8516 Forest Lane

Juneau, AK 99801

M: (907) 209-4465 E: michelledmartin@yahoo.com

## Objective:

- Interest as the Parent Representative for the Mt. Edgecumbe High School Advisory Board Member

## Education:

- MAT Elementary Education University of Alaska Southeast, earned August 2009
- BA Social Sciences University of Alaska Southeast, earned May 2006
  - Major: Anthropology
  - Secondary: History and Psychology
  - Minor: Alaska Native Studies
- AA General Studies University of Alaska Southeast, earned December 2003
- High School Diploma of Hoonah High School, earned May 1991

## Work History:

*Tlingit & Haida Head Start* *Juneau, Alaska* *2015-Present*

- **Regional Facilitator**

- Supervising thirteen Head Start sites throughout Southeast Alaska; supervising approximately 40 staff. Provide training, support with curriculum and supervisory, and guide staff to succeed in their preschool program.

*Juneau School District* *Juneau, Alaska* *2014-2015*

- **4/5 Grade Tlingit Culture Language & Literacy Program Long-term Substitute**

- Taught in the Tlingit Culture Language & Literacy Program (TCLL) multi-age classroom incorporating the required curriculum with place-based and cultural relevance. I worked with the classroom teacher to plan and implement the 5<sup>th</sup> grade curriculum, collaborated with the SHI Artist in the School residency and Tlingit & Head Work Experience Programs. I also work diligently with the TCLL reading specialist on literacy with students and Tlingit Language teacher to enhance cultural learning and connections.

*Tlingit & Haida Work Experience Program* *Juneau, Alaska* *2014-2015*

- **Work Experience Classroom Aide in the 4<sup>th</sup>/5<sup>th</sup> Grade Tlingit Culture Language & Literacy Program**

- I supported the teacher with the curriculum and incorporated place-base and enriched culture teaching. I prepping materials, supported students in the core content areas, and filled in with substituting when the teacher was absent.

*Juneau School District* *Juneau, Alaska* *2013-2014*

- **2<sup>nd</sup>/3<sup>rd</sup> Grade Tlingit Culture Language & Literacy Program Teacher**

- I taught in a multi-age classroom incorporating the required curriculum with place-based and enriched culture teaching. I helped coordinate family nights, worked with the TCLL team in creating a program; worked closely with special education teachers and specialists to guide my students. I also work diligently on creating a relationship with parents and families.

*Hoonah City Schools* *Hoonah, Alaska* *2011-2013*

- **Hoonah Parents as Teachers Program, Athletic Director, and Volleyball Coach**

- **Parents as Teachers Director (PAT):** As the director of this program, I supervised a staff of four parent educators and one cultural specialist. I managed this grant, worked directly with the superintendent and partnered with other local organizations to run this program. I also worked directly with Hoonah's parents and their young children from ages prenatal to five years old.
- **Athletic Director:** I directed the extra-curricular activities of Hoonah City Schools. Managed and arranged all activities that occurred for middle school and high school such as basketball, wrestling, volleyball, band, robotics, and community activities. I also hired and evaluated coaches and worked with the school board on activities.

- **High School Volleyball Coach:** I guided varsity girls with volleyball skills, fundamentals and life skills. I worked with the athletic director in setting up the Region V volleyball tournament in Hoonah as well as organized our competitions.
- **Middle School Volleyball Coach:** I worked with middle school boys and girls in volleyball skills, fundamentals and life skills. I provided opportunities for the varsity volleyball girls to gain experience in leadership and to role model various skills with the middle school athletes.

*Juneau School District*

*Juneau, Alaska*

*2010 – 2011*

- **Tlingit Culture Language & Literacy Program Lead Teacher/Cultural Specialist**

- As the cultural specialist I set up lessons and taught with culturally relevant materials and instruction. I set up family night activities, organized field trips, and worked with parents to participate in school. I supported the TCLL teachers in grades K/1<sup>st</sup>, 2<sup>nd</sup>/3<sup>rd</sup>, and 4<sup>th</sup>/5<sup>th</sup> classrooms and the TCLL Tlingit Language teacher with instruction to the core content and curriculum.

*Tlingit & Haida Head Start*

*Juneau, Alaska*

*2009 – 2010*

- **Pilot PreK Program Lead Teacher**

- Co-taught with a Juneau School District Early Educator Childhood teacher and supervised the Head Start teacher aide and classroom aide. I was in charge of the Head Start portion in this cohesive program. I helped with planning, teaching, assessing, organizing schedules, finding substitutes, arranging the bus schedule, setting up parent conferences, and creating a partnership with student's families.

*Juneau School District*

*Juneau, Alaska*

*2003 – 2005*

- **Tlingit Cultural Language & Literacy Program (TCLL)**

- **Teacher Aide 2003/2004:** I was a student assistance with the K-2<sup>nd</sup> grade teacher working with students in the classroom; helped run classroom meetings and followed instruction of the teacher.
- **Teacher Aide 2004/2005** I was a student assistance with the 2<sup>nd</sup>/3<sup>rd</sup> grade teacher and worked students in the classroom to gain more classroom experience. I substituted when needed, followed instruction of the teacher, and began learning how to create curriculum.

### **Professional Activities:**

- SHI Latseen Camp Cultural Instructor 2010 & 2012, 2013, 2014, 2015
- SHI Latseen Basketball Camp Instructor 2015
- Goldbelt Heritage Foundation Camp Instructor 2015
- Hoonah Indian Association Camp Instructor 2015
- Juneau Community Council Camp Instructor 2013-2015
- Best Beginnings Hoonah Coalition for Kids Program, Chairperson/Coordinator 2012
- Goldbelt Heritage Foundation Facilitator for TCLL Team Meeting 2010
- National Indian Education Association Conference 2006
- Future Teachers of Alaska Facilitator 2005 & 2006
- Bilingual Multicultural Education/Equity Conference 2005 & 2006
- Presenter at American Anthropological Conference 2005
- Presenter at Alaska Anthropological Association 2004
- PITAAS Advisory Board (College Student) 2004-2006
- Tlingit & Haida Head Start Policy Council Representative 2004-2005
- TCLL Parent Advisory Committee 2002-2005

### **References:**

Albert Rinehart, Tlingit & Haida Head Start Director (907) 957-7264  
[arinehart@ccthita.org](mailto:arinehart@ccthita.org)

Angela Lunda (907) 723-6543  
[lundaa@hoonahschools.org](mailto:lundaa@hoonahschools.org)

Shgen George, 4/5 TCLL Teacher (907) 209-0898  
[shgen.george@juneauschools.org](mailto:shgen.george@juneauschools.org)

Mt. Edgecumbe High School  
Advisory Board-Application Questionnaire

**The Alaska Department of Education is pleased that you are potentially willing to serve on the Mt. Edgecumbe High School (MEHS) Advisory Board. In an effort to assist the MEHS in making the best selection possible for the vacant seat or seats, we are encouraging you to complete the following questionnaire and return it with your letter of interest and detailed resume. Please attach additional sheet as needed.**

**Position:** Parent Representative

**Alumni Graduation Date:** N/A

**Applicant's Name:** Michelle D. Martin

**What prompted you to consider applying for the vacant MEHS Advisory seat?**

I'm interested in the MEHS Advisory seat because I feel I have gained many skills through my experiences as a Native teacher, a supervisor and as a parent to contribute to this board. As a parent, I find it's harder to volunteer with my children's secondary education and this is an opportunity to do so. I've served on some boards and parent committees while I was in undergrad school though I began to focus more on my education in the master's program and gaining experience early on in my career. As I've worked hard to gain more skills as I learned to work with the Hoonah School Board and the Head Start Policy Council members. These experiences helped me to understand the importance of such bodies to form and work as a team with an educational institute to benefit our students'. These experiences have helped me to understand the systems for setting up and implementing policies, hiring of staff, verifying and validating curriculum, understanding the state's standards in education, and most importantly how to work with parents and students. I'm interested in working with this advisory board to bring a parent's perspective, to build teamwork, relay ideas and to work hard to benefit our students and staff. This is another step I can role model to my children and other students' on participating in their education and always learning the processes.

**In your opinion, what special interest, talents and/or capacities could you bring to the Advisory's Board?**

I've always had a special interest in Mt. Edgecumbe High School's functionality and systems but most definitely on how your/our school works together to keep students who want to be there, who want to learn, and who successfully graduate and ready for the next steps in their higher education. With that being said, I feel I can bring a rural and urban school perspective to this board.

I grew up in the Southeast rural community of Hoonah all through my adolescence in a strong and consistent education institute. Early on in my adulthood I gained an interest in teaching while working as a classified staff member at the school in Kake, Alaska. Working at this school in multiple positions helped me to identify my career choice and passion to be a teacher and I pursued to continue my education at UAS in Juneau. Once I completed my education I began teaching in the Juneau School District, gaining an urban perspective in education. As I worked in the Tlingit Culture Language & Literacy Program as the Lead Teacher/Cultural Specialist, I focused on how to engage parents and involve them more in the school through various opportunities. I've always felt parent involvement in their children's education is important to support, guide and to role model these skills. I later taught and directed a program at Hoonah City Schools, gaining skills on working in a rural setting. Now, I currently work with the Head Start program supervising all 13 sites we serve throughout Southeast Alaska. This position provides me with a wide perspective on community needs, strengths, and opportunities to work and build strong preschool programs. I'm also active in the Native community as I participate as much as possible, especially learning how our Native students learn and enhancing curriculum with place-based teaching and student successes. All these opportunities I listed derived from my determination to gain experiences in both a rural and urban community setting for my passion to work in education and most importantly to have opportunities to work with students and families. I've also worked hard on these experiences to provide my own children with opportunities to benefit their education too.

I cannot relate to going to a boarding school as a student but I can as a parent; I've let my two children attend MEHS. I strongly support and advocate for MEHS and entrust this institute's staff with the most important job whom I team with on the well-being and educational guidance set for my children. My talents have been to work hard and gain as much experiences as I can in my interests and being in education is one of them. My children will see my actions and may realize later in life the importance to participate and be involved in such endeavors or related interests that mirror the same skills. I view this as a networking opportunity too, to learn and grow in the field of education. These are some of the capacities, talents and special interests I have to support in my decision to try for the MEHS Advisory Board position.

**Are you or have ever been, directly associated with MEHS, if so what capacity?**

I would say I am directly associated with MEHS since 2011 when my daughter enrolled as a freshman and completed all four years and my son is currently enrolled as well. I feel my role as a parent in my child's academics and educational institute is a major affiliate and I try to be involved as best as I can from home. I've been in communication and establishing strategies with my children's teachers' and counselors to support them in their academics as well as their social emotional care. I've also communicated with the administration staff with topics associated with my children. As a previous employee of Hoonah City Schools, I was the athletic director for a couple of years and worked with Andrew Friske as a colleague in this area. I have few direct associations with MEHS but I feel these are important interactions I've had. Being involved with the MEHS Advisory Board will also lead to direct association, one that I am looking forward to establishing hard work and team work with other members.

**What is your vision of the role of MEHS and how a public supported residential high school fits in the larger educational scheme for the State of Alaska?**

My vision on the role for MEHS is to continue this institutes traditions and protecting it from any interference that want to intervene on such a fine school. I've participated in the monthly

parent teleconferences and testified with the Legislature to keep this school as it stands and not to change as ANSEP is trying to do. I'm a firm believer MEHS works hard to challenge our students academically with opportunities to explore in various fields of studies to prepare them for their higher education. I also recognize the importance of students' relationships with staff that provide a sense of family at school; creating a community that holds each student accountable for their behavior, upkeep of the facility, and most importantly being the surrogate parents to bestow a nurturing relationship for those students who are homesick or sometimes need that tough love to learn skills. The dormitory life helps MEHS's students get a step ahead as they learn the values of this stepping-stone and it's to their advantage on life skills. There is so much more I would like to learn about MEHS, the systems set in place that are working for it's students, staff and parents. I see MEHS being the role model school for Alaska in contributing a high percentage of graduating students', students' who move on in their higher education, consistency in staff, and an administration that works hard and gets to know their students. These are things I have seen MEHS do and I would be grateful to be a part of in contributing the hard work and dedication it takes to keep MEHS strong and one of the best schools in this state. Alaska Native's have suffered from the first boarding schools in Alaska and MEHS has diminished that horrific vision in our minds of how students' uses to be treated and replenished that vision with traditions all MEHS alumni's are proud of. Native students have the highest drop out rate in the nation and MEHS produces a high number of Native graduates and successful higher education graduates. MEHS is an excellent model for the state of Alaska and continuing the traditions is a vision I want to see keep growing. My vision is this school should be a place parents and students want to be a part of for the rigorous curriculum, the unique opportunities provided, and to be proud when students' successfully complete high school here and to be called an alumni of Mt. Edgecumbe High School, to claim you were a Brave.

**What other boards, commissions, etc., have you been appointed to? Are you currently active on any boards, commissions, etc.?**

I have fully participated in my children's education and have been on boards for the following programs:

- **The Tlingit Culture Language & Literacy Parent Advisory Group at Harborview Elementary School with the Juneau School District** - This program is the only program in Southeast Alaska to have a focus on learning the Tlingit language and enriching the curriculum with culture. On this advisory group, I worked with other TLL parents and the staff to implement policies for the program, to support the program's needs and most especially when there is shortage to cut programs I helped advocate from the school district and legislature levels.
- **Preparing Indigenous Teachers for Alaska's Schools (PITAS) Advisory Board** – During my undergrad years at the University of Alaska Southeast Juneau campus, I was appointed as the student representative on this board and worked with other members who were from local partnering entities such as Sealaska Heritage Institute, University of Alaska Board of Regents, Juneau School District member, and other local members.
- **Tlingit & Haida Head Start Policy Council Representative** – I was voted as the parent from my child's classroom in Juneau to be a parent representative for the Head Start Policy Council. I participated in approving agendas, staffing, and policies. I also worked with my child's teacher to provide reports to the policy council.
- **Tlingit & Haida Juneau Community Council Representative** – I was voted in Juneau to be a representative of the T&H Juneau Community Council and served on the

education committee. I supported resolutions to be submitted in supporting the Juneau schools and entities that supported education.

I am currently not active on any boards or commissions as I am focusing on my position as a first year supervisor for Head Start. I have been invited to participate in the University of Alaska – Advisory Committee on Alaska Native Education and the meetings didn't align with my schedule as I've had scheduled meetings with each site for Head Start. I plan to join for the next school year, as I'm an active advocate on Alaska Native Education.

**In your opinion, what makes you uniquely qualified for the vacant seat for which you are making application?**

I've explained many of my experiences in the questions above and I'm always willing to continue learning. I feel I qualify for this vacant seat because I have experience in teaching in Alaska as well as have strong ethical background for working hard with a team on policies to help form the body of a program. I'm also Alaska Native and had the privilege to grow up and graduate from a school in rural Alaska. As an adult, I'm able to see the differences in an urban and rural educational setting and value the uniqueness of not only by this but also as each program and classrooms have their own style and form. I'm open-minded and like to see the "big picture" on ideas, systems, and programs. I like to listen first to generate my thoughts and understanding; to think about ways to support ideas that I am for or against. This has also taught me patience, to grasp the concepts as well as forming/adding my ideas to support and extend on. I'm vocal and will advocate for our students and staff. I've gained many experiences to provide myself a decent networking team I can rely on, work with, and support on MEHS behalf. I feel I will make a strong board member.

**If interested, please provide any additional information that you believe might be helpful to reviewers of your application.**

I know many people from different entities who can validate my work and dedication in education, for participation on committees, and working hard for my students, staff and my family. I was a former high school student of Mr. Bill Hutton and feel I am a chip off the block he's formed at Hoonah City Schools. I feel I've worded my experiences and dedication to education and love for MEHS and hope to participate on this board. I look forward to your feedback and will respect your decisions to fill the vacant seat. Thank you for taking the time to read my application.

Signature Michelle D. Martz

Date 06/20/16



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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 17**

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**◆ ISSUE**

The board is being asked to approve its consent agenda.

**◆ BACKGROUND**

- There are two items on the consent agenda.
- Behind this cover memo are items:
  - 17A, approve the minutes of the March 27 & 29, 2017, meeting;
  - 17B, approve the minutes of the May 3, 2017, work session.

**◆ 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 and Early Development approve the consent agenda consisting of approval of the minutes of the March 27 & 29, 2017, meeting and the minutes of the May 3, 2017, work session.

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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 17A**

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**◆ ISSUE**

The board is being asked to approve the minutes of its March 27 & 29, 2017, meeting.

**◆ BACKGROUND**

- Behind this cover memo are the unapproved minutes of the March 27 & 29, 2017, meeting.

**◆ OPTIONS**

Approve the minutes of the March 27 & 29, 2017, meeting.

Amend the unapproved minutes and approve the amended minutes of the March 27 & 29, 2017, meeting.

Seek additional information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the meeting as presented.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the minutes of the March 27 & 29, 2017, meeting.

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**March 27 & 29, 2017**  
**395 Whittier Street**  
**Juneau, AK**

Chair Fields called the meeting to order at 1:04 p.m. All members except Second Vice-Chair Harmon were present. The board, staff, and public recited the Pledge of Allegiance. Rebecca Himschoot gave an invocation. Regarding possible conflicts of interest, Ms. Himschoot reported that she teaches at a school on a list, to be adopted by the board, of schools that are eligible for state construction or maintenance grants. Additionally, Dr. Keith Hamilton reported that he presides over a college that could be affected by a proposed resolution. Chair Fields declared they did not have a conflict of interest. The board approved the day's agenda.

**Public Comment**

Dorothy Orr, Executive Director of the Alaska Society of Health and Physical Educators, said she will be on an Alaska's Education Challenge committee regarding student learning. She said the federal Every Student Succeeds Act (ESSA) emphasizes a well-rounded education.

Tim Parker, NEA-Alaska President, thanked the department for working closely with teachers. What works in good schools are resources and programs, the arts, counselors, well-certified teachers, dual credit opportunities, and science labs. A good school builds curiosity and love of learning. He said years of budget cuts are taking their toll. Mr. Parker said equity is the most challenging part of ESSA. He encouraged the board to visit good schools and note what they see.

Ed Gray of Sitka said parents need a process to opt-out their children from state tests on a statewide form.

Dr. Lisa Parady, speaking for the Alaska Staff Development Network, thanked the department for the upcoming ESSA spring leadership conference and thanked Commissioner Johnson for reaching out to invite participants in Alaska's Education Challenge committees.

**Work Session**

**Agenda Item 1. ESSA update.** Sondra Meredith, Administrator of Teacher Certification & Education, gave the board a printed toolkit, which is on the department's website, for understanding ESSA and the process of developing a state plan to implement it. The department is still drafting the plan, which stakeholders will then comment on. In June, the board will see the plan, which will be submitted to the U.S. Department of Education in September. Commissioner Johnson thanked staff for their work.

Vice-Chair Hull asked how recommendations in Alaska's Education Challenge would affect the ESSA state plan. Commissioner Johnson said the ESSA state plan can be changed; the U.S. Department of Education is disposed to be very flexible.

**Agenda Item 1A. UAS accreditation.** Sondra Meredith, Administrator of Teacher Certification & Education, provided the rationale for a request from the School of Education at the University of Alaska Southeast for an extension of its accreditation.

**Agenda Item 2. Construction and major maintenance grant lists.** Heidi Teshner, Director of Administrative Services, reviewed the number of projects received, carried over from the previous year, and those eligible. In response to a question, Ms. Teshner said the Kivalina project awaits funding for an access road, which is not within the department's authority. No funds have been spent on the proposed school.

Kenny Gallahorn joined the meeting at 2:15 p.m.

**Agenda Item 3. Legislative and budget update.** Commissioner Johnson said the lack of a sustainable fiscal plan is the most pressing education issue in Alaska. Marcy Herman, Legislative Liaison, reviewed some of the pending bills related to education. Board members discussed their concerns with HB 102, which relates to limited teacher certificates. Sondra Meredith, Administrator of Teacher Certification & Education, noted that under the bill such teachers would have to be sponsored by a school district, which would give assurances of competency. Wilfried Zibell noted that the Alaska Association of Student Government supports HB 115, a state revenue restructuring act. Heidi Teshner, Director of Administrative Services, reviewed proposed budget cuts.

**Agenda Item 4. Resolution about credit transfers.** Dr. Hamilton said it is difficult to transfer credits into the University of Alaska from other postsecondary institutions in Alaska. The board discussed the proposed resolution, which supports the UA Regents in efforts to expand students' opportunities to transfer credits.

### **Wednesday, March 29**

The meeting resumed at 10:20 a.m. All members were present. The board amended the day's agenda to place item 14F as 11B, and item 14H as 11C. Second Vice-Chair Harmon declared a conflict of interest on items 9A and 11B because he works with pre-elementary schools and colleges. Dr. Keith Hamilton declared a conflict of interest on item 11B because he works at a college.

**Agenda Item 5A. Aurora Borealis Charter School.** Scott McAdams reviewed the charter school's request for renewal of its charter. Principal Cody McCanna reviewed the philosophy of the school, noted that it has a small building, and said it has a long waiting list. Board members asked about transportation, diversity, and character education. Board members asked that the department provide more information about a charter school's performance and student body when the school seeks renewal of a charter.

**Agenda Item 5B. Fireweed Academy Charter School.** Scott McAdams reviewed the charter school's request for renewal of its charter. Principal Todd Hindman reviewed the philosophy of

the school and said the school's curricula has been developed by its teachers based on state standards.

**Agenda Item 5C. Soldotna Montessori Charter School.** Scott McAdams reviewed the charter school's request for renewal of its charter. Principal Mo Sanders reviewed the philosophy of the school and its diversity.

**Agenda Item 6A. Pre-elementary regulations.** Second Vice-Chair Harmon recused himself. Commissioner Johnson said pre-elementary education deserves more attention on the board and in the state. Anji Gallanos, Early Learning Coordinator, reviewed the proposed regulation, the statute it implements, and the role of the Department of Health and Social Services in regulating private pre-elementary programs.

**Agenda Item 6B. Physical examination regulation.** Rebecca Hattan, Assistant Attorney General, said the department's current regulation conflicts with a new state statute. The proposed regulation conforms to the statute.

**Agenda Item 6C. College and career readiness assessments.** Margaret MacKinnon, Director of Assessment & Accountability, reviewed the proposed regulation, which removes sections related to assessment requirements that were repealed in state statute.

**Agenda Item 7A. Museum fees.** Commissioner Johnson said the proposed fees help the museum address fiscal realities. Rebecca Hattan, Assistant Attorney General, reviewed an amended version of the proposed regulations, intended to provide the most transparency and maximize access by lowering the base fee for day use. Patience Frederiksen reviewed the museum's costs for facility rentals.

## **Business Meeting**

**Agenda Item 8. July meeting date.** The board set 1 p.m. July 13 as the starting time and date for a special meeting by audio-conference to set the score ranges for achievement levels in the PEAKS assessments.

**Agenda Item 9A. Pre-elementary regulations.** Second Vice-Chair Harmon recused himself. Vice-Chair Hull moved and Kenny Gallahorn seconded the following motion: I move the State Board of Education and Early Development open a period of public comment on 4 AAC 60.010 Applicability, 4 AAC 60.020 Exemptions, 4 AAC 60.035 Background checks and health and safety standards, 4 AAC 60.036 Initial application, renewal of approval, and assurances regarding programmatic requirements, 4 AAC 60.037 Transition, 4 AAC 60.039 Monitoring, recordkeeping, and inspections, 4 AAC 60.040 Denial of approval; appeal, 4 AAC 60.170 Programmatic requirements for pre-elementary schools. The motion passed unanimously, except for Second Vice-Chair Harmon's recusal, in a roll call vote.

**Agenda Item 9B. Physical examination regulation.** Kenny Gallahorn moved and Rebecca Himschoot seconded the following motion: I move the State Board of Education and Early

Development open a period of public comment on 4 AAC 06.050 Physical examinations of school employees. The motion passed unanimously in a roll call vote.

**Agenda Item 9C. College and career readiness assessments.** Second Vice-Chair Harmon moved and Dr. Keith Hamilton seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.710 Statewide student assessment system, 4 AAC 06.717, College and career readiness assessments, 4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement, 4 AAC 06.721 College and career readiness assessment waivers, 4 AAC 06.722 Waiver for entering the public school system late, 4 AAC 06.723 Rare or unusual circumstances, 4 AAC 06.724 Procedures for appeal from a denial of a waiver from the college and career readiness assessments, 4 AAC 06.765 Test security; consequences of breach, 4 AAC 06.765 Test security; consequences of breach, 4 AAC 06.775 Statewide assessment program for students with disabilities, and 4 AAC 06.790 Definitions. The motion passed unanimously in a roll call vote.

**Agenda Item 10A. Museum fees.** Rebecca Himschoot moved and Second Vice-Chair Harmon seconded the following motion: After considering all public comment, I move that the State Board of Education and Early Development adopt proposed amendments to 4 AAC 58.010, Fees. The motion passed unanimously in a roll call vote.

**Agenda Item 11. Approval of Bob Williams' appointment.** Commissioner Johnson said Mr. Williams provides a fresh perspective, creativity, and a skill set perfectly aligned with the position. Kenny Gallahorn moved and Barbara Thompson seconded the following motion: I move the State Board of Education and Early Development approve the Commissioner's appointment of Robert Williams as Director of Educator & School Excellence, effective January 30, 2017. The motion passed unanimously in a roll call vote.

Board members discussed the practice of approving appointments after the appointee has begun working in the position. Luann Weyhrauch said the board could hold a special meeting to consider appointments in a timely way.

Tim Parker, President of NEA-Alaska, announced that Bob Williams will be inducted into the National Teachers Hall of Fame, the first Alaskan to be so honored. Mr. Parker presented a short video of Mr. Williams teaching in his classroom and comments from students praising Mr. Williams.

**Agenda Item 11B. Resolution about credit transfers.** Second Vice-Chair Harmon and Dr. Keith Hamilton recused themselves. Barbara Thompson moved and Vice Chair Hull seconded the following motion: I move the State Board of Education and Early Development approve the resolution in support of the University of Alaska streamlining its procedures to accept credits from other accredited Alaska postsecondary institutions. The motion passed unanimously in a roll call vote, except for the two recused members

**Agenda Item 11C. UAS accreditation.** Kenny Gallahorn moved and Vice-Chair Hull seconded the following motion: I move the State Board of Education and Early Development extend approval of the educator preparation program at the University of Alaska Southeast School of Education through spring 2020, and support the School of Education's efforts to extend its current NCATE accreditation for one additional year. The motion passed unanimously in a roll call vote.

**Agenda Item 12. Board questions about written reports.** Board members asked about student eligibility for free or reduced-cost meals, the time frame for the state plan to implement the Every Student Succeeds Act, mandatory trainings of educators, the State System of Support, early feedback about the PEAKS assessments, length of the assessment online window, the Alaska Developmental Profile, operating costs for the swimming pool at Mt. Edgecumbe High School, whether the board should periodically meet at Mt. Edgecumbe, the school's curriculum cycle, and state museum receipts.

**Agenda Item 13. Commissioner's report.** Commissioner Johnson thanked the board for its meeting, said the department is very busy, and thanked Information Officer Eric Fry, who will retire on June 30.

**Strategic planning.** Deputy Commissioner Sana Efird and Brian Laurent, Data Management Supervisor, updated the board on the upcoming Alaska's Education Challenge committee meetings. The board discussed whether the meetings should be during the school day. Commissioner Johnson said more people wanted to join the committees than were positions. The committees, filled after consultation with stakeholders, represent geographical diversity and expertise. Mr. Laurent reviewed the first public survey for Alaska's Education Challenge; there were so many responses, which have been categorized, that the department will not need a second survey to rank the responses.

**Agenda Item 14. Consent Agenda.** Second Vice-Chair Harmon moved and Barbara Thompson seconded the following motion: I move the State Board of Education and Early Development approve the consent agenda consisting of approval of: the minutes of the January 27, 2017, meeting; the charter of the Aurora Borealis Charter School; the charter of Fireweed Academy Charter School; the charter of Soldotna Montessori Charter School; the capital project lists; and minutes of the March 1, 2017, work session. The motion passed unanimously in a roll call vote.

### **Board comments**

Charles Michael said he felt his voice was heard at the meeting.

Wilfried Zibell said it was a productive meeting, and he appreciated the opportunity to talk to a joint legislative education committee. Kenny Gallahorn agreed with Mr. Zibell.

Rebecca Himschoot said a science organization has sent a letter to the department and has not received a response. The training from the National Association of State Boards of Education was excellent. She asked that board members have business cards and name tags.

Dr. Keith Hamilton said he is encouraged by meeting with legislators, but the board and legislators should meet in January, early in the session. He thanked Mr. Zibell for his contributions to the board.

LTC Jason Toole thanked department staff. Second Vice-Chair Harmon and Barbara Thompson thanked department staff and Mr. Zibell.

Vice-Chair Hull said the department is in a difficult time of transition. She thanked staff. She said the joint committee of legislators is confident in the board's ability to lead. She welcomed Charles Michael.

Chair Fields thanked Mr. Zibell. He said Marcy Herman has stepped up to help out in a time of change. He said the board members, as co-chairs of Alaska's Education Challenge committees, have the role of coaches and should be prepared to lead.

The meeting adjourned at 3:20 p.m. by unanimous consent.



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

**June 8, 2017**

**From: Dr. Michael Johnson, Commissioner**

**Agenda Item: 17B**

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**◆ ISSUE**

The board is being asked to approve the minutes of its May 3, 2017, work session.

**◆ BACKGROUND**

- Behind this cover memo are the unapproved minutes of the May 3, 2017, work session

**◆ OPTIONS**

Approve the minutes of the May 3, 2017, work session.

Amend the unapproved minutes and approve the amended minutes of the May 3, 2017, meeting.

Seek additional information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the meeting as presented.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the minutes of the May 3, 2017, meeting.

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**May 3, 2017**  
**Juneau, AK**

Chair Fields called the audio conference work session to order at 2:02 p.m. The board and staff recited the Pledge of Allegiance. No members reported conflicts of interest. Absent were Kenny Gallahorn, LTC Jason Toole, Second Vice-Chair John Harmon, and Wilfried Zibell. The board approved the agenda unanimously.

Because the meeting was exclusively a work session, the board did not take public comment.

**Agenda Item 1. Commissioner report and board questions.**

Legislative Liaison Marcy Herman updated the board on proposed legislation, and said the department would debrief legislators who participated in the first committee meeting of Alaska's Education Challenge.

Commissioner Johnson said the long legislative session, which may continue after May 17, is stressful for school district administrators because they don't know their state allocations. Meanwhile, state law requires districts to submit budgets to the department by July 15.

Jerry Covey, the department's consultant for Alaska's Education Challenge, said he will meet with board members and facilitators before the committees' audio conferences begin. He will address the techniques of guiding an audio conference. Mr. Covey said the department is writing synopses of the committees' first meeting, held on April 20 in Anchorage.

Commissioner Johnson referenced recent meetings concerning the first draft of the state's plan to implement the federal Every Student Succeeds Act. He noted that some people are surprised that parts of the Every Student Succeeds Act are similar to the law it replaced, the No Child Left Behind Act.

Rebecca Himschoot said participants in the Alaska's Education Challenge committees vary in their knowledge of education. Some may benefit from capacity-building, while others may need retraining.

Members and department staff discussed the use of the Smartsheet program as a way for Alaska's Education Challenge committee members to share documents.

Todd Brocious, who leads the department's Health and Safety team, presented information on the team's many responsibilities, including helping districts implement the Alaska Safe Children's Act, which takes effect June 30, 2017. Commissioner Johnson praised Mr. Brocious for his level of customer service to districts.

The work session adjourned at 2:57 p.m.