

**State Board of Education & Early Development  
Tentative Agenda  
May 31, 2018  
Audio Conference**

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

**Thursday, May 31, 2018**

---

**9:00 AM**

Call to Order and Roll Call.....James Fields, Chair  
Pledge of Allegiance.....James Fields, Chair  
Adoption of Agenda for May 31, 2018.....James Fields, Chair  
Disclosures of potential conflicts of interest.....James Fields, Chair

**9:10 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 May 31, 2018, (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. All board agenda times are approximate and the board may choose to adjourn sooner than originally scheduled.

## Work Session

### 9:45 AM

1. Alaska's Education Challenge Measurable Goals .....Dr. Michael Johnson, Commissioner

### 10:05 AM

2. Bylaws Discussion .....Dr. Michael Johnson, Commissioner  
.....James Fields, Chair

### 10:20 AM

3. Legislative & Budget Wrap Up.....Dr. Michael Johnson, Commissioner  
.....Marcy Herman, Legislative Liaison  
.....Rhonda Biles, Acting Director, Finance and Support Services

### 10:40 AM

4. Mt. Edgecumbe Curriculum Discussion .....Dr. Michael Johnson, Commissioner  
.....Janelle Vanasse, Superintendent

### 11:00 AM - BREAK

### 11:10 AM

5. Every Student Succeeds Act (ESSA) Plan Update.....Dr. Michael Johnson, Commissioner  
.....Margaret MacKinnon, Federal Programs Coordinator

### 11:30 AM

6. Regulations to go out for public comment.....Dr. Michael Johnson, Commissioner

6A. Assessment Scores.....Deb Riddle, Division Operations Manager, Student Learning  
.....Margaret MacKinnon, Federal Programs Coordinator  
.....Rebecca Hattan, Assistant Attorney General

6B. AdvancED.....Bob Williams, Director, Educator and School Excellence  
.....Brad Billings, School Improvement Administrator  
.....Rebecca Hattan, Assistant Attorney General

### 12:00 PM - LUNCH

**1:00 PM**

- 7. Adoption of proposed regulations.....Dr. Michael Johnson, Commissioner
  - 7A. Regulations related to school and district accountability, improvement and reporting; educator and paraprofessional qualifications; English learner identification; and other conforming regulations to implement the state plan under the Every Student Succeeds Act (ESSA).....Margaret MacKinnon, Federal Programs Coordinator  
..... Rebecca Hattan, Assistant Attorney General

**Business Meeting**

**1:45 PM**

- 8. Adoption of Alaska’s Education Challenge Measurable Goals  
.....Dr. Michael Johnson, Commissioner
- 9. Adoption of Mt. Edgecumbe Curriculum .....Dr. Michael Johnson, Commissioner  
.....Janelle Vanasse, Superintendent

**2:00 PM**

- 10. Regulations to go out for public comment.....Dr. Michael Johnson, Commissioner
  - 10A. Assessment Scores.....Deb Riddle, Division Operations Manager, Student Learning  
.....Margaret MacKinnon, Federal Programs Coordinator  
.....Rebecca Hattan, Assistant Attorney General
  - 10B. AdvancED.....Bob Williams, Director, Educator and School Excellence  
.....Brad Billings, School Improvement Administrator  
.....Rebecca Hattan, Assistant Attorney General
- 11. Adoption of proposed regulations.....Dr. Michael Johnson, Commissioner
  - 11A. Regulations related to school and district accountability, improvement and reporting; educator and paraprofessional qualifications; English learner identification; and other conforming regulations to implement the state plan under the Every Student Succeeds Act (ESSA).....Margaret MacKinnon, Federal Programs Coordinator  
..... Rebecca Hattan, Assistant Attorney General

**2:30 PM**

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

**2:50 PM**

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

**3:10 PM**

14. Selection of Officers .....James Fields, Chair

**3:30 PM - BREAK**

**3:40 PM**

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

**4:00 PM**

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

- 16A. Libraries, Archives & Museums .....Patience Frederiksen, Director
- 16B. Student Learning .....Paul Prussing, Director
- 16C. Educator & School Excellence.....Bob Williams, Director
- 16D. Federal Programs.....Margaret MacKinnon, Federal Programs Coordinator
- 16E. Mt. Edgecumbe High School .....Janelle Vanasse, Superintendent
- 16F. Data Management.....Brian Laurent, Data Management Supervisor
- 16G. Attorney General.....Rebecca Hattan, Assistant Attorney General

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

**4:30 PM**

18. Consent Agenda.....James Fields, Chair

- 18A. Approve the minutes of the March 19-20, 2018 meeting
- 18B. Approve the minutes of the April 25, 2018 meeting

**4:35 PM**

Board Comments

**5:00 PM**

Adjourn

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

**May 31, 2018**

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

**Agenda Item: 1**

---

**◆ ISSUE**

The board is being asked to approve five measurable goals that were developed from the Alaska's Education Challenge work in partnership with key education association leaders. The five measurable goals are:

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

**◆ BACKGROUND**

- Over the past several months, Commissioner Johnson has been hosting meetings with key education association leaders to focus the Alaska's Education Challenge work on specific goals. These leaders include Tim Parker with NEA-Alaska, Norm Wooten with the Association of Alaska School Boards, Lisa Parady with the Alaska Council of School Administrators, Sheryl Weinberg with Alaska's Educational Resource Center, Rick Caulfield with the University of Alaska Southeast, and Sarah Sledge with the Coalition for Education Equity.
- In order to meet Alaska's educational challenges, the group developed a plan around three components:
  1. A call to action: Shared Commitments
    - Increase Student Success
    - Support Responsible & Reflective Learners
    - Cultivate Safety & Well-Being
  2. A focus of efforts: Measurable Goals
  3. A prioritization of change: Targeted Strategies
    - 13 committee recommendations
    - Additional strategies in Alaska's Every Student Succeeds Act plan
- The five measurable goals are new. They provide the necessary link between the strategies and commitments, and focus the strategies and commitments on the areas that are most likely to improve student outcomes.
- Commissioner Johnson will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 8.

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

**May 31, 2018**

**From: James Fields, Chair**

**Agenda Item: 2**

---

**◆ ISSUE**

The Board will have a discussion about potential board bylaw changes.

**◆ BACKGROUND**

Rebecca Hattan, Assistant Attorney General, will be present to brief the board.

**◆ OPTIONS**

This is an informational item. There is no action required.

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

**BYLAWS**

**2017 Bylaws Committee Recommendations**

NOTE: Deletions are indicated by ~~strike through~~. Inserted new language is indicated by underlining. Any text not underlined exists in the current version of the bylaws.

ARTICLE I PREAMBLE

SECTION 1.1 PREAMBLE. The Constitution of the State of Alaska directs the legislature to establish and maintain a system of public schools open to all children of the State. (Article 7, Section 1) Toward this end, Alaska statute designates the State Board of Education and Early Development as the head of the Department of Education and Early Development and the Commissioner of Education and Early Development as the chief executive officer of the Department of Education and Early Development. (AS 44.27.010)

ARTICLE II OBJECT

SECTION 2.1 MISSION. The State Board of Education is committed to the following mission for Alaska's education system: Excellent education for every student every day.

SECTION 2.2 VISION. The State Board of Education seeks to achieve the following vision for all students.

All students will:

- succeed in their education and work,
- shape worthwhile and satisfying lives for themselves,
- exemplify the best values of society, and
- be effective in improving the character and quality of the world about them. (AS 14.03.015)

ARTICLE III MEMBERS

SECTION 3.1 MEMBERS. The State Board of Education shall consist of seven members, no more than four of whom shall be members of the same political party as the governor. (AS 14.07.085)

SECTION 3.2 APPOINTMENT OF MEMBERS. Members of the board shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session. One member shall be appointed from each of the four judicial districts and three from the state at large, with at least one member representing regional educational attendance areas. (AS 14.07.085)

SECTION 3.3 ADVISORY MEMBERS: The board will appoint, as advisory members of the board, one military representative, one student advisory member elect and one student advisory member, under

provisions set forth in 4 AAC 03.025. Advisory members may participate in the work of the board, and may deliberate and debate matters brought to the attention of the board. An advisory member, except for the advisory member elect, may cast an advisory vote, but an advisory vote is not counted in the disposition of board matters. (4 AAC 03.025)

**SECTION 3.4 TERMS OF OFFICE.** Members of the board appointed by the Governor shall serve for overlapping five-year terms and may be reappointed by the sitting Governor. The student advisory member and student advisory member elect serve for the school year following the selection or rotation. The student member elect rotates to serve as the student member on July 1 following the end of the school year in which the person served as student advisory member elect. The military advisory member serves until the appointment of a successor. (4 AAC 03.025).

## **ARTICLE IV OFFICERS**

**SECTION 4.1 OFFICERS.** The officers of the state board are the chair, first vice-chair and second vice-chair.

**SECTION 4.2 ELECTION OF OFFICERS.** The officers of the board are elected at the last regular meeting of the board each school year. Officers serve one year, July 1 to June 30, and after that, if necessary, until the election of their successors. A board member may serve successive terms as an officer without limit. A vacancy occurring in an elected office shall be filled by the board at the next regular or special meeting.

**SECTION 4.3 DUTIES OF THE CHAIR.** The board chair shall

- 4.3.1 Preside at all meetings of the board.
- 4.3.2 Maintain liaison with other members of the board and with the commissioner when the board is not in session.
- 4.3.3 Work with the commissioner and persons appointed by the commissioner to develop meeting agendas.
- 4.3.4 Represent the board when occasion requires, and speak publicly for the board as a whole on positions of the board.
- 4.3.5 Unless otherwise specifically provided by law or motion, appoint board members to committees and subcommittees and appoint the members of the advisory committees that the board establishes.
- 4.3.6 Advise the commissioner at times when the board is not in session.

**SECTION 4.4 DUTIES OF THE FIRST VICE-CHAIR.** The first vice-chair shall act in place of the chair in the chair's absence, or in the case of a vacancy in the office of chair.

**SECTION 4.5 DUTIES OF THE SECOND VICE-CHAIR.** If the first vice-chair cannot serve, the second vice-chair shall assume the duties of the first vice-chair.



## ARTICLE V MEETINGS

**SECTION 5.1 REGULAR MEETINGS.** Regular meetings of the state board will be held at least quarterly, ~~during the first week of each quarter, in Juneau, unless the board specifically selects another time and place.~~ Meetings may be called by the chair or by a majority of the non-advisory members of the board. Meetings shall be held in Juneau unless a majority of the members of the board changes the place of a meeting. (AS 14.07.125)

**SECTION 5.2 WORK SESSIONS.** At the discretion of the chair, a regular meeting may be preceded by a work session at which the board may receive information and reports, but may not vote or take any action on any item.

**SECTION 5.3 SPECIAL MEETINGS.** A special meeting of the board may be called by the chair or by at least four non-advisory members of the board. The business conducted at a special meeting is limited to matters identified in the official public notice of the special meeting.

### **SECTION 5.4 NOTICE OF MEETINGS.**

**5.4.1 NOTICE OF REGULAR MEETINGS.** For each regular meeting of the board, the commissioner shall no later than 10 days before a regular meeting:

5.4.1.1 Publish notice of the date, time, and place of the meeting in ~~two~~ one newspapers of general circulation in the state, and on the State of Alaska On-Line Public Notice system;

5.4.1.2 Mail, email, ~~transmit by facsimile machine fax~~ or provide by other technology as determined appropriate by the commissioner, written notice of the date, time and place of meeting, and the tentative agenda of the meeting, to all school district superintendents and any individual or organization that has requested notice of the meeting.

**5.4.2 NOTICE OF SPECIAL AND EMERGENCY MEETINGS AND WORK SESSIONS**  
Reasonable notice shall be given for special meetings, emergency meetings, and work sessions of the board.

**5.4.3 NOTICE OF TELECONFERENCE AND VIDEOCONFERENCE MEETINGS** If a meeting, or any portion of it, is to be conducted by teleconference or videoconference, the notice must note the location of any teleconference facility or videoconference facility that will be used.

**SECTION 5.6 AGENDA PREPARATION & DISTRIBUTION.** The board chair and the commissioner shall coordinate preparation of a tentative agenda for each regular or special meeting.

- 5.6.1 **PLACING AGENDA ITEMS ON THE AGENDA.** To allow for consideration of an item as the agenda is developed, a board member, advisory member, employee of the department, or any member of the public who wishes to place an item on the agenda should submit a request to the commissioner or the chair not less than 15 days before a regular meeting, or not less than 10 days before a special meeting.
- 5.6.2 **COMMISSIONER'S RESPONSIBILITIES FOR AGENDA** The commissioner shall prepare and distribute the tentative agenda, agenda packet memoranda, and required supporting material. Not later than 10 days before a meeting, the commissioner shall cause the agenda and agenda packet to:
- 5.6.2.1 Be mailed or emailed to board members and advisory members.
  - 5.6.2.2 Be made available for viewing in the Commissioner's Office of the Department of Education & Early Development.
  - 5.6.2.3 Be published, to the extent practicable, on the official web site of the Department of Education & Early Development.
  - 5.6.2.4 If the meeting is held over teleconference, be distributed to teleconference sites so that the material will be available in accordance with AS 44.62.310(a).
- 5.6.3 **DISTRIBUTING SUPPLEMENTAL MATERIALS.** The commissioner may distribute supplemental agenda packet memoranda and required supporting material if necessary. When the board is to consider the supporting material at a teleconference meeting, the supporting material, if practical, must be distributed to the teleconference locations.
- 5.6.4 **DISTRIBUTION EXTENTION.** The commissioner may request an extension of the distribution deadline from the board chair. The commissioner reserves the right to make additions to the materials distributed.

**SECTION 5.7 PUBLIC TESTIMONY.** If a regular meeting is preceded by a work session, the commissioner, in consultation with the chair, will schedule time on the work session agenda for the public to offer testimony on proposed regulations or on any agenda or non-agenda items. When a regular meeting is not preceded by a work session, public testimony shall be taken during the business meeting prior to board action on agenda items. Public testimony need only occur once during a multi-day work session and business meeting.

**SECTION 5.8 DISCLOSURE OF POTENTIAL ETHICS ACT VIOLATIONS.** At each meeting, following the approval of the agenda, each member of the board shall disclose on the record whether participation on an agenda item would be a potential violation of the Alaska Executive Branch Ethics Act as required by AS 39.52.220. The chair, as the designated ethics supervisor, shall determine whether a member's participation on the agenda item violates AS39.52. If not, the member may participate. If a board member objects to the decision of the chair, the members present at the meeting, excluding the involved member,

shall vote on the matter. The board chair shall disclose any potential violations in advance of the meeting to his or her ethics supervisor, and disclose all determinations on the record. If the chair discloses a potential violation at the meeting, the members, excluding the chair, may vote on the matter.

**SECTION 5.9 QUORUM. Four non-advisory members of the board constitute a quorum.**

**SECTION 5.10 PARTICIPATION.** Board members are expected to attend each regular, special and emergency board meeting. However, when it is not possible for a board member to attend a meeting, the member should inform the chair or the commissioner as soon as possible.

5.10.1 **Participation in regular, special or emergency meetings by teleconference.** A board member may request to participate in a regular, special or emergency meeting of the board by teleconference when an emergency or other valid reason prohibits the member from traveling to a meeting site. The member must notify the chair, commissioner or commissioner's executive secretary as soon as possible that the member will participate by teleconference to expedite arrangements for teleconference participation.

**ARTICLE VI COMMISSIONER OF EDUCATION**

**SECTION 6.1 DUTIES OF THE COMMISSIONER OF EDUCATION** The commissioner shall keep a record of the minutes of all meetings, shall answer and ~~file~~ maintain board correspondence as directed by the chair, and shall perform any other duties that the board directs, in addition to performing the statutory and regulatory duties of commissioner. The commissioner may delegate responsibilities assigned by the board and specified by the board bylaws to one or more employees of the department.

**SECTION 7.2 APPOINTMENT OF THE COMMISSIONER.** ~~The board will interview a candidate who meets the requirements of AS 14.07.145 before appointing that candidate. The interview may be in person, telephonic, or by video. If the board receives more than one application, the board may select one or more finalist for an interview. The board is not required to advertise for or solicit applications. The board shall determine the process for selecting a new commissioner subject to approval of the Governor. Candidates must meet the requirements of AS 14.07.145. In reviewing a qualified candidate's application and interview answers,~~ The board will consider all relevant evidence of the candidate's fitness to be commissioner, such as a candidate's:

- 7.2.1 Knowledge, experience, and understanding of current best practices in education;
- 7.2.2 Understanding of education reform;
- 7.2.3 Understanding of the educational issues facing Alaska, including both urban and rural schools and school districts;
- 7.2.4 Ability to work with all stakeholders and the administration;
- 7.2.5 Overall ability to lead the department and accomplish the board's goals.

~~Following the interview of one or more candidates, the board will deliberate. If only one candidate has demonstrated fitness to be commissioner, the board may appoint that candidate or consider additional applicants. If more than one candidate has demonstrated fitness with regard to educational and~~

~~leadership ability, the board may appoint the candidate the board considers most capable of accomplishing the board's goals or may consider additional applicants.~~

~~After appointing a commissioner, the board shall forward the name to~~ When the board has selected a commissioner, the selection must be approved by the governor under AS 14.07.145. If the governor rejects the ~~appointment~~ selection, the board may ~~appoint~~ submit another qualifying candidate whom it has already interviewed or may consider additional applicants.

**7.3 COMMISSIONER EVALUATION.** The board annually will conduct a performance evaluation of the commissioner in executive session. The results of the evaluation will be discussed in executive session with the commissioner present. The original copy of the evaluation will be given to the commissioner, and a copy forwarded to the Governor.

## ARTICLE VIII PARLIAMENTARY AUTHORITY

**SECTION 8.1 PARLIAMENTARY AUTHORITY.** *Robert's Rules of Order, Newly Revised, 10<sup>th</sup> Edition*, will govern proceedings of the board, unless a procedure is otherwise governed by state law or regulation, or by a specific board bylaw.

## ARTICLE IX ADOPTION, AMENDMENT AND REPEAL OF BYLAWS

### **SECTION 9.1 ADOPTION, AMENDMENT AND REPEAL OF BYLAWS.**

- 9.1.1 **INTRODUCTION OF BYLAWS.** New bylaws or amendment of existing bylaws may be introduced by voting members of the board or the commissioner.
- 9.1.2 **BYLAWS IN WRITING AND ON AGENDA.** In order for the board to vote on a bylaw for adoption, amendment or repeal, the proposed bylaw ~~or bylaw for appeal~~ must be in writing and must be placed on a board agenda.
- 9.1.3 **SEVEN-DAY NOTICE REQUIRED.** A bylaw scheduled for action must be published on the tentative agenda at least seven days in advance of the meeting at which the action is scheduled in order to be voted on at that meeting. A proposed bylaw may not be added to an agenda at a meeting and approved by the board at the same meeting.
- 9.1.4 **MAJORITY TWO-THIRDS VOTE REQUIRED.** The board may adopt or repeal a bylaw by a majority two-thirds vote of the non-advisory members present at a board meeting.

REVISED: \_\_\_\_\_

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

## STANDING RULES

### 2017 Bylaws Committee Recommendations

The following items are being recommended for Standing Rules. The language below is drawn from the Bylaws. The board made suggestions about additional issues that might be included, and the Commissioner indicated an interest in developing a more comprehensive list of topics for Standing Rules. Developing a proposal for Standing Rules would need to be done either by the committee or DEED sometime in the future.

**SECTION \_\_\_\_\_ ADOPTION OF A CALENDAR.** At the last regularly scheduled meeting of each school year, the board will adopt a calendar of regular meetings for the following school year, indicating the planned date and location of each meeting. ~~5.2.4~~ A majority of the non-advisory members of the board may alter the calendar if circumstances warrant that action.

**Rationale:** Moved from section 5.2 of the bylaws. The Bylaws Committee recommends moving adoption of a calendar to Standing Rules.

Recommended Standing Rules on order of voting—advisory votes first.

**SECTION 5.8 ORDER OF BUSINESS, REGULAR MEETINGS.** The following is the order of business at each regular meeting:

- 5.8.1 Call to order and roll call,
- 5.8.2 Non-sectarian invocation
- 5.8.3 Pledge of allegiance.
- 5.8.4 Adoption of the agenda.
- 5.8.5 Disclosure of potential conflicts.
- 5.8.6 If a work session does not precede a regular meeting, a period of public
- 5.8.7 comment will be held to hear testimony on proposed regulations or on any agenda or non-agenda items.
- 5.8.8 Opening periods of public comment on proposed regulations.
- 5.8.9 Adoption of proposed regulations.
- 5.8.10 Other business.
- 5.8.11 Standing reports, including a report from the commissioner and a report from the attorney general.
- 5.8.12 Other reports.
- 5.8.13 Consent agenda, which may include general items, including the minutes of the previous

regular meeting and any special meetings, and any other action items.

5.8.14 Board member comments.

**Rationale: Moved from Section 5.5 of the bylaws. Invocation inserted due to current practice. NASBE recommends removing the order of business and other procedural details from the Bylaws. The Bylaws Committee recommends moving the order of business Standing Rules, as also recommended by Robert's Rules.**

## **ARTICLE VI POLLING OF BOARD MEMBERS**

**SECTION 6.1 POLLING OF BOARD MEMBERS** If directed by the chair, the commissioner shall poll board members:

- 6.1.1 To authorize altering a regular meeting from the date and location of the meeting set in the calendar of regular meetings previously adopted by the board.
- 6.1.2 To convene a special meeting and to establish or change its time, date, and location.
- 6.1.3 To insert or delete an item on a tentative agenda for a regular or special meeting.

*Adopted March 2004*

**Rationale: Moved from Article X of the bylaws. NASBE suggested deleting this section, as it may be extraneous. The Bylaws Committee thought the board may want to include it in Standing Rules.**

**The Bylaws Committee has three additional recommendations for the Standing Rules:**

- 1. Include a list of standing committees;
- 2. Insert language about limiting the verbal reports from DEED to answering questions, rather than repeating what is in the written reports; and
- 3. Consider including the basic processes for commissioner selection.

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

**BYLAWS**

**2017 Bylaws Committee Recommendations**

NOTES:

1. Deletions are indicated by ~~strikethrough~~. Inserted new language is indicated by underlining. Any text not underlined exists in the current version of the bylaws. Rationale for change is in red.
2. The existing article is copied at the beginning of each proposed article for your reference. You'll see that it is in a different font and formatting.
3. Existing language may be indicated for deletion because it is being moved to another place in the document. The same text may still be included in the new location. The rationale explains the deletions and changes, including where the text is simply being moved.

**1. Object.**

**1.1.**

~~The State Board of Education & Early Development is committed to develop, maintain and continuously improve a comprehensive, quality public education system.~~

*Adopted September 2003*

**1.2. Mission**

~~To ensure quality standards based instruction to improve academic achievement for all students.~~

*Adopted September 2003*

Rationale: This article has been moved to Article II, per Robert's Rules, and replaced by the new mission and vision adopted by the board.

**ARTICLE I PREAMBLE**

SECTION 1.1 PREAMBLE. The Constitution of the State of Alaska directs the legislature to establish and maintain a system of public schools open to all children of the State. (Article 7, Section 1) Toward this end, Alaska statute designates the State Board of Education and Early Development as the head of the Department of Education and Early Development and the Commissioner of Education and Early Development as the chief executive officer of the Department of Education and Early Development. (AS 44.27.010)

Rationale: Robert's Rules generally recommends Article I be the name of the organization. .In our case, it seems appropriate to use a preamble (similar to the Hawaii bylaws NASBE sent as an example) to state the name along with the board's governing authority which is frequently misunderstood.

**2. Adoption, amendment and repeal of bylaws**

**2.1. Introduction of bylaws**

New bylaws or amendment of existing bylaws may be introduced by voting members of the board or the commissioner.

**2.2. Bylaws**

**2.3. in writing and on agenda**

In order for the board to vote on a bylaw for adoption or repeal, the proposed bylaw or bylaw for appeal must be in writing and must be placed on a board agenda.

**2.4. Seven day notice required**

A bylaw scheduled for action must be published on the tentative agenda seven days in advance of the meeting at which the action is scheduled in order to be voted on at that meeting. A proposed bylaw may not be added to an agenda at a meeting and approved by the board at the same meeting.

**2.5. Majority vote necessary**

The board may adopt or repeal a bylaw by a majority vote of members present at a board meeting.

*Adopted March 2004*

Rationale: NASBE and Robert's Rules recommend that the article dealing with bylaw revisions be placed at the end of the document. Thus, this SECTION is moved to Article IX.

**ARTICLE II OBJECT**

**SECTION 2.1 MISSION.** The State Board of Education is committed to the following mission for Alaska's education system: Excellent education for every student every day.

**SECTION 2.2 VISION.** The State Board of Education seeks to achieve the following vision for all students.

All students will:

- succeed in their education and work,
- shape worthwhile and satisfying lives for themselves,
- exemplify the best values of society, and
- be effective in improving the character and quality of the world about them. (AS 14.03.015)

Rationale: Robert's Rules recommends Article II be the objects of the organization and NASBE references this common practice. These are the new mission and vision adopted by the board.

**3. Organization and duties of the state board**

**3.1. Officers**

~~The officers of the state board are the chair, first vice chair and second vice chair.~~

*Adopted March 2004*

**3.2. Election of officers**



~~The officers of the board are elected at the last regular meeting of the board each school year, and serve one year, July 1 to June 30, and after that, if necessary, until the election of their successors. A board member may serve successive terms as an officer without limit.~~

*Adopted March 2004*

**3.3. Duties of the chair** ~~The board chair shall~~

- ~~3.3.1. Preside at all meetings of the board.~~
- ~~3.3.2. Maintain liaison with other members of the board and with the commissioner when the board is not in session.~~
- ~~3.3.3. Work with the commissioner and persons appointed by the commissioner to develop meeting agendas.~~
- ~~3.3.4. Represent the board when occasion requires, and speak publicly for the board as a whole on positions of the board.~~
- ~~3.3.5. Unless otherwise specifically provided by law or motion, appoint board members to committees and subcommittees, and appoint the members of advisory committees that the board establishes.~~
- ~~3.3.6. Advise the commissioner at times when the board is not in session.~~

**3.4. Duties of the first vice chair**

~~The first vice chair shall act in place of the chair in the chair's absence, or in the case of a vacancy in that office.~~

**3.5. Duties of the second vice chair**

~~If the first vice chair cannot serve, the second vice chair shall assume the duties of the first vice chair.~~

**3.6. Duties of the commissioner**

~~The commissioner shall keep a record of the minutes of all meetings, shall answer and file board correspondence, and shall perform any other duties that the board directs, in addition to performing the statutory and regulatory duties of commissioner. The commissioner may delegate responsibilities assigned by the board and specified by the board bylaws to one or more employees of the department.~~

*Adopted March 2004*

Rationale: Moved to Article 4, per Robert's Rules recommendation. Most of the language is not proposed for deletion in its new location.

## ARTICLE III MEMBERS

SECTION 3.1 MEMBERS. The State Board of Education shall consist of seven members, no more than four of whom shall be members of the same political party as the governor. (AS 14.07.085)

Rationale: New bylaw. Robert's Rules designates Article III as "Members" and recommends this

article include a clear delineation of who the organizations members are.

**SECTION 3.2 APPOINTMENT OF MEMBERS.** Members of the board shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session. One member shall be appointed from each of the four judicial districts and three from the state at large, with at least one member representing regional educational attendance areas. (AS 14.07.085)

Rationale: New bylaw. Robert's Rules and NASBE recommend including appointment procedures in the bylaws.

**SECTION 3.3 ADVISORY MEMBERS:** The board will appoint, as advisory members of the board, one military representative, one student advisory member elect and one student advisory member, under provisions set forth in 4 AAC 03.025. Advisory members may participate in the work of the board, and may deliberate and debate matters brought to the attention of the board. An advisory member, except for the advisory member elect, may cast an advisory vote, but an advisory vote is not counted in the disposition of board matters. (4 AAC 03.025)

Rationale: Moved from Article 4. NASBE recommends deleting the separate article for advisory members and placing it within a Members article.

**SECTION 3.4 TERMS OF OFFICE.** Members of the board appointed by the Governor shall serve for overlapping five-year terms and may be reappointed by the sitting Governor. The student advisory member and student advisory member elect serve for the school year following the selection or rotation. The student member elect rotates to serve as the student member on July 1 following the end of the school year in which the person served as student advisory member elect. The military advisory member serves until the appointment of a successor. (4 AAC 03.025).

Rationale: New bylaw. Robert's Rules and NASBE recommend including terms of office in the bylaws.

**4. ~~Advisory members of state board~~** \_\_\_\_\_

~~The number of and selection of state board advisory members will be specified in Title 4, Chapter 03 of the Alaska Administrative Code and adopted by the state board in compliance with the administrative procedures act.~~

*Adopted March 2004*

Rationale: Moved to Section 3.3 above.

**ARTICLE IV OFFICERS**

Rationale: Robert's Rules recommends Article III be titled Officers. The text below was taken from

the previous Article 3. Organization and Duties of the State Board. Note: there were no duties of the board listed in the existing bylaws, despite the title of the article.)

**SECTION 4.1 OFFICERS.** The officers of the state board are the chair, first vice-chair and second vice-chair.

**SECTION 4.2 ELECTION OF OFFICERS.** The officers of the board are elected at the last regular meeting of the board each school year. Officers serve one year, July 1 to June 30, and after that, if necessary, until the election of their successors. A board member may serve successive terms as an officer without limit. A vacancy occurring in an elected office shall be filled by the board at the next regular or special meeting.

**Rationale:** Eliminates a run-on sentence.

**SECTION 4.3 DUTIES OF THE CHAIR.** The board chair shall

- 4.3.1 Preside at all meetings of the board.
- 4.3.2 Maintain liaison with other members of the board and with the commissioner when the board is not in session.
- 4.3.3 Work with the commissioner and persons appointed by the commissioner to develop meeting agendas.
- 4.3.4 Represent the board when occasion requires, and speak publicly for the board as a whole on positions of the board.
- 4.3.5 Unless otherwise specifically provided by law or motion, appoint board members to committees and subcommittees and appoint the members of the advisory committees that the board establishes.
- 4.3.6 Advise the commissioner at times when the board is not in session.

**SECTION 4.4 DUTIES OF THE FIRST VICE-CHAIR.** The first vice-chair shall act in place of the chair in the chair's absence, or in the case of a vacancy in the office of chair.

**SECTION 4.5 DUTIES OF THE SECOND VICE-CHAIR.** If the first vice-chair cannot serve, the second vice-chair shall assume the duties of the first vice-chair.

## **5. Regular meetings**

### **~~5.1. Meetings held quarterly~~**

~~Regular meetings of the state board will be held at least quarterly, during the first week of each quarter, in Juneau, unless the board specifically selects another time and place.~~

**5.2. Adoption of calendar**

~~At the last regularly scheduled meeting of each school year, the board will adopt a calendar of regular meetings for the following school year, indicating the planned date and location of each meeting.~~

~~5.2.1. A majority of the members of the board may alter the calendar if circumstances warrant that action.~~

**5.3. Work sessions**

~~At the discretion of the chair, a regular meeting may be preceded by a work session at which the board may receive information and reports, but may not vote or take any action on any item.~~

**5.4. Public testimony**

~~If a regular meeting is preceded by a work session, the commissioner, in consultation with the chair, will schedule time on the work session agenda for the public to offer testimony on proposed regulations or on any agenda or non-agenda items.~~

*Adopted March 2004*

**5.5. Order of business; regular meetings**

~~The following is the order of business at each regular meeting:~~

~~5.5.1. Call to order and roll call.~~

~~5.5.2. Pledge of allegiance.~~

~~5.5.3. Adoption of the agenda.~~

~~5.5.4. Disclosure of potential conflicts.~~

~~5.5.5. If a work session does not precede a regular meeting, a period of public comment will be held to hear testimony on proposed regulations or on any agenda or non-agenda items.~~

~~5.5.6. Opening periods of public comment on proposed regulations.~~

~~5.5.7. Adoption of proposed regulations.~~

~~5.5.8. Other business.~~

~~5.5.9. Standing reports, including a report from the commissioner and a report from the attorney general.~~

~~5.5.10. Other reports.~~

~~5.5.11. Consent agenda, which may include general items, including the minutes of the previous regular meeting and any special meetings, and any other action items.~~

~~5.5.12. Board member comments.~~

*Amended October 2012*

**5.6. Removing items from consent agenda**

~~At the request of a board member, the board will remove an item from the consent agenda and consider the item separately.~~

*Adopted March 2004*

**5.7. Amending the agenda**

~~A board member may, at the start of the regular meeting, propose additional agenda items for consideration. Additional agenda items may be added by vote of the majority of the board members present. The chair shall decide the appropriate placement of agenda items so added to the agenda.~~

*Adopted March 2004*

**5.8. Disclosure of Potential Ethics Act Violations**

~~At each meeting, following the approval of the agenda, each member of the board shall disclose on the record whether participation on an agenda item would be a potential violation of the Alaska Executive Branch Ethics Act as required by AS 39.52.220. The chair, as the designated ethics supervisor, shall determine whether a member's participation on the agenda item violates AS 39.52. If not, the member may participate. If a board member objects to the decision of the chair, the members present at the meeting, excluding the involved member, shall vote on the matter. The board chair shall disclose any potential violations in advance of the meeting to his or her ethics supervisor, and disclose all determinations on the record. If the chair discloses a potential violation at the meeting, the members, excluding the chair, may vote on the matter.~~

*Adopted October 2012*

## ARTICLE V MEETINGS

**SECTION 5.1 REGULAR MEETINGS.** Regular meetings of the state board will be held at least quarterly, during the first week of each quarter, in Juneau, unless the board specifically selects another time and place. Meetings may be called by the chair or by a majority of the non-advisory members of the board. Meetings shall be held in Juneau unless a majority of the members of the board changes the place of a meeting. (AS 14.07.125)

**Rationale:** The final two sentences are included in the statute (except reference to "non-advisory") and more clearly address the issues in the proposed deletion. Further, this change clarifies that meetings may be convened by a majority of the board.

**SECTION 5.2 WORK SESSIONS.** At the discretion of the chair, a regular meeting may be preceded by a work session at which the board may receive information and reports, but may not vote or take any action on any item.

**Rationale:** Moved from 5.3.

**SECTION 5.3 SPECIAL MEETINGS.** A special meeting of the board may be called by the chair or by at least four non-advisory members of the board. The business conducted at a special meeting is limited to matters identified in the official public notice of the special meeting.

**Rationale:** Moved from Article 6. Previously, special meetings had a separate article. NASBE recommends deleting the separate article and including special meetings in the MEETINGS article.

**SECTION 5.4 NOTICE OF MEETINGS.**

**5.4.1 NOTICE OF REGULAR MEETINGS.** For each regular meeting of the board, the commissioner shall no later than 10 days before a regular meeting:

5.4.1.1 Publish notice of the date, time, and place of the meeting in ~~two~~ one newspapers of general circulation in the state, and on the State of Alaska On-Line Public Notice system;

5.4.1.2 Mail, email, ~~transmit by facsimile machine fax~~ or provide by other technology as determined appropriate by the commissioner, written notice of the date, time and place of meeting, and the tentative agenda of the meeting, to all school district superintendents and any individual or organization that has requested notice of the meeting.

*Amended September, 2006*

**5.4.2 NOTICE OF SPECIAL AND EMERGENCY MEETINGS AND WORK SESSIONS**

Reasonable notice shall be given for special meetings, emergency meetings, and work sessions of the board.

**5.4.3 NOTICE OF TELECONFERENCE AND VIDEOCONFERENCE MEETINGS** If a meeting, or any portion of it, is to be conducted by teleconference or videoconference, the notice must note the location of any teleconference facility or videoconference facility that will be used.

**Rationale:** The section above was moved from Article 9, per NASBE recommendation. Previously, this section was a separate article. The committee recommends moving the adoption of a calendar (existing 5.2) to Standing Rules.

**SECTION 5.6 AGENDA PREPARATION & DISTRIBUTION.** The board chair and the commissioner shall coordinate preparation of a tentative agenda for each regular or special meeting.

**5.6.1 PLACING AGENDA ITEMS ON THE AGENDA.** To allow for consideration of an item as the agenda is developed, a board member, advisory member, employee of the department, or any member of the public who wishes to place an item on the agenda should submit a request to the commissioner or the chair not less than 15 days before a regular meeting, or not less than 10 days before a special meeting.

**5.6.2 COMMISSIONER'S RESPONSIBILITIES FOR AGENDA** The commissioner shall prepare and distribute the tentative agenda, agenda packet memoranda, and required supporting material. Not later than 10 days before a meeting, the commissioner shall cause the agenda and agenda packet to:

5.6.2.1 Be mailed or emailed to board members and advisory members.

5.6.2.2 Be made available for viewing in the Commissioner's Office of the Department of Education & Early Development.

5.6.2.3 Be published, to the extent practicable, on the official web site of the

Department of Education & Early Development.

5.6.2.4 If the meeting is held over teleconference, be distributed to teleconference sites so that the material will be available in accordance with AS 44.62.310(a).

5.6.3 **DISTRIBUTING SUPPLEMENTAL MATERIALS.** The commissioner may distribute supplemental agenda packet memoranda and required supporting material if necessary. When the board is to consider the supporting material at a teleconference meeting, the supporting material, if practical, must be distributed to the teleconference locations.

5.6.4 **DISTRIBUTION EXTENTION.** The commissioner may request an extension of the distribution deadline from the board chair. The commissioner reserves the right to make additions to the materials distributed.

*Amended October 2012*

**Rationale:** Moved from Article X, per NASBE suggestion, though the suggestions also proposed moving portions of this section to the duties of the chair and the commissioner. Such reference already exists for the chair. NASBE also suggested consideration of moving portions of this section to Standing Rules.

**SECTION 5.7 PUBLIC TESTIMONY.** If a regular meeting is preceded by a work session, the commissioner, in consultation with the chair, will schedule time on the work session agenda for the public to offer testimony on proposed regulations or on any agenda or non-agenda items. When a regular meeting is not preceded by a work session, public testimony shall be taken during the business meeting prior to board action on agenda items. Public testimony need only occur once during a multi-day work session and business meeting.

**Rationale:** Moved from 5.4. Further clarification, as the provisions for public testimony only refer to those preceded by a work session. If the board's intent is to have public testimony at all meetings it should be made plain.

~~5.8 Removing items from consent agenda~~

~~At the request of a board member, the board will remove an item from the consent agenda and consider the item separately.~~

*Adopted March 2004*

**Rationale:** The process for removing consent items is another procedural detail that might be better in Standing Rules, if needed. It is a commonly used process outlined in Robert's Rules. The Bylaws Committee recommends eliminating this section.

~~5.9 Amending the agenda~~

~~A board member may, at the start of the regular meeting, propose additional agenda items for consideration. Additional agenda items may be added by vote of the majority of the board members present. The chair shall decide the appropriate placement of agenda items so added to the agenda.~~

*Adopted March 2004*

**Rationale:** This section is somewhat dangerous in light of public notice requirements. It might be better to either eliminate it or put it in Standing Rules with the details of what is required by law. The Bylaws Committee recommends eliminating this section.

**SECTION 5.8 DISCLOSURE OF POTENTIAL ETHICS ACT VIOLATIONS.** At each meeting, following the approval of the agenda, each member of the board shall disclose on the record whether participation on an agenda item would be a potential violation of the Alaska Executive Branch Ethics Act as required by AS 39.52.220. The chair, as the designated ethics supervisor, shall determine whether a member's participation on the agenda item violates AS39.52. If not, the member may participate. If a board member objects to the decision of the chair, the members present at the meeting, excluding the involved member, shall vote on the matter. The board chair shall disclose any potential violations in advance of the meeting to his or her ethics supervisor, and disclose all determinations on the record. If the chair discloses a potential violation at the meeting, the members, excluding the chair, may vote on the matter.

**NOTE:** The Bylaws Committee recommends leaving all of this section in bylaws.

**SECTION 5.9 QUORUM.** Four non-advisory members of the board constitute a quorum.

**Rationale:** Robert's and NASBE recommend there be a specific designation of the quorum included in the article that deals with meetings.

## ~~6~~ Special meetings

---

### ~~6.8~~ Calling a special meeting

~~A special meeting of the board may be called by the chair or by at least four members of the board.~~

### ~~6.9~~ Business limited

~~The business conducted at a special meeting is limited to matters identified in the official public notice of the special meeting.~~

*Adopted March 2004*

**Rationale:** moved to Article V MEETINGS Section 5.3

**SECTION 5.10 PARTICIPATION.** Board members are expected to attend each regular, special and emergency board meeting. However, when it is not possible for a board member to attend a meeting, the member should inform the chair or the commissioner as soon as possible.

- 5.10.1 **Participation in regular, special or emergency meetings by teleconference.** A board member may request to participate in a regular, special or emergency meeting of the board by teleconference when an emergency or other valid reason prohibits the member from traveling to a meeting site. The member must notify the chair, commissioner or commissioner's executive secretary as soon as possible that the member will participate by teleconference to expedite arrangements for teleconference participation.



*Adopted March 2004*

Rationale: May be unnecessary to suggest participation, per NASBE suggestion. Excused absences and the process for participating by phone could be put in Standing Rules. There are some nuances to participation by phone that the board may wish to examine before making final decisions about the language.

## 5 Governance of meetings

### 5.10 Robert's Rules used

Robert's Rules of Order, Newly Revised, 10th Edition, will govern proceedings of the board, unless a procedure is otherwise governed by state law or regulation, or by a specific board bylaw.

### 8.2 Majority vote required

All questions pending before the board will be decided by a majority of the members present and voting.

*Adopted March 2004*

Rationale: Moved to Article VIII PARLIAMENTARY AUTHORITY. Robert's Rules recommends placing the parliamentary authority as the second to last article. The reference to majority vote on all questions is in conflict with several provisions in Robert's where protecting the rights of the minority is served by having a higher vote standard.

## 6 Notice of meetings

### 6.10 Notice of regular meetings

For each regular meeting of the board, the commissioner shall no later than 10 days before a regular meeting:

6.10.1 Publish notice of the date, time, and place of the meeting in two newspapers of general circulation in the state, and on the State of Alaska On-Line Public Notice system;

6.10.2 Mail, email, transmit by facsimile machine or by other technology as determined appropriate by the commissioner, written notice of the date, time and place of meeting, and the tentative agenda of the

meeting, to all school district superintendents and any individual or organization that has requested notice of the meeting.

*Amended September, 2006*

### 6.11 Notice of special and emergency meetings and work sessions

Reasonable notice shall be given for special meetings, emergency meetings, and work sessions of the board.

### 6.12 Notice of teleconference and videoconference meetings

If a meeting, or any portion of it, is to be conducted by teleconference or videoconference, the notice must note the location of any teleconference facility or videoconference facility that will be used.

*Amended October 2012*

Rationale: Moved to Section 5.5.

## ~~7—Agenda preparation and distribution~~

---

---

- ~~7.10 The chair and commissioner shall coordinate  
The board chair and the commissioner shall coordinate preparation of a tentative agenda for each regular or special meeting.~~
- ~~7.11 Placing agenda items on agenda  
To allow for consideration of an item as the agenda is developed, a board member, advisory member, employee of the department, or any member of the public who wishes to place an item on the agenda should submit a request to the commissioner or the chair not less than 15 days before a regular meeting, or not less than 10 days before a special meeting.~~
- ~~7.12 Commissioner's responsibilities for agenda~~
- ~~7.12.1 The commissioner shall prepare and distribute the tentative agenda, agenda packet memoranda, and required supporting material.~~
- ~~7.12.2 Not later than 10 days before a meeting, the commissioner shall cause the agenda and agenda packet to:~~
- ~~7.12.2.1 Be mailed to board members and advisory members.~~
- ~~7.12.2.2 Be made available for viewing in the Commissioner's Office of the Department of Education & Early Development.~~
- ~~7.12.2.3 Be published, to the extent practicable, on the official web site of the Department of Education & Early Development.~~
- ~~7.12.2.4 If the meeting is held over teleconference, be distributed to teleconference sites so that the material will be available in accordance with AS 44.62.310(a).~~
- ~~7.13 Distributing supplemental materials  
The commissioner may distribute supplemental agenda packet memoranda and required supporting material if necessary. When the board is to consider the supporting material at a teleconference meeting, the supporting material, if practical, must be distributed to the teleconference locations.~~
- ~~7.14 The commissioner may request an extension of the 10.3.2 distribution deadline from the board chair. The commissioner reserves the right to make additions to the materials distributed.~~

*Amended October 2012*

Rationale: Moved to Section 5.6.

## ~~11. Polling of board members~~

---

---

~~If directed by the chair, the commissioner shall poll board members:~~

- ~~1.1. To authorize altering a regular meeting from the date and location of the meeting set in the calendar of regular meetings previously adopted by the~~

- board.
- ~~1.2.~~ To convene a special meeting and to establish or change its time, date, and location.
  - ~~1.3.~~ To insert or delete an item on a tentative agenda for a regular or special meeting.

*Adopted March 2004*

**Rationale:** The Bylaws Committee recommends placing this section in Standing Rules.

## ARTICLE VI COMMISSIONER OF EDUCATION

**SECTION 6.1 DUTIES OF THE COMMISSIONER OF EDUCATION** The commissioner shall keep a record of the minutes of all meetings, shall answer and ~~file~~ maintain board correspondence as directed by the chair, and shall perform any other duties that the board directs, in addition to performing the statutory and regulatory duties of commissioner. The commissioner may delegate responsibilities assigned by the board and specified by the board bylaws to one or more employees of the department.

**Rationale:** Moved from Section 4.5 as the Commissioner is not an officer, technically. The minor change proposed is because the language seems outdated and the chair could delegate as he sees fit.

Another recommendation from NASBE was to include the Commissioner's duties regarding preparation of agendas and public notice in this section. The Bylaws Committee chose to leave the duties where they are currently.

**SECTION 7.2 APPOINTMENT OF THE COMMISSIONER.** ~~The board will interview a candidate who meets the requirements of AS 14.07.145 before appointing that candidate. The interview may be in person, telephonic, or by video. If the board receives more than one application, the board may select one or more finalist for an interview. The board is not required to advertise for or solicit applications. The board shall determine the process for selecting a new commissioner subject to approval of the Governor. Candidates must meet the requirements of AS 14.07.145 in reviewing a qualified candidate's application and interview answers.~~ The board will consider all relevant evidence of the candidate's fitness to be commissioner, such as a candidate's:

- 7.2.1 Knowledge, experience, and understanding of current best practices in education;
- 7.2.2 Understanding of education reform;
- 7.2.3 Understanding of the educational issues facing Alaska, including both urban and rural schools and school districts;
- 7.2.4 Ability to work with all stakeholders and the administration;
- 7.2.5 Overall ability to lead the department and accomplish the board's goals.

~~Following the interview of one or more candidates, the board will deliberate. If only one candidate has demonstrated fitness to be commissioner, the board may appoint that candidate or consider additional applicants. If more than one candidate has demonstrated fitness with regard to educational and leadership ability, the board may appoint the candidate the board considers most capable of accomplishing the board's goals or may consider additional applicants.~~

~~After appointing a commissioner, the board shall forward the name to~~ When the board has selected a commissioner, the selection must be approved by the governor under AS 14.07.145. If the governor rejects the appointment selection, the board may appoint submit another qualifying candidate whom it has already interviewed or may consider additional applicants.

*Adopted October 2012*

**Rationale:** Moved from Article 12. The appointment process belongs to the board. Each board in recent memory used a different procedure. Circumstances vary, and it seems wise to defer to the requirements of law and leave the particulars to the sitting board. If specific procedures beyond the above seem necessary, perhaps they should be placed in Standing Rules.

The Bylaws Committee recommends that Ms. Hatten be asked to draft simple parameters for the process, if the board is interested in more specifics.

**7.3 COMMISSIONER EVALUATION.** The board annually will conduct a performance evaluation of the commissioner in executive session. The results of the evaluation will be discussed in executive session with the commissioner present. The original copy of the evaluation will be given to the commissioner, and a copy forwarded to the Governor.

*Amended October 2012*

The Bylaws Committee discussed specifying the time of year for the Commissioner's evaluation, though no final decision was made. The Board may want to consider such a reference in the Standing Rules.

## ARTICLE VIII PARLIAMENTARY AUTHORITY

**SECTION 8.1 PARLIAMENTARY AUTHORITY.** *Robert's Rules of Order, Newly Revised, 10<sup>th</sup> Edition*, will govern proceedings of the board, unless a procedure is otherwise governed by state law or regulation, or by a specific board bylaw.

**Rationale:** Moved from Article 12. Robert's Rules and NASBE recommend placement of the parliamentary authority near the end of the bylaws. There is a newer version of the rules, *Robert's Rules, Newly Revised, 11<sup>th</sup> Edition*. However, the changes are minor and it may be that the 10<sup>th</sup> edition is more familiar to those advising the board.

## ARTICLE IX ADOPTION, AMENDMENT AND REPEAL OF BYLAWS

### **SECTION 9.1 ADOPTION, AMENDMENT AND REPEAL OF BYLAWS.**

9.1.1 **INTRODUCTION OF BYLAWS.** New bylaws or amendment of existing bylaws may be introduced by voting members of the board or the commissioner.

9.1.2 **BYLAWS IN WRITING AND ON AGENDA.** In order for the board to vote on a bylaw for adoption, amendment or repeal, the proposed bylaw ~~or bylaw for appeal~~ must be in writing and must be placed on a board agenda.

9.1.3 **SEVEN-DAY NOTICE REQUIRED.** A bylaw scheduled for action must be published on the tentative agenda at least seven days in advance of the meeting at which the action is scheduled in order to be voted on at that meeting. A proposed bylaw may not be added to an agenda at a meeting and approved by the board at the same meeting.

~~9.2 Majority vote necessary~~

~~The board may adopt or repeal a bylaw by a majority vote of members present at a board meeting.~~

*Adopted March 200*

9.2.1 ~~**MAJORITY TWO-THIRDS VOTE REQUIRED.**~~ The board may adopt or repeal a bylaw by a majority two-thirds vote of the non-advisory members present at a board meeting.

**Rationale: Moved from Article 2. The deletion is proposed because bylaws are always held to a higher standard than a simple majority, as they are the governing documents of the organization. Robert's Rules requires 2/3 vote.**

REVISED: \_\_\_\_\_

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

## STANDING RULES

### 2017 Bylaws Committee Recommendations

The following items are being recommended for Standing Rules. The language below is drawn from the Bylaws. The board made suggestions about additional issues that might be included, and the Commissioner indicated an interest in developing a more comprehensive list of topics for Standing Rules. Developing a proposal for Standing Rules would need to be done either by the committee or DEED sometime in the future.

**SECTION \_\_\_\_\_ ADOPTION OF A CALENDAR.** At the last regularly scheduled meeting of each school year, the board will adopt a calendar of regular meetings for the following school year, indicating the planned date and location of each meeting. ~~5.2.4~~ A majority of the non-advisory members of the board may alter the calendar if circumstances warrant that action.

**Rationale:** Moved from section 5.2 of the bylaws. The Bylaws Committee recommends moving adoption of a calendar to Standing Rules.

Recommended Standing Rules on order of voting—advisory votes first.

**SECTION 5.8 ORDER OF BUSINESS, REGULAR MEETINGS.** The following is the order of business at each regular meeting:

- 5.8.1 Call to order and roll call,
- 5.8.2 Non-sectarian invocation
- 5.8.3 Pledge of allegiance.
- 5.8.4 Adoption of the agenda.
- 5.8.5 Disclosure of potential conflicts.
- 5.8.6 If a work session does not precede a regular meeting, a period of public
- 5.8.7 comment will be held to hear testimony on proposed regulations or on any agenda or non-agenda items.
- 5.8.8 Opening periods of public comment on proposed regulations.
- 5.8.9 Adoption of proposed regulations.
- 5.8.10 Other business.
- 5.8.11 Standing reports, including a report from the commissioner and a report from the attorney general.
- 5.8.12 Other reports.
- 5.8.13 Consent agenda, which may include general items, including the minutes of the previous regular meeting and any special meetings, and any other action items.

5.8.14 Board member comments.

Rationale: Moved from Section 5.5 of the bylaws. Invocation inserted due to current practice. NASBE recommends removing the order of business and other procedural details from the Bylaws. The Bylaws Committee recommends moving the order of business Standing Rules, as also recommended by Robert's Rules.

## ARTICLE VI POLLING OF BOARD MEMBERS

**SECTION 6.1 POLLING OF BOARD MEMBERS** If directed by the chair, the commissioner shall poll board members:

- 6.1.1 To authorize altering a regular meeting from the date and location of the meeting set in the calendar of regular meetings previously adopted by the board.
- 6.1.2 To convene a special meeting and to establish or change its time, date, and location.
- 6.1.3 To insert or delete an item on a tentative agenda for a regular or special meeting.

*Adopted March 2004*

Rationale: Moved from Article X of the bylaws. NASBE suggested deleting this section, as it may be extraneous. The Bylaws Committee thought the board may want to include it in Standing Rules.

The Bylaws Committee has three additional recommendations for the Standing Rules:

- 1. Include a list of standing committees;
- 2. Insert language about limiting the verbal reports from DEED to answering questions, rather than repeating what is in the written reports; and
- 3. Consider including the basic processes for commissioner selection.

---

# Bylaws

of the State Board of Education  
& Early Development

September 28, 2006





# Table of Contents of Contents

|  |   |
|--|---|
| Educational goals .....                          | 3 |
| Adoption, amendment and repeal of bylaws .....   | 4 |
| Organization and duties of the state board ..... | 5 |
| Advisory members of state board .....            | 6 |
| Regular meetings .....                           | 6 |
| Special meetings .....                           | 7 |
| Participation in meetings .....                  | 7 |
| Governance of meetings .....                     | 7 |
| Notice of meetings.....                          | 8 |
| Agenda preparation and distribution.....         | 8 |
| Polling of board members .....                   | 9 |
| Commissioner evaluation.....                     | 9 |

# Bylaws

## of the State Board of Education & Early Development

---

### 1. Educational goals

---

#### 1.1. Vision

The State Board of Education & Early Development is committed to develop, maintain and continuously improve a comprehensive, quality public education system.

*(Adopted September 19, 2003)*

#### 1.2. Mission

To ensure quality standards-based instruction to improve academic achievement for all students.

*(Adopted September 19, 2003)*

#### 1.3. Beliefs

1.3.1. All students can meet the Alaska Standards.

1.3.2 We can close the achievement gap in students with disabilities, limited English proficient students, Alaska Native/American Indian students and economically disadvantaged students. (*Adopted March 16, 2006*)

1.3.3. [2] Every action of the State Board will support the mission statement.

1.3.4. [3] All students deserve high quality teachers, administrators and paraprofessionals.

1.3.5. [4] All students can demonstrate reading proficiency by grade three.

1.3.6. [5] Curriculum aligned to Alaska Standards and best practices instruction is critical for all students to achieve at high levels [TO CLOSING THE ACHIEVEMENT GAP]. (*Amended September 10, 2004*)

1.3.7. [6] Barriers that reduce effective instructional time must be removed.

1.3.8. [7] Increasing the performance of all students can close the achievement gap. (*Amended September 10, 2004*)

1.3.9 [8] Effective parent and family involvement positively affects student achievement. (*Amended September 10, 2004*)

*(Adopted September 19, 2003; Amended September 10, 2004; Amended March 16, 2006)*

## 1.4. Goals

1.4.1. Continuous academic growth for all students, including closing the achievement gap in reading, writing and math.

1.4.1.1. Promote parent and family involvement in student learning.

1.4.1.2. Form partnerships with other organizations, including health services, tribal entities and the business community critical to closing the achievement gap, especially for those groups identified as the lowest performing based upon assessment data. (*Amended September 10, 2004*)

1.4.1.3 Encourage schools and communities to focus on strategies to close their achievement gap. (*Amended September 10, 2004*)

1.4.1.4 Support principal and teacher use of student achievement data to improve instruction.

1.4.1.5. Promote scientifically based reading instruction.

1.4.2. Continue to refine state assessment and accountability system.

1.4.2.1. Develop assessments that have instructional value.

[1.4.2.2. ALIGN ASSESSMENTS WITH ALASKA STANDARDS.] (Repealed March 16, 2006)

1.4.2.2. [3] Ensure assessments provide a growth scale.

1.4.2.3. [4] Ensure assessment results are timely.

*(Adopted September 19, 2003; Amended March 16, 2006)*

1.4.3. Promote the continuous growth of professionals and paraprofessionals to provide effective standards-based instruction.

1.4.3.1. Develop and implement a standards- and performance-based initial and continuing licensure system, including an alternative route to teacher licensure. (*Amended September 10, 2004*)

1.4.3.2. Promote and support inservices that directly impact instruction through the use of best practices and data.

1.4.3.3. Encourage Alaska teacher preparation programs to become standards- and performance-based systems.

1.4.3.4. Identify and develop avenues for paraprofessionals to meet highly qualified status.

1.4.3.5. Seek appropriate partners to support the development of an alternative state performance-based teacher preparation program.

1.4.3.6. Encourage districts to hire a workforce that is reflective of the community they serve.

1.4.3.7. Encourage Alaskans to become teachers, administrators and paraprofessionals.

1.4.3.8. Encourage paraprofessionals to gain certification as teachers.

*(Adopted September 19, 2003; Amended September 10, 2004; Amended March 16, 2006)*

1.4.4. Increase effective instructional time.

1.4.4.1. Reduce the number of mandated trainings.

1.4.4.2. Develop alternative deliveries for mandated trainings.

1.4.4.3. Review statutes and regulations that impact effective use of instructional time.

*(Adopted September 19, 2003)*

## **2. Adoption, amendment and repeal of bylaws\_\_\_\_\_**

### 2.1. Introduction of bylaws

New bylaws or amendment of existing bylaws may be introduced by voting members of the board or the commissioner.

### 2.2. Bylaws in writing and on agenda

In order for the board to vote on a bylaw for adoption or repeal, the proposed bylaw or bylaw for appeal must be in writing and must be placed on a board agenda.

### 2.3. Seven day notice required

A bylaw scheduled for action must be published on the tentative agenda seven days in advance of the meeting at which the action is scheduled in order to be voted on at that meeting. A proposed bylaw may not be added to an agenda at a meeting and approved by the board at the same meeting.

### 2.4. Majority vote necessary

The board may adopt or repeal a bylaw by a majority vote of members present at a board meeting.

*Adopted March 2004*

## **3. Organization and duties of the state board\_\_\_\_\_**

### 3.1. Officers

The officers of the state board are the chair, first vice-chair and second vice-chair.

*Adopted March 2004*

3.2. Election of officers

The officers of the board are elected at the last regular meeting of the board each school year, and serve one year, July 1 to June 30, and after that, if necessary, until the election of their successors. A board member may serve successive terms as an officer without limit.

*Adopted March 2004*

3.3. Duties of the chair

The board chair shall

- 3.3.1. Preside at all meetings of the board.
- 3.3.2. Maintain liaison with other members of the board and with the commissioner when the board is not in session.
- 3.3.3. Work with the commissioner and persons appointed by the commissioner to develop meeting agendas.
- 3.3.4. Represent the board when occasion requires, and speak publicly for the board as a whole on positions of the board.
- 3.3.5. Unless otherwise specifically provided by law or motion, appoint board members to committees and subcommittees, and appoint the members of advisory committees that the board establishes.
- 3.3.6. Advise the commissioner at times when the board is not in session.

3.4. Duties of the first vice-chair

The first vice-chair shall act in place of the chair in the chair's absence, or in the case of a vacancy in that office.

3.5. Duties of the second vice-chair

If the first vice-chair cannot serve, the second vice-chair shall assume the duties of the first vice-chair.

3.6. Duties of the commissioner

The commissioner shall keep a record of the minutes of all meetings, shall answer and file board correspondence, and shall perform any other duties that the board directs, in addition to performing the statutory and regulatory duties of commissioner. The commissioner may delegate responsibilities assigned by the board and specified by the board bylaws to one or more employees of the department.

*Adopted March 2004*

**4. Advisory members of state board**\_\_\_\_\_

The number of and selection of state board advisory members will be specified in Title 4, Chapter 03 of the Alaska Administrative Code and adopted by the state board in compliance with the administrative procedures act.

*Adopted March 2004*

**5. Regular meetings**\_\_\_\_\_

5.1. Meetings held quarterly

Regular meetings of the state board will be held at least quarterly, during the first week of each quarter, in Juneau, unless the board specifically selects another time and place.

5.2. Adoption of calendar

At the last regularly scheduled meeting of each school year, the board will adopt a calendar of regular meetings for the following school year, indicating the planned date and location of each meeting.

5.2.1. A majority of the members of the board may alter the calendar if circumstances warrant that action.

5.3. Work sessions

At the discretion of the chair, a regular meeting may be preceded by a work session at which the board may receive information and reports, but may not vote or take any action on any item.

5.4. Public testimony

If a regular meeting is preceded by a work session, the commissioner, in consultation with the chair, will schedule time on the work session agenda for the public to offer testimony on proposed regulations or on any agenda or non-agenda items.

*Adopted March 2004*

5.5. Order of business; regular meetings

The following is the order of business at each regular meeting:

5.5.1. Call to order and roll call.

5.5.2. Pledge of allegiance.

5.5.3. Adoption of the agenda.

5.5.4 If a work session does not precede a regular meeting, a period of public comment will be held to hear testimony on proposed regulations or on any agenda or non-agenda items.

5.5.5. Opening periods of public comment on proposed regulations.

5.5.6. Adoption of proposed regulations.

5.5.7. Other business.

5.5.8. Standing reports, including a report from the commissioner and a report from the attorney general.

- 5.5.9. Other reports.
- 5.5.10. Consent agenda, which may include general items, including the minutes of the previous regular meeting and any special meetings, and any other action items.
- 5.5.11. Board member comments.

*Adopted March 2004*

5.6. Removing items from consent agenda

At the request of a board member, the board will remove an item from the consent agenda and consider the item separately.

*Adopted March 2004*

5.7. Amending the agenda

A board member may, at the start of the regular meeting, propose additional agenda items for consideration. Additional agenda items may be added by vote of the majority of the board members present. The chair shall decide the appropriate placement of agenda items so added to the agenda.

*Adopted March 2004*

**6. Special meetings** \_\_\_\_\_

6.1. Calling a special meeting

A special meeting of the board may be called by the chair or by at least four members of the board.

6.2. Business limited

The business conducted at a special meeting is limited to matters identified in the official public notice of the special meeting.

*Adopted March 2004*

**7. Participation in meetings** \_\_\_\_\_

7.1. Participation expected

Board members are expected to attend each regular, special and emergency board meeting. However, when it is not possible for a board member to attend a meeting, the member should inform the chair or the commissioner as soon as possible.

7.2. Participation in regular, special or emergency meetings by teleconference

A board member may request to participate in a regular, special or emergency meeting of the board by teleconference when an emergency or other valid reason prohibits the member from traveling to a meeting site. The member must notify the chair, commissioner or commissioner's executive secretary as soon as possible that the member will participate by teleconference to expedite arrangements for teleconference participation.

*Adopted March 2004*

**8. Governance of meetings** \_\_\_\_\_

8.1. Robert's Rules used

Robert's Rules of Order, Newly Revised, 10th Edition, will govern proceedings of the board, unless a procedure is otherwise governed by state law or regulation, or by a specific board bylaw.

8.2. Majority vote required

All questions pending before the board will be decided by a majority of the members present and voting.

*Adopted March 2004*

**9. Notice of meetings**\_\_\_\_\_

9.1 Notice of regular meetings

For each regular meeting of the board, the commissioner shall no later than 10 days before a regular meeting:

9.1.1. Publish notice of the date, time, and place of the meeting in **a newspaper** [TWO NEWSPAPERS] of general circulation in the state, and on the State of Alaska On-Line Public Notice system.

9.1.2. Mail, email, transmit by facsimile machine or by other technology as determined appropriate by the commissioner, written notice of the date, time and place of meeting, and the tentative agenda of the meeting, to all school district superintendents and any individual or organization that has requested notice of the meeting.

*(Adopted September 19, 2003; Amended September 28, 2006)*

9.2. Notice of special and emergency meetings and work sessions

Reasonable notice shall be given for special meetings, emergency meetings, and work sessions of the board.

9.3. Notice of teleconference meetings

If a meeting, or any portion of it, is to be conducted by teleconference or videoconference, the notice must note the location of any teleconference facility or videoconference facility that will be used.

*Adopted March 2004*

**10. Agenda preparation and distribution**\_\_\_\_\_

10.1. The chair and commissioner shall coordinate

The board chair and the commissioner shall coordinate preparation of a tentative agenda for each regular or special meeting.

10.2. Placing agenda items on agenda

To allow for consideration of an item as the agenda is developed, a board member, advisory member, employee of the department, or any member of the public who wishes to place an item on the agenda should submit a request to the commissioner or the chair not less than 15 days before a regular meeting, or not less than 10 days before a special meeting.

10.3. Commissioner's responsibilities for agenda



- 10.3.1. The commissioner shall prepare and distribute the tentative agenda, agenda packet memoranda, and required supporting material.
- 10.3.2. Not later than 7 days before a meeting, the commissioner shall cause the agenda and agenda packet to:
  - 10.3.2.1. Be mailed to board members and advisory members.
  - 10.3.2.2. Be mailed to interested parties who have requested delivery of the material.
  - 10.3.2.3. Be made available for viewing in the Commissioner's Office of the Department of Education & Early Development.
  - 10.3.2.4. Be published, to the extent practicable, on the official web site of the Department of Education & Early Development.
  - 10.3.2.5. If the meeting is held over teleconference, be distributed to teleconference sites so that the material will be available in accordance with AS 44.62.310(a).

- 10.4. Distributing supplemental materials  
The commissioner may distribute supplemental agenda packet memoranda and required supporting material if necessary. When the board is to consider the supporting material at a teleconference meeting, the supporting material, if practical, must be distributed to the teleconference locations.

**11. Polling of board members**\_\_\_\_\_

If directed by the chair, the commissioner shall poll board members:

- 11.1. To authorize altering a regular meeting from the date and location of the meeting set in the calendar of regular meetings previously adopted by the board.
- 11.2. To convene a special meeting and to establish or change its time, date, and location.
- 11.3. To insert or delete an item on a tentative agenda for a regular or special meeting.

*Adopted March 2004*

**12. Commissioner Evaluation**\_\_\_\_\_

The board annually will conduct a performance evaluation of the commissioner.

*Adopted March 2004*

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

**May 31, 2018**

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

**Agenda Item: 3**

---

◆ **ISSUE**

This is a report to the board regarding the FY 2018 Legislative session and FY 2019 Budget.

◆ **BACKGROUND**

- The board will be briefed the department's FY 2019 budget and on legislation that passed during the 2018 legislative session that affects the department.
- Behind this cover memo are: 1) 2018 Legislative Session - passed legislation; 2) FY 2019 Budget Summary.
- Marcy Herman, Legislative Liaison and Rhonda Biles, Acting Director of Finance & Support Services, will be present to brief the board.

◆ **OPTIONS**

This is an information update. No action is required.

**2018 Legislative Session – Passed Legislation of Interest to EED**

| <b>BILL</b>                   | <b>SHORT TITLE</b>                          | <b>PRIME SPONSOR(s)</b>        | <b>DESCRIPTION</b>   | <b>STATUS</b>        |
|-------------------------------|---|--------------------------------|--|----------------------|
| <a href="#"><u>HB135</u></a>  | SCHOOL CONSTRUCTION GRANT PROGRAM           | LINCOLN                        | The bill introduces new language which identifies a new exception in regards to the participating share timeline. A new subsection provides for an extension in time to meet this requirement not to exceed seven additional years. The bill also requires a district to apply in writing to request an extension and to demonstrate good cause for the requested extension. | AWAITING TRANSMITTAL |
| <a href="#"><u>HB212</u></a>  | SCHOOL CONSTRUCTION; REAA/SMALL MUNI FUND   | FOSTER                         | Relating to funding for school construction and major maintenance; relating to the regional educational attendance area and small municipal school district fund.  | AWAITING TRANSMITTAL |
| <a href="#"><u>HB214</u></a>  | TEEN DATING VIOL: PROGRAMS; AWARENESS MONTH | DRUMMOND                       | Relating to the Department of Education and Early Development; relating to dating violence and abuse training, awareness, prevention, and notices; and establishing the month of February as Teen Dating Violence Awareness and Prevention Month.  | AWAITING TRANSMITTAL |
| <a href="#"><u>HB 286</u></a> | APPROP: OPERATING BUDGET/LOANS/FUNDS        | RLS BY REQUEST OF THE GOVERNOR | FY2019 Operating Budget legislation.   | AWAITING TRANSMITTAL |
| <a href="#"><u>HB 287</u></a> | APPROP: PUPIL TRANSPORTATION; EDUCATION     | SEATON                         | Related to making appropriations for public education and transportation of students.  | SIGNED MAY 3, 2018   |
| <a href="#"><u>SB104</u></a>  | EDUCATION: CURRICULUM; MARIJUANA; RECORDS   | SENATE FINANCE                 | Relating to school curricula; relating to a system for managing student information and records related to individualized education programs for children with disabilities; establishing the marijuana education and  | AWAITING TRANSMITTAL |

|               |   |                                |  |                      |
|---------------|---|--------------------------------|--|----------------------|
|               |   |                                | treatment fund; and relating to the duties of the Department of Health and Social Services to administer a comprehensive marijuana use education and treatment program.  |                      |
| <u>SB216</u>  | SCHOOL FUNDING FOR CONSOLIDATED SCHOOLS   | SENATE FINANCE                 | Relating to the calculation of state aid for schools that consolidate; relating to the determination of the number of schools in a district.   | AWAITING TRANSMITTAL |
| <u>SB 142</u> | BUDGET: CAPITAL                           | RLS BY REQUEST OF THE GOVERNOR | FY2019 Capital Budget legislation.   | AWAITING TRANSMITTAL |
| <u>HB 64</u>  | READING PROFICIENCY TASK FORCE; DYSLEXIA  | DRUMMOND                       | Relating to the establishment of the Legislative Task Force on Reading Proficiency and Dyslexia.   | AWAITING TRANSMITTAL |
| <u>HB213</u>  | PUB. SCHOOL TRUST FUND; EDUCATION RAFFLE  | PARISH                         | Creating the education endowment fund and the dividend raffle fund; relating to the definition of 'gambling'; relating to the investment, appropriation, and administration of the public school trust fund; authorizing donations from the permanent fund dividend for educational purposes and to enter the permanent fund dividend raffle; relating to transfers from the dividend raffle fund and the education endowment fund; relating to the duties of the Department of Revenue. | AWAITING TRANSMITTAL |
| <u>HB221</u>  | WORKFORCE & ED RELATED STATISTICS PROGRAM | DRUMMOND                       | Relating to the duties of the Alaska Commission on Postsecondary Education; relating to a statewide workforce and education-related statistics program; relating to information obtained by the Department of Labor and Workforce Development.   | AWAITING TRANSMITTAL |
| <u>SB185</u>  | REEMPLOYMENT OF RETIRED TEACHERS & ADMIN  | MICCICHE                       | Relating to reemployment of persons who retire under the teachers' retirement system.  | AWAITING TRANSMITTAL |



## **FY2019 Conference Committee Operating and Capital Budgets**

*May 2018 – Changes from Governor's Budget*

**Department of Education & Early Development**  
**Operating Budget - Changes from FY2019 Governor's Budget to**  
**FY2019 Conference Committee**

| FY2018 Governor |    |   |             |           |          |             |
|-----------------|----|---|-------------|-----------|----------|-------------|
| 266             | 13 | 4 | 1,427,894.5 | 251,090.2 | 64,462.0 | 1,743,446.7 |

| Component            | Description                  | PFT      | PPT      | NP       | General Funds   | Federal Funds | Other Funds       | Total           |
|----------------------|------------------------------|----------|----------|----------|-----------------|---------------|-------------------|-----------------|
| 1                    | Personal Services            |          |          |          | 156.3           | 47.1          | 26.0              | 229.4           |
| 2                    | Foundation Program           |          |          |          | 20,000.0        |               |                   | 20,000.0        |
| 3                    | Foundation Program           |          |          |          | 18,000.0        |               | (18,000.0)        | 0.0             |
| 4                    | School Debt Reimbursement    |          |          |          | 10.9            |               |                   | 10.9            |
| 5                    | Student & School Achievement |          |          |          | 97.8            |               |                   | 97.8            |
| 6                    | State System of Support      | 1        |          |          | 403.4           |               |                   | 403.4           |
| 7                    | Pre-Kindergarten Grants      |          |          |          | 6,000.0         |               |                   | 6,000.0         |
| 8                    | Mt. Edgecumbe High School    |          |          |          | 250.0           |               |                   | 250.0           |
| 9                    | Museum Operations            |          |          |          | 105.6           |               |                   | 105.6           |
| <b>Total Changes</b> |                              | <b>1</b> | <b>0</b> | <b>0</b> | <b>45,024.0</b> | <b>47.1</b>   | <b>(17,974.0)</b> | <b>27,097.1</b> |

|                                       |            |           |          |                    |                  |                 |                    |
|---------------------------------------|------------|-----------|----------|--------------------|------------------|-----------------|--------------------|
| <b>Total FY2019 Governor's Budget</b> | <b>267</b> | <b>13</b> | <b>4</b> | <b>1,472,918.5</b> | <b>251,137.3</b> | <b>46,488.0</b> | <b>1,770,543.8</b> |
|---------------------------------------|------------|-----------|----------|--------------------|------------------|-----------------|--------------------|

**FY19 New Legislation with FY19 Fiscal Impact**

| HB 214 BREE'S LAW; DATING VIOLENCE PROGRAMS   |                |
|---|----------------|
| <b>Student and School Achievement (GF)</b>  | <b>263,300</b> |
| <i>Relating to dating violence and abuse training, awareness, prevention, and notices</i> |                |

| SB 104 EDUCATION CURRICULUM REQUIREMENTS   |                |
|--|----------------|
| <b>Student and School Achievement (GF)</b>   | <b>461,600</b> |
| <i>Relating to school curricula; relating to a system for managing student information and records related to individualized education programs for children with disabilities</i> |                |

| SB 216 SCHOOL FUNDING FOR CONSOLIDATED SCHOOLS                               |                |
|--|----------------|
| <b>Public Education Fund (GF - fund capitalization)</b>                      | <b>386,300</b> |
| <i>Relating to the calculation of state aid for schools that consolidate</i> |                |

## FY2019 Conference Committee Capital Budget

| <b>Major Maintenance Grants (AS 14.11.007)</b> |                   |
|--|-------------------|
| School Major Maintenance Grants                | 24,203,372        |
| <i>(final projects still to-be-determined)</i> |                   |
| <b>Total:</b>                                  | <b>24,203,372</b> |

| <b>Mt. Edgecumbe High School</b>   |                |
|--|----------------|
| Mt. Edgecumbe High School  | 400,000        |
| <i>For the maintenance and operations of the MEHS Aquatic Center for the fiscal years ending June 30, 2018, and June 30, 2019.</i>   |                |
| Mt. Edgecumbe High School  | 200,000        |
| <i>Amount reserved for the 1% for Art is reappropriated for the purchase of equipment for the aquatic facility, capital improvements, or maintenance of the aquatic facility</i> |                |
| <b>Total:</b>  | <b>600,000</b> |

| <b>Reappropriation</b>                        |                  |
|---|------------------|
| Pitka's Point - Cleanup of school site (MMGF) | 3,400,000        |
| <b>Total:</b>                                 | <b>3,400,000</b> |

| <b>Operating Items in Capital Budget (all GF)</b>                  |                   |
|--|-------------------|
| Pre-Kindergarten Grants (FY19-FY20)                                | 6,000,000         |
| <i>Additional pre-k grants to be distributed in FY19 and FY20</i>  |                   |
| State System of Support (FY19)                                     | 403,400           |
| <i>Additional support to assist struggling schools</i>             |                   |
| Additional state aid to school districts per adjusted ADM (FY19)   | 20,000,000        |
| <i>To be distributed as grants under AS 14.17.410(b)(1)(A)-(D)</i> |                   |
| <b>Total:</b>  | <b>26,403,400</b> |



# **FY2019 Governor's Operating Budget**

*December 15, 2017 – Agency Budget*



**Department of Education & Early Development  
FY2019 Governor's Operating Budget \***

*\*includes school debt reimbursement, foundation program and pupil transportation*

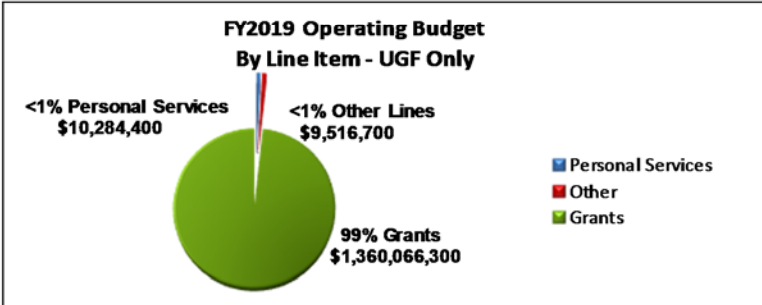
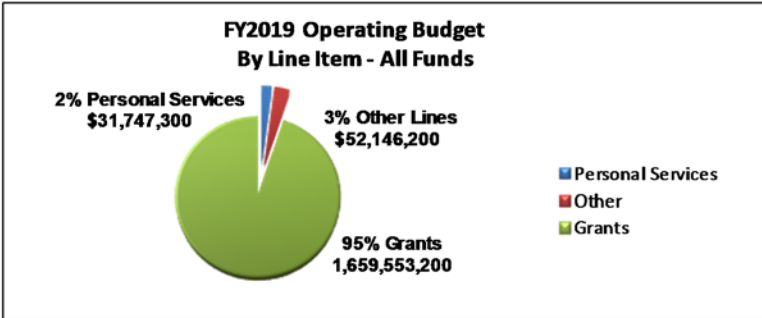
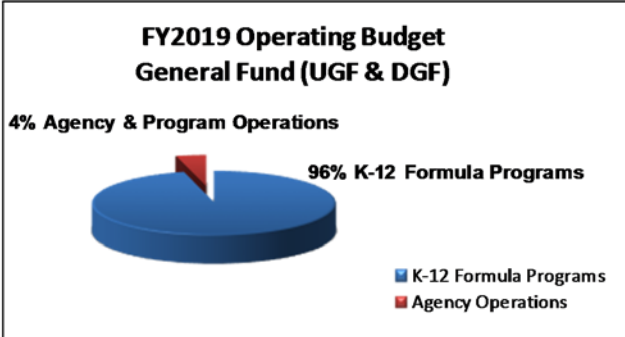
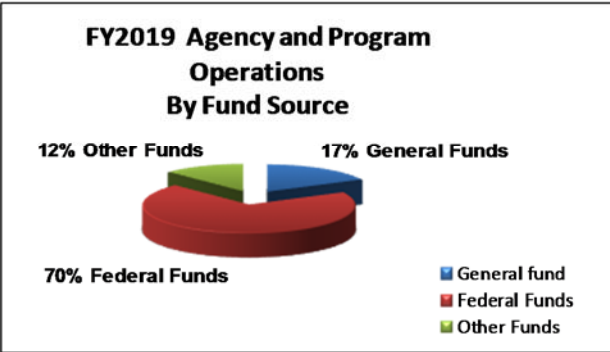
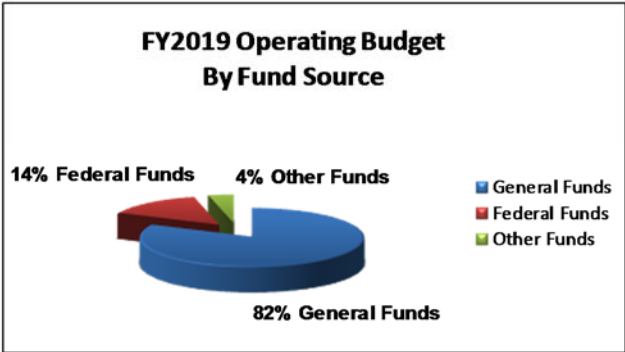
|                                      | Designated<br>General Funds | Unrestricted<br>General Funds | Federal<br>Funds | Other<br>Funds  | Total              |
|--------------------------------------|-----------------------------|-------------------------------|------------------|-----------------|--------------------|
| <b>K-12 Formula Programs</b>         | 22,200.0                    | 1,347,830.7                   | 20,791.0         | 23,337.4        | <b>1,414,159.1</b> |
| <b>Agency and Program Operations</b> | 25,827.1                    | 32,036.7                      | 230,299.2        | 41,124.6        | <b>329,287.6</b>   |
| <b>Total</b>                         | <b>48,027.1</b>             | <b>1,379,867.4</b>            | <b>251,090.2</b> | <b>64,462.0</b> | <b>1,743,446.7</b> |

**Position Count:**

Full-time 266

Part-time 13

Non-perm 4



Department of Education & Early Development  
 FY2019 Governor's Budget

|  | Designated<br>General Funds | Unrestricted<br>General Funds | Federal<br>Funds  | Other<br>Funds    | Total                |
|--|-----------------------------|-------------------------------|-------------------|-------------------|----------------------|
| <b>K-12 Formula Programs:</b>          |                             |                               |                   |                   |                      |
| Foundation Program                     | 0                           | 1,171,677,400                 | 20,791,000        | 23,337,400        | 1,215,805,800        |
| Pupil Transportation                   | 0                           | 78,184,600                    | 0                 | 0                 | 78,184,600           |
| Boarding Home Grants                   | 0                           | 7,453,200                     | 0                 | 0                 | 7,453,200            |
| Youth in Detention                     | 0                           | 1,100,000                     | 0                 | 0                 | 1,100,000            |
| Special Schools                        | 0                           | 3,558,200                     | 0                 | 0                 | 3,558,200            |
| School Debt Reimbursement              | 22,200,000                  | 85,857,300                    | 0                 | 0                 | 108,057,300          |
| <b>Subtotal K- 12 Formula Programs</b> | <b>22,200,000</b>           | <b>1,347,830,700</b>          | <b>20,791,000</b> | <b>23,337,400</b> | <b>1,414,159,100</b> |

|   | Positions  |           |          | Designated<br>General Funds | Unrestricted<br>General Funds | Federal<br>Funds   | Other<br>Funds    | Total                |
|---|------------|-----------|----------|-----------------------------|-------------------------------|--------------------|-------------------|----------------------|
|   | PFT        | PPT       | NP       |                             |                               |                    |                   |                      |
| <b>Agency and Program Operations:</b>         |            |           |          |                             |                               |                    |                   |                      |
| Executive Administration                      | 5          |           |          | 0                           | 865,900                       | 0                  | 22,400            | 888,300              |
| Administrative Services                       | 11         |           |          | 0                           | 916,600                       | 145,000            | 684,900           | 1,746,500            |
| Information Services                          | 3          |           |          | 0                           | 375,500                       | 0                  | 652,500           | 1,028,000            |
| School Finance & Facilities                   | 10         |           |          | 0                           | 1,309,100                     | 0                  | 898,400           | 2,207,500            |
| Child Nutrition                               | 11         |           |          | 0                           | 86,700                        | 76,886,100         | 0                 | 76,972,800           |
| Student and School Achievement                | 41         |           |          | 437,900                     | 5,442,800                     | 150,685,900        | 1,247,500         | 157,814,100          |
| State System of Support                       | 4          |           |          | 0                           | 1,798,700                     | 0                  | 0                 | 1,798,700            |
| Teacher Certification                         | 6          |           |          | 918,300                     | 0                             | 0                  | 0                 | 918,300              |
| Early Learning Coordination                   | 2          |           |          | 0                           | 9,486,200                     | 125,100            | 0                 | 9,611,300            |
| Pre-Kindergarten Grants                       | 0          |           |          | 0                           | 2,000,000                     | 0                  | 0                 | 2,000,000            |
| Alaska State Council on the Arts              | 5          |           |          | 10,900                      | 692,800                       | 806,300            | 1,258,500         | 2,768,500            |
| Professional Teaching Practices Commission    | 1          |           |          | 258,800                     | 0                             | 0                  | 0                 | 258,800              |
| Mt. Edgecumbe Boarding School                 | 39         | 10        |          | 57,400                      | 0                             | 250,000            | 11,113,200        | 11,420,600           |
| MEHS Facilities Maintenance                   | 0          |           |          | 0                           | 0                             | 0                  | 1,192,700         | 1,192,700            |
| State Facilities Rent                         | 0          |           |          | 0                           | 1,068,200                     | 0                  | 0                 | 1,068,200            |
| Library Operations                            | 25         |           | 1        | 2,644,400                   | 4,196,300                     | 1,300,800          | 258,300           | 8,399,800            |
| Archives                                      | 10         |           |          | 0                           | 1,064,100                     | 40,000             | 160,600           | 1,264,700            |
| Museum Operations                             | 13         | 3         |          | 506,100                     | 1,042,000                     | 60,000             | 0                 | 1,608,100            |
| Online With Libraries (OWL)                   | 1          |           |          | 0                           | 661,800                       | 0                  | 0                 | 661,800              |
| Live Homework Help                            | 0          |           |          | 138,200                     | 0                             | 0                  | 0                 | 138,200              |
| APK Facilities Maintenance                    | 0          |           |          | 0                           | 1,030,000                     | 0                  | 0                 | 1,030,000            |
| ACPE - Program Admin & Operations             | 79         |           | 3        | 6,008,700                   | 0                             | 0                  | 11,892,800        | 17,901,500           |
| WWAMI Medical Education                       | 0          |           |          | 3,096,400                   | 0                             | 0                  | 0                 | 3,096,400            |
| Alaska Performance Scholarship Awards         | 0          |           |          | 11,750,000                  | 0                             | 0                  | 0                 | 11,750,000           |
| ASLC - Loan Servicing                         | 0          |           |          | 0                           | 0                             | 0                  | 11,742,800        | 11,742,800           |
| <b>Subtotal Agency and Program Operations</b> | <b>266</b> | <b>13</b> | <b>4</b> | <b>25,827,100</b>           | <b>32,036,700</b>             | <b>230,299,200</b> | <b>41,124,600</b> | <b>329,287,600</b>   |
| <b>Total</b>                                  | <b>266</b> | <b>13</b> | <b>4</b> | <b>48,027,100</b>           | <b>1,379,867,400</b>          | <b>251,090,200</b> | <b>64,462,000</b> | <b>1,743,446,700</b> |

**Department of Education & Early Development**  
**Operating Budget Comparison - General Funds (Designated & Unrestricted)**  
**FY2018 Management Plan to FY2019 Governor's Budget**

|                                  | <b>FY2018<br/>Management<br/>Plan</b> | <b>FY2019<br/>Governor's<br/>Budget</b> | <b>Management<br/>Plan to<br/>Governor's</b> | <b>% Change</b> |
|----------------------------------|---------------------------------------|---|--|-----------------|
| <b>K-12 Formula Programs:</b>    |                                       |   |  |                 |
| Foundation Program               | 1,176,466.6                           | 1,171,677.4                             | -4,789.2                                     | -0.4%           |
| Pupil Transportation             | 79,029.6                              | 78,184.6                                | -845.0                                       | -1.1%           |
| Boarding Home Grants             | 7,453.2                               | 7,453.2                                 | 0.0  | 0.0%            |
| Youth in Detention               | 1,100.0                               | 1,100.0                                 | 0.0  | 0.0%            |
| Special Schools                  | 3,563.9                               | 3,558.2                                 | -5.7   | -0.2%           |
| School Debt Reimbursement        | 115,956.6                             | 108,057.3                               | -7,899.3                                     | -6.8%           |
| <b>Subtotal Formula Programs</b> | <b>1,383,569.9</b>                    | <b>1,370,030.7</b>                      | <b>-13,539.2</b>                             | <b>-1.0%</b>    |

|   | <b>FY2018<br/>Management<br/>Plan</b> | <b>FY2019<br/>Governor's<br/>Budget</b> | <b>Management<br/>Plan to<br/>Governor's</b> | <b>% Change</b> |
|---|---------------------------------------|---|--|-----------------|
| <b>Agency and Program Operations:</b>         |                                       |   |  |                 |
| Executive Administration                      | 1,142.9                               | 865.9                                   | -277.0                                       | -24.2%          |
| Administrative Services                       | 913.8                                 | 916.6                                   | 2.8  | 0.3%            |
| Information Services                          | 271.1                                 | 375.5                                   | 104.4  | 38.5%           |
| School Finance & Facilities                   | 1,307.6                               | 1,309.1                                 | 1.5  | 0.1%            |
| Child Nutrition                               | 86.5                                  | 86.7                                    | 0.2  | 0.2%            |
| Student and School Achievement                | 6,041.7                               | 5,880.7                                 | -161.0                                       | -2.7%           |
| State System of Support                       | 1,847.7                               | 1,798.7                                 | -49.0  | -2.7%           |
| Teacher Certification                         | 916.3                                 | 918.3                                   | 2.0  | 0.2%            |
| Early Learning Coordination                   | 9,485.8                               | 9,486.2                                 | 0.4  | 0.0%            |
| Pre-Kindergarten Grants                       | 2,000.0                               | 2,000.0                                 | 0.0  | 0.0%            |
| Alaska State Council on the Arts              | 703.7                                 | 703.7                                   | 0.0  | 0.0%            |
| Professional Teaching Practices Commission    | 303.0                                 | 258.8                                   | -44.2  | -14.6%          |
| Mt. Edgecumbe Boarding School                 | 57.4                                  | 57.4                                    | 0.0  | 0.0%            |
| MEHS Facilities Maintenance                   | 0.0                                   | 0.0                                     | 0.0  | 0.0%            |
| State Facilities Rent                         | 1,068.2                               | 1,068.2                                 | 0.0  | 0.0%            |
| Library Operations                            | 7,997.3                               | 6,840.7                                 | -1,156.6                                     | -14.5%          |
| Archives                                      | 1,061.1                               | 1,064.1                                 | 3.0  | 0.3%            |
| Museum Operations                             | 1,648.6                               | 1,548.1                                 | -100.5                                       | -6.1%           |
| Online With Libraries (OWL)                   | 661.8                                 | 661.8                                   | 0.0  | 0.0%            |
| Live Homework Help                            | 138.2                                 | 138.2                                   | 0.0  | 0.0%            |
| APK Facilities Maintenance                    | 0.0                                   | 1,030.0                                 | 1,030.0                                      | 100.0%          |
| ACPE - Program Admin & Operations             | 6,008.7                               | 6,008.7                                 | 0.0  | 0.0%            |
| WWAMI Medical Education                       | 3,014.8                               | 3,096.4                                 | 81.6   | 2.7%            |
| Alaska Performance Scholarship Awards         | 11,750.0                              | 11,750.0                                | 0.0  | 0.0%            |
| ASLC - Loan Servicing                         | 0.0                                   | 0.0                                     | 0.0  | 0.0%            |
| <b>Subtotal Agency and Program Operations</b> | <b>58,426.2</b>                       | <b>57,863.8</b>                         | <b>-562.4</b>                                | <b>-1.0%</b>    |

**Total Education 1,441,996.1 1,427,894.5 -14,101.6 -0.978%**

Department of Education & Early Development  
 Operating Budget Comparison - **Total All Funds**  
 FY2018 Management Plan to FY2019 Governor's Budget

|                                  | FY2018<br>Management<br>Plan | FY2019<br>Governor's<br>Budget | Management<br>Plan to<br>Governor's | % Change      |
|----------------------------------|------------------------------|--------------------------------|-------------------------------------|---------------|
| <b>K-12 Formula Programs:</b>    |                              |                                |                                     |               |
| Foundation Program               | 1,217,257.6                  | 1,215,805.8                    | -1,451.8                            | -0.1%         |
| Pupil Transportation             | 79,029.6                     | 78,184.6                       | -845.0                              | -1.1%         |
| Boarding Home Grants             | 7,453.2                      | 7,453.2                        | 0.0                                 | 0.0%          |
| Youth in Detention               | 1,100.0                      | 1,100.0                        | 0.0                                 | 0.0%          |
| Special Schools                  | 3,563.9                      | 3,558.2                        | -5.7                                | -0.2%         |
| School Debt Reimbursement        | 115,956.6                    | 108,057.3                      | -7,899.3                            | -6.8%         |
| <b>Subtotal Formula Programs</b> | <b>1,424,360.9</b>           | <b>1,414,159.1</b>             | <b>-10,201.8</b>                    | <b>-0.72%</b> |

|   | FY2018<br>Management<br>Plan | FY2019<br>Governor's<br>Budget | Management<br>Plan to<br>Governor's | % Change     |
|---|------------------------------|--------------------------------|-------------------------------------|--------------|
| <b>Agency and Program Operations:</b>         |                              |                                |                                     |              |
| Executive Administration                      | 1,165.3                      | 888.3                          | -277.0                              | -23.8%       |
| Administrative Services                       | 1,742.4                      | 1,746.5                        | 4.1                                 | 0.2%         |
| Information Services                          | 921.9                        | 1,028.0                        | 106.1                               | 11.5%        |
| School Finance & Facilities                   | 2,203.4                      | 2,207.5                        | 4.1                                 | 0.2%         |
| Child Nutrition                               | 73,968.7                     | 76,972.8                       | 3,004.1                             | 4.1%         |
| Student & School Achievement                  | 160,413.6                    | 157,814.1                      | -2,599.5                            | -1.6%        |
| State System of Support                       | 1,847.7                      | 1,798.7                        | -49.0                               | -2.7%        |
| Teacher Certification                         | 932.7                        | 918.3                          | -14.4                               | -1.5%        |
| Early Learning Coordination                   | 9,766.7                      | 9,611.3                        | -155.4                              | -1.6%        |
| Pre-Kindergarten Grants                       | 2,000.0                      | 2,000.0                        | 0.0                                 | 0.0%         |
| Alaska State Council on the Arts              | 2,768.5                      | 2,768.5                        | 0.0                                 | 0.0%         |
| Professional Teaching Practices Commission    | 303.0                        | 258.8                          | -44.2                               | -14.6%       |
| Mt. Edgecumbe Boarding School                 | 11,014.0                     | 11,420.6                       | 406.6                               | 3.7%         |
| MEHS Facilities Maintenance                   | 2,322.7                      | 1,192.7                        | -1,130.0                            | -48.7%       |
| State Facilities Rent                         | 1,068.2                      | 1,068.2                        | 0.0                                 | 0.0%         |
| Library Operations                            | 9,555.9                      | 8,399.8                        | -1,156.1                            | -12.1%       |
| Archives                                      | 1,261.7                      | 1,264.7                        | 3.0                                 | 0.2%         |
| Museum Operations                             | 1,708.6                      | 1,608.1                        | -100.5                              | -5.9%        |
| Online With Libraries (OWL)                   | 661.8                        | 661.8                          | 0.0                                 | 0.0%         |
| Live Homework Help                            | 138.2                        | 138.2                          | 0.0                                 | 0.0%         |
| APK Facilities Maintenance                    | 0.0                          | 1,030.0                        | 1,030.0                             | 100.0%       |
| ACPE - Program Admin & Operations             | 18,868.4                     | 17,901.5                       | -966.9                              | -5.1%        |
| WWAMI Medical Education                       | 3,014.8                      | 3,096.4                        | 81.6                                | 2.7%         |
| Alaska Performance Scholarship Awards         | 11,750.0                     | 11,750.0                       | 0.0                                 | 0.0%         |
| ASLC - Loan Servicing                         | 12,144.0                     | 11,742.8                       | -401.2                              | -3.3%        |
| <b>Subtotal Agency and Program Operations</b> | <b>331,542.2</b>             | <b>329,287.6</b>               | <b>-2,254.6</b>                     | <b>-0.7%</b> |
| <b>Total Education</b>                        | <b>1,755,903.1</b>           | <b>1,743,446.7</b>             | <b>-12,456.4</b>                    | <b>-0.7%</b> |

**Positions:**

|              |            |            |            |
|--------------|------------|------------|------------|
| Full-time    | 275.0      | 266.0      | -9         |
| Part-time    | 14.0       | 13.0       | -1         |
| Non-Perm     | 4.0        | 4.0        | 0          |
| <b>Total</b> | <b>293</b> | <b>283</b> | <b>-10</b> |

**Department of Education & Early Development**  
**Operating Budget - Changes from FY2018 Management Plan to**  
**FY2019 Governor's Budget**

| FY2018 Management Plan |    |   |             |           |          |             |
|------------------------|----|---|-------------|-----------|----------|-------------|
| 275                    | 14 | 4 | 1,441,996.1 | 251,330.1 | 62,576.9 | 1,755,903.1 |

| Component                      | Description  | PFT         | PPT         | NP         | General Funds    | Federal Funds | Other Funds    | Total            |
|--------------------------------|--|-------------|-------------|------------|------------------|---------------|----------------|------------------|
| 1                              | Personal Services  |             |             |            | 32.0             | 16.0          | 12.2           | 60.2             |
| 2                              | Foundation Program   |             |             |            | -1,176,466.6     |               |                | -1,176,466.6     |
| 3                              | Foundation Program   |             |             |            | 1,171,677.4      |               |                | 1,171,677.4      |
| 4                              | Foundation Program   |             |             |            |                  |               | 3,337.4        | 3,337.4          |
| 5                              | Pupil Transportation   |             |             |            | -79,029.6        |               |                | -79,029.6        |
| 6                              | Pupil Transportation   |             |             |            | 78,184.6         |               |                | 78,184.6         |
| 7                              | Special Schools  |             |             |            | -5.7             |               |                | -5.7             |
| 8                              | School Debt Reimbursement  |             |             |            | -115,956.6       |               |                | -115,956.6       |
| 9                              | School Debt Reimbursement  |             |             |            | 108,057.3        |               |                | 108,057.3        |
| 10                             | Executive Administration   |             |             |            | -199.4           |               |                | -199.4           |
| 11                             | Information Services   |             |             |            |                  |               |                |                  |
|                                | Transfer 3 PCN for Office of Information Technology (IT consolidation)   | -3          |             |            |                  |               |                | 0.0              |
| 12                             | Student & School Achievement   |             |             |            |                  |               | -50.0          | -50.0            |
| 13                             | Student & School Achievement   |             |             |            |                  |               | 50.0           | 50.0             |
| 14                             | Student & School Achievement   |             |             |            |                  |               | 800.0          | 800.0            |
| 15                             | Student & School Achievement   |             |             |            | -40.9            |               |                | -40.9            |
| 16                             | Student & School Achievement   |             |             |            | 100.0            |               |                | 100.0            |
| 17                             | State System of Support  |             |             |            | -250.0           |               |                | -250.0           |
| 18                             | Teacher Certification  |             |             |            |                  |               | -16.4          | -16.4            |
| 19                             | Early Learning Coordination  |             |             |            |                  |               | -155.9         | -155.9           |
| 20                             | Early Learning Coordination  |             |             |            | -1,200.0         |               |                | -1,200.0         |
| 21                             | Early Learning Coordination  |             |             |            | 1,200.0          |               |                | 1,200.0          |
| 22                             | Professional Teaching Practices Commission   |             |             |            | -44.2            |               |                | -44.2            |
| 23                             | Mt. Edgecumbe High School  |             |             |            |                  |               | -100.0         | -100.0           |
| 24                             | Mt. Edgecumbe High School  | 1           | -1          |            |                  |               |                | 0.0              |
| 25                             | Mt. Edgecumbe High School  |             |             |            |                  |               | 250.0          | 250.0            |
| 26                             | MEHS Facilities Maintenance (new component)  |             |             |            |                  |               |                |                  |
|                                | Transfer all maintenance staff to Department of Transportation & Public Facilities for centralized facility services | -7          |             |            |                  |               |                | 0.0              |
| 27                             | State Facilities Maintenance (deleted component - renamed to MEHS Facilities Maintenance)                            |             |             |            |                  |               | -1,130.0       | -1,130.0         |
| 28                             | Library Operations   |             |             |            | -135.9           |               |                | -135.9           |
| 29                             | Library Operations   |             |             |            | -1,030.0         |               |                | -1,030.0         |
| 30                             | Museum Operations  |             |             |            | -105.6           |               |                | -105.6           |
| 31                             | APK Facilities Maintenance (new component)   |             |             |            | 1,030.0          |               |                | 1,030.0          |
| 32                             | ACPE - Program Admin & Ops   |             |             |            |                  | -100.0        | -866.9         | -966.9           |
| 33                             | WWAMI  |             |             |            | 81.6             |               |                | 81.6             |
| 34                             | ASLC - Loan Servicing  |             |             |            |                  |               | -401.2         | -401.2           |
| <b>Total Operating Changes</b> |  | <b>-9.0</b> | <b>-1.0</b> | <b>0.0</b> | <b>-14,101.6</b> | <b>-239.9</b> | <b>1,885.1</b> | <b>-12,456.4</b> |

|                                       |            |           |          |                    |                  |                 |                    |
|---------------------------------------|------------|-----------|----------|--------------------|------------------|-----------------|--------------------|
| <b>Total FY2019 Governor's Budget</b> | <b>266</b> | <b>13</b> | <b>4</b> | <b>1,427,894.5</b> | <b>251,090.2</b> | <b>64,462.0</b> | <b>1,743,446.7</b> |
|---------------------------------------|------------|-----------|----------|--------------------|------------------|-----------------|--------------------|

**Alaska Department of Education & Early Development**  
 Public School Funding Program  
 FY2018 Authorized vs FY2019 Projected

|  | FY2018<br><i>Authorized</i> | FY2019<br><i>Projected</i> | Difference         |
|--|-----------------------------|----------------------------|--------------------|
| Regular ADM                                      | 118,181.65                  | 116,814.00                 | (1,367.65)         |
| Correspondence ADM                               | 12,021.55                   | 12,805.75                  | 784.20             |
| <b>Total ADM</b>                                 | <b>130,203.20</b>           | <b>129,619.75</b>          | <b>(583.45)</b>    |
| <br>   |                             |                            |                    |
| Adjusted ADM                                     | 255,081.57                  | 255,954.05                 | 872.48             |
| <br>   |                             |                            |                    |
| Basic Need                                       | \$1,512,633.7               | \$1,517,807.5              | \$5,173.8          |
| Required Local Effort                            | (251,962.1)                 | (255,522.5)                | (3,560.4)          |
| Deductible Impact Aid                            | (73,559.9)                  | (76,601.8)                 | (3,041.9)          |
| Supplemental Funding Floor                       | 37.3                        | 0.0                        | (37.3)             |
| Quality Schools Grant                            | 4,081.3                     | 4,095.3                    | 14.0               |
| Military Flow Through and Other                  | 26,027.3                    | 26,027.3                   | 0.0                |
| <br>   |                             |                            |                    |
| <b>Total</b>                                     | <b>\$1,217,257.6</b>        | <b>\$1,215,805.8</b>       | <b>(\$1,451.8)</b> |
| <u>Funding Sources</u>                           |                             |                            |                    |
| 1004 General fund: Public Education Fund/formula | 1,176,466.6                 | 1,171,677.4                | (4,789.2)          |
| 1043 P/L 81-874                                  | 20,791.0                    | 20,791.0                   | -                  |
| 1066 Public School                               | 20,000.0                    | 23,337.4                   | 3,337.4 **         |
| <b>Total</b>                                     | <b>\$1,217,257.6</b>        | <b>\$1,215,805.8</b>       | <b>(\$1,451.8)</b> |

\*\* The total FY2019 Public School Trust Fund projection with actions from HB213 / SB96 is \$28,000.0. \$4,662.6 of this amount is allocated to MEHS, leaving \$23,337.4 available for the Foundation Program.

**Alaska Department of Education and Early Development**  
**FY2019 Projected State Program Allocations based on Legislative Appropriations**  
*Allocations are subject to adjustment based on individual program requirements*  
*Prepared 12/12/2017*

|                    | FY2019<br>Projected<br>ADM | Projected Total<br>Foundation<br>@ \$5,930 | Projected<br>Boarding<br>Home | Residential<br>Boarding<br>Program | Youth<br>in<br>Detention | Projected<br>Special<br>Schools | Projected<br>Pupil<br>Transportation | Projected<br>Municipal Debt<br>Retirement | PROJECTED<br>FY2019<br>TOTALS |
|--------------------|----------------------------|--|-------------------------------|------------------------------------|--------------------------|---------------------------------|--------------------------------------|---|-------------------------------|
| ALASKA GATEWAY     | 397                        | \$ 8,693,691                               |                               |                                    |                          |                                 | \$ 797,753                           |   | \$ 9,491,841                  |
| ALEUTIAN REGION    | 25                         | 1,235,151                                  |                               |                                    |                          |                                 | 0                                    |   | 1,235,176                     |
| ALEUTIANS EAST     | 208                        | 4,607,602                                  |                               |                                    |                          |                                 | 71,344                               | 654,762                                   | 5,333,916                     |
| ANCHORAGE          | 46,748                     | 324,736,745                                |                               | 45,600                             | 546,578                  | 1,131,400                       | 21,955,967                           | 43,153,298                                | 391,616,336                   |
| ANNETTE ISLANDS    | 325                        | 2,997,976                                  |                               |                                    |                          |                                 | 65,325                               |   | 3,063,626                     |
| BERING STRAIT      | 1,751                      | 32,723,018                                 |                               | 431,184                            |                          |                                 | 94,554                               |   | 33,250,507                    |
| BRISTOL BAY        | 104                        | 1,022,421                                  |                               |                                    |                          |                                 | 298,152                              |   | 1,320,677                     |
| CHATHAM            | 173                        | 3,752,571                                  |                               |                                    |                          |                                 | 50,840                               |   | 3,803,584                     |
| CHUGACH            | 404                        | 3,401,734                                  |                               | 273,600                            |                          |                                 | 0                                    |   | 3,675,738                     |
| COPPER RIVER       | 425                        | 6,421,350                                  |                               |                                    |                          |                                 | 599,964                              |   | 7,021,739                     |
| CORDOVA            | 344                        | 4,189,123                                  |                               |                                    |                          |                                 | 126,140                              | 962,072                                   | 5,277,679                     |
| CRAIG              | 493                        | 4,381,230                                  |                               |                                    |                          |                                 | 120,953                              |   | 4,502,676                     |
| DELTA/GREELY       | 819                        | 9,903,893                                  |                               |                                    |                          |                                 | 1,345,050                            |   | 11,249,762                    |
| DENALI             | 976                        | 7,290,221                                  |                               |                                    |                          |                                 | 450,324                              |   | 7,741,521                     |
| DILLINGHAM         | 488                        | 6,334,185                                  | 34,310                        |                                    |                          |                                 | 650,980                              | 744,230                                   | 7,764,193                     |
| FAIRBANKS          | 13,643                     | 116,886,028                                |                               |                                    | 120,356                  |                                 | 12,039,896                           | 10,064,193                                | 139,124,116                   |
| GALENA             | 4,101                      | 24,414,710                                 |                               | 3,517,074                          |                          |                                 | 84,581                               |   | 28,020,466                    |
| HAINES             | 249                        | 2,276,817                                  |                               |                                    |                          |                                 | 161,236                              | 904,190                                   | 3,342,492                     |
| HOONAH             | 115                        | 2,283,556                                  |                               |                                    |                          |                                 | 37,950                               | 14,350                                    | 2,335,971                     |
| HYDABURG           | 92                         | 1,877,590                                  |                               |                                    |                          |                                 | 0                                    |   | 1,877,682                     |
| IDITAROD           | 325                        | 6,456,395                                  |                               |                                    |                          |                                 | 45,630                               |   | 6,502,350                     |
| JUNEAU             | 4,613                      | 36,709,678                                 |                               |                                    | 95,746                   |                                 | 3,042,288                            | 8,551,446                                 | 48,403,771                    |
| KAKE               | 104                        | 2,114,254                                  |                               |                                    |                          |                                 | 31,200                               |   | 2,145,558                     |
| KASHUNAMIUT        | 335                        | 4,147,038                                  |                               |                                    |                          |                                 | 1,675                                |   | 4,149,048                     |
| KENAI              | 8,778                      | 79,721,955                                 |                               |                                    | 73,776                   |                                 | 8,131,473                            | 2,845,713                                 | 90,781,695                    |
| KETCHIKAN          | 2,285                      | 24,780,384                                 |                               |                                    |                          |                                 | 1,782,660                            | 2,774,671                                 | 29,340,000                    |
| KLAWOCK            | 118                        | 2,085,330                                  |                               |                                    |                          |                                 | 76,110                               |   | 2,161,558                     |
| KODIAK             | 2,318                      | 25,341,117                                 |                               |                                    |                          |                                 | 1,949,664                            | 5,745,835                                 | 33,038,934                    |
| KUSPUK             | 354                        | 5,827,103                                  | 7,540                         |                                    |                          |                                 | 255,588                              |   | 6,090,585                     |
| LAKE AND PENINSULA | 310                        | 9,076,053                                  |                               |                                    |                          |                                 | 128,896                              | 962,352                                   | 10,167,611                    |
| LOWER KUSKOKWIM    | 4,108                      | 67,703,688                                 |                               | 1,060,616                          | 104,772                  |                                 | 1,257,048                            |   | 70,130,232                    |
| LOWER YUKON        | 2,011                      | 30,092,207                                 |                               |                                    |                          |                                 | 2,011                                |   | 30,096,229                    |
| MAT-SU             | 19,040                     | 168,308,127                                |                               |                                    | 67,414                   |                                 | 16,804,605                           | 19,954,904                                | 205,154,090                   |
| NENANA             | 1,230                      | 8,687,445                                  |                               | 1,382,572                          |                          |                                 | 123,310                              |   | 10,194,557                    |
| NOME               | 684                        | 8,252,801                                  |                               |                                    | 91,358                   |                                 | 462,364                              | 221,202                                   | 9,028,409                     |
| NORTH SLOPE        | 1,891                      | 17,309,724                                 |                               |                                    |                          |                                 | 2,339,167                            | 75,119                                    | 19,725,901                    |
| NORTHWEST ARCTIC   | 2,009                      | 36,593,090                                 |                               | 663,360                            |                          |                                 | 53,514                               | 4,080,264                                 | 41,392,237                    |
| PELICAN            | 13                         | 541,776                                    |                               |                                    |                          |                                 | 0                                    |   | 541,789                       |
| PETERSBURG         | 449                        | 6,058,686                                  |                               |                                    |                          |                                 | 185,886                              | 466,050                                   | 6,711,071                     |
| PRIBILOF           | 65                         | 1,003,700                                  |                               |                                    |                          |                                 | 0                                    |   | 1,003,765                     |
| SAINT MARY'S       | 179                        | 3,431,913                                  |                               |                                    |                          |                                 | 38,127                               |   | 3,470,219                     |
| SITKA              | 1,244                      | 12,636,519                                 |                               |                                    |                          |                                 | 579,425                              | 2,458,721                                 | 15,675,909                    |
| SKAGWAY            | 115                        | 859,881                                    |                               |                                    |                          |                                 | 4,600                                |   | 864,596                       |
| SOUTHEAST          | 195                        | 5,868,940                                  |                               |                                    |                          |                                 | 244,992                              |   | 6,114,127                     |
| SOUTHWEST          | 604                        | 10,047,795                                 | 20,000                        |                                    |                          |                                 | 398,640                              |   | 10,467,039                    |
| TANANA             | 41                         | 1,035,671                                  |                               |                                    |                          |                                 | 21,607                               |   | 1,057,319                     |
| UNALASKA           | 420                        | 4,400,580                                  |                               |                                    |                          |                                 | 300,720                              | 670,819                                   | 5,372,539                     |
| VALDEZ             | 662                        | 5,106,820                                  |                               |                                    |                          |                                 | 514,426                              | 1,686,718                                 | 7,308,626                     |
| WRANGELL           | 304                        | 3,847,122                                  |                               |                                    |                          |                                 | 235,296                              | 168,035                                   | 4,250,757                     |
| YAKUTAT            | 76                         | 933,912                                    |                               |                                    |                          |                                 | 49,320                               |   | 983,308                       |
| YUKON FLATS        | 245                        | 6,388,276                                  |                               |                                    |                          |                                 | 71,540                               |   | 6,460,061                     |
| YUKON/KOYUKUK      | 1,750                      | 15,168,968                                 | 17,344                        |                                    |                          |                                 | 100,955                              |   | 15,289,017                    |
| YUPIIT             | 441                        | 6,503,456                                  |                               |                                    |                          |                                 | 882                                  |   | 6,504,779                     |
| Mt. EDGECUMBE      | 425                        | 3,308,453                                  |                               |                                    |                          |                                 |                                      |   | 3,308,878                     |
| OTHER              | \1                         | 26,027,300                                 |                               |                                    |                          | 2,426,759                       |                                      | 898,400                                   | 29,352,459                    |
| Sub Totals         | 129,620                    | 1,215,805,769                              | 79,194                        | 7,374,006                          | 1,100,000                | 3,558,159                       | 78,184,628                           | 108,057,344                               | 1,414,159,100                 |

\1 OTHER INCLUDES SESA, OTHER ADJUSTMENTS.

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2019 ESTIMATED STATE AID  
for October 15 Reporting

| 12/26/2017 15:21 | 90%<br>BOND SALES<br>7/1/77 TO<br>1/1/82<br>2YR LAG | 80%<br>ESTIMATED<br>CASH<br>PAYMENTS<br>2YR LAG | 80%<br>BOND SALES<br>7/1/83 TO<br>3/31/90<br>CURRENT PAY | 70%<br>BOND SALES<br>4/1/90 TO<br>PRESENT<br>CURRENT PAY | 60%<br>BOND SALES<br>6/30/99 TO<br>PRESENT<br>CURRENT PAY | 90%<br>BOND SALES<br>6/30/99 TO<br>10/31/2006<br>CURRENT PAY | 60%-70%<br>ESTIMATED<br>NEW<br>BONDS<br>CURRENT PAY | SCHOOL DIST.     | ESTIMATED<br>TOTAL DEBT<br>RETIREMENT<br>BY DISTRICT<br>FOR FY2019 |
|------------------|---|---|--|--|---|--|---|------------------|--|
| ALEUTIANS EAST   |   |   |  | 88,385   | 566,377   |  | 0   | ALEUTIANS EAST   | 654,762  |
| ANCHORAGE        |   |   | 317,299  | 24,270,000   | 18,389,105  |  | 176,894   | ANCHORAGE        | 43,153,298   |
| CORDOVA          |   |   |  | 573,949  | 388,123   |  | 0   | CORDOVA          | 962,072  |
| DILLINGHAM       |   |   |  | 744,230  |   |  | 0   | DILLINGHAM       | 744,230  |
| FAIRBANKS        |   |   |  | 8,669,972  | 1,394,221   |  | 0   | FAIRBANKS        | 10,064,193   |
| HAINES           |   |   |  | 904,190  |   |  | 0   | HAINES           | 904,190  |
| HOONAH           |   |   |  | 14,350   |   |  | 0   | HOONAH           | 14,350   |
| JUNEAU           |   |   |  | 7,995,131  | 556,315   |  | 0   | JUNEAU           | 8,551,446  |
| KENAI            |   |   |  | 2,845,713  |   |  | 0   | KENAI            | 2,845,713  |
| KETCHIKAN        |   |   |  | 2,405,359  | 369,312   |  | 0   | KETCHIKAN        | 2,774,671  |
| KODIAK           |   |   |  | 4,327,919  | 892,916   |  | 525,000   | KODIAK           | 5,745,835  |
| LAKE & PEN       |   |   |  | 773,093  | 189,259   |  | 0   | LAKE & PEN       | 962,352  |
| MAT-SU           |   |   |  | 17,331,592   | 2,623,312   |  | 0   | MAT-SU           | 19,954,904   |
| NOME             |   |   |  | 133,850  | 87,352  |  | 0   | NOME             | 221,202  |
| NORTH SLOPE      |   |   |  |  | 75,119  |  | 0   | NORTH SLOPE      | 75,119   |
| NORTHWEST ARCTIC |   |   |  | 3,417,227  | 259,843   | 403,194  | 0   | NORTHWEST ARCTIC | 4,080,264  |
| PETERSBURG       |   |   |  | 176,120  | 289,930   |  | 0   | PETERSBURG       | 466,050  |
| SITKA            |   |   |  | 1,963,196  | 495,525   |  | 0   | SITKA            | 2,458,721  |
| UNALASKA         |   |   |  | 670,819  |   |  | 0   | UNALASKA         | 670,819  |
| VALDEZ           |   |   |  | 63,719   | 1,622,999   |  | 0   | VALDEZ           | 1,686,718  |
| WRANGELL         |   |   |  | 168,035  |   |  | 0   | WRANGELL         | 168,035  |
| <b>TOTALS</b>    | <b>0</b>  | <b>0</b>  | <b>317,299</b>   | <b>77,536,849</b>  | <b>28,199,708</b>   | <b>403,194</b>   | <b>701,894</b>                                      |                  | <b>107,158,944</b>   |

TO ADJUSTMENTS BASED ON ACTUAL BOND PAYMENTS.

|                               |                    |
|-------------------------------|--------------------|
| BOND ENTITLEMENT              | \$106,457,050      |
| CASH ENTITLEMENT              | 0                  |
| <b>SUB TOTAL</b>              | <b>106,457,050</b> |
| ESTIMATED NEW DEBT            | 701,894            |
| <b>EST. STATE AID-FY2019</b>  | <b>107,158,944</b> |
| EED OVERHEAD                  | 898,400            |
| <b>TOTAL FY2019 STATE AID</b> | <b>108,057,344</b> |



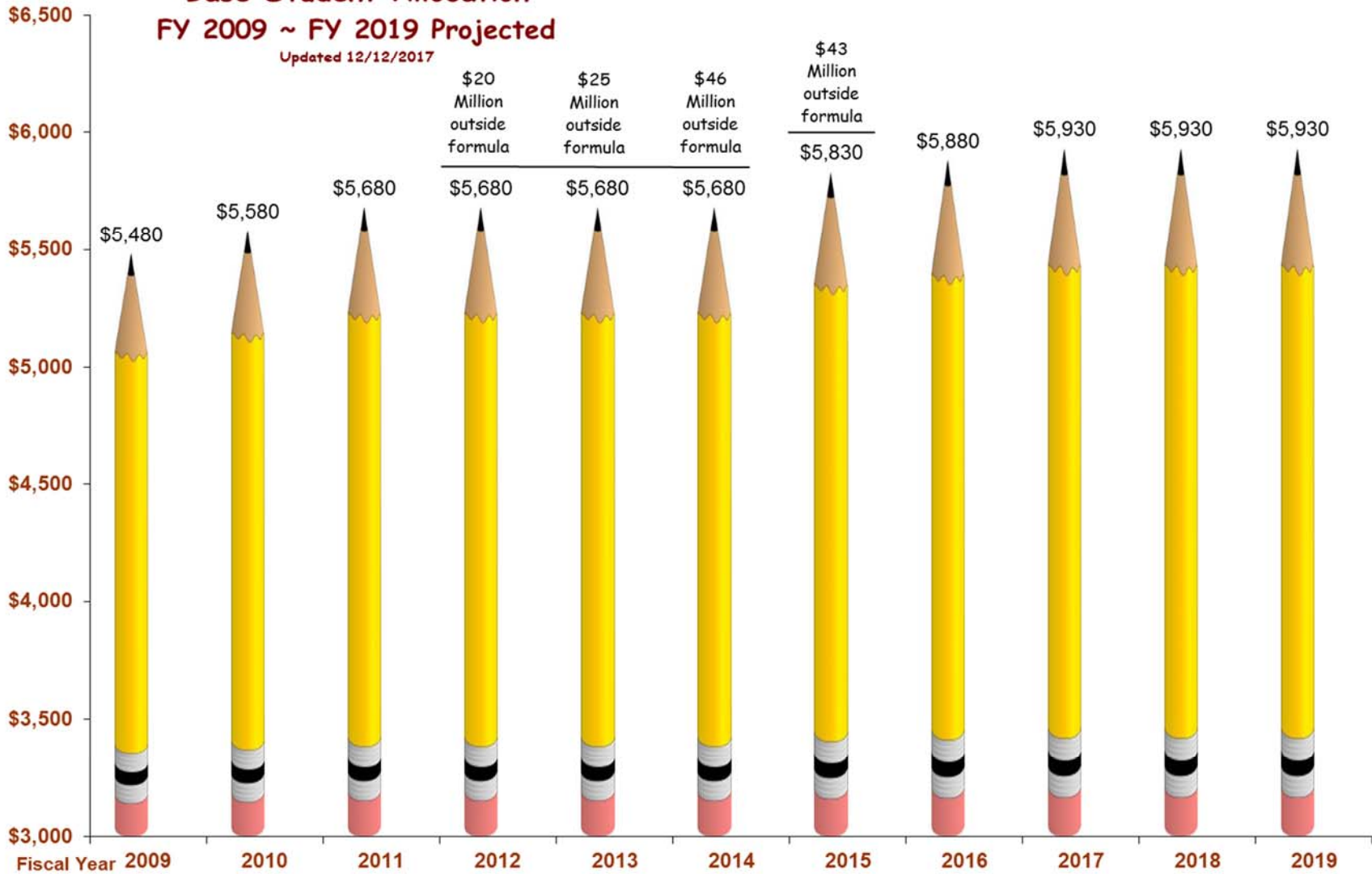
| Student and School Achievement /<br>Student Learning Division  | Federal         | Federal<br>ESEA | General<br>Fund | GF /<br>Mental<br>Health | GF/<br>Match | GF/Program<br>Receipts | Inter<br>Agency<br>Receipts | MHTAAR      | Statutory<br>Designated | TVEP         | Total            | Positions by<br>Program |          |  |
|--|-----------------|-----------------|-----------------|--------------------------|--------------|------------------------|-----------------------------|-------------|-------------------------|--------------|------------------|-------------------------|----------|--|
|  |                 |                 |                 |                          |              |                        |                             |             |                         |              |                  | PFT                     | PPT      |  |
| <b>Student and School Achievement</b>                          |                 |                 |                 |                          |              |                        |                             |             |                         |              |                  |                         |          |  |
| ESEA Title 1 Grants to LEAs                                    |                 | 42,852.3        |                 |                          |              |                        |                             |             |                         |              | 42,852.3         | 2                       |          |  |
| ESEA Title I-Part C Migrant Education                          |                 | 14,058.2        |                 |                          |              |                        |                             |             |                         |              | 14,058.2         | 4                       |          |  |
| ESEA Title I-Part D Neglected &<br>Delinquent                  |                 | 419.7           |                 |                          |              |                        |                             |             |                         |              | 419.7            |                         |          |  |
| ESEA Title II-Part A Supporting Effective<br>Instruction       |                 | 9,722.8         |                 |                          |              |                        |                             |             |                         |              | 9,722.8          | 1                       |          |  |
| ESEA Title III English Language<br>Acquisition                 |                 | 1,276.2         |                 |                          |              |                        |                             |             |                         |              | 1,276.2          | 1                       |          |  |
| Title IV Student Support and Enrichment<br>grants              |                 | 1,940.0         |                 |                          |              |                        |                             |             |                         |              | 1,940.0          |                         |          |  |
| ESEA Title IVB 21st Century<br>Community Learning              |                 | 5,839.2         |                 |                          |              |                        |                             |             |                         |              | 5,839.2          | 1                       |          |  |
| ESEA Title VI Part A State<br>Assessments and Data             |                 | 3,514.2         | 1,800.0         |                          |              |                        |                             |             |                         |              | 5,314.2          | 10                      |          |  |
| ESEA Title X Part C Education for<br>Homeless Children & Youth |                 | 233.3           |                 |                          |              |                        |                             |             |                         |              | 233.3            | 1                       |          |  |
| IDEA Title VI B 611 Special Education                          | 37,713.3        |                 |                 |                          |              |                        |                             |             |                         |              | 37,713.3         | 6                       |          |  |
| IDEA Title VI 619 Special Education -<br>Preschool             | 1,221.8         |                 |                 |                          |              |                        |                             |             |                         |              | 1,221.8          | 1                       |          |  |
| Carl Perkins Vocational Education<br>Career & Tech PL 109-270  | 4,215.0         |                 |                 |                          | 264.6        |                        |                             |             |                         |              | 4,479.6          | 3                       |          |  |
| Charter School Start up Grant                                  |                 |                 | 168.8           |                          |              |                        |                             |             |                         |              | 168.8            | 0                       |          |  |
| Counseling (suicide prevention & at risk)                      |                 |                 |                 | 39.8                     |              |                        |                             |             |                         |              | 39.8             | 1                       |          |  |
| School Health and Safety                                       |                 |                 | 265.0           |                          |              |                        | 1,147.5                     |             |                         |              | 1,412.5          | 1                       |          |  |
| Alaska Longitudinal Data System                                |                 |                 | 450.0           |                          |              |                        |                             |             |                         |              | 450.0            | 2                       |          |  |
| Rural Transition Services                                      |                 |                 |                 | 150.0                    |              |                        |                             |             |                         |              | 150.0            |                         |          |  |
| Autism Resource Center   |                 |                 |                 | 188.0                    |              |                        |                             | 50.0        |                         |              | 238.0            |                         |          |  |
| Senate Youth   |                 |                 |                 |                          |              |                        |                             |             | 1.0                     |              | 1.0              |                         |          |  |
| Accountability and Oversight                                   |                 |                 | 1,667.8         |                          |              |                        |                             |             |                         |              | 1,667.8          | 7                       |          |  |
| Interdepartmental RSA Chargebacks                              |                 |                 | 448.8           |                          |              |                        |                             |             |                         |              | 448.8            |                         |          |  |
| Galena TVEP Grant  |                 |                 |                 |                          |              |                        |                             |             |                         | 437.9        | 437.9            |                         |          |  |
| Project AWARE  | 1,973.2         |                 |                 |                          |              |                        |                             |             |                         |              | 1,973.2          |                         |          |  |
| Unallocated/Carryforward                                       | 7,711.6         | 17,995.1        |                 |                          |              |                        |                             |             | 49.0                    |              | 25,755.7         |                         |          |  |
| <b>Total</b>   | <b>52,834.9</b> | <b>97,851.0</b> | <b>4,800.4</b>  | <b>377.8</b>             | <b>264.6</b> | <b>0.0</b>             | <b>1,147.5</b>              | <b>50.0</b> | <b>50.0</b>             | <b>437.9</b> | <b>157,814.1</b> | <b>41</b>               | <b>0</b> |  |

| Component   | Federal         | Federal NCLB    | General Fund    | GF / Mental Health | GF/ Match    | GF/Program Receipts | Inter Agency Receipts | MHTAAR      | Statutory Designated | TVEP         | Donated Commodities | Total            | Positions by Program |          |
|---|-----------------|-----------------|-----------------|--------------------|--------------|---------------------|-----------------------|-------------|----------------------|--------------|---------------------|------------------|----------------------|----------|
|   |                 |                 |                 |                    |              |                     |                       |             |                      |              |                     |                  | PFT                  | PPT      |
| <b>State System of Support</b>  |                 |                 | 1,798.7         |                    |              |                     |                       |             |                      |              |                     | 1,798.7          |                      |          |
| Total   | 0.0             | 0.0             | 1,798.7         | 0.0                | 0.0          | 0.0                 | 0.0                   | 0.0         | 0.0                  | 0.0          | 0.0                 | 1,798.7          | 4                    | 0        |
| <b>Teacher Certification</b>  |                 |                 |                 |                    |              | 918.3               | 0.0                   |             |                      |              |                     | 918.3            | 6                    |          |
| Total   | 0.0             | 0.0             | 0.0             | 0.0                | 0.0          | 918.3               | 0.0                   | 0.0         | 0.0                  | 0.0          | 0.0                 | 918.3            | 6                    | 0        |
| <b>Early Learning Coordination</b>  |                 |                 |                 |                    |              |                     |                       |             |                      |              |                     | 0.0              |                      |          |
| <i>Headstart</i>  | 280.9           |                 | 6,853.0         |                    |              |                     |                       |             |                      |              |                     |                  |                      | 1        |
| <i>Early Learning Programs</i>  |                 |                 | 2,633.2         |                    |              |                     |                       |             |                      |              |                     |                  |                      | 1        |
| Total   | 280.9           | 0.0             | 9,486.2         | 0.0                | 0.0          | 0.0                 | 0.0                   | 0.0         | 0.0                  | 0.0          | 0.0                 | 9,767.1          | 2                    | 0        |
| <b>Pre-Kindergarten Program</b>   |                 |                 | 2,000.0         |                    |              |                     |                       |             |                      |              |                     | 2,000.0          |                      |          |
| Total   | 0.0             | 0.0             | 2,000.0         | 0.0                | 0.0          | 0.0                 | 0.0                   | 0.0         | 0.0                  | 0.0          | 0.0                 | 2,000.0          | 0                    | 0        |
| <b>Student Learning, and Educator and School Excellence Division Totals</b> |                 |                 |                 |                    |              |                     |                       |             |                      |              |                     |                  |                      |          |
|   |                 |                 |                 |                    |              |                     |                       |             |                      |              |                     | <b>Total</b>     |                      |          |
| Student & School Achievement  | 52,834.9        | 97,851.0        | 4,800.4         | 377.8              | 264.6        | -                   | 1,147.5               | 50.0        | 50.0                 | 437.9        | -                   | 157,814.1        | 41                   | 0        |
| State System of Support   | -               | -               | 1,798.7         | -                  | -            | -                   | -                     | -           | -                    | -            | -                   | 1,798.7          | 4                    | 0        |
| Teacher Certification   | -               | -               | -               | -                  | -            | 918.3               | 0.0                   | -           | -                    | -            | -                   | 918.3            | 6                    | 0        |
| Early Learning Coordination   | 280.9           | -               | 9,486.2         | -                  | -            | -                   | -                     | -           | -                    | -            | -                   | 9,767.1          | 2                    | 0        |
| Pre-Kindergarten Programs   | -               | -               | 2,000.0         | -                  | -            | -                   | -                     | -           | -                    | -            | -                   | 2,000.0          | 0                    | 0        |
| <b>Total</b>  | <b>53,115.8</b> | <b>97,851.0</b> | <b>18,085.3</b> | <b>377.8</b>       | <b>264.6</b> | <b>918.3</b>        | <b>1,147.5</b>        | <b>50.0</b> | <b>50.0</b>          | <b>437.9</b> | <b>0.0</b>          | <b>172,298.2</b> | <b>53</b>            | <b>0</b> |

# Alaska K-12 Funding

## Base Student Allocation FY 2009 ~ FY 2019 Projected

Updated 12/12/2017



## FY2019 Governor's Capital Budget

|   |   |
|---|---|
| <b>School Construction and Major Maintenance Grants</b> |   |
|   | - |
| <b>*No FY2019 Governor DEED Capital Budget*</b>         | - |
|   | - |
| <b>Total School Construction</b>                        | - |
| <b>Total Major Maintenance</b>                          | - |
|   |   |
| <b>Total All:</b>                                       | - |

|  |         |
|--|---------|
| <b>Multi-Year Appropriation: FY2018-FY2019</b>   |         |
| Mt. Edgecumbe High School  | 400,000 |
| <i>The sum of \$400,000 from the <a href="#">municipal capital project matching grant fund</a> (AS 37.06.010) is appropriated to the Department of Education and Early Development, Mt. Edgecumbe boarding school, for maintenance and operation of the Mt. Edgecumbe Aquatic Center for the fiscal years ending June 30, 2018, and June 30, 2019.</i> |         |
|  |         |
|  |         |
|  |         |

|   |            |
|---|------------|
| <b>FY2019 Alaska Economic Recovery</b>      |            |
| Major Maintenance Grant Fund (AS 14.11.007) | 70,000,000 |

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

**May 31, 2018**

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

**Agenda Item: 4**

---

**◆ ISSUE**

The board is being asked to review changes or additions to the Mt. Edgecumbe Curriculum.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 9.

### ***5.5a Curriculum Development***

#### **The State Board of Education & Early Development shall:**

- a) articulate Mt. Edgecumbe High School's educational philosophy and goals through Board policy and approve instructional objectives which reinforce the school's philosophy and goals;
- b) adopt all curriculum and graduation requirements;
- c) review the educational programs to be offered to Mt. Edgecumbe High School's students;
- d) approve instructional materials and resources to be used in Mt. Edgecumbe High School's curriculum; and
- e) review the instructional program and evaluate the education received by students using available data including results of state student assessments.

#### **CURRICULUM DEVELOPMENT AND EVALUATION**

The State Board of Education, with the counsel of the MEHS advisory board,  
~~The State Board~~ shall provide a comprehensive instructional program to serve the educational needs of the district's students. The State Board accepts responsibility for establishing what students should learn. Therefore, the State Board shall adopt a curriculum that to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and will be part of an ongoing process. The Director or designee shall have general coordinating authority over the design and development of curriculum. The Director or designee shall develop a process for curriculum review and development that shall include the participation of teachers, administrators, and students. The State Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

The curriculum shall be consistent with and aligned to established state standards and with the educational standards of Mt. Edgecumbe High School. The Director or designee shall keep the State Board informed regarding current district

curriculum efforts and student achievement. The Director or designee shall provide all necessary assistance to the State Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the State Board.

~~The curriculum review process and timeline set forth in 5.5b will serve as the adopted curriculum review cycle for each area of curriculum unless modified by the State Board. The State Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for curriculum development.~~

The State Board shall review each content area at least once every six years.

Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge. Teachers are to align their teaching to Mt. Edgecumbe High School standards and curriculum.

## **GOALS AND OBJECTIVES**

### **Student Achievement**

The State Board recognizes that the key to its leadership of Mt. Edgecumbe High School is to establish and promote a clear vision of student achievement as the top priority of the school. Student achievement will be defined by the State Board and include but not be limited to, assessment results, student attendance and dropout rates, and percentages of students earning certificates of achievement and diplomas based on the High School Graduation Qualifying Examination. The Director will ensure development and implementation of a comprehensive, collaborative planning process that engages the Mt. Edgecumbe High School community in the school's continuous student achievement improvement program efforts. Mt. Edgecumbe High School's academic program will be consistent with the Alaska Department of Education & Early Development requirements for content standards and high school graduation. The State Board will, in striving for continuous improvement of student achievement, annually review school data on student achievement.

### **Family Involvement**

The State Board recognizes that parents/guardians and other family members are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. The Board recognizes the inherent difficulty of

maintaining high levels of parental involvement in a residential school. Mt. Edgecumbe High School administration and staff will use technology to maximize family involvement in the Mt. Edgecumbe High School community.

### ***5.5b Curriculum Review Process***

The Curriculum Cycle is a six-year cycle of review and evaluation of the course of study at Mt. Edgecumbe High School. The elements of study are outlined as follows:

#### **Year 1 Foundational Research**

##### **September - June**

During the Foundational Research phase, current curriculum, resources, instructional strategies, and assessment results are reviewed. We also identify standard alignment, best practices, model programs, and technology integration. Curriculum strengths and opportunities for improvement are determined and will set the direction for the curriculum work to take place for the next five years. At the conclusion of the foundation year, the curriculum team will present to the advisory board a list of current courses offered, current trends/best practices in the field, current strengths and opportunities to improve current curriculum, and recommendations for curriculum revision. Feedback from the advisory board will be sought. A written summary of the team presentation and the advisory board feedback will be provided to the State Board of Education & Early Development for further feedback. The Curricular Department and the Academic Principal will present their current curriculum (courses offered, scope and sequence, and strengths/weaknesses) to the State Board of Education & Early Development. Feedback received from the State Board will be incorporated into the planning process.

#### **Year 2 Program Development**

##### **September- June**

During this phase, the curriculum team executes a plan to develop year-long curriculum maps including scope and sequence for each course. This may begin with a review and selection of primary curriculum materials. Year-long map will include at a minimum:

Content Summary

Overarching key concepts and enduring understandings

Sequence of units

Key learning objectives for each unit

Primary ~~Primary~~/ major curriculum source material



Major performance activities/ products  
Major assessments (not necessarily developed, but listed and aligned with key learning objectives)  
Standards alignment

~~a review of year one findings takes place. Short, mid, and long range goals for this curriculum are created based upon the established timelines of the curriculum cycle. The group then builds a framework which includes: key concepts, topics, benchmarks, and state standards. The Curricular Department and the Academic Principal report to the Mt. Edgewood Advisory School Board regarding progress made in their research and give a status report. Feedback from Advisory School Board members is encouraged and may be considered in their program development plans.~~

### **Year 3 Documentation – Adoption**

#### **September- June**

~~At the start of year three, the curriculum team along with MEHS administration will present curriculum maps to the Advisory School board for review and feedback. Once approved by the Advisory Board, the curriculum team will present the curriculum to the State Board of Education & Early Development for adoption. Once adopted, these maps will be the approved curriculum throughout the cycle. The curriculum team will continue to work in year three on developing unit maps with more detail, this continued development allows for refinements and adjustments based on observed effectiveness, but do not represent a change in curriculum. In this phase the Curricular Department evaluates sample textbooks, identifies special equipment needed and identifies technology that needs to be integrated. Teachers are also encouraged to try lessons or activities from the sample textbooks. The staff presents the proposed curriculum to the State Board for adoption and prepares to implement in the next year. A member of the Curricular Department and the Academic Principal go before the State Board of Education & Early Development to propose curricular changes and textbook selection.~~

### **Year 4/5 - Implement and Monitor**

~~Year 4~~—Implement the new curriculum and continuously evaluate the new program. Adjustments in unit maps are a normal process during these years. The goal of the curriculum team is to continue to refine units for best practice and effective instruction. ~~The evaluation process should be designed to be able to discover curricular needs and make improvements in a timely fashion. Curriculum maps will be created that outline the skills, state standards, and common assessments for each grade level in the curricular area.~~

~~Year 5~~— ~~Continue implementation and monitoring. The Curricular Department also gathers evidence of student learning and evaluates to identify any possible changes that are needed to improve student learning. These changes will occur if needed.~~

### **Year 6 Evaluation**

This year an evaluation of the impact of their curriculum on student achievement is examined, including a review of standardized test scores, AP/SAT data, and common/local assessments in preparation for the beginning of their curriculum cycle the following year.

## Initial Cycle

| Cycle  | 12-13 | 13-14         | 14-15         | 15-16          | 16-17                | 17-18                 |
|--|-------|---------------|---------------|----------------|----------------------|-----------------------|
| <b>Year 1</b><br><b>Foundational Research</b>    | Math  | Language Arts | Science       | Social Studies | Technology PE/Health | Liberal Arts Guidance |
| <b>Year 2</b><br><b>Program Development</b>      |       | Math          | Language Arts | Science        | Social Studies       | Technology PE/Health  |
| <b>Year 3</b><br><b>Documentation - Adoption</b> |       |               | Math          | Language Arts  | Science              | Social Studies        |
| <b>Year 4</b><br><b>Implement and Monitor</b>    |       |               |               | Math           | Language Arts        | Science               |
| <b>Year 5</b><br><b>Implement and Monitor</b>    |       |               |               |                | Math                 | Language Arts         |
| <b>Year 6</b><br><b>Evaluation</b>               |       |               |               |                |                      | Math                  |

## Established Cycle

| <b>Cycle</b>                                     | <b>18-19</b>          | <b>19-20</b>          | <b>20-21</b>          | <b>21-22</b>          | <b>22-23</b>          | <b>23-24</b>          |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>Year 1</b><br><b>Foundational Research</b>    | Math                  | Language Arts         | Science               | Social Studies        | Technology PE/Health  | Liberal Arts Guidance |
| <b>Year 2</b><br><b>Program Development</b>      | Liberal Arts Guidance | Math                  | Language Arts         | Science               | Social Studies        | Technology PE/Health  |
| <b>Year 3</b><br><b>Documentation - Adoption</b> | Technology PE/Health  | Liberal Arts Guidance | Math                  | Language Arts         | Science               | Social Studies        |
| <b>Year 4</b><br><b>Implement and Monitor</b>    | Social Studies        | Technology PE/Health  | Liberal Arts Guidance | Math                  | Language Arts         | Science               |
| <b>Year 5</b><br><b>Implement and Monitor</b>    | Science               | Social Studies        | Technology PE/Health  | Liberal Arts Guidance | Math                  | Language Arts         |
| <b>Year 6</b><br><b>Evaluation</b>               | Language Arts         | Science               | Social Studies        | Technology PE/Health  | Liberal Arts Guidance | Math                  |

# Mt. Edgecumbe High School

Advisory Board of Education

---



Mt. Edgecumbe High School

May 9, 2018

Memo

To: State of Alaska School Board

From: Mt. Edgecumbe High School Advisory Board

MEHS has worked with the MEHS Advisory Board in suggesting changes to the policy regarding curriculum review process. The advisory board had a representative on the ~~committee and was presented the proposed changes at the February Advisory Board meeting~~ this year. We fully support the changes and look forward to the active role in curriculum approval. The changes provide more clarity on the role of the Advisory Board and the expected products that will be presented for approval.

Date: May 17, 2018

Signature: [Handwritten Signature] Printed: Doreen Neaton

Title: Chair

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

**May 31, 2018**

**From: Michael Johnson, Commissioner**

**Agenda Item: 5**

---

**◆ ISSUE**

The board will receive an update on Alaska's ESSA State Plan.

**◆ BACKGROUND**

- The ESSA State Plan was initially submitted on September 18, 2017.
- Following feedback received from the U.S. Department of Education (USED) in December, the plan was revised and re-submitted on February 28, 2018.
- The department received further feedback from USED on the plan, and following a series of emails and phone calls, Alaska submitted the final version of the ESSA State Plan on May 8, 2018.
- The department received an approval letter from USED on May 16, 2018.
- The consolidated state plan includes information on the programs under ESSA for which the state is responsible for awarding funds to districts.
- The major section of the plan outlines the school accountability and improvement processes.
- The accountability system includes long-term goals and measures of interim progress in academic achievement, graduation rate, and English learner progress toward learning English.
- The accountability system includes the indicators used in the system of school differentiation, the weightings of those indicators to determine an index score, and designations of schools.
- The school support and improvement section includes criteria for schools to be designated for support from the district and the state, the criteria for how schools can exit support, and how the state will support districts and schools in improving, including additional interventions if schools are not improving.
- All Alaska schools will be included in the system of school differentiation. Schools will receive one of three designations: 1) comprehensive support and improvement, 2) targeted support and improvement, or 3) universal support.
- A school must have at least 10 students in at least two indicators (one of which must be academic, growth, or graduation rate) to earn an index score. If a school does not have at least 10 students in at least two indicators, the school will undergo a small school review. Small schools that do not have an index score will receive one of three designations: 1) small school comprehensive support and improvement, 2) small school targeted support and improvement, or 3) small school universal support.
  
- Margaret MacKinnon, Federal Programs Coordinator, 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 & Early Development**

**May 31, 2018**

**From: Michael Johnson, Commissioner**

**Agenda Item: 6A**

---

**◆ ISSUE**

The board is being asked to open a period of public comment on regulations related to assessment achievement level scores on the Performance Evaluation for Alaska's Schools assessments in grade 9 math.

**◆ BACKGROUND**

- The board adopted changes to regulation 4 AAC 06.737 on July 14, 2017 to require districts to administer the Performance Evaluation for Alaska's Schools (PEAKS) English language arts (ELA) and mathematics assessments annually to every student in grades three through eight and in one or more years, as determined by the commissioner, in grades nine through twelve. The commissioner determined that Alaska would administer the ELA and Mathematics assessments in grade 9 only beginning in 2018.
- The score ranges for the four achievement levels (far below proficient, below proficient, proficient, and advanced) are adopted in regulations. The grade 9 ELA assessment for 2018 did not change, and the score ranges will remain the same. The score ranges for grade 10 ELA and mathematics are proposed to be removed from the regulations.
- Score ranges for grades 3–10 mathematics were established in 2017 through a process called “standard setting.” The methodology was reviewed and approved by the Alaska Technical Advisory Committee in 2017. In school year 2017–18, the grade 9 mathematics test was revised to emphasize Algebra I concepts, and the grade 10 mathematics test was retired. Accordingly, a new standard setting was needed for grade 9 mathematics. To promote consistency with the other tests of mathematics, the same standard setting methodology was used in 2018 to recommend cut scores for grade 9.
- On May 22–23, 2018, a committee of 14 Alaska educators participated in the Alaska PEAKS standard setting for grade 9 mathematics. The goal of the workshop was to recommend cut scores which would determine the score ranges for the four achievement levels for the test. The process is described in the attached document.
- 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

- Behind this cover memo are 1) a description of the standard setting process including the impact data showing the estimated percentage of students scoring at each achievement level based on the recommended score ranges, and 2) the proposed regulations.
- Margaret MacKinnon, Federal Programs Coordinator and Deborah Riddle, Student Learning Division Operations Manager, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 10A.



## Standard Setting Process and Recommended Score Ranges for PEAKS Grade 9 Mathematics

On May 22–23, 2018, a committee of 14 Alaska educators participated in the Alaska PEAKS standard setting for grade 9 mathematics. The goal of the workshop was to recommend cut scores (passing scores) for the test. These cut scores are intended to divide students into four achievement levels: *Far Below Proficient*, *Below Proficient*, *Proficient*, and *Advanced*.

Cut scores for grades 3–10 mathematics were established in 2017. In school year 2017–18, the grade 9 mathematics test was revised to emphasize Algebra I concepts, and the grade 10 mathematics test was retired. Accordingly, a new standard setting was needed for grade 9 mathematics. To promote consistency with the other tests of mathematics, the same standard setting methodology was used in 2018 to recommend cut scores for grade 9.

The standard setting was sponsored by the Alaska Department of Education and Early Development (DEED) and facilitated by Data Recognition Corporation (DRC). At the workshop, participants used the Yes/No Angoff procedure to make their cut score recommendations. This procedure, like the modified Angoff procedure on which it is based, has been used to establish achievement standards for educational assessments around the world.

The standard setting committee comprised mathematics teachers from across Alaska. Of the participants, 7 were classroom teachers, 3 were non-teacher educators, 1 represented higher education, and 3 were in other positions in education.

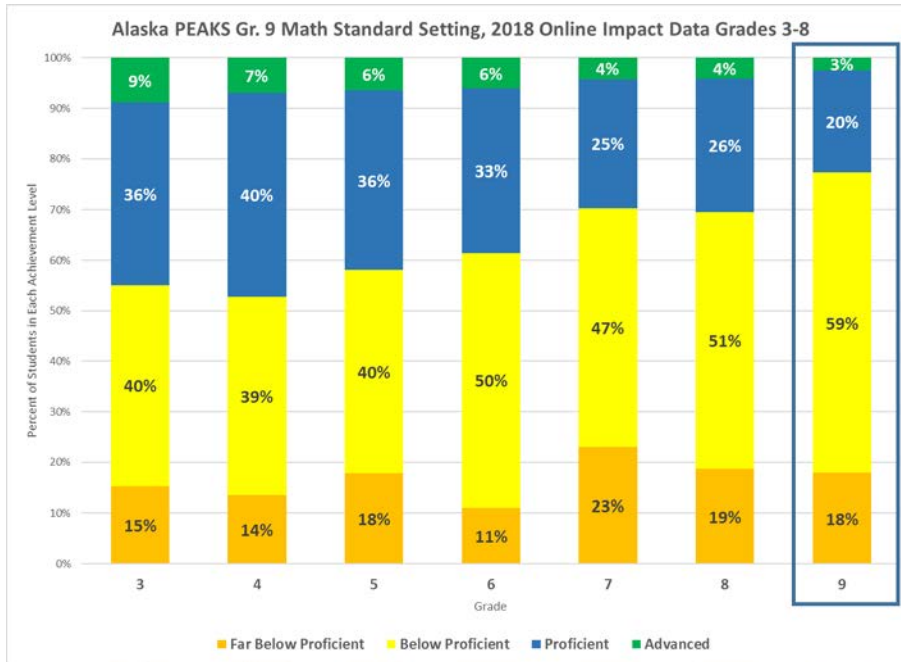
Participants engaged in three rounds of discussions and judgments to make their cut score recommendations. Specifically, participants went through these steps to recommend cut scores:

1. Participants studied the content standards for the grade 9 mathematics assessment. The participants were instructed to pay special attention to the new emphasis of the test on Algebra I concepts.
2. Participants studied the achievement level descriptors (ALDs). The ALDs described, in words, the expectations for students in each achievement level on the test. Participants discussed these expectations in detail with their colleagues in their group.
3. Participants discussed the expectations for students on the *borderline* of each achievement level (e.g., a student on the *borderline* between the *Proficient* and *Advanced* achievement levels). There were three *borderline* students, each representing a hypothetical student with the level of knowledge, skills, and abilities associated with a cut score. The group discussed the content-based expectations for each *borderline* student.
4. Participants examined each grade 9 test item. To do so, participants examined the test items in a special *ordered item booklet* that presented the items in order of their difficulty. Items were ordered based on actual Alaska student performance in 2018.

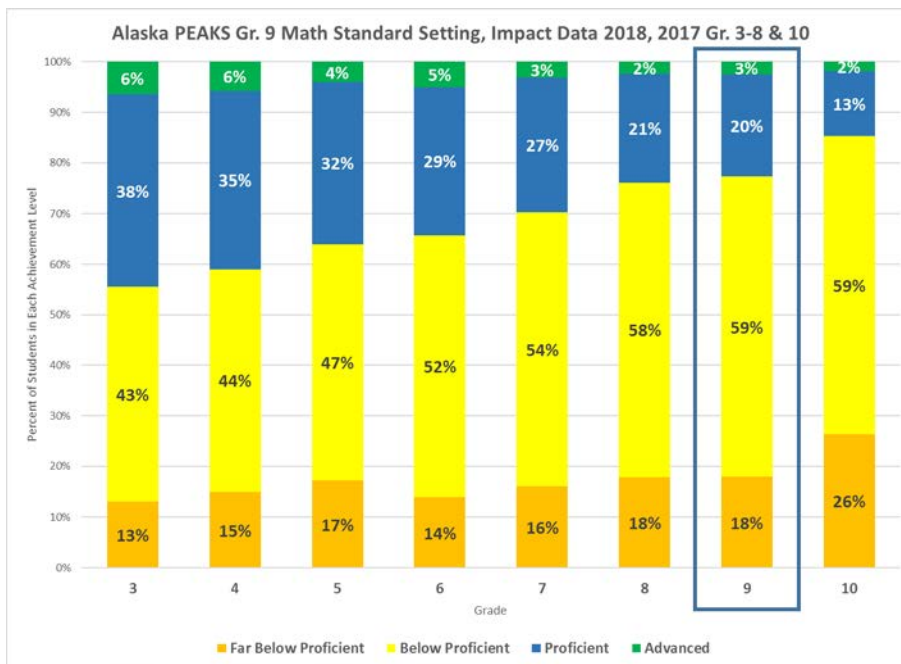
5. For each test item, participants considered whether each borderline student would answer the item correctly (e.g., whether a student who was just *Proficient* would be expected to answer an item correctly). Participants recorded this determination, *yes* or *no*, on a special form.
6. Participants discussed their *yes/no* determinations for each item at their table. Participants were seated at tables of 3–4 participants each. Then participants individually reconsidered their *yes/no* determinations.
7. Participants considered additional information, including the proportions of students classified in each achievement level in 2017 for grades 3-8 and 10, the impact data associated with their median cut score recommendations on grade 9 mathematics for the 2018 administration, and the performance of online examinees on the tests of grades 3–8 mathematics in 2018. Then participants discussed their *yes/no* determinations across tables, and then individually reconsidered their *yes/no* determinations.
8. Participants engaged in a total of three rounds of discussion. After each round, participants worked individually to make *yes/no* determinations for each item.
9. After each round, a participant’s cut score recommendation was taken as the number of items they expected a student just entering a given achievement level to answer correctly (e.g., the number of items the participant determined that the just *Advanced* student would answer correctly). Each group’s cut score recommendation was taken as the median of participants’ recommendations for that round.

Commissioner Johnson and DEED staff reviewed the recommendations of the panelists and impact data of those recommendations. After internal discussion, the DEED team recommended a minor technical adjustment in the cut score for the proficient level that represented a change of approximately 0.8 standard error of measurement (SEM) units, and is well within the range of cut scores recommended by workshop participants.

**Figure 1. Percentage of students in each achievement level based on recommended cut scores compared with online examinees' performance in 2018 for grades 3–8**



**Figure 2. Percentage of students in each achievement level based on recommended cut, compared with observed performance in 2017 for grades 3–8 and 10**



4 AAC 06.739 (b) is amended to read:

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

| 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 | <b>562-600</b><br>[570-600] | [568-600]  |
| Mathematics: Proficient                     | 500 - 553 | 500 - 558 | 500 - 567 | 500 - 553 | 500 - 558 | 500 - 561 | <b>500-561</b><br>[500-569] | [500-567]  |
| Mathematics: Below Proficient               | 458 - 499 | 460 - 499 | 462 - 499 | 454 - 499 | 451 - 499 | 448 - 499 | <b>451-499</b><br>[450-499] | [445-499]  |

|   |           |           |           |           |           |           |                             |           |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------------------------|-----------|
| Mathematics:<br>Far Below<br>Proficient | 400 - 457 | 400 - 459 | 400 - 461 | 400 - 453 | 400 - 450 | 400 - 447 | <b>400-450</b><br>[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 4/6/2016, Register 218; am 2/16/2018, Register 225; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.015                      AS 14.07.030                      AS 14.07.060

AS 14.07.020

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

**May 31, 2018**

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

**Agenda Item: 6B**

---

**◆ ISSUE**

The board is being asked to adopt the amended regulation which inserts the new AdvancED published document AdvancED Performance Standards in place of the outdated document which is adopted by reference.

**◆ BACKGROUND**

- The department recognizes school accreditation status as determined by AdvancED Northwest, based upon their established accreditation process per 4 AAC 04.300, which references the Standards for Quality Schools and includes an internal and external review.
- AdvancED has recently updated its accreditation protocols starting with the 2017/2018 school year. The previous document, Standards for Quality Schools, adopted by reference in current regulations (4 AAC 04.300(b)), has in practice been replaced by AdvancED Performance Standards.
- The proposed amended regulation updates the document adopted by reference in 4 AAC 04.300 to be AdvancED Performance Standards as published by AdvancED in 2017. The “Editor’s note” is also being updated to reflect current contact information.
- The proposed regulations can be found behind this cover memo.
- Bob Williams, Director of Educator and School Excellence, and Brad Billings, Administrator for School Improvement, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 10B.

4 AAC 04.300 is amended to read:

**4 AAC 04.300. Standards for state accreditation of schools.** (a) The provisions of this section apply to any public or private school in this state seeking state accreditation under AS 14.07.020.

(b) The standards for state accreditation for a public or private school in this state are set out in *AdvancED Performance Standards* [*STANDARDS FOR QUALITY SCHOOLS*], published by AdvancED as of 2017 [2011], and adopted by reference.

(c) A public or private school in this state will be accredited by the department under AS 14.07.020(a)(6) if the school is accredited by the AdvancED Northwest after completion of the accreditation process, including the internal review and the external review. (Eff. 10/25/98, Register 148; am 10/16/2021, Register 204; am 4/4/2013, Register 206; am \_\_/\_\_/\_\_\_\_)

**Authority:** AS 14.20.020 AS 14.07.060

**Editor's note:** A copy of the *AdvancED Performance Standards* [*STANDARDS FOR QUALITY SCHOOLS*], adopted by reference in 4 AAC 04.300(b), may be obtained by writing to the Department of Education and Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, AK 99811-0500 or **by contacting AdvancED** at <http://www.advanced.org/managing-office-locations/alaska-office> [HTTP://WWW.ADVANCED.ORG/WEBFM\_SEND/288.]

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

**May 31, 2018**

**From: Michael Johnson, Commissioner**

**Agenda Item: 7A**

---

◆ **ISSUE**

The board is being asked to adopt amendments to regulations related to school and district accountability, improvement and reporting; educator and paraprofessional qualifications; English learner identification; and other conforming regulations to implement the state plan under the Every Student Succeeds Act (ESSA).

◆ **BACKGROUND**

- The regulations included in this package are required to implement the accountability and school support and improvement systems as specified in the Every Student Succeeds Act (ESSA), and to make conforming amendments to related regulations as applicable. This project includes regulations that are being amended, repealed and readopted and repealed. Regulation changes are summarized below.
- **Educator data and qualifications:** 4 AAC 04.220 lists the paraprofessional standards and qualifications; 04.900 specifies definitions required by ESSA for reporting data about educator equity; 12.300(g) modifies the fees to add endorsements to a teacher's certificate; and 19.055 allows the department to collect data required for reporting teacher evaluation data at the school level.
- **Assessments:** 4 AAC 06.737, 06.775(b), and 06.776 are amended for clarifications or requirements under ESSA.
- **English Learners:** 4 AAC 34.055 and 34.090 update the language relating to English learners, and updates the criteria for a student to exit English learner status.
- **Accountability system:** 4 AAC 06.812-06.840 outline the requirements and calculations of the accountability system, indicators, long-term goals and measures of interim progress, and school designations.
- **School Support and Improvement:** 4 AAC 06.845-06.872 outline the requirements for school and district improvement plans, specifies support and requirements for schools designated for comprehensive support and improvement and for targeted support and improvement, and outlines the authority of the department to increase state support and oversight, and require interventions.
- **Notice, reporting, and definitions:** 4 AAC 06.875-899 outline requirements for opportunity to review data, notice, jury service, school recognition, informal review of complaints, reporting requirements and definitions.
- **Repealed:** Sections 06.802 requirements adopted by reference; 06.835 star ratings; 06.852 technical assistance; and 33.500-599 growth and proficiency index are proposed



to be repealed as they are either no longer applicable or have been incorporated into another section.

- **Other:** 4 AAC 06.055, and 06.883 are amended to conform to new language, but have no significant changes.
- Changes made since the regulations were put out for public comment include technical changes and changes made for clarification.
- Changes made in 4 AAC 06.823(c) and 4 AAC 06.840(c) were made to conform to the final ESSA State Plan as approved by the U.S. Department of Education.
- Behind this cover memo are the proposed regulations showing tracked changes, the proposed regulations in a clean version for adoption, and public comment.
- Margaret MacKinnon, Federal Programs Coordinator, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 11A.

4 AAC 04.220 is repealed and readopted:

**4 AAC 04.220. Paraprofessional standards.** (a) A paraprofessional will demonstrate the ability to

(1) practice ethical and professional standards of conduct and continued professional improvement;

(2) understand how students learn and develop and understand how to assist in providing opportunities that support students' intellectual, social and personal development;

(3) understand the content areas and apply the elements of effective instruction to support teaching and learning activities;

(4) motivate and assist students to build self-esteem, develop interpersonal skills, and strengthen abilities in order to become more successful;

(5) understand the distinction between the roles and responsibilities of professionals, paraprofessionals, and support personnel in the areas of assessment, diagnosis, and evaluation;

(6) adhere to communication protocols with colleagues, community members, and parents including following instructions, sharing information, and using interpersonal skills to become an effective member of the instructional team;

(7) understand and implement district and state guidelines for protecting the safety, health and wellbeing of students and staff, including the school district's crisis response plan; and

(8) utilize technology to assist and enhance teaching and learning.

(b) Each district shall ensure that all paraprofessionals employed by the district in a public school in any grades pre-kindergarten through grade 12 have

(1) earned a secondary school diploma or its recognized equivalent; and

(2) met the standards set out in (a) of this section through an annual evaluation.

The annual evaluation must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.

(c) Except as provided in (d) of this section, and in addition to the requirements of (b) of this section, each district shall ensure that a paraprofessional has met at least one of the following requirements:

(1) completed at least two years, or 48 semester hours or equivalent, of study at a regionally accredited institution of higher education;

(2) obtained an associate's or higher degree at a regionally accredited institution of higher education; or

(3) achieved either

(A) a score of at least 459 on the ParaPro Assessment, published by the Educational Testing Service; or

(B) the following minimum scores on the Higher Education Learning Profile, published by Educational Resources Incorporated:

(i) essential math, 54 percent;

(ii) reading comprehension, 41 percent; and

(iii) written expression, 55 percent.

(d) A paraprofessional is not required to meet the requirements of (c) of this section if the paraprofessional

(1) acts as a translator to enhance the participation of English learners or students with disabilities children;

(2) has instructional-support duties that consist solely of conducting parental involvement activities; or

(3) has only non-instructional duties, including providing technical support for computers, providing personal care duties, or performing clerical duties.

(Eff. 6/10/2004, Register 170; am 5/18/2006, Register 178; am 2/28/2010, Register 193; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14 07.060 AS 14.50.080

4 AAC 04.900 is repealed and readopted to read:

**4 AAC 04.900. Definitions.** (a) In this chapter, unless the context requires otherwise,

(1) "department" means the Department of Education and Early Development;

(2) "paraprofessional" means a person who is not required to have a professional license or certification and who, under the supervision of a teacher or other professional educational service provider, provides instructional or other educational support to a student.

(b) For the purpose of reporting under 20 USC 6311 (Part A of the Title I of the Elementary and Secondary Education Act),

(1) "ineffective teacher" means any teacher who was on a plan of improvement under Sec 4.20.149(b)(6) or 4.20.149(e) or who was notified that their continued employment in the district was contingent on the implementation of a plan of improvement and resigned, or a tenured teacher who was receiving district support or a plan of professional growth under 4 AAC 19.010(h) and 4 AAC 19.010(j);

(2) "inexperienced principal" means a principal in the first year of practice, having no previous experience being the lead administrator of a school;

(3) "inexperienced teacher" means a teacher in the first year of practice, having no previous experience leading classroom instruction other than student teaching or similar preparation experiences;

(4) "out-of-field teacher" means a teacher teaching in a subject area in which the teacher does not hold an endorsement on a certificate issued 4 AAC 12. (Eff. 3/2/2000, Register 153; am 6/10/2004, Register 170, am \_\_\_/\_\_\_/\_\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.015 AS 14.07.060 AS 14.07.165

4 AAC 06.055(g) is amended to read:

(g) A homeless child or youth, within the meaning of 42 U.S.C. 11434a(2) (McKinney - Vento Homeless Assistance Act), revised as of **October 1, 2016** [JANUARY 8, 2002] and adopted by reference, who does not have a record of the required immunizations, may be provisionally enrolled in a public school program for a period of time not exceeding 30 days if a parent or legal guardian has signed a witnessed statement that the child has received the required immunizations and the child's immunization records are not immediately available. A district shall report each provisional enrollment under this subsection to the epidemiology section of the division of public health, Department of Health and Social Services. The division of public health, with the assistance of the district's homeless liaison, will be responsible for locating the required immunization records. If the immunization records are not located during the provisional period, or the records indicate that the child has not received the required immunizations, the child must be immunized as described in (a) and (b) of this section to continue being enrolled in the public school program. The division of public health, with the

assistance of the district's homeless liaison, will be responsible for ensuring that the child receives the required immunizations. (Eff. 1/13/73, Register 44; am 8/28/77, Register 63; am 12/30/2000, Register 156; am 3/22/2008, Register 185; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.30.125

4 AAC 06.260(a) is repealed:

(a) Repealed \_\_/\_\_/\_\_\_\_)

4 AAC 06.260(c)(1) is amended to read:

(1) Transfer the student to the parent's choice of any school [DESIGNATED AS A THREE-STAR SCHOOL OR HIGHER UNDER 4 AAC 06.835 OR AT-RISK SCHOOL OF APPROPRIATE GRADE LEVEL IN THE DISTRICT; THE DISTRICT SHALL PROVIDE THE PARENT A FULL EXPLANATION OF HOW A SCHOOL RECEIVES A DESIGNATION UNDER 4 AAC 06.835 OR AN "AT-RISK" DESIGNATION]; and (Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208, am \_\_/\_\_/\_\_\_\_)

**Authority:** AS 14.07.020 AS 14.33.120 AS 14.50.080  
AS 14.07.060

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 in one or more years, as determined by the commissioner, in grades nine through twelve, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. **A school that does not assign students to grade levels shall assess students using the grade-level assessment that would apply if the school had standard grade levels based upon the number of years the student has been enrolled in school.** (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 4/6/2016, Register 218, Register 193; am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.020 AS 14.07.060

The introductory language of 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 Inclusion of 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 science Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. **For the purposes of reporting and accountability in 4 AAC 06.800 - 899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English language, arts, mathematics, and science.** (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 \_\_; am \_\_/\_\_/\_\_, Register \_\_)

**Authority:** AS 14.03.075      AS 14.07.060      AS 14.07.165  
AS 14.07.020

4 AAC 06.776 is amended to read:

**4 AAC 06.776. Assessment of a student that is an English learner** [WITH LIMITED ENGLISH PROFICIENCY]. (a) A student identified as **an English learner** [A PUPIL WITH LIMITED ENGLISH PROFICIENCY] under 4 AAC 34.055 shall participate, either with or



without an accommodation, in a test included in the statewide student assessment system under 4 AAC 06.700 - 4 AAC 06.790.

(b) A district shall appoint a team that includes, if practicable, a teacher with experience in teaching students **who are English learners** [WITH LIMITED ENGLISH PROFICIENCY] to determine the necessary accommodations for **English learners** [STUDENTS WITH LIMITED ENGLISH PROFICIENCY] under the department's *Participation Guidelines for Inclusion of Alaska Students in State Assessments*, adopted by reference in 4 AAC 06.775(a). The team shall document the accommodation decision and may not provide a modification. (Eff. 11/23/2003, Register 168; am 10/3/2011, Register 200, am \_\_/\_\_/\_\_, Register \_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.800 is amended to read:

The purpose of the school and district accountability system is to **help schools and districts measure their performance on key indicators, identify solutions for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or a career after high school.** [ENSURE THAT ALL STUDENTS MAKE GROWTH IN ACHIEVEMENT AND REACH PROFICIENCY OR HIGHER IN LANGUAGE ARTS AND MATHEMATICS.] (Eff. 11/23/2003, Register 168, am 10/16/2013, Register 208, am \_\_/\_\_/\_\_, Register \_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.802(3) is repealed.

(3) Repealed \_\_\_/\_\_\_/\_\_\_\_. (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 10/24/2004, Register 172; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 8/19/2009, Register 191; am 10/16/2013, Register 208; am \_\_\_/\_\_\_/\_\_\_\_, Register\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.812 is repealed and readopted:

**4 AAC 06.812. Alaska School Performance System.** (a) Each year, the department will determine a school performance score for each school in the state that meets the minimum criteria in (e) of this section, based on a 100-point scale. The department will determine a school designation for all schools in the state as described in 4 AAC 06.840.

(b) Each indicator included in the Alaska school performance system has a maximum of 100 points. The indicator and the weighting of each indicator in the score are as follows:

- (1) for a school with students in grades kindergarten through six,
  - (A) academic achievement in English language arts, 15 percent;
  - (B) academic achievement in mathematics, 15 percent;
  - (C) growth in English language arts, 20 percent;
  - (D) growth in mathematics, 20 percent;
  - (E) English learner progress in learning English, 15 percent;
  - (F) chronic absenteeism, 10 percent;
  - (G) grade three English language arts achievement, 5 percent;
- (2) for a school with students in grades 7 and above, ~~but not grade 12,~~

- (A) academic achievement, in English language arts, 10 percent;
- (B) academic achievement in mathematics, 10 percent;
- (C) growth in English language arts, 20 percent;
- (D) growth in mathematics, 20 percent;
- (E) four-year adjusted cohort graduation rate, 15 percent;
- (F) five-year adjusted cohort graduation rate, 5 percent;
- (G) English learner progress in learning English, 10 percent;
- (H) chronic absenteeism, 10 percent;

~~(3) for a school with students in grades 7 through 12,~~

- ~~(A) academic achievement, in English language arts, 30 percent;~~
- ~~(B) academic achievement in mathematics, 30 percent;~~
- ~~(E) four-year adjusted cohort graduation rate, 15 percent;~~
- ~~(F) five-year adjusted cohort graduation rate, 5 percent;~~
- ~~(G) English learner progress in learning English, 10 percent;~~
- ~~(H) chronic absenteeism, 10 percent;~~

(c) Under the Alaska school performance system, a school's score on each indicator is calculated as described in 4 AAC 06.821-826.

(d) The minimum number of students (“minimum  $n$ ”) that must be included in order for an indicator to be included in a school's score in the Alaska School Performance System is ten. If an indicator cannot be included due to not meeting the minimum  $n$ , the weighting assigned to the indicators that are not included in the calculation of the score will be redistributed proportionally among the indicators with enough students to meet the minimum  $n$ . For schools in which the

minimum *n* is not met in the current school year in one or more indicators, the department will aggregate up to three years of available data in order to reach the minimum *n*.

(e) The department will determine a score for each school that has earned points in at least two indicators, one of which must be:

- (1) academic achievement in English language arts or mathematics;
- (2) growth in English language arts or mathematics;
- (3) four-year or five-year graduation rate; or
- (4) English learner progress in learning English. (Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 3/6/2015, Register 213; am \_\_/\_\_/\_\_, Register \_\_)

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

4 AAC 06.815 is repealed and readopted:

**4 AAC 06.815. Long-Term Goals and Measures of Interim Progress.** (a) The department shall establish long-term goals for improvement in academic achievement, as measured by proficiency on the annual statewide English language arts and mathematics assessments under 4 AAC 06.737 and 4 AAC 06.775(b), for the all-students group and for each subgroup of students under 4 AAC 06.820. The department shall establish measurements of interim progress toward meeting the long-term goals for academic achievement. The long-term goals and measures of interim progress are set for the all-students group and for each subgroup defined in 4 AAC 06.830 that includes at least ten students for

- (1) each school in the district;

(2) the district as a whole; and

(3) the state as a whole.

(b) The long-term academic achievement goals are set to reduce by half the percentage of non-proficient students on the statewide assessments in English language arts and mathematics by the 2026 - 2027 school year, using the assessment results from the 2016 - 2017 school year as the baseline year. The measures of interim progress are established as uniform annual increases in the percentage of students who score at the proficient or advanced achievement level for the all-students group and all subgroups based on their respective starting points on the spring 2017 administration of the assessments. The department will calculate the percentage of students enrolled for a full academic year who scored at the proficient or advanced achievement level on the state English language arts and mathematics standards-based assessments as compared to the total number of students tested who were enrolled for a full academic year. A district or school meets the measure of interim progress or the long-term goal for the all-students group or a subgroup if it meets the target set for the district or school. However, a district or school meets the measure of interim progress for

(1) the district or school if it meets the measure of interim progress or long-term goal calculated for the all-students group for the state as a whole; and

(2) a subgroup at the district or school if it meets the measure of interim progress or long-term goal for the subgroup for the state as a whole.

In order to meet the long-term goal or measure of interim progress, a school, a district, or the state must meet a 95 percent assessment participation rate under 4 AAC 06.820(a) in the all-students group and each subgroup.

(c) The department shall establish long-term goals for the four-year and five-year graduation rates, for the all-students group and for each subgroup of students under 4 AAC 06.830. The department shall establish measurements of interim progress toward meeting the long-term goals for graduation rates. The long-term goals and measures of interim progress are set for the all-students group and for each subgroup that includes at least ten students in the adjusted graduation cohort for

(1A) each school in the district;

(2B) the district as a whole; and

(3C) the state as a whole.

(d)(4) The long-term four-year graduation rate goal is 90 percent, and the five-year graduation rate goal is 93 percent by the 2026 - 2027 school year, using graduation rates from the 2016 - 2017 school year as the baseline year. The measures of interim progress are established as uniform annual increases in the graduation rates for the all students group and all subgroups based on their respective starting points on the 2017 graduation rates. The graduation rates are calculated as described in 4 AAC 06.825.

Formatted: Indent: First line: 0.5"

(2) A district or school meets the measure of interim progress or the long-term goal for the all-students group or a subgroup if it meets the target set for the district or school. However, a district or school meets the measure of interim progress for

(1A) the district or school if it meets the measure of interim progress or long-term goal calculated for the all-students group for the state as a whole; and

(2B) a subgroup at the district or school if it meets the measure of interim progress or long-term goal for the subgroup for the state as a whole

(~~ce~~) The department shall establish long-term goals for the percentage of English learners making progress in achieving English language proficiency, as defined and calculated in 4 AAC 06.823. The department shall establish measurements of interim progress toward meeting the long-term goals for English learner progress. The long-term goals and measures of interim progress are set for the English learner subgroup at the state level, and apply to the English learner subgroup in each school and district that includes at least ten students. The long-term goal for English learner progress is 70 percent by the 2026 - 2027 school year, using the percentage of English learners defined as making progress in the 2016 - 2017 school year as the baseline year. The measures of interim progress are established as uniform annual increases of 2.8 percent in the percentage of English learners making progress.

(~~fe~~) Not later than September 1, the department will produce a report for the state and each district and school showing the performance for academic achievement, graduation rate, and English learner progress as compared to the long-term goals and measures of interim progress and an indication of whether the targets have been met. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.820 is amended to read:

**4 AAC 06.820. Participation.** (a) The participation rate on the state standards-based assessments described in 4 AAC 06.737 is computed by dividing the number of students that took an [AT LEAST ONE] assessment in each subject by the number of students enrolled in

tested grades on the first day of testing. Each school and district in the state shall ensure that **all** [AT LEAST 95 PERCENT OF THE] students enrolled in tested grades **are given the opportunity to and are expected to** participate in the state assessments, **and shall have a target of 95 percent participation in assessments.** [HOWEVER, IF A SCHOOL HAS 40 OR FEWER STUDENTS, OR A SUBGROUP HAS AT LEAST FIVE BUT NOT MORE THAN 40 STUDENTS, THE REQUIREMENTS FOR PARTICIPATION ARE SATISFIED IF NOT MORE THAN TWO STUDENTS FROM THAT SCHOOL OR SUBGROUP DO NOT PARTICIPATE IN A STATE ASSESSMENT.] For purposes of this section, a student participates in a state assessment if the student receives a valid test score on [ONE OF] the [REQUIRED STATE] assessment.

(b) A school or district may not systematically exclude students from assessment.

(c) Students who are eligible to take the alternate assessment under 4 AAC 06.775(b) will be included in calculating the participation rate under (a) of this section, even if more than one percent of the students in a district [OR THE STATE PUBLIC SCHOOL SYSTEM] take the alternate assessment, if the students are

(1) in a grade in which the alternate assessment is offered; and

(2) enrolled on the first day of testing.

(d) For purposes of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation and graduation rates, attainment of **a long-term goal or measure of interim progress** [AN ANNUAL MEASURABLE OBJECTIVE], and inclusion in the Alaska school performance **system** [INDEX], the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC



09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in English language arts.

(e) A district shall report to the state the enrollment of all students as of the first day of the administration of the state standards-based assessments under 4 AAC 06.737. The report must be on a form prepared by the department, and must include the student's student identification number, school, grade, and subgroup membership. The report shall be filed not later than 21 days following the first day of administration of the assessments. If, after reviewing the report, the department determines that a school or district has underreported the number of economically disadvantaged students in a school or district, the department will use data from other sources, including confidential public assistance data, to estimate the actual number of students in that subgroup.

(f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as **an English learner** [A LIMITED ENGLISH PROFICIENT PUPIL] under 4 AAC 34.090(2), and who first enrolls in a school in **one of the 50 states in the** United States **or the District of Columbia** after the previous school year administration of the state standards-based assessments under 4 AAC 06.737, the district may

(1) excuse the student from participation in **one administration of** the state **assessment** [ASSESSMENTS] in English language arts; and

(2) elect not to include the student's score in any state assessment as part of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation [AND GRADUATION RATES], attainment of **a long-term goal**

**or measure of interim progress** [AN ANNUAL MEASURABLE OBJECTIVE], and inclusion in the Alaska school performance **system** [INDEX].

(g) Notwithstanding any provision in this chapter, a district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment described in 4 AAC 06.737 if an unexpected severe medical condition prevents the student from participating in the administration of the assessment. The student will not be included as part of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation [AND GRADUATION RATES], attainment of **a long-term goal or measure of interim progress** [AN ANNUAL MEASURABLE OBJECTIVE], and inclusion in the Alaska school performance **system** [INDEX]. The district shall retain documentation regarding the exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request.

(h) Repealed 10/9/2015.

(i) Except as provided in (f) and (g) of this section, a student who is counted as more than one-quarter full-time equivalent under 4 AAC 09.040 must be included in the standards-based test described in 4 AAC 06.737 **or 4 AAC 06.775(b)**. A student who is counted as one-quarter full-time equivalent under 4 AAC 09.040 must only be included in the English[/] language arts, mathematics, or science content-area assessment of the standards-based test under 4 AAC 06.737 if the student receives instruction in a corresponding subject and grade level.

**(j) Schools that miss the 95 percent participation rate target for the all-students group or any subgroup defined in 4 AAC 06.830 in English language arts, mathematics, or both for two consecutive years must create and submit an improvement plan to the district. The district must review and approve the plans for each school. The plan must be created**

with stakeholders and must include documentation of the communication and other efforts the school made to inform parents of the importance of participating in the statewide assessments, while recognizing parents' rights under State law regarding their child's participation in those assessments. The plan must also document training that teachers have received in the importance of the assessments and how to communicate with parents and students regarding the 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 samples of the materials that will be used by the school and district to educate parents about the importance of assessments and their role in student learning. (Eff. 11/23/2003,

Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am \_\_/\_\_/\_\_, Register\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.821 Academic achievement indicator.** (a) The points earned for a school's academic achievement indicator are based on the percent of all students tested on the English language assessment and on the percent of all students tested on the mathematics assessment described in 4 AAC 06.737 or 4 AAC 06.775(b) who score at the proficient or advanced achievement level, calculated separately. If the school meets or exceeds a 95 percent assessment participation rate under 4 AAC 06.820(a), the denominator will be all full academic year students with a valid score; if a school does not meet a 95 percent assessment participation rate, the

denominator will be 95 percent of all full academic year students in tested grades three through eight and at least once in grades nine through twelve as described in 4 AAC 06.737.

(b) The points earned for a school's academic achievement indicator are calculated as follows:

(1) if the percentage of students scoring at the proficient or advanced achievement level is greater than 20 percent but less than 80 percent, the points earned will be the percentage of students scoring at the proficient level or higher;

(2) if the percentage of students scoring at the proficient or advanced achievement level is less than or equal to 20 percent, the points earned are zero; and

(3) if the percentage of students scoring at the proficient or advanced achievement level is greater than or equal to 80 percent, the points earned are 100.

(c) For schools with students in grades K-6 ~~and grades 7 and above but not grade 12~~, the academic achievement indicator consists of the points earned as calculated in subsection (b). For schools with students in grades 7 - 12, the academic achievement indicator will include both the 10 percent weight for the achievement on the assessment and the 20 percent weight for growth on the assessment, for a combined weight of 30 percent in English language arts and 30 percent in mathematics. The academic achievement indicator consists of the points earned in subsection (b) and the points earned for the student growth as calculated under 4 AAC 06.822(b)(2). The total points for the academic achievement indicator will be determined by adding one-third of the points earned under subsection (b) and two-thirds of the points earned under 4 AAC 06.822(b)(2). (Eff. \_\_/\_\_/\_\_, Register\_\_)

**Authority:** AS 14.03.123      AS 14.07.060      AS 14.50.080  
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.822. Student growth indicator.** (a) The points earned for a school's student growth indicator are based on the percentage of students who made adequate growth from the previous year based on the students' scores on the English language arts or mathematics test under 4 AAC 06.737. The department will determine whether each student has made adequate growth as follows:

(1) For purposes of determining whether students made adequate growth on the English language arts or mathematics test under 4 AAC 06.737, the subject matter achievement levels defined in 4 AAC 06.739 will be divided into sub-levels of advanced high, advanced low, proficient high, proficient low, below proficient high, below proficient low, far below proficient high, and far below proficient low as set out in the following table:

**English Language**

**Arts**

| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|
| A High            | 558-600 | 554-600 | 564-600 | 567-600 | 562-600 | 557-600 | 551-600 |
| A Low             | 542-557 | 538-553 | 548-563 | 551-566 | 546-561 | 541-556 | 535-550 |
| P High            | 521-541 | 519-537 | 524-547 | 526-550 | 523-545 | 521-540 | 518-534 |

|          |         |         |         |         |         |         |         |
|----------|---------|---------|---------|---------|---------|---------|---------|
| P Low    | 500-520 | 500-518 | 500-523 | 500-525 | 500-522 | 500-520 | 500-517 |
| BP High  | 482-499 | 484-499 | 482-499 | 487-499 | 486-499 | 485-499 | 486-499 |
| BP Low   | 464-481 | 468-483 | 464-481 | 473-486 | 471-485 | 469-484 | 471-485 |
| FBP High | 448-463 | 452-467 | 448-463 | 457-472 | 455-470 | 453-468 | 455-470 |
| FBP Low  | 400-447 | 400-451 | 400-447 | 400-456 | 400-454 | 400-452 | 400-454 |

**MATH**

| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|
| A High            | 570-600 | 575-600 | 584-600 | 570-600 | 575-600 | 578-600 | 586-600 |
| A Low             | 554-569 | 559-574 | 568-583 | 554-569 | 559-574 | 562-577 | 570-585 |
| P High            | 527-553 | 530-558 | 534-567 | 527-553 | 530-558 | 531-561 | 535-569 |
| P Low             | 500-526 | 500-529 | 500-533 | 500-526 | 500-529 | 500-530 | 500-534 |
| BP High           | 479-499 | 480-499 | 481-499 | 477-499 | 476-499 | 474-499 | 475-499 |
| BP Low            | 458-478 | 460-479 | 462-480 | 454-476 | 451-475 | 448-473 | 450-474 |
| FBP High          | 442-457 | 444-459 | 446-461 | 438-453 | 435-450 | 432-447 | 434-449 |
| FBP Low           | 400-441 | 400-443 | 400-445 | 400-437 | 400-434 | 400-431 | 400-433 |

The department will assign the appropriate achievement sub-level to each student based on the student's scale score.

(2) A student will be eligible to be counted in the student growth indicator if

(A) the student received a valid test score in the previous year and current year,

(B) the student had natural grade progression from the previous year, and

(C) the student was enrolled for the full academic year in the current year.

(3) (A) A student who scored at the proficient or advanced level in the previous year will be considered to have made adequate growth by retaining or improving the student's achievement level in the current year.

(B) A student who scored at the below proficient or far below proficient in the previous year will be considered to have made adequate growth by improving the achievement sub-level from the previous year.

(b) The department will determine the points for a school's growth indicator as follows:

(1) The growth indicator for school accountability will be calculated by dividing the number of eligible students making adequate growth by the number of students eligible to be counted.

(2) The points earned for a school's growth indicator will be calculated as follows:

(A) if the percentage of students making adequate growth is greater than 20 percent but less than 80 percent, the points earned will be the percentage of students making adequate growth;

(B) if the percentage of students making adequate growth is less than or equal to 20 percent, the points earned are zero; and (B) if the percentage of students making adequate growth is greater than or equal to 80 percent, the points earned are 100. (Eff. \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123      AS 14.07.060      AS 14.50.080  
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.823. English learner progress indicator.** (a) The points earned for a school's English learner progress indicator are based on the percentage of English learners who met the definition of making progress in learning English from the previous year based on the students' scores on the English language proficiency assessment under 4 AAC 34.055.

(b) The department will determine whether each student has made progress as follows:

(1) The maximum number of years that a student is expected to remain identified as an English learner after the initial year of identification is dependent on the overall score on the English language proficiency assessment in the initial year of identification. For an overall score of 1.0 - 1.9, the expected number of years remaining is seven; for an overall score of 2.0 - 2.9, the expected number of years is six; for an overall score of 3.0 - 3.9, the expected number of years is five; and for an overall score of 4.0 - 4.4, the expected number of years is four. The expected number of years remaining is a maximum for the purpose of determining if an English learner is making progress in learning English. If the English learner does not meet the exit criteria under 4 AAC 34.055(d) within the maximum expected number of years, the student will remain identified as an English learner, but will no longer be able to be considered as making



progress.

(2) An English learner's expected amount of progress in learning English each year will be determined by dividing the difference between 4.5 and the student's previous year's overall composite proficiency level score on the English language proficiency assessment by the expected number of years remaining. The English learner's target for the current year is the overall score on the previous year plus the expected amount of progress. If the student's score on the current year English language proficiency assessment is at or above the target, or if the student meets the exit criteria under 4 AAC 34.055(d), the student will be counted as making progress in learning English.

(c) An English learner in grades one through twelve will be included in the calculation for making progress if all the following criteria are met:

(1) ~~A~~ the student received a valid overall composite proficiency level score in a previous year used to determine the number of years needed to achieve an overall composite proficiency level of 4.5; and

~~B~~ ~~the student had natural grade progression from the previous year; and~~

~~C~~ the student was enrolled for the full academic year in the current year.

(d) The department will determine the points for a school's English learner progress indicator as follows:

(1) The English learner progress indicator for school accountability will be calculated by dividing the number of full academic year English learners in grades one through twelve who met the definition of making progress by the number of full academic year English learners with progress targets.

(2) The points earned for a school's English learner progress indicator will be calculated as follows:

(A) if the percentage of students making progress is greater than 20 percent but less than 80 percent, the points earned will be the percentage of students making progress;

(B) if the percentage of students making progress is less than or equal to 20 percent, the points earned are zero; and

(C) if the percentage of students making progress is greater than or equal to 80 percent, the points earned are 100. (Eff. \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.03.123      AS 14.07.060      AS 14.50.080  
AS 14.07.020

4 AAC 06.825 is repealed and readopted to read:

**4 AAC 06.825. Graduation rates indicator.** (a) All schools serving students in grade 12 will earn points for the graduation rate indicator. Schools will earn between zero and 100 points equal to the four-year graduation rate for the all-students group, and between zero and 100 points equal to the five-year graduation rate for the all-students group as defined below. There must be at least ten students in the adjusted graduation rate cohort in order to include the graduation rate indicator in the school's performance score.

(b) For purposes of this section and 4 AAC 06.895(i),

(1) "five-year graduation rate" means a fraction, the denominator of which is an adjusted graduation cohort consisting of the sum of the number of students who first enrolled in the ninth grade of high school five years earlier, adjusting for transfers in and out, emigres, and

deceased students, and the numerator of which is the number of students in the school who graduate

- (A) on or before June 30 of the reporting year;
- (B) with a regular high school diploma; and
- (C) within five years of first enrolling in a high school;

(2) "four-year graduation rate" means a fraction, the denominator of which is an adjusted graduation cohort consisting of the sum of the number of students who first enrolled in the ninth grade of high school four years earlier, adjusting for transfers in and out, emigres, and deceased students, and the numerator of which is the number of students in the high school who graduate from the high school

- (A) before June 30 of the reporting year;
- (B) with a regular high school diploma; and
- (C) within four years of first enrolling in a high school ;

(3) "graduation rate" means the

- (A) four-year graduation rate; or
- (B) five-year graduation rate.

4 AAC 06 is amended by adding a new section:

**4 AAC 06.826 Indicators of school quality or student success.** (a) Chronic absenteeism will be included as an indicator of school quality or student success for all schools in which student attendance can be measured. Attendance cannot be measured in correspondence schools or facilities in which students are incarcerated. Schools will earn points from zero to 100 by calculating the percent of students who were not chronically absent. The department will determine the points for a school's chronic absenteeism as follows:

(1) A student is considered chronically absent if the student missed at least 10 percent of the days in which the student was enrolled in the school.

(2) The denominator for chronic absenteeism will be the number of students who were enrolled at the same school for at least half of the school term.

(3) The numerator will include the number of students enrolled at the same school for at least half of the school term who were not chronically absent. School term is defined in AS 14.03.030.

(b) Grade three English language arts proficiency will be included as an indicator of school quality or student success for all schools serving students in grade three. Schools will earn between zero and 100 points for the percentage of students in the all-students group scoring at the proficient or advanced achievement levels on the statewide assessment in English language arts under 4 AAC 06.737 or 4 AAC 06.775(b). If the school meets or exceeds a 95 percent assessment participation rate under 4 AAC 06.820(a), the denominator will be all full academic year students in grade three with a valid score; if a school does not meet a 95 percent assessment participation rate, the denominator will be 95 percent of all full academic year students in grade three. The points earned for school's grade three English language arts proficiency indicator are calculated as follows:

(1) if the percentage of students scoring at the proficient or advanced achievement level is greater than 20 percent but less than 80 percent, the points earned are the percentage of students scoring at the proficient or advanced achievement level or higher;

(2) if the percentage of students scoring at the proficient or advanced achievement level is less than or equal to 20 percent, the points earned are zero; and

(3) if the percentage of students scoring at the proficient or advanced achievement level is greater than or equal to 80 percent, the points earned are 100. (Eff. \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.123 AS 14.07.020 AS 14.07.060

4 AAC 06.830 is amended to read:

(a) For purposes of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including reporting requirements and the determination of a school's or district's **long- term goals and measures of interim progress** [ANNUAL MEASURABLE OBJECTIVES], as required in 4 AAC 06.815, the results of **performance on all indicators in the Alaska school performance system** [STATE ASSESSMENTS] will be reported for the **all-student group and for the** following subgroups of students:

(1) **English learners** [STUDENTS WITH LIMITED ENGLISH PROFICIENCY];

- (2) students with disabilities;
- (3) economically disadvantaged students;
- (4) African-Americans;
- (5) Alaska Natives and American Indians;
- (6) students of two or more races;
- (7) Asians or Pacific Islanders;
- (8) Hispanics;
- (9) Whites.

(b) Assessment results for a subgroup with fewer than five students will not be reported [OR CONSIDERED IN DETERMINING WHETHER A SCHOOL OR DISTRICT HAS MET ANY TARGETS OR OBJECTIVES].

(c) For purposes of school and district accountability under 4 AAC 06.815 and the Alaska school performance system under 4 AAC 06.812, assessment results for a student who has been identified as a student with a disability [OR AS A STUDENT WITH LIMITED ENGLISH PROFICIENCY] will continue to be reported in the appropriate subgroup for two years after the student is no longer identified as a student with a disability [OR AS A STUDENT WITH LIMITED ENGLISH PROFICIENCY]. For purposes of school and district accountability under 4 AAC 06.815, and the Alaska school performance system under 4 AAC 06.812, assessment results for a student who has been identified as an English learner will continue to be reported in the appropriate subgroup for four years after the student is no longer identified as an English learner. (Eff. 11/23/2003, Register 168; am 9/11/2004, Register 171; am 1/19/2006, Register 177; am 10/22/2006, Register 180; am 8/1/2008, Register 187; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_, Register \_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.835 is repealed:

**4 AAC 06.835. Star ratings.** Repealed. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 8/20/2010, Register 195; am 10/16/2013, Register 208; am 11/13/2014, Register 212; repealed \_\_/\_\_/\_\_, Register \_\_)

4 AAC 06.840 is repealed and readopted to read:

**4 AAC 06.840. Designations of Schools.** (a) The department will annually designate schools for comprehensive support and improvement if:

(1) beginning in the fall of 2018, based on data from 2017 - 2018, the schools that are receiving funding under 20 U.S.C. 6301 - 6339 (Part A of Title I of the Elementary and Secondary Education Act) that, when ranked according to the Alaska school performance system scores, represent the lowest five percent of the scores.

(2) beginning in the fall of 2018, based on data from 2017 - 2018, any high school that serves grade twelve that has a four-year graduation rate of less than or equal to 66⅔ percent, with a minimum of at least ten students in the graduation rate adjusted cohort.

(3) beginning in fall of 2021, any schools that have been designated for targeted support and improvement for the same consistently underperforming subgroup for the previous three consecutive years.

(b) In identifying schools for comprehensive support and improvement, the department will ensure that the number of schools that are receiving funding under 20 U.S.C. 6301 - 6339 (Part A of Title I of the Elementary and Secondary Education Act) is at least five percent of all schools in the state receiving funding under 20 U.S.C. 6301 - 6339. Schools designated for comprehensive support and improvement will maintain the designation until the school meets one of the following criteria:

(1) A school designated for comprehensive support and improvement based on the lowest five percent of the Alaska school performance system scores keeps that designation for three years. After three years, the school will be exited from the designation of comprehensive support and improvement if the school no longer meets the lowest five percent

criteria for designation and if the school's Alaska school performance system score has improved since the comprehensive support and improvement designation. A school may also be exited from the designation of comprehensive support and improvement if it meets the school's long-term goal or measures of interim progress for the all students' group in academic achievement in English language arts and mathematics, in the four-year graduation rate, and in English learner progress were applicable.

(2) A school designated for comprehensive support and improvement based on a four-year graduation rate of less than or equal to 66⅔ percent will be exited from the designation of comprehensive support and improvement when the school's graduation rate exceeds 66⅔ percent.

(3) A school designated for comprehensive support and improvement based on the same consistently underperforming subgroup will be exited from the designation of comprehensive support and improvement when the calculation of the Alaska school performance system scores for all subgroups in the school indicate that the subgroup for which the school was identified is no longer consistently underperforming and the subgroup's Alaska school performance system score has improved since the designation for comprehensive support and improvement.

(c) The department will designate schools annually for targeted support and improvement that have not been designated for comprehensive support and improvement that have one or more consistently underperforming subgroups. A subgroup will be determined to be consistently underperforming if the calculation of an Alaska school performance system score for that subgroup in a school is equal to or less than the highest Alaska school performance system score of the schools designated for comprehensive support and improvement based on the lowest



performing five percent. Schools will be first designated for targeted support and improvement in the fall of 2018, and will be designated annually thereafter. A school designated for targeted support and improvement will be exited from the designation of target support and improvement when the calculation of the Alaska school performance system scores for all subgroups in the school indicate that the school has no consistently underperforming subgroups and the Alaska school performance system score(s) for the subgroup(s) that led to the initial designation have improved.

(d) The department will designate schools for universal support ~~and improvement~~ annually if the school received an Alaska school performance system score and the school was not designated for comprehensive support and improvement or targeted support and improvement.

(e) For schools that enroll only students in grades kindergarten, one or two, the department will report the Alaska school performance system score and designation of the school that enrolls students in grade three that receives the students from such school.

(f) The department will designate schools that do not receive a designation through the processes described in (b) through (e) in this section with a small schools designation. A small schools designation will include one of the following:

- (1A) small school comprehensive support and improvement;
- (2B) small school targeted support and improvement; or
- (3C) small school universal support.

(g) In order to protect student information in determining designations for schools described in (f) of this section, the department will conduct a small school performance review. The performance review will consider

(1) the achievement of the school's students on the state standards-based assessments described in 4 AAC 06.737, including the distribution of the students' scores among the achievement levels and whether or not the school is meeting the long-term goals or measurements of interim progress under 4 AAC 06.815 and participation rate under 4 AAC 06.820 in the assessments;

(2) the growth of the school's students as described in 4 AAC 06.822;

(3) the school's graduation rate as described in 4 AAC 06.825;

(4) the progress of the school's English learners, as described in 4 AAC 06.823;

(5) the performance of the school's students on the applicable school quality and student success indicators as described in 4 AAC 06.826;

(6) whether the school serves a unique population of students; and

(7) other information and data received during a desk audit, including the consultation with the superintendent of the district, that affects the extent to which the school and district have already implemented effective evidence-based instructional strategies at the school.

(h) A school that receives a designation for small school comprehensive support and improvement or targeted support and improvement will complete a comprehensive support and improvement plan under 4 AAC 06.864 or 4 AAC 06.868 that addresses the indicators applicable to the context of the school. The department will conduct a small school performance review annually. A school designated for small school comprehensive support and improvement or for small school targeted support and improvement will exit the designation immediately after the small school performance review indicates that the school no longer requires the designation. (Eff. 11/23/2003, Register 168; am 9/1/2006, Register 179; am 7/25/2007, Register 183; am 10/16/2012, Register 204; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.845 is repealed and readopted to read:

**4 AAC 06.845. School Improvement Plan.** (a) Not later than 60 days after receiving notice of designation for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4 AAC 06.840(b), a district or school shall prepare a school improvement plan as required under 4 AAC 06.864 or 4 AAC 06.868 as applicable. The district or school shall review, revise, and update the applicable school improvement plan at least annually, and submit it to the department or district as applicable.

(b) Unless the department approves an alternative improvement planning process under (c) of this section, a school or district shall prepare the school improvement plan required under (a) of this section for a school designated for comprehensive support and improvement or targeted support and improvement through the use of a computerized self-assessment and improvement program selected by the department that addresses each of the following domains of successful schools:

- (1) curriculum;
- (2) assessment policy and practice;
- (3) instruction;
- (4) school learning environment;
- (5) professional development policy and practices;
- (6) leadership.

(c) The department may approve an alternative school improvement planning process under (b) of this section only if

(1) the school demonstrates that it is implementing an effective school improvement plan through the accreditation process under 4 AAC 04.300; or

(2) the district in which the school is located can establish by a preponderance of the evidence that the school has an alternative school improvement planning process that will address as or more effectively than the program selected by the department

(A) each of the domains listed in (b) of this section; and

(B) each specific deficiency at the school identified by an audit or other process. (Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212 am \_\_/\_\_/\_\_\_\_, Register \_\_)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.850 is repealed and readopted to read:

**4 AAC 06.850. District improvement Plan.** (a) A district shall prepare and submit to the department a district improvement plan, or the department may prepare a district improvement plan for the district, if a district has been designated as tier II or tier III under 4 AAC 06.872(a). The district improvement plan must be submitted to the department not later than November 15 of each school year. The improvement plan must be submitted in a format or computerized platform as required by the department, unless the department approves an alternative format or platform.

(b) The district improvement plan must address how the district will ensure improvement in schools in the district designated for comprehensive support and improvement under

4 AAC 06.840(a) or targeted support and improvement under 4 AAC 06.840(b). The plan must address:

(1) technical assistance to be provided to each school, based on the unique needs of each such school;

(2) how the district will review and approve evidence-based interventions for implementation at each such school;

(3) how the district will identify and rectify any resource inequities in state, local, or federal funding at each such school;

(4) how the district will support collaboration with stakeholders (including principals and other school leaders, teachers, secondary students, parents and community members, and tribal representatives) at each such school;

(5) how the district will support each such school in addressing each of the domains of successful schools:

(A) curriculum;

(B) assessment policy and practice;

(C) instruction;

(D) school learning environment;

(E) professional development policy and practices;

(F) leadership; and

(6) how the district will work with the department to identify and obtain needed technical assistance and support.

(c) Upon approval by the department, the district will implement the plan. Each district improvement plan will be monitored and periodically reviewed by the department. If the schools

in the district designated for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4 AAC 06.840(b) are not showing improvement, the department may require revisions to the district improvement plan under 4 AAC 06.872. (Eff. 11/23/2003, Register 168; am 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 8/20/2012, Register 203; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS14.03.123 AS 14.07.030 AS 14.50.080  
AS 14.07.020 AS 14.07.060

4 AAC 06.852 is repealed:

**4 AAC 06.852. Technical Assistance.** Repealed. (Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 06.864 is repealed and readopted to read:

**4 AAC 06.864. Schools designated for comprehensive support and improvement.** (a)  
The department must notify each district in the state that serves one or more schools designated for comprehensive support and improvement under 4 AAC 06.840(a) of such designation as described in 4 AAC 06.888.

(b) Upon receiving notice from the department, the district shall, for each school designated for comprehensive support and improvement, and in partnership with stakeholders (including principals and other school leaders, secondary students, teachers, parents and community members, tribal representatives, and at least one member selected by the department), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that

(1) is informed by all indicators described in 4 AAC 06.812-06.826, including student performance against long-term goals;

(2) includes evidence-based interventions;

(3) is based on a school-level needs assessment;

(4) identifies any resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;

(5) is approved by the school, district, and the department; and

(6) upon approval and implementation, is monitored and periodically reviewed by the department.

(c) The evidence-based interventions shall address each of the following domains of successful schools:

(1) curriculum;

(2) assessment policy and practice;

(3) instruction;

(4) school learning environment;

(5) professional development policy and practices;

(6) leadership.

If a school designated for comprehensive support and improvement was previously designated as a priority school, or if the school does not show improvement at the end of the first year of designation, the department may require the school to implement interventions such as

(1) adoption and implementation of reading and mathematics programs that are aligned to the state content standards adopted under 4 AAC 04.140 and specified blocks of time for instruction;

(2) processes in place to facilitate teaching staff having collaborative discussions of individual student progress at least weekly;

(3) regular use of assessments approved by the department that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instructional outcomes;

(4) establishing a school environment that improves school safety and discipline, and addresses students' social, emotional, and health needs, including implementation of a school-wide behavior plan; and

(5) school-level instructional management that provides professional development and technical assistance to staff, addresses instruction in the state content standards, and ensures that teachers are effective.

(d) With respect to any high school designated for comprehensive support for a low graduation rate under 4 AAC 06.840(a)(1)(B) that predominantly serves students

(1) returning to education after having exited secondary school without a regular high school diploma; or

(2) who, based on their grade or age, are significantly off track to accumulate sufficient academic credits to meet high school graduation requirements; the district may develop and implement a comprehensive support and improvement plan for the school that is informed by the graduation rate indicator and includes differentiated improvement activities that utilize evidence-based interventions related to the needs of the students served by the school.



(e) With respect to any high school designated for comprehensive support for a low graduation rate under 4 AAC 06.840(a)(1)(B) that has a total enrollment of less than 100 students, the department may permit the district to forgo implementation of improvement activities required under this section.

(f) A district may, but is not required to, choose to provide all students enrolled in a school identified for comprehensive support and improvement under 4 AAC 06.840 with the option to transfer to another public school served by the district. In providing students the option to transfer to another public school, the district shall give priority to the lowest-achieving children from low-income families, as determined by district for the purposes of allocating funds to schools under Title I, Part A. A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school. A district shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school. A district may spend an amount equal to not more than 5 percent of its allocation under Title I, Part A to pay for the provision of transportation for students who transfer under this paragraph to the public schools to which the students transfer if the school is within 50 miles of the student's home and is connected by road.

(g) The department and district will assess the progress of each school designated for comprehensive support and improvement during each year of designation. Upon failure to exit comprehensive support and improvement status after three years, the department will initiate differentiated interventions based on need leading to increased levels of department oversight as described in 4 AAC 06.872. (Eff. 10/16/2013, Register 208; repealed \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.868 is repealed and readopted to read:

**4 AAC 06.868. Schools designated for targeted support and improvement.** (a) The department must notify each district in the state that serves one or more schools designated for targeted support and improvement under 4 AAC 06.840 as described in 4 AAC 06.888. Upon receiving notice from the department, the district shall notify each school that is designated for targeted support and improvement with respect to which subgroup or subgroups of students in such school are consistently underperforming as described in 4 AAC 06.840(b).

(b) The district in which each school designated for targeted support and improvement is located shall ensure that each school, in partnership with stakeholders (including principals and other school leaders, teachers, secondary students, parents and community members, and tribal representatives), locally develop and implement a targeted support and improvement plan for the school to improve student outcomes for each subgroup of students that was the subject of the designation, that

(1) is informed by all indicators described in 4 AAC 06.812 - 06.826, including student performance against long-term goals;

(2) includes evidence-based interventions;

(3) is based on a school-level needs assessment;

(4) identifies any resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of such targeted support and improvement plan;

(5) is approved by the district prior to implementation of the plan; and

(6) upon approval and implementation, is monitored and periodically reviewed by the district.

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

**Authority:** AS 14.03.123      AS 14.07.060      AS 14.50.080

AS 14.07.020

4 AAC 06.872 is repealed and readopted to read:

**4 AAC 06.872. State system of support and intervention.** (a) For purposes of determining the level of state support and oversight to be provided to a district, not later than October 1 of each year, the department will designate each district in the state as a tier I, tier II, or tier III district. A tier III district receives the most state support and oversight; a tier I district the least.

(b) (1) A district will be designated as tier III if it has at least one school designated for comprehensive support and improvement under 06.840(a)(1)~~(A)~~.

(2) A district will be designated as tier II if

(A) at least 25 percent of the schools in the district are designated for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840(a) or (b);

(B) at least 25 percent of the students in the district attend a school designated for targeted support and improvement under 4 AAC 06.840(b);

(C) an instructional or desk audit at the district or schools in the district demonstrates significant deficiencies in the domains identified in 4 AAC 06.845(b); or

(D) an instructional or desk audit at the district shows that one or more subgroups in the district is not making progress toward the subgroup's long-term goals or measures of interim progress under 4 AAC 06.815.

(c) The department will determine the level of support and state oversight of a district or a school within a district designated as tier II or tier III. In making this determination, the department will consult with the superintendent of the district in which the school is located and will consider:

(1) the performance of schools and subgroups in the district on the indicators within the Alaska school performance system, including whether the performance of schools or subgroups has improved or decreased over a period of years;

(2) a school's failure to exit comprehensive support and improvement status after three years;

(3) the number and percentage of schools in the district designated for comprehensive support and improvement or targeted support and improvement;

(4) the number and percentage of students in the district that attend schools designated for comprehensive support and improvement;

(5) the results of a review of resource allocations from state, local and federal funds used to support school improvement in schools identified for comprehensive or targeted support and improvement in the district;

(6) the results of any desk audit or instructional audit at the district or a school in the district, including any information provided by the superintendent of the district during the consultation with the superintendent during the audit; and

(7) other evidence that relates to the district's need for support and oversight.

(d) A district may request that the department conduct a desk audit or an instructional audit at one or more schools in the district, or of the district as a whole. As part of either the desk audit or instructional audit process, the department may require a school or district to provide additional information, including a self-assessment. To the extent permitted under federal law, the department may use federal programmatic funds allocated to the district to pay the cost of an instructional audit. If a district requests a desk or instructional audit, the department may require that the district pay some or all of the cost of the audit.

(e) After the department has determined under (c) of this section that a district, or a school within a district, would benefit from an increased level of support and state oversight, the department will send notice of this determination to the district in which the school is located. In the notice, the department will inform the district of the reasons for the designation and the timetable for implementation and amendment of the district improvement plan developed under 4 AAC 06.850. Not later than 30 days after receiving the notice, the district shall take action under the timetable as required by the department, and shall verify in writing to the department that it has taken that action.

(f) The state level of support and oversight provided by the department to a tier II or tier III district will be tailored to the needs of the district or a school. The department will provide technical assistance to a tier III district regarding the implementation of the district improvement plan at a school in the district, unless the commissioner determines that technical assistance is not required. The department may provide technical assistance to a tier II district. Technical assistance may be provided by department personnel or by a contractor, and may include a site visit. The department may redirect money from the district's funding under AS 14.17 to pay for services by a contractor that the commissioner determines are necessary under this section.

(g) The department may intervene in a school or district under AS 14.07.030(14) and (15), including redirecting funding or replacement of personnel with supervisory authority over the instructional practices at the school or district if

(1) a school's Alaska school performance system score that the department identified as a reason for implementing a program for improvement does not improve;

(2) a school or district is not meeting or making progress towards its long-term goals and measures of interim progress for either the all-students group or any individual subgroup;

(3) an instructional audit at the district reveals deficiencies in the district in the domains under 4 AAC 06.845(b); or

(4) a district or school does not fully and timely implement with commitment a program that is required under

(A) this section;

(B) a school improvement plan under 4 AAC 06.845;

(C) a district improvement plan under 4 AAC 06.850.

(h) In intervening in a school within a district, the commissioner may require the district to implement or amend evidence-based interventions in the school. The commissioner may

(1) determine the evidence-based interventions to be implemented at the school,

or

(2) choose to convene a strategic planning and support team that would be given authority to recommend and direct evidence-based interventions based upon the need and readiness of the school, as appropriate and as resources allow. The strategic planning and support team could include the Commissioner of Education or designee, department program staff, district staff, school staff, parents, tribal representatives, community members, and regional school boards. Required interventions may involve one or more of the following:

(A+) external or internal independent review of student achievement data, curriculum effectiveness, instructional practices, school improvement priorities, behavioral supports, and community engagement efforts;

(B2) audit of resource allocation at the district or school level;

(C3) on-site evaluation of school improvement practices or mandatory off-site school improvement work sessions/interviews;

(D4) periodic distance or onsite stakeholder and department calls to assess and support school improvement efforts;

(E5) new comprehensive support and improvement plans written with department input and oversight;

(F6) assignment of a school improvement coach to a district or school;

(7G) more focused training or technical assistance;

~~(H8)~~ district and department level direction of school improvement funds, other applicable federal funds, or other state or local funds toward required interventions such as cohesive professional development and leadership development;

~~(I9)~~ replacement of teachers and principals; or

~~(J+0)~~ any other intervention allowable by law that is likely to improve student achievement and success.

(i) If a district fails to take the action required under this section, the commissioner may, after notice to the district and an opportunity for the district to respond, cause the district's funding under AS 14.17 to be redirected to pay for the action or to a holding account for the district until the action is completed. Before requiring action under this subsection, the commissioner will consider the

~~(1A)~~ comments from the superintendent and local school board of the district;

~~(2B)~~ action taken by the district to improve the school;

~~(3C)~~ number of years the school has been identified under this section; and

~~(4D)~~ factors listed in (b) and (c) of this section.

(j) The department will undertake an action under (g) of this section only after

(1) giving the district notice and opportunity to be heard;

(2) consideration of alternatives; and

(3) the department determines in writing that the action will likely increase student achievement at the school or district.

(k) The department will cease an intervention under AS 14.07.030 (14) or (15) at a district if each school designated for comprehensive support and improvement in the district



meets the criteria under 4 AAC 06.840 to be exited from the designation of comprehensive support and improvement. A district may petition the department at any time to cease or continue an intervention taken by the department or a designation of a district as a tier III district under this section. In considering whether to grant a petition under this subsection, the department will consider the

- (1) factors described in (a) and (b) of this section; and
- (2) the public interest.

(l) A district may petition the department at any time to cease or continue an intervention taken by the department under this section. In considering whether to grant a petition under this subsection, the department will consider the factors described in (a) and (b) of this section; and public interest.

Formatted: Font: Not Italic

(m) Notwithstanding any other provision of this section, the department will not take action under this section unless it has reached a conclusion, after consideration of the evidence, that its action will likely improve student achievement.

(n) Compliance with this section does not necessarily constitute compliance with a district's other responsibilities for school or district improvement under 4 AAC 06.800 - 4 AAC 06.899. (Eff. 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_)

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

4 AAC 06.875 is amended to read:

**4 AAC 06.875. Opportunity to Review Data.** (a) The department [A DISTRICT] shall provide a notice to each district of the preliminary designations [DESIGNATION] for each school [TO A SCHOOL BEFORE THE FINAL DESIGNATION OF A SCHOOL] under **4 AAC 06.840** [4 AAC 06.835] before the final scores and designations are made available to the public. In the notice, the department [DISTRICT] shall include an opportunity for the district to review the school-level data, including state assessment data, on which the preliminary designation is based.

(b) If the district [PRINCIPAL OF A SCHOOL THAT RECEIVES A PRELIMINARY DESIGNATION UNDER 4 AAC 06.835(a)] believes that the preliminary designation is in error for statistical or other substantive reasons, the district [PRINCIPAL] may, within 10 working days after the district [SCHOOL] receives the preliminary designation for the school, [SUBMIT WRITTEN NOTIFICATION OF THE PRINCIPAL'S INTENT TO] provide supporting evidence to the department [DISTRICT]. [ALL EVIDENCE MUST BE PROVIDED TO THE DISTRICT NO LATER THAN 20 DAYS AFTER THE SCHOOL RECEIVES NOTICE OF THE PRELIMINARY DESIGNATION.] The department [DISTRICT] shall consider the evidence before making a recommendation to the commissioner regarding a final score and designation. The commissioner or the commissioner's designee will consider the recommendation and the evidence before deciding upon a final score and designation.

(c) Within 20 [30] working days after the district [SCHOOL] receives notice of the preliminary score and designation, and no later than September 1 [THE FIRST DAY OF INSTRUCTION IN THE DISTRICT'S AUTUMN TERM, WHICHEVER IS EARLIER], the commissioner or the commissioner's designee will issue a final determination on the score and

designation of a school for which the **district** [SCHOOL'S PRINCIPAL] provided supporting evidence in accordance with (b) of this section.

(d) Repealed 10/16/2013.

(e) Repealed 10/16/2013.

(f) Repealed 10/16/2013. (Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.880 repealed and readopted to read:

**4 AAC 06.880. Notice.** (a) The department shall notify each district in the state that serves one or more schools designated for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement of such designation under 4 AAC 06.840(~~B~~) not later than September 1 of each year per AS 14.03.123(a).

(b) If the department designates a school for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840, the district shall promptly notify the parents of each student enrolled in the school of the designation. The notice must include

(1) an explanation of what the designation means, and how the school compares in terms of academic achievement to other elementary and secondary schools served by the district and the state;

(2) the reasons for the designation; and

(3) an explanation of how parents can become involved in developing the school improvement plan to address issues that led to the designation.

(c) The district or school shall ensure that, regardless of the method or media used, it provides the information required by this section to parents

(1) in an understandable and uniform format, including alternative formats upon request; and

(2) to the extent practicable, in a language that parents can understand.

(d) The district or school shall provide information to parents through

(1) regular mail, electronic mail, or another direct means; and

(2) indirect means of dissemination, including the Internet, publications, broadcasting, and notices from public agencies serving students and their families.

(e) Communications must respect the privacy of students and their families.

(f) A district shall publish and disseminate to the parents of each student enrolled in the school, and to the public, information regarding any action taken by a school and the district to address the problems that led to designation of the school for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840, including

(1) an explanation of what the school is doing to address the problem of low performance or graduation rate;

(2) an explanation of what the district or department is doing to help the school address the problem of low performance or graduation rate; and

(3) if applicable, a description of specific interventions being undertaken by the district in a school under 4 AAC 06.864 or 4 AAC 06.868. (Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020

4 AAC 06.883 is amended to read:

**4 AAC 06.883. Jury service exemption.** A teacher employed by a school that is currently identified **for comprehensive support and improvement** [AS A ONE OR TWO STAR SCHOOL] under **4 AAC 06.840** [4 AAC 06.835] is eligible for the jury service exemption described under AS 09.20.030(b). (Eff. 3/6/2015, Register 213; am \_\_/\_\_/\_\_\_\_, Register\_\_\_)

**Authority:** AS 09.20.030 AS 14.07.020 AS 14.07.060

4 AAC 06.885 is repealed and readopted to read:

**4 AAC 06.885. School recognition.** (a) The department will recognize a school as a highest performing school if

(1) the school is in the highest 10 percent of all schools in the state on the Alaska school performance system score under 4 AAC 06.812 for two consecutive school years; and

(2) the school has met the school's measures of interim progress toward all applicable long-term goals under 4 AAC 06.815 for the most recent school year for all students and all subgroups under 4 AAC 06.830.

(b) The department will recognize a school as a high progress school if

(1) the school received an Alaska school performance system score under 4 AAC 06.812; and

(2) the school has met the school's measures of interim progress toward all applicable long-term goals under 4 AAC 06.815 for one or more subgroups for two consecutive school years.

(c) The department will publish the names of all schools recognized under this section and will provide those schools with rewards and opportunities. The district in which a school recognized under this section is located shall publish the name of the school within the district, and shall provide rewards to the school.

(d) For purposes of this section, the first year of school recognition will be for the 2019 - 2020 school year based on the Alaska school performance system scores for 2018 - 2019 and 2019 - 2020. (Eff. 7/9/2005, Register 175; am 8/1/2008, Register 187; am 10/16/2013, Register 208; am 3/19/2014, Register 209; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS14.03.123 AS 14.07.060 AS 14.50.080

AS14.07.020

4 AAC 06.888 is amended to read:

**4 AAC 06.888. Informal review of complaints.** (a) A person may file a complaint with the department alleging that the school district or the department has failed to comply with the requirements of the federal programs under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, 20 U.S.C. 6301 - 7981 [20 U.S.C. 6301 – 7941] (Elementary and Secondary Education Act), the provisions of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11431 - 11434A), AS 14.03.123, or 4 AAC 06.800 - 4

AAC 06.899, and seeking informal review under this section of those allegations. For a complaint to be reviewed, it must include

- (1) a statement describing the provision of law that the school district or department has allegedly violated;
- (2) a statement of the facts that the complainant alleges establish the violation;
- (3) the name and address of the complainant; and
- (4) documentation that shows that the complainant first presented the complaint to the school district, if the complaint alleges that the school district committed the violation.

(b) Within five days after receiving a complaint, the department will assign an investigator to conduct an informal review of the complaint. The investigator must be an employee of the department, may not have taken part in the action that is the subject matter of the complaint, and may not have a personal or financial interest in the subject matter of the complaint. In reviewing the complaint, the investigator may interview the complainant or employees of the respondent, and may request information and documents from the complainant or respondent that the investigator considers necessary for a complete review.

(c) Within 60 days after the date that the department assigned the investigator, the investigator shall submit, to the commissioner, complainant, and respondent, a written statement that

(1) the complainant did not provide complete information for the investigator to review, that the commissioner need not respond to the complaint, and that the investigator's recommendation does not bar the

(A) commissioner from taking additional action based on the information already received; or

(B) complainant from either submitting a new complaint with the additional necessary information or pursuing remedies available under state or federal law;

(2) the complainant's allegations, even if true, do not establish a violation of 20 U.S.C. 6301 – 7981 [7941], 42 U.S.C. 11431 - 11434A, AS 14.03.123, or 4 AAC 06.800 - 4 AAC 06.899, that the commissioner need not respond to the complaint, and that the investigator's recommendation does not bar the

(A) commissioner from rejecting the investigator's recommendation and taking additional action; or

(B) complainant from pursuing remedies available under state or federal law; or

(3) a violation of 20 U.S.C. 6301 - 7981 [7941], 42 U.S.C. 11431 - 11434A, AS 14.03.123, or 4 AAC 06.800 - 4 AAC 06.899 is likely to have occurred, based on the information made available to the investigator, that if the respondent does not correct or stop the violation, the department may take additional action under state law, including the initiation of procedures to withhold funding under 20 U.S.C. 6301 - 7981 [7941] or AS 14.07.070 if the respondent is a school district, and that the investigator's recommendation does not bar the

(A) commissioner from rejecting or declining to act upon the investigator's recommendation; or

(B) complainant from pursuing remedies available under state or federal law. (Eff. Eff. 9/1/2006, Register 179; am \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020



4 AAC 06.895 is repealed and readopted to read:

**4 AAC 06.895. Report card to the public.** (a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, on a form provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, on a form provided by the department.

(b) A school shall disseminate its School Report Card to the Public as required under AS 14.03.120(d). A district shall disseminate its School District Report Card to the Public and the School Report Card to the Public for each school in the district by providing required data to the department, posting the report cards on the Internet if the district maintains a website, and any other means of distribution the district chooses, not later than 30 days after the department has made all necessary data available to districts. Each district shall ensure that parents of students in each school in the district are notified of the location and availability of the School and District Report Cards to the Public. The report required under this section shall be written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

(c) The School Report Card to the Public must contain the number of students enrolled in the school, the Title I status of the school, and must provide the following information on accreditation:

- (1) whether the school is accredited;
- (2) if the school is accredited, the
  - (A) date of accreditation;
  - (B) name of the accrediting organization; and

(C) level of accreditation awarded by the accrediting organization for the year of the report.

(d) The School Report Card to the Public must include the following information for all students enrolled in the school, and the School District Report Card to the Public must include the following information for all students enrolled in the district:

(1) For purposes of accountability under 4 AAC 06.812, 4 AAC 06.815, 4 AAC 06.821, and 4 AAC 06.826, for all students and disaggregated by each subgroup of students described in 4 AAC 06.830,

(A) the number and percentage of full academic year students tested who achieved the proficient or advanced achievement level described in 4 AAC 06.739 or in 4 AAC 06.775(b) on the English language arts and mathematics assessments;

(B) if the participation rate as described in 4 AAC 06.820 is less than 95 percent, the number and percentage of 95 percent of the students enrolled on the first day of testing that achieved the proficient or advanced achievement level described in 4 AAC 06.739 or in 4 AAC 06.775(b) on the English language arts and mathematics assessments; and

(C) the number and percentage of students tested and not tested based on the number of full academic year students enrolled in tested grades on the first day of testing.

(2) For purposes of reporting for all students and disaggregated by each subgroup of students described in 4 AAC 06.830, gender, migrant status, homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty,

(A) the number and percentage of students tested who achieved each achievement level described in 4 AAC 06.739 on English language arts, mathematics, and science;

(B) if the participation rate as described in 4 AAC 06.820 is less than 95 percent, the number and percentage of 95 percent of the students enrolled on the first day of testing that achieved each achievement level described in 4 AAC 06.739 on English language arts, mathematics, and science;

(C) the number and percentage of students tested and not tested based on the number of students enrolled in tested grades on the first day of testing; and

(D)

(i) for a district report card, a comparison between the number and percentage of students at each achievement level for the district with the number and percentage of students at each achievement level for the state as a whole; and

(ii) for a school report card, a comparison between the number and percentage of students at each achievement level for the school with the number and percentage of students at each achievement level for the district and the state as a whole;

(3) for purposes of accountability under 4 AAC 06.812 and 4 AAC 06.822, for all students and disaggregated by each of the subgroups of students as defined in 4 AAC 06.830, the number and percentage of students who made adequate growth in English language arts and mathematics as described in 4 AAC 06.822; and for purposes of reporting, for subgroups of homeless status, status as a child in foster care, and status as a student with a parent who is a

member of the Armed Forces on active duty, the number and percentage of students who made adequate growth in English language arts and mathematics as described in 4 AAC 06.822;

(4) for purposes of accountability under 4 AAC 06.812, 4 AAC 06.815, and 4 AAC 06.825, for all students and disaggregated by each of the subgroups of students defined in 4 AAC 06.830, the four-year and five-year graduation rate as defined in 4 AAC 06.825; and for purposes of reporting for subgroups of homeless status and status as a child in foster care, the four-year and five-year graduation rate as defined in 4 AAC 06.825;

(5) for purposes of accountability under 4 AAC 06.812, 4 AAC 06.815, and 4 AAC 06.823 the number and percentage of English learners in grades 1 - 12 who met the target for making progress in learning English; and for purposes of reporting, the number of English learners in grades K-12 achieving English language proficiency and meeting the exit criteria as defined in 4 AAC 34.055(d);

(6) for purposes of accountability, for all students and disaggregated by each of the subgroups of students, as defined in 4 AAC 06.830, the number and percentage of students identified as not chronically absent as described in 4 AAC 06.826(a) who were enrolled for at least half the school term, and for purposes or reporting, the number and percentage of students identified as chronically absent as described in 4 AAC 06.826(a) who were enrolled at least ten days in the school term;

(7) for purposes of accountability, for all students and disaggregated by each of the subgroups of students as defined in 4 AAC 06.830, the number and percentage of full academic year students tested in grade three who achieved the proficient or advanced achievement level described in 4 AAC 06.739 on the English language assessment; if the participation rate as described in 4 AAC 06.820 is less than 95 percent, the number and

percentage of 95 percent of the full academic year grade three students enrolled on the first day of testing who achieved the proficient or advanced achievement level described in 4 AAC 06.739 on the English language arts assessment; and the number and percentage of grade three students tested and not tested based on the number of full academic year students enrolled in tested grades on the first day of testing;

(8) for purposes of accountability under 4 AAC 06.815, 4 AAC 06.821, 4 AAC 06.823, 4 AAC 06.825 and for purposes of reporting, for all students and disaggregated by each of the subgroups of students as defined in 4 AAC 06.830, a comparison between the performance under sections (d)(1)(A) and (d)(1)(B) for the school or district and the school's or district's and state's long-term goals and measures of interim progress for that year as determined under 4 AAC 06.815, including a determination of whether the school or district met the target as defined in 4 AAC 06.815(a)(3) for the all students group and each subgroup;

(9) the number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under 4 AAC 06.775(b), by grade and subject;

(10) for the School District Report Card to the Public, the most recent available academic achievement results in grades four and eight on the state's national assessments of educational progress reading and mathematics assessments under 4 AAC 06.710(3) compared to the national results, including

(A) the percentage of students at each achievement level reported in the aggregate; and

(B) the participation rates for students with disabilities and for student who are English Learners.

(11) information submitted by the department and each district in the state, in accordance with the Office for Civil Rights data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), on

(A) rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidences of violence, including bullying and harassment; and

(B) the number and percentage of students enrolled in

(i) preschool programs; and

(ii) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.

(12) the professional qualifications of teachers in the district and each school, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of

(A) inexperienced teachers, principals, and other school leaders;

(B) teachers teaching with emergency or provisional credentials; and

(C) teachers who are not teaching in the subject or field for which the teacher is certified.

(13) the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures of federal, state, and local funds, disaggregated by source of funds, for each district and each school in the district for the preceding fiscal year.

(14) where available, for each high school in the district, and beginning with the report card prepared under this paragraph for the 2017 - 2018 school year, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in 4 AAC 06.830), at which students who graduate from the high school enroll for the first academic year that begins after the students' graduation:

(A) in programs of public postsecondary education in the state; and

(B) if data are available and to the extent practicable, in programs of private postsecondary education in the state or programs of postsecondary education outside the state.

(e) Repealed 10/9/2015.

(f) Each School and District Report Card to the Public must contain

(1) a clear and concise description of the state's accountability system as described in 4 AAC 06.812 - 826; and

(2) the methods and timeline for designating schools for comprehensive support and improvement or targeted support and improvement and for exiting the schools from those designations under 4 AAC 06.840. Each district report card must contain the number, percentage, and names of all public schools in the district designated for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840. The School Report Card to the Public must include information for the school, and the School District Report Card to the Public must include information for all schools in the district, regarding school designations and other indicators, as follows:

(A) the Alaska school performance system score, if applicable, under 4 AAC 06.812 and the designation of each school in the district under

4 AAC 06.840 and for districts, the number and percentage of schools that have been designated for comprehensive support and improvement or targeted support and improvement;

(B) whether a school in the district has been designated persistently dangerous under 4 AAC 06.200;

(C) the attendance rate for all students and for each subgroup under 4 AAC 06.830; (4) the retention rate for students in grades K-8;

(D) the dropout rate for students in grades seven through twelve; and

(E) the rate of enrollment change due to transfers.

(g) A report under this section may not include the information otherwise required by law if the number of students in a category is so small that the results would reveal personally identifiable information about an individual student. Results of the state assessments may not be reported if fewer than five students are tested.

(h) In providing the description of student, parent, community, and business involvement in student learning, as required by AS 14.03.120(d)(4), each school shall state

(1) the number and percentage of students responding to the teacher evaluation survey;

(2) the number and percentage of parents responding to the teacher evaluation survey;

(3) the number of school-business or interagency partnerships the school has entered into under a written agreement;

(4) the average number of volunteer-hours a week spent in the school by parents and other members of the community;



(5) a narrative description of the results of parental, community, or business involvement, as identified by the school; and

(6) any other information the school wishes to provide on this subject.

(i) Each school shall compute the information required by AS 14.03.120(d)(5) and this section as follows:

(1) the attendance rate is a fraction, expressed as a percent, the numerator of which is the aggregate daily attendance during the regular school year, and the denominator of which is the aggregate daily membership for the school year; the aggregate daily attendance is the sum of the days present for all students when school is in session during the school year; the aggregate daily membership is the sum of the days present and absent for all students when school is in session during the school year; in-service days are not included in the computation; for the purposes of this paragraph, a student is considered present if physically present at the school or engaged in a school activity even if the activity is away from the school;

(2) for kindergarten through grade eight, the retention rate is computed by dividing the number of students being retained on the last day of school by the membership on the last day of the school year;

(3) for grades 7 - 12, the dropout rate is a fraction, the numerator of which is the number of students who have dropped out in the current school year, and the denominator of which is the number of students enrolled in grades 7 - 12 on October 1 of the current school year;

(j) In providing the information required by AS 14.03.120(d)(6), each school shall provide the information on student transfers into and out of the school itself. Each school shall compute the information required by AS 14.03.120(d)(6) as follows:

(1) the annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the current school year and the October 1 enrollment from the previous school year and dividing by the October 1 enrollment from the previous school year, the result being expressed as a percentage;

(2) the annual percent of enrollment change due to student transfers is computed by subtracting from one the quotient derived by dividing the number of students enrolled at least 170 days or the number of student days in the approved school calendar, whichever is less, in the school by the total number of students enrolled at least one day in the school.

(k) In preparing the comment summaries required by AS 14.03.120(e) to be reported to the department, each school shall state the number of persons commenting, indicate whether comments are from students, parents, or other members of the community, and succinctly set out the gist of the comments, both negative and positive ones.

(l) In this section,

(1) "current school year" means the school year for which the report card is made;

(2) "district" has the meaning given in AS 14.17.990;

(3) "dropout" means an individual who was enrolled in the district at some time during the school year whose enrollment terminated; "dropout" does not include an individual who

(A) graduated from high school or completed a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities;

(B) transferred to another public school district, private school, or state- or district-approved education program that terminates in a regular diploma;

Formatted: Font: Not Italic

(C) is temporarily absent due to suspension;

(D) is temporarily absent due to an illness or a medical condition; or

(E) died.

(4) "performance score" means the score calculated under 4 AAC 06.812;

(5) "previous school year" means the school year immediately before the school year for which the report is made;

(6) "school year" means the 12-month period beginning July 1 of each year and ending June 30 of the following year;

(7) "students from families on active military duty" means students whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

(n) For the purposes of AS 14.03.120(d) and (e), AS 14.03.123, and this section,

(1) "program" means an identifiable set of educational services that a district delivers to students who are not enrolled at a school facility to receive those educational services;

(2) "school" means an educational institution operated by a district and administered as an independent unit within the district, regardless of whether the school is housed in a facility separate from other units that does not include an educational program within a district, as designated by the district; and includes a correspondence school, whether designated a program or a school. (Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am 3/6/2015, Register 213; am 10/9/2015, Register 216; am 2/5/2017, Register 221; am \_\_/\_\_/\_\_\_\_)

**Authority:** AS 14.03.120 AS 14.07.020 AS 14.50.080

AS 14.03.123

AS 14.07.060

4 AAC 06.899 is amended to read:

**4 AAC 06.899. Definitions.** In 4 AAC 06.800 - 4 AAC 06.899, unless the context requires otherwise,

(1) "African-American" means a person having origins in any of the Black racial groups of Africa;

(2) "Alaska Native" means a person who is a descendant of, and who has at least one-quarter blood derived from,

(A) a member of the aboriginal peoples inhabiting the state when annexed to the United States; or

(B) an American Indian or Eskimo who, after 1867 and before June 30, 1952, migrated into the state from Canada.

(3) "American Indian" means a person having origins in any of the aboriginal peoples of North and South America, including Central America, and who maintains cultural identification through tribal affiliation or community recognition; "American Indian" does not include an Alaska Native;

(4) "Asian or Pacific Islander" means a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands;

(5) "economically disadvantaged student" means a student who is eligible for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals;

(6) repealed 2/5/2017;

(7) "Hispanic" means a person who traces the person's origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race;

(8) "migrant **status**" means a **migratory child as defined in 20 U.S.C. 6399(3)**.  
[PERSON WHO IS, OR WHOSE PARENT OR SPOUSE IS, A MIGRATORY AGRICULTURAL WORKER, INCLUDING A MIGRATORY DAIRY WORKER OR A MIGRATORY FISHER, AND WHO, IN THE PRECEDING 36 MONTHS, IN ORDER TO OBTAIN, OR ACCOMPANY THE PERSON'S PARENT OR SPOUSE, IN ORDER TO OBTAIN, TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURAL OR FISHING WORK

(A) HAS MOVED FROM ONE SCHOOL DISTRICT TO ANOTHER;

OR

(B) RESIDES IN A SCHOOL DISTRICT OF MORE THAN 15,000 SQUARE MILES, AND MIGRATES A DISTANCE OF 20 MILES OR MORE TO A TEMPORARY RESIDENCE TO ENGAGE IN A FISHING ACTIVITY;]

(9) "parent" means a biological, adoptive, or foster parent, or an adult who acts as a guardian of a child and makes decisions related to the child's safety, education, and welfare;

(10) Repealed 10/16/2013;

(11) "statewide student assessment system" or "state assessments" means the assessments described in 4 AAC 06.710;

(12) "student with a disability" has the meaning given "child with a disability" in AS 14.30.350; "student with a disability" includes all students who are under or eligible for an individualized education program under AS 14.30.278;

(13) "**English learner**" ["STUDENT WITH LIMITED ENGLISH PROFICIENCY"] has the meaning given ["LIMITED ENGLISH PROFICIENT PUPIL" OR "LEP PUPIL"] in 4 AAC 34.090; "**English learner**" ["STUDENT WITH LIMITED ENGLISH PROFICIENCY"] includes students who are currently served or eligible to be served under 4 AAC 34.055;

(14) "White" means a person having origins in any of the original peoples of Europe, North Africa, or the Middle East;

(15) Repealed 10/3/2011;

(16) "emigre" means a student formerly enrolled in the school for whom the school has written documentation that the student is no longer enrolled because the student emigrated to another country;

(17) "students of two or more races" means students who primarily identify their heritage with more than one of the subgroups "African-Americans," "Alaska Natives," "American Indians," "Asians or Pacific Islanders," or "Whites";

(18) "Alaska school performance **system** [INDEX]" means the **system** [INDEX] described in 4 AAC 06.812;

(19) "desk audit" means a review of student learning data at the school or district, including consultation with the superintendent of the district in which the school is located;

(20) "instructional audit" means a review of the instructional policies, practices, and methodologies of the district or one or more schools within the district; an instructional audit may include a review of the district's or school's

(A) curriculum, including whether the curriculum is aligned with the state's standards and grade level expectations adopted in 4 AAC 04.140;

- (B) assessment policy and practice;
- (C) instruction;
- (D) school learning environment;
- (E) professional development policy and practices; and
- (F) leadership;

(21) "school"

(A) has the meaning given "public school" in AS 14.60.010, except as provided in (C) of this paragraph;

(B) includes

- (i) an alternative school within the meaning given in 4 AAC 09.990;
- (ii) a charter school established under AS 14.03.250 - 14.03.290;
- (iii) a district correspondence program financed under AS 14.17.430;
- (iv) the state boarding school established under AS 14.16;
- (v) a school for the blind, school for the deaf, or other special mission school; and
- (vi) a school located in a youth correctional facility;

(C) does not include a citizenship night school;

(22) ["STAR RATING" MEANS THE NUMBER OF STARS AWARDED TO A SCHOOL UNDER 4 AAC 06.835 BASED ON THE SCHOOL'S ALASKA SCHOOL PERFORMANCE INDEX SCORE;]

(23) "student learning data" has the meaning given in 4 AAC 19.099.

(24) "alternative school" means a school that is specifically designed to exclusively serve secondary-school students who are at high risk of failing to graduate because of credit deficiencies, below-proficient academic performance, a history of low attendance, a history or high risk of dropping out, or other barriers to graduation; in this paragraph, "below-proficient academic performance" means obtaining an achievement level on a standards-based assessment under 4 AAC 06.739 that does not meet standards.

**(25) "full academic year" means continuous enrollment between October 1 and the first date of the administration of the standards-based test under 4 AAC 06.737;**

**(26) "evidence-based" means an activity, strategy, or intervention that: (A) demonstrates a statistically significant effect on improving student outcomes based on (i) strong evidence from at least one well-designed and well-implemented experimental study; (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study or (iii) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for bias; or (B) (i) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (ii) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.**

**(27) "valid score" means a scale score and an achievement level under 4 AAC 06.739 or 4 AAC 06.775(b);**

**(28) "natural grade progression" means the student has progressed to the next consecutive grade level in the current school year from the previous school**



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

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 12.300(g) is amended to read:

(g) Unless otherwise provided in this section, fees must be paid at the time of application and are nonrefundable. The fee for

(1) initial issuance of a teacher certificate, including all endorsements, is \$200, plus the cost of a criminal history background check required under (b)(4) of this section;

(2) renewal of a teacher certificate, including all endorsements, is \$200, plus the cost of a criminal history background check required under 4 AAC 12.405(b);

(3) addition or deletion of [AN] endorsements, other than at the time of initial issuance of the certificate is **\$100** [\$200];

————(4) a certified copy of a teacher certificate is \$25; and

————(5) each nonacademic credit is \$50 payable at the time supporting

documentation required by 4 AAC 12.410(a) is submitted to the department. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 176; am 9/20/2006, Register 179; am 6/7/2015, Register 214; am 4/24/2016, Register 218; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.030

AS 14.20.010

4 AAC 19.055 is amended to read:

A[BEGINNING JULY 1, 2016, A] district shall report to the department not later than September 15 of each calendar year on a form prescribed by the department the number [and percentage] of tenured and non-tenured teachers, administrators, and special service providers in **each school in** the district during the preceding school year who

- (1) exceeded the district's performance standards under AS 14.20.149(b)(4);
- (2) were on a plan of improvement under AS 14.20.149(b)(6);
- (3) were receiving district support on a plan of professional growth under

4 AAC 19.010(h);

- (4) were non-retained under AS 14.20.175;
- (5) were dismissed under AS 14.20.170; [OR]
- (6) were 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 before the plan of improvement could begin;

**(7) met the district's performance standards;**

**(8) were not reported in (1) through (7) above; and**

**(9) were employed by the district at any time during the school year.** (Eff.

2/16/2013, Register 205; am 10/9/2015, Register 216; am 10/9/2016, Register 220; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 33.505 is repealed:

**4 AAC 33.505. Public school growth and proficiency index.** Repealed. (Eff. 12/02/2012, Register 204; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 33.540 is repealed:

**4 AAC 33.540. Qualification.** Repealed. (Eff. 12/24/2006, Register 180; am 8/1/2008, Register 187; am 12/2/2012, Register 204; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 34.055 is amended to read:

**4 AAC 34.055. Plan of Service.** (a) Each school district that enrolls **English learners** [LIMITED ENGLISH PROFICIENT (LEP) PUPILS] shall administer a state-approved assessment for identification of English language proficiency to all **students** [PUPILS] who may be **English learners** [LEP PUPILS] but have not been identified as **English learners** [LEP PUPILS]. The district is responsible for taking appropriate steps to develop **English learners'** [LEP PUPILS] English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards. In addition, each school district with a school that is attended by at least eight **students who are English learners** [LEP PUPILS] shall

(1) prepare a plan of service for **English learners** [LEP PUPILS]; the school district may designate the effective dates of the plan of service, which may be for up to five school years;

(2) file a plan of service by **July 1** [APRIL 15] of the year in which the district enrolls eight or more **English learners** [LEP PUPILS] in a school or the year in which the existing plan of service expires;

(3) implement the plan of service in the school year following the [YEAR OF] submission; and

(4) file changes to an existing plan of service with the department before implementation of the change.

(b) The plan required under (a) of this section must provide for the following:

(1) a statement of the district's educational goals and instructional methodology;

(2) the district's plan of identification of all students [PUPILS] who are or who may be English learners, according to the standardized statewide entrance procedures [LEP PUPILS], which must include the use of a state-approved assessment for identification of English language proficiency;

(3) the district's procedure for assessing the educational progress of English learners [LEP PUPILS];

(4) the district's program of services and instructional model for English learners [LEP PUPILS];

(5) an identification of instructional [INSTRUCTION] staff and educational resources;

(6) the district's process for monitoring the academic progress of former English learners [LEP PUPILS] for four [TWO] years after they are no longer identified as English learners [LEP PUPILS];

(7) the district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification;

(8) parent and community involvement.

(c) The commissioner will approve an English language proficiency assessment that tests an **English learner's** [LEP PUPIL'S] proficiency under the English language proficiency standards adopted by reference in 4 AAC 04.155. A district shall annually administer, between February 1 and March 31 of each school year, the state-approved assessment of English language proficiency to all **students** [PUPILS] who have been identified as **English learners** [LEP PUPILS].

(d) If under (b) and (c) of this section, a district identifies a **student** [PUPIL] as an **English learner** [LEP PUPILS] eligible for services under this chapter, that pupil remains identified as an **English learner** [LEP PUPILS] until the **student** [PUPIL] obtains, on tier B or tier C of the assessment approved by the commissioner under (c) of this section [A]

(1) **an overall** composite score of **4.5** [5.0] or higher; and

(2) **a** score of 4.0 or higher in each of the tested domains of reading, [WRITING], speaking, and listening, **and a score of 3.8 or higher in the tested domain of writing.**

(e) A district shall monitor the academic progress of each **student** [PUPIL] who had been identified as an **English learner** [LEP PUPIL] for two years after the **student** [PUPIL] is no longer identified as an **English learner** [LEP PUPIL]. A former **English learner** [LEP PUPIL] is not required to participate in the annual English language proficiency assessment unless the district determines that a student's failure to make academic progress may be a result of a lack of English language proficiency and the **student** [PUPIL] may need to be re-identified as an **English learner** [LEP PUPIL].

(f) Repealed 10/16/2013. (Eff. 1/14/78, Register 65; am 8/15/78, Register 67; am 6/28/87, Register 102; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 8/29/2004,

Register 171; am 12/7/2004, Register 172; am 2/18/2007, Register 181; am 7/13/2012, Register 203; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

Authority: AS 14.07.060 AS 14.17.420 AS 14.30.410

4 AAC 34.090 is amended to read:

**4 AAC 34.090. Definitions.** (a) In this chapter, unless the context requires otherwise,

(1) "district" or "school district" means a city and borough school district or regional educational attendance area;

(2) "**English learner**" ["LIMITED ENGLISH PROFICIENT PUPIL" OR "LEP PUPIL"] means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; **or** [AND]

(iii) **an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;**

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain an achievement level that meets standards, as described in 4 AAC 06.739, on the state assessments in English language arts, **mathematics, and science** under 4 AAC 06.737;

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;

(3) "school that is attended by at least eight **English learners** [LEP PUPILS]" means any school, elementary, middle, or any combination secondary school with eight or more **English learners** [LEP PUPILS] in regular daily attendance;

(4) "Alaska Native" has the meaning given in 4 AAC 06.899;

(5) "American Indian" has the meaning given in 4 AAC 06.899;

(6) "outlying area" has the meaning given in 20 U.S.C. 7801(36) [(30)]

(Elementary and Secondary Education Act); the definition of "outlying area" set out in 20 U.S.C. 7801(36) [(30)], as revised as of **December 10, 2015** [JANUARY 8, 2002], is adopted by reference.

(b) In AS 14.30.410 and this chapter, "department" means the department of education and early development.

(c) In AS 14.30.400, "bilingual-bicultural education program" means a program of instruction in elementary or secondary education that is designed for **English learners** [CHILDREN OF LIMITED ENGLISH SPEAKING ABILITY AND WHOSE PRIMARY LANGUAGE IS OTHER THAN ENGLISH]. (Eff. 12/29/76, Register 60; am 5/4/2000,

Register 154; am 11/23/2003, Register 168; am 6/30/2013, Register 206; am 4/6/2016, Register 218, Am. \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.30.410



4 AAC 04.220 is repealed and readopted:

**4 AAC 04.220. Paraprofessional standards.** (a) A paraprofessional will demonstrate the ability to

- (1) practice ethical and professional standards of conduct and continued professional improvement;
- (2) understand how students learn and develop and understand how to assist in providing opportunities that support students' intellectual, social and personal development;
- (3) understand the content areas and apply the elements of effective instruction to support teaching and learning activities;
- (4) motivate and assist students to build self-esteem, develop interpersonal skills, and strengthen abilities in order to become more successful;
- (5) understand the distinction between the roles and responsibilities of professionals, paraprofessionals, and support personnel in the areas of assessment, diagnosis, and evaluation;
- (6) adhere to communication protocols with colleagues, community members, and parents including following instructions, sharing information, and using interpersonal skills to become an effective member of the instructional team;
- (7) understand and implement district and state guidelines for protecting the safety, health and wellbeing of students and staff, including the school district's crisis response plan; and
- (8) utilize technology to assist and enhance teaching and learning.

(b) Each district shall ensure that all paraprofessionals employed by the district in a public school in any grades pre-kindergarten through grade 12 have

(1) earned a secondary school diploma or its recognized equivalent; and

(2) met the standards set out in (a) of this section through an annual evaluation.

The annual evaluation must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.

(c) Except as provided in (d) of this section, and in addition to the requirements of (b) of this section, each district shall ensure that a paraprofessional has met at least one of the following requirements:

(1) completed at least two years, or 48 semester hours or equivalent, of study at a regionally accredited institution of higher education;

(2) obtained an associate's or higher degree at a regionally accredited institution of higher education; or

(3) achieved either

(A) a score of at least 459 on the ParaPro Assessment, published by the Educational Testing Service; or

(B) the following minimum scores on the Higher Education Learning Profile, published by Educational Resources Incorporated:

(i) essential math, 54 percent;

(ii) reading comprehension, 41 percent; and

(iii) written expression, 55 percent.

(d) A paraprofessional is not required to meet the requirements of (c) of this section if the paraprofessional

(1) acts as a translator to enhance the participation of English learners or students with disabilities children;

(2) has instructional-support duties that consist solely of conducting parental involvement activities; or

(3) has only non-instructional duties, including providing technical support for computers, providing personal care duties, or performing clerical duties.

(Eff. 6/10/2004, Register 170; am 5/18/2006, Register 178; am 2/28/2010, Register 193; am

\_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14 07.060 AS 14.50.080

4 AAC 04.900 is repealed and readopted to read:

**4 AAC 04.900. Definitions.** (a) In this chapter, unless the context requires otherwise,

(1) "department" means the Department of Education and Early Development;

(2) "paraprofessional" means a person who is not required to have a professional license or certification and who, under the supervision of a teacher or other professional educational service provider, provides instructional or other educational support to a student.

(b) For the purpose of reporting under 20 USC 6311 (Part A of the Title I of the Elementary and Secondary Education Act),

(1) "ineffective teacher" means any teacher who was on a plan of improvement under Sec 4.20.149(b)(6) or 4.20.149(e) or who was notified that their continued employment in the district was contingent on the implementation of a plan of improvement and resigned, or a tenured teacher who was receiving district support or a plan of professional growth under 4 AAC 19.010(h) and 4 AAC 19.010(j);

(2) "inexperienced principal" means a principal in the first year of practice, having no previous experience being the lead administrator of a school;

(3) "inexperienced teacher" means a teacher in the first year of practice, having no previous experience leading classroom instruction other than student teaching or similar preparation experiences;

(4) "out-of-field teacher" means a teacher teaching in a subject area in which the teacher does not hold an endorsement on a certificate issued 4 AAC 12. (Eff. 3/2/2000, Register 153; am 6/10/2004, Register 170, am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.015            AS 14.07.060            AS 14.07.165

4 AAC 06.055(g) is amended to read:

(g) A homeless child or youth, within the meaning of 42 U.S.C. 11434a(2) (McKinney - Vento Homeless Assistance Act), revised as of **October 1, 2016** [JANUARY 8, 2002] and adopted by reference, who does not have a record of the required immunizations, may be provisionally enrolled in a public school program for a period of time not exceeding 30 days if a parent or legal guardian has signed a witnessed statement that the child has received the required immunizations and the child's immunization records are not immediately available. A district shall report each provisional enrollment under this subsection to the epidemiology section of the division of public health, Department of Health and Social Services. The division of public health, with the assistance of the district's homeless liaison, will be responsible for locating the required immunization records. If the immunization records are not located during the provisional period, or the records indicate that the child has not received the required immunizations, the child must be immunized as described in (a) and (b) of this section to continue being enrolled in the public school program. The division of public health, with the

assistance of the district's homeless liaison, will be responsible for ensuring that the child receives the required immunizations. (Eff. 1/13/73, Register 44; am 8/28/77, Register 63; am 12/30/2000, Register 156; am 3/22/2008, Register 185; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.30.125

4 AAC 06.260(a) is repealed:

(a) Repealed \_\_/\_\_/\_\_\_\_)

4 AAC 06.260(c)(1) is amended to read:

(1) Transfer the student to the parent's choice of any school [DESIGNATED AS A THREE-STAR SCHOOL OR HIGHER UNDER 4 AAC 06.835 OR AT-RISK SCHOOL OF APPROPRIATE GRADE LEVEL IN THE DISTRICT; THE DISTRICT SHALL PROVIDE THE PARENT A FULL EXPLANATION OF HOW A SCHOOL RECEIVES A DESIGNATION UNDER 4 AAC 06.835 OR AN "AT-RISK" DESIGNATION]; and (Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208, am \_\_/\_\_/\_\_\_\_/\_\_\_\_)

**Authority:** AS 14.07.020 AS 14.33.120 AS 14.50.080  
AS 14.07.060

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 in one or more years, as determined by the commissioner, in grades nine through twelve, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. **A school that does not assign students to grade levels shall assess students using the grade-level assessment that would apply if the school had standard grade levels based upon the number of years the student has been enrolled in school.** (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 4/6/2016, Register 218, Register 193; am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.020 AS 14.07.060

The introductory language of 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 Inclusion of 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 science Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. **For the purposes of reporting and accountability in**

**4 AAC 06.800 - 899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English**

**language, arts, mathematics, and science**. (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 \_\_\_; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.075 AS 14.07.060 AS 14.07.165

AS 14.07.020

4 AAC 06.776 is amended to read:

**4 AAC 06.776. Assessment of a student that is an English learner** [WITH LIMITED ENGLISH PROFICIENCY]. (a) A student identified as **an English learner** [A PUPIL WITH LIMITED ENGLISH PROFICIENCY] under 4 AAC 34.055 shall participate, either with or

without an accommodation, in a test included in the statewide student assessment system under 4 AAC 06.700 - 4 AAC 06.790.

(b) A district shall appoint a team that includes, if practicable, a teacher with experience in teaching students **who are English learners** [WITH LIMITED ENGLISH PROFICIENCY] to determine the necessary accommodations for **English learners** [STUDENTS WITH LIMITED ENGLISH PROFICIENCY] under the department's *Participation Guidelines for Inclusion of Alaska Students in State Assessments*, adopted by reference in 4 AAC 06.775(a). The team shall document the accommodation decision and may not provide a modification. (Eff. 11/23/2003, Register 168; am 10/3/2011, Register 200, am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020

4 AAC 06.800 is amended to read:

The purpose of the school and district accountability system is to **help schools and districts measure their performance on key indicators, identify solutions for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or a career after high school.** [ENSURE THAT ALL STUDENTS MAKE GROWTH IN ACHIEVEMENT AND REACH PROFICIENCY OR HIGHER IN LANGUAGE ARTS AND MATHEMATICS.] (Eff. 11/23/2003, Register 168, am 10/16/2013, Register 208, am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020



4 AAC 06.802(3) is repealed.

(3) Repealed \_\_/\_\_/\_\_\_\_. (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 10/24/2004, Register 172; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 8/19/2009, Register 191; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.812 is repealed and readopted:

**4 AAC 06.812. Alaska School Performance System.** (a) Each year, the department will determine a school performance score for each school in the state that meets the minimum criteria in (e) of this section, based on a 100-point scale. The department will determine a school designation for all schools in the state as described in 4 AAC 06.840.

(b) Each indicator included in the Alaska school performance system has a maximum of 100 points. The indicator and the weighting of each indicator in the score are as follows:

- (1) for a school with students in grades kindergarten through six,
  - (A) academic achievement in English language arts, 15 percent;
  - (B) academic achievement in mathematics, 15 percent;
  - (C) growth in English language arts, 20 percent;
  - (D) growth in mathematics, 20 percent;
  - (E) English learner progress in learning English, 15 percent;
  - (F) chronic absenteeism, 10 percent;
  - (G) grade three English language arts achievement, 5 percent;
- (2) for a school with students in grades 7 and above,

- (A) academic achievement, in English language arts, 10 percent;
- (B) academic achievement in mathematics, 10 percent;
- (C) growth in English language arts, 20 percent;
- (D) growth in mathematics, 20 percent;
- (E) four-year adjusted cohort graduation rate, 15 percent;
- (F) five-year adjusted cohort graduation rate, 5 percent;
- (G) English learner progress in learning English, 10 percent;
- (H) chronic absenteeism, 10 percent;

(c) Under the Alaska school performance system, a school's score on each indicator is calculated as described in 4 AAC 06.821-826.

(d) The minimum number of students (“minimum  $n$ ”) that must be included in order for an indicator to be included in a school's score in the Alaska School Performance System is ten. If an indicator cannot be included due to not meeting the minimum  $n$ , the weighting assigned to the indicators that are not included in the calculation of the score will be redistributed proportionally among the indicators with enough students to meet the minimum  $n$ . For schools in which the minimum  $n$  is not met in the current school year in one or more indicators, the department will aggregate up to three years of available data in order to reach the minimum  $n$ .

(e) The department will determine a score for each school that has earned points in at least two indicators, one of which must be:

- (1) academic achievement in English language arts or mathematics;
- (2) growth in English language arts or mathematics;
- (3) four-year or five-year graduation rate; or

(4) English learner progress in learning English. (Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 3/6/2015, Register 213; am \_\_\_/\_\_\_/\_\_\_\_, Register \_\_\_)

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

4 AAC 06.815 is repealed and readopted:

**4 AAC 06.815. Long-Term Goals and Measures of Interim Progress.** (a) The department shall establish long-term goals for improvement in academic achievement, as measured by proficiency on the annual statewide English language arts and mathematics assessments under 4 AAC 06.737 and 4 AAC 06.775(b), for the all-students group and for each subgroup of students under 4 AAC 06.820. The department shall establish measurements of interim progress toward meeting the long-term goals for academic achievement. The long-term goals and measures of interim progress are set for the all-students group and for each subgroup defined in 4 AAC 06.830 that includes at least ten students for

- (1) each school in the district;
- (2) the district as a whole; and
- (3) the state as a whole.

(b) The long-term academic achievement goals are set to reduce by half the percentage of non-proficient students on the statewide assessments in English language arts and mathematics by the 2026 - 2027 school year, using the assessment results from the 2016 - 2017 school year as the baseline year. The measures of interim progress are established as uniform annual increases in the percentage of students who score at the proficient or advanced achievement level for the

all-students group and all subgroups based on their respective starting points on the spring 2017 administration of the assessments. The department will calculate the percentage of students enrolled for a full academic year who scored at the proficient or advanced achievement level on the state English language arts and mathematics standards-based assessments as compared to the total number of students tested who were enrolled for a full academic year. A district or school meets the measure of interim progress or the long-term goal for the all-students group or a subgroup if it meets the target set for the district or school. However, a district or school meets the measure of interim progress for

(1) the district or school if it meets the measure of interim progress or long-term goal calculated for the all-students group for the state as a whole; and

(2) a subgroup at the district or school if it meets the measure of interim progress or long-term goal for the subgroup for the state as a whole.

In order to meet the long-term goal or measure of interim progress, a school, a district, or the state must meet a 95 percent assessment participation rate under 4 AAC 06.820(a) in the all-students group and each subgroup.

(c) The department shall establish long-term goals for the four-year and five-year graduation rates, for the all-students group and for each subgroup of students under 4 AAC 06.830. The department shall establish measurements of interim progress toward meeting the long-term goals for graduation rates. The long-term goals and measures of interim progress are set for the all-students group and for each subgroup that includes at least ten students in the adjusted graduation cohort for

(1) each school in the district;

(2) the district as a whole; and

(3) the state as a whole.

(d) The long-term four-year graduation rate goal is 90 percent, and the five-year graduation rate goal is 93 percent by the 2026 - 2027 school year, using graduation rates from the 2016 - 2017 school year as the baseline year. The measures of interim progress are established as uniform annual increases in the graduation rates for the all students group and all subgroups based on their respective starting points on the 2017 graduation rates. The graduation rates are calculated as described in 4 AAC 06.825 A district or school meets the measure of interim progress or the long-term goal for the all-students group or a subgroup if it meets the target set for the district or school. However, a district or school meets the measure of interim progress for

(1) the district or school if it meets the measure of interim progress or long-term goal calculated for the all-students group for the state as a whole; and

(2) a subgroup at the district or school if it meets the measure of interim progress or long-term goal for the subgroup for the state as a whole

(e) The department shall establish long-term goals for the percentage of English learners making progress in achieving English language proficiency, as defined and calculated in 4 AAC 06.823. The department shall establish measurements of interim progress toward meeting the long-term goals for English learner progress. The long-term goals and measures of interim progress are set for the English learner subgroup at the state level, and apply to the English learner subgroup in each school and district that includes at least ten students. The long-term goal for English learner progress is 70 percent by the 2026 - 2027 school year, using the percentage of English learners defined as making progress in the 2016 - 2017 school year as the baseline year. The measures of interim progress are established as uniform annual increases of 2.8 percent in the percentage of English learners making progress.

(f) Not later than September 1, the department will produce a report for the state and each district and school showing the performance for academic achievement, graduation rate, and English learner progress as compared to the long-term goals and measures of interim progress and an indication of whether the targets have been met. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.820 is amended to read:

**4 AAC 06.820. Participation.** (a) The participation rate on the state standards-based assessments described in 4 AAC 06.737 is computed by dividing the number of students that took **an** [AT LEAST ONE] assessment **in each subject** by the number of students enrolled in tested grades on the first day of testing. Each school and district in the state shall ensure that **all** [AT LEAST 95 PERCENT OF THE] students enrolled in tested grades **are given the opportunity to and are expected to** participate in the state assessments, **and shall have a target of 95 percent participation in assessments.** [HOWEVER, IF A SCHOOL HAS 40 OR FEWER STUDENTS, OR A SUBGROUP HAS AT LEAST FIVE BUT NOT MORE THAN 40 STUDENTS, THE REQUIREMENTS FOR PARTICIPATION ARE SATISFIED IF NOT MORE THAN TWO STUDENTS FROM THAT SCHOOL OR SUBGROUP DO NOT PARTICIPATE IN A STATE ASSESSMENT.] For purposes of this section, a student participates in a state assessment if the student receives a valid test score on [ONE OF] the [REQUIRED STATE] assessment.

(b) A school or district may not systematically exclude students from assessment.

(c) Students who are eligible to take the alternate assessment under 4 AAC 06.775(b) will be included in calculating the participation rate under (a) of this section, even if more than one percent of the students in a district [OR THE STATE PUBLIC SCHOOL SYSTEM] take the alternate assessment, if the students are

(1) in a grade in which the alternate assessment is offered; and

(2) enrolled on the first day of testing.

(d) For purposes of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation and graduation rates, attainment of **a long-term goal or measure of interim progress** [AN ANNUAL MEASURABLE OBJECTIVE], and inclusion in the Alaska school performance **system** [INDEX], the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in English language arts.

(e) A district shall report to the state the enrollment of all students as of the first day of the administration of the state standards-based assessments under 4 AAC 06.737. The report must be on a form prepared by the department, and must include the student's student identification number, school, grade, and subgroup membership. The report shall be filed not later than 21 days following the first day of administration of the assessments. If, after reviewing the report, the department determines that a school or district has underreported the number of

economically disadvantaged students in a school or district, the department will use data from other sources, including confidential public assistance data, to estimate the actual number of students in that subgroup.

(f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as **an English learner** [A LIMITED ENGLISH PROFICIENT PUPIL] under 4 AAC 34.090(2), and who first enrolls in a school in **one of the 50 states in the** United States **or the District of Columbia** after the previous school year administration of the state standards-based assessments under 4 AAC 06.737, the district may

(1) excuse the student from participation in **one administration of** the state **assessment** [ASSESSMENTS] in English language arts; and

(2) elect not to include the student's score in any state assessment as part of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation [AND GRADUATION RATES], attainment of **a long-term goal or measure of interim progress** [AN ANNUAL MEASURABLE OBJECTIVE], and inclusion in the Alaska school performance **system** [INDEX].

(g) Notwithstanding any provision in this chapter, a district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment described in 4 AAC 06.737 if an unexpected severe medical condition prevents the student from participating in the administration of the assessment. The student will not be included as part of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation [AND GRADUATION RATES], attainment of **a long-term goal or measure of interim progress** [AN ANNUAL MEASURABLE OBJECTIVE], and inclusion in the Alaska school performance **system** [INDEX]. The district shall retain documentation regarding the



exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request.

(h) Repealed 10/9/2015.

(i) Except as provided in (f) and (g) of this section, a student who is counted as more than one-quarter full-time equivalent under 4 AAC 09.040 must be included in the standards-based test described in 4 AAC 06.737 **or 4 AAC 06.775(b)**. A student who is counted as one-quarter full-time equivalent under 4 AAC 09.040 must only be included in the English[/] language arts, mathematics, or science content-area assessment of the standards-based test under 4 AAC 06.737 if the student receives instruction in a corresponding subject and grade level.

**(j) Schools that miss the 95 percent participation rate target for the all-students group or any subgroup defined in 4 AAC 06.830 in English language arts, mathematics, or both for two consecutive years must create and submit an improvement plan to the district. The district must review and approve the plans for each school. The plan must be created with stakeholders and must include documentation of the communication and other efforts the school made to inform parents of the importance of participating in the statewide assessments, while recognizing parents' rights under State law regarding their child's participation in those assessments. The plan must also document training that teachers have received in the importance of the assessments and how to communicate with parents and students regarding the 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 samples of the materials that will be used by the school and district to educate parents**

**about the importance of assessments and their role in student learning.** (Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080  
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.821 Academic achievement indicator.** (a) The points earned for a school's academic achievement indicator are based on the percent of all students tested on the English language assessment and on the percent of all students tested on the mathematics assessment described in 4 AAC 06.737 or 4 AAC 06.775(b) who score at the proficient or advanced achievement level, calculated separately. If the school meets or exceeds a 95 percent assessment participation rate under 4 AAC 06.820(a), the denominator will be all full academic year students with a valid score; if a school does not meet a 95 percent assessment participation rate, the denominator will be 95 percent of all full academic year students in tested grades three through eight and at least once in grades nine through twelve as described in 4 AAC 06.737.

(b) The points earned for a school's academic achievement indicator are calculated as follows:

(1) if the percentage of students scoring at the proficient or advanced achievement level is greater than 20 percent but less than 80 percent, the points earned will be the percentage of students scoring at the proficient level or higher;

(2) if the percentage of students scoring at the proficient or advanced achievement level is less than or equal to 20 percent, the points earned are zero; and

(3) if the percentage of students scoring at the proficient or advanced achievement level is greater than or equal to 80 percent, the points earned are 100.

(c) For schools with students in grades K-6, the academic achievement indicator consists of the points earned as calculated in subsection (b). For schools with students in grades 7 - 12, the academic achievement indicator will include both the 10 percent weight for the achievement on the assessment and the 20 percent weight for growth on the assessment, for a combined weight of 30 percent in English language arts and 30 percent in mathematics. The academic achievement indicator consists of the points earned in subsection (b) and the points earned for the student growth as calculated under 4 AAC 06.822(b)(2). The total points for the academic achievement indicator will be determined by adding one-third of the points earned under subsection (b) and two-thirds of the points earned under 4 AAC 06.822(b)(2). (Eff. \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.123                      AS 14.07.060                      AS 14.50.080  
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.822. Student growth indicator.** (a) The points earned for a school's student growth indicator are based on the percentage of students who made adequate growth from the previous year based on the students' scores on the English language arts or mathematics test under 4 AAC 06.737. The department will determine whether each student has made adequate growth as follows:

(1) For purposes of determining whether students made adequate growth on the English language arts or mathematics test under 4 AAC 06.737, the subject matter achievement levels defined in 4 AAC 06.739 will be divided into sub-levels of advanced high, advanced low, proficient high, proficient low, below proficient high, below proficient low, far below proficient high, and far below proficient low as set out in the following table:

**English Language**

**Arts**

| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|
| A High            | 558-600 | 554-600 | 564-600 | 567-600 | 562-600 | 557-600 | 551-600 |
| A Low             | 542-557 | 538-553 | 548-563 | 551-566 | 546-561 | 541-556 | 535-550 |
| P High            | 521-541 | 519-537 | 524-547 | 526-550 | 523-545 | 521-540 | 518-534 |
| P Low             | 500-520 | 500-518 | 500-523 | 500-525 | 500-522 | 500-520 | 500-517 |
| BP High           | 482-499 | 484-499 | 482-499 | 487-499 | 486-499 | 485-499 | 486-499 |
| BP Low            | 464-481 | 468-483 | 464-481 | 473-486 | 471-485 | 469-484 | 471-485 |
| FBP High          | 448-463 | 452-467 | 448-463 | 457-472 | 455-470 | 453-468 | 455-470 |
| FBP Low           | 400-447 | 400-451 | 400-447 | 400-456 | 400-454 | 400-452 | 400-454 |

## MATH

| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|
| A High            | 570-600 | 575-600 | 584-600 | 570-600 | 575-600 | 578-600 | 586-600 |
| A Low             | 554-569 | 559-574 | 568-583 | 554-569 | 559-574 | 562-577 | 570-585 |
| P High            | 527-553 | 530-558 | 534-567 | 527-553 | 530-558 | 531-561 | 535-569 |
| P Low             | 500-526 | 500-529 | 500-533 | 500-526 | 500-529 | 500-530 | 500-534 |
| BP High           | 479-499 | 480-499 | 481-499 | 477-499 | 476-499 | 474-499 | 475-499 |
| BP Low            | 458-478 | 460-479 | 462-480 | 454-476 | 451-475 | 448-473 | 450-474 |
| FBP High          | 442-457 | 444-459 | 446-461 | 438-453 | 435-450 | 432-447 | 434-449 |
| FBP Low           | 400-441 | 400-443 | 400-445 | 400-437 | 400-434 | 400-431 | 400-433 |

The department will assign the appropriate achievement sub-level to each student based on the student's scale score.

(2) A student will be eligible to be counted in the student growth indicator if

- (A) the student received a valid test score in the previous year and current year,
- (B) the student had natural grade progression from the previous year, and
- (C) the student was enrolled for the full academic year in the current year.

(3) (A) A student who scored at the proficient or advanced level in the previous year will be considered to have made adequate growth by retaining or improving the student's achievement level in the current year.

(B) A student who scored at the below proficient or far below proficient in the previous year will be considered to have made adequate growth by improving the achievement sub-level from the previous year.

(b) The department will determine the points for a school's growth indicator as follows:

(1) The growth indicator for school accountability will be calculated by dividing the number of eligible students making adequate growth by the number of students eligible to be counted.

(2) The points earned for a school's growth indicator will be calculated as follows:

(A) if the percentage of students making adequate growth is greater than 20 percent but less than 80 percent, the points earned will be the percentage of students making adequate growth;

(B) if the percentage of students making adequate growth is less than or equal to 20 percent, the points earned are zero; and (B) if the percentage of students making adequate growth is greater than or equal to 80 percent, the points earned are 100. (Eff. \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080  
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.823. English learner progress indicator.** (a) The points earned for a school's English learner progress indicator are based on the percentage of English learners who met the definition of making progress in learning English from the previous year based on the students' scores on the English language proficiency assessment under 4 AAC 34.055.

(b) The department will determine whether each student has made progress as follows:

(1) The maximum number of years that a student is expected to remain identified as an English learner after the initial year of identification is dependent on the overall score on the English language proficiency assessment in the initial year of identification. For an overall score of 1.0 - 1.9, the expected number of years remaining is seven; for an overall score of 2.0 - 2.9, the expected number of years is six; for an overall score of 3.0 - 3.9, the expected number of years is five; and for an overall score of 4.0 - 4.4, the expected number of years is four. The expected number of years remaining is a maximum for the purpose of determining if an English learner is making progress in learning English. If the English learner does not meet the exit criteria under 4 AAC 34.055(d) within the maximum expected number of years, the student will remain identified as an English learner, but will no longer be able to be considered as making progress.

(2) An English learner's expected amount of progress in learning English each year will be determined by dividing the difference between 4.5 and the student's previous year's overall composite proficiency level score on the English language proficiency assessment by the expected number of years remaining. The English learner's target for the current year is the overall score on the previous year plus the expected amount of progress. If the student's score on the current year English language proficiency assessment is at or above the target, or if the student meets the exit criteria under 4 AAC 34.055(d), the student will be counted as making

progress in learning English.

(c) An English learner in grades one through twelve will be included in the calculation for making progress if all the following criteria are met:

(1) the student received a valid overall composite proficiency level score in a previous year used to determine the number of years needed to achieve an overall composite proficiency level of 4.5; and

(2) the student was enrolled for the full academic year in the current year.

(d) The department will determine the points for a school's English learner progress indicator as follows:

(1) The English learner progress indicator for school accountability will be calculated by dividing the number of full academic year English learners in grades one through twelve who met the definition of making progress by the number of full academic year English learners with progress targets.

(2) The points earned for a school's English learner progress indicator will be calculated as follows:

(A) if the percentage of students making progress is greater than 20 percent but less than 80 percent, the points earned will be the percentage of students making progress;

(B) if the percentage of students making progress is less than or equal to 20 percent, the points earned are zero; and

(C) if the percentage of students making progress is greater than or equal to 80 percent, the points earned are 100. (Eff. \_\_/\_\_/\_\_\_\_, Register\_\_)



**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080  
AS 14.07.020

4 AAC 06.825 is repealed and readopted to read:

**4 AAC 06.825. Graduation rates indicator.** (a) All schools serving students in grade 12 will earn points for the graduation rate indicator. Schools will earn between zero and 100 points equal to the four-year graduation rate for the all-students group, and between zero and 100 points equal to the five-year graduation rate for the all-students group as defined below. There must be at least ten students in the adjusted graduation rate cohort in order to include the graduation rate indicator in the school's performance score.

(b) For purposes of this section and 4 AAC 06.895(i),

(1) "five-year graduation rate" means a fraction, the denominator of which is an adjusted graduation cohort consisting of the sum of the number of students who first enrolled in the ninth grade of high school five years earlier, adjusting for transfers in and out, emigres, and deceased students, and the numerator of which is the number of students in the school who graduate

(A) on or before June 30 of the reporting year;

(B) with a regular high school diploma; and

(C) within five years of first enrolling in a high school;

(2) "four-year graduation rate" means a fraction, the denominator of which is an adjusted graduation cohort consisting of the sum of the number of students who first enrolled in the ninth grade of high school four years earlier, adjusting for transfers in and out, emigres, and

deceased students, and the numerator of which is the number of students in the high school who graduate from the high school

- (A) before June 30 of the reporting year;
- (B) with a regular high school diploma; and
- (C) within four years of first enrolling in a high school ;

(3) "graduation rate" means the

- (A) four-year graduation rate; or
- (B) five-year graduation rate.

4 AAC 06 is amended by adding a new section:

**4 AAC 06.826 Indicators of school quality or student success.** (a) Chronic absenteeism will be included as an indicator of school quality or student success for all schools in which student attendance can be measured. Attendance cannot be measured in correspondence schools or facilities in which students are incarcerated. Schools will earn points from zero to 100 by calculating the percent of students who were not chronically absent. The department will determine the points for a school's chronic absenteeism as follows:

(1) A student is considered chronically absent if the student missed at least 10 percent of the days in which the student was enrolled in the school.

(2) The denominator for chronic absenteeism will be the number of students who were enrolled at the same school for at least half of the school term.

(3) The numerator will include the number of students enrolled at the same school for at least half of the school term who were not chronically absent. School term is defined in AS 14.03.030.

(b) Grade three English language arts proficiency will be included as an indicator of school quality or student success for all schools serving students in grade three. Schools will earn between zero and 100 points for the percentage of students in the all-students group scoring at the proficient or advanced achievement levels on the statewide assessment in English language arts under 4 AAC 06.737 or 4 AAC 06.775(b). If the school meets or exceeds a 95 percent assessment participation rate under 4 AAC 06.820(a), the denominator will be all full academic year students in grade three with a valid score; if a school does not meet a 95 percent assessment participation rate, the denominator will be 95 percent of all full academic year students in grade three. The points earned for school's grade three English language arts proficiency indicator are calculated as follows:

(1) if the percentage of students scoring at the proficient or advanced achievement level is greater than 20 percent but less than 80 percent, the points earned are the percentage of students scoring at the proficient or advanced achievement level or higher;

(2) if the percentage of students scoring at the proficient or advanced achievement level is less than or equal to 20 percent, the points earned are zero; and

(3) if the percentage of students scoring at the proficient or advanced achievement level is greater than or equal to 80 percent, the points earned are 100. (Eff. \_\_/\_\_/\_\_\_\_,

Register\_\_)

**Authority:** AS 14.03.123            AS 14.07.020            AS 14.07.060

4 AAC 06.830 is amended to read:

(a) For purposes of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including reporting requirements and the determination of a school's or district's

**long- term goals and measures of interim progress** [ANNUAL MEASURABLE OBJECTIVES], as required in 4 AAC 06.815, the results of **performance on all indicators in the Alaska school performance system** [STATE ASSESSMENTS] will be reported for the **all-student group and for the** following subgroups of students:

(1) **English learners** [STUDENTS WITH LIMITED ENGLISH PROFICIENCY];

(2) students with disabilities;

(3) economically disadvantaged students;

(4) African-Americans;

(5) Alaska Natives and American Indians;

(6) students of two or more races;

(7) Asians or Pacific Islanders;

(8) Hispanics;

(9) Whites.

(b) Assessment results for a subgroup with fewer than five students will not be reported [OR CONSIDERED IN DETERMINING WHETHER A SCHOOL OR DISTRICT HAS MET ANY TARGETS OR OBJECTIVES].

(c) For purposes of school and district accountability under 4 AAC 06.815 **and the Alaska school performance system under 4 AAC 06.812**, assessment results for a student who has been identified as a student with a disability [OR AS A STUDENT WITH LIMITED ENGLISH PROFICIENCY] will continue to be reported in the appropriate subgroup for two years after the student is no longer identified as a student with a disability [OR AS A STUDENT WITH LIMITED ENGLISH PROFICIENCY]. **For purposes of school and district**

**accountability under 4 AAC 06.815, and the Alaska school performance system under 4 AAC 06.812, assessment results for a student who has been identified as an English learner will continue to be reported in the appropriate subgroup for four years after the student is no longer identified as an English learner.** (Eff. 11/23/2003, Register 168; am 9/11/2004, Register 171; am 1/19/2006, Register 177; am 10/22/2006, Register 180; am 8/1/2008, Register 187; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080  
AS 14.07.020

4 AAC 06.835 is repealed:

**4 AAC 06.835. Star ratings.** Repealed. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 8/20/2010, Register 195; am 10/16/2013, Register 208; am 11/13/2014, Register 212; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 06.840 is repealed and readopted to read:

**4 AAC 06.840. Designations of Schools.** (a) The department will annually designate schools for comprehensive support and improvement if:

(1) beginning in the fall of 2018, based on data from 2017 - 2018, the schools that are receiving funding under 20 U.S.C. 6301 - 6339 (Part A of Title I of the Elementary and Secondary Education Act) that, when ranked according to the Alaska school performance system scores, represent the lowest five percent of the scores.

(2) beginning in the fall of 2018, based on data from 2017 - 2018, any high school that serves grade twelve that has a four-year graduation rate of less than or equal to 66⅔ percent, with a minimum of at least ten students in the graduation rate adjusted cohort.

(3) beginning in fall of 2021, any schools that have been designated for targeted support and improvement for the same consistently underperforming subgroup for the previous three consecutive years.

(b) In identifying schools for comprehensive support and improvement, the department will ensure that the number of schools that are receiving funding under 20 U.S.C. 6301 - 6339 (Part A of Title I of the Elementary and Secondary Education Act) is at least five percent of all schools in the state receiving funding under 20 U.S.C. 6301 - 6339. Schools designated for comprehensive support and improvement will maintain the designation until the school meets one of the following criteria:

(1) A school designated for comprehensive support and improvement based on the lowest five percent of the Alaska school performance system scores keeps that designation for three years. After three years, the school will be exited from the designation of comprehensive support and improvement if the school no longer meets the lowest five percent criteria for designation and if the school's Alaska school performance system score has improved since the comprehensive support and improvement designation. A school may also be exited from the designation of comprehensive support and improvement if it meets the school's long-term goal or measures of interim progress for the all students' group in academic achievement in English language arts and mathematics, in the four-year graduation rate, and in English learner progress were applicable.

(2) A school designated for comprehensive support and improvement based on a four-year graduation rate of less than or equal to 66 $\frac{2}{3}$  percent will be exited from the designation of comprehensive support and improvement when the school's graduation rate exceeds 66 $\frac{2}{3}$  percent.

(3) A school designated for comprehensive support and improvement based on the same consistently underperforming subgroup will be exited from the designation of comprehensive support and improvement when the calculation of the Alaska school performance system scores for all subgroups in the school indicate that the subgroup for which the school was identified is no longer consistently underperforming and the subgroup's Alaska school performance system score has improved since the designation for comprehensive support and improvement.

(c) The department will designate schools annually for targeted support and improvement that have not been designated for comprehensive support and improvement that have one or more consistently underperforming subgroups. A subgroup will be determined to be consistently underperforming if the calculation of an Alaska school performance system score for that subgroup in a school is equal to or less than the highest Alaska school performance system score of the schools designated for comprehensive support and improvement based on the lowest performing five percent. Schools will be first designated for targeted support and improvement in the fall of 2018, and will be designated annually thereafter. A school designated for targeted support and improvement will be exited from the designation of target support and improvement when the calculation of the Alaska school performance system scores for all subgroups in the school indicate that the school has no consistently underperforming subgroups and the Alaska

school performance system scores for the subgroups that led to the initial designation have improved.

(d) The department will designate schools for universal support annually if the school received an Alaska school performance system score and the school was not designated for comprehensive support and improvement or targeted support and improvement.

(e) For schools that enroll only students in grades kindergarten, one or two, the department will report the Alaska school performance system score and designation of the school that enrolls students in grade three that receives the students from such school.

(f) The department will designate schools that do not receive a designation through the processes described in (b) through (e) in this section with a small schools designation. A small schools designation will include one of the following:

- (1) small school comprehensive support and improvement;
- (2) small school targeted support and improvement; or
- (3) small school universal support.

(g) In order to protect student information in determining designations for schools described in (f) of this section, the department will conduct a small school performance review. The performance review will consider

(1) the achievement of the school's students on the state standards-based assessments described in 4 AAC 06.737, including the distribution of the students' scores among the achievement levels and whether or not the school is meeting the long-term goals or measurements of interim progress under 4 AAC 06.815 and participation rate under 4 AAC 06.820 in the assessments;

(2) the growth of the school's students as described in 4 AAC 06.822;



(3) the school's graduation rate as described in 4 AAC 06.825;

(4) the progress of the school's English learners, as described in 4 AAC 06.823;

(5) the performance of the school's students on the applicable school quality and student success indicators as described in 4 AAC 06.826;

(6) whether the school serves a unique population of students; and

(7) other information and data received during a desk audit, including the consultation with the superintendent of the district, that affects the extent to which the school and district have already implemented effective evidence-based instructional strategies at the school.

(h) A school that receives a designation for small school comprehensive support and improvement or targeted support and improvement will complete a comprehensive support and improvement plan under 4 AAC 06.864 or 4 AAC 06.868 that addresses the indicators applicable to the context of the school. The department will conduct a small school performance review annually. A school designated for small school comprehensive support and improvement or for small school targeted support and improvement will exit the designation immediately after the small school performance review indicates that the school no longer requires the designation. (Eff. 11/23/2003, Register 168; am 9/1/2006, Register 179; am 7/25/2007, Register 183; am 10/16/2012, Register 204; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080

AS 14.07.020

4 AAC 06.845 is repealed and readopted to read:

**4 AAC 06.845. School Improvement Plan.** (a) Not later than 60 days after receiving notice of designation for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4 AAC 06.840(b), a district or school shall prepare a

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

(b) Unless the department approves an alternative improvement planning process under (c) of this section, a school or district shall prepare the school improvement plan required under (a) of this section for a school designated for comprehensive support and improvement or targeted support and improvement through the use of a computerized self-assessment and improvement program selected by the department that addresses each of the following domains of successful schools:

- (1) curriculum;
- (2) assessment policy and practice;
- (3) instruction;
- (4) school learning environment;
- (5) professional development policy and practices;
- (6) leadership.

(c) The department may approve an alternative school improvement planning process under (b) of this section only if

- (1) the school demonstrates that it is implementing an effective school improvement plan through the accreditation process under 4 AAC 04.300; or
- (2) the district in which the school is located can establish by a preponderance of the evidence that the school has an alternative school improvement planning process that will address as or more effectively than the program selected by the department

(A) each of the domains listed in (b) of this section; and

(B) each specific deficiency at the school identified by an audit or other process. (Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212 am \_\_/\_\_/\_\_\_\_, Register \_\_\_)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.850 is repealed and readopted to read:

**4 AAC 06.850. District improvement Plan.** (a) A district shall prepare and submit to the department a district improvement plan, or the department may prepare a district improvement plan for the district, if a district has been designated as tier II or tier III under 4 AAC 06.872(a). The district improvement plan must be submitted to the department not later than November 15 of each school year. The improvement plan must be submitted in a format or computerized platform as required by the department, unless the department approves an alternative format or platform.

(b) The district improvement plan must address how the district will ensure improvement in schools in the district designated for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4 AAC 06.840(b). The plan must address:

(1) technical assistance to be provided to each school, based on the unique needs of each such school;

(2) how the district will review and approve evidence-based interventions for implementation at each such school;

(3) how the district will identify and rectify any resource inequities in state, local, or federal funding at each such school;

(4) how the district will support collaboration with stakeholders (including principals and other school leaders, teachers, secondary students, parents and community members, and tribal representatives) at each such school;

(5) how the district will support each such school in addressing each of the domains of successful schools:

(A) curriculum;

(B) assessment policy and practice;

(C) instruction;

(D) school learning environment;

(E) professional development policy and practices;

(F) leadership; and

(6) how the district will work with the department to identify and obtain needed technical assistance and support.

(c) Upon approval by the department, the district will implement the plan. Each district improvement plan will be monitored and periodically reviewed by the department. If the schools in the district designated for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4 AAC 06.840(b) are not showing improvement, the department may require revisions to the district improvement plan under 4 AAC 06.872. (Eff. 11/23/2003, Register 168; am 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 8/20/2012, Register 203; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS14.03.123                      AS 14.07.030                      AS 14.50.080

4 AAC 06.852 is repealed:

**4 AAC 06.852. Technical Assistance.** Repealed. (Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 06.864 is repealed and readopted to read:

**4 AAC 06.864. Schools designated for comprehensive support and improvement.** (a)

The department must notify each district in the state that serves one or more schools designated for comprehensive support and improvement under 4 AAC 06.840(a) of such designation as described in 4 AAC 06.888.

(b) Upon receiving notice from the department, the district shall, for each school designated for comprehensive support and improvement, and in partnership with stakeholders (including principals and other school leaders, secondary students, teachers, parents and community members, tribal representatives, and at least one member selected by the department), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that

(1) is informed by all indicators described in 4 AAC 06.812-06.826, including student performance against long-term goals;

(2) includes evidence-based interventions;

(3) is based on a school-level needs assessment;

(4) identifies any resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;

(5) is approved by the school, district, and the department; and

(6) upon approval and implementation, is monitored and periodically reviewed by the department.

(c) The evidence-based interventions shall address each of the following domains of successful schools:

- (1) curriculum;
- (2) assessment policy and practice;
- (3) instruction;
- (4) school learning environment;
- (5) professional development policy and practices;
- (6) leadership.

If a school designated for comprehensive support and improvement was previously designated as a priority school, or if the school does not show improvement at the end of the first year of designation, the department may require the school to implement interventions such as

(1) adoption and implementation of reading and mathematics programs that are aligned to the state content standards adopted under 4 AAC 04.140 and specified blocks of time for instruction;

(2) processes in place to facilitate teaching staff having collaborative discussions of individual student progress at least weekly;

(3) regular use of assessments approved by the department that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instructional outcomes;

(4) establishing a school environment that improves school safety and discipline, and addresses students' social, emotional, and health needs, including implementation of a school-wide behavior plan; and

(5) school-level instructional management that provides professional development and technical assistance to staff, addresses instruction in the state content standards, and ensures that teachers are effective.

(d) With respect to any high school designated for comprehensive support for a low graduation rate under 4 AAC 06.840(a)(1)(B) that predominantly serves students

(1) returning to education after having exited secondary school without a regular high school diploma; or

(2) who, based on their grade or age, are significantly off track to accumulate sufficient academic credits to meet high school graduation requirements; the district may develop and implement a comprehensive support and improvement plan for the school that is informed by the graduation rate indicator and includes differentiated improvement activities that utilize evidence-based interventions related to the needs of the students served by the school.

(e) With respect to any high school designated for comprehensive support for a low graduation rate under 4 AAC 06.840(a)(1)(B) that has a total enrollment of less than 100 students, the department may permit the district to forgo implementation of improvement activities required under this section.

(f) A district may, but is not required to, choose to provide all students enrolled in a school identified for comprehensive support and improvement under 4 AAC 06.840 with the option to transfer to another public school served by the district. In providing students the option to transfer to another public school, the district shall give priority to the lowest-achieving

children from low-income families, as determined by district for the purposes of allocating funds to schools under Title I, Part A. A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school. A district shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school. A district may spend an amount equal to not more than 5 percent of its allocation under Title I, Part A to pay for the provision of transportation for students who transfer under this paragraph to the public schools to which the students transfer if the school is within 50 miles of the student's home and is connected by road.

(g) The department and district will assess the progress of each school designated for comprehensive support and improvement during each year of designation. Upon failure to exit comprehensive support and improvement status after three years, the department will initiate differentiated interventions based on need leading to increased levels of department oversight as described in 4 AAC 06.872. (Eff. 10/16/2013, Register 208; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.123                      AS 14.07.060                      AS 14.50.080

AS 14.07.020

4 AAC 06.868 is repealed and readopted to read:

**4 AAC 06.868. Schools designated for targeted support and improvement.** (a) The department must notify each district in the state that serves one or more schools designated for targeted support and improvement under 4 AAC 06.840 as described in 4 AAC 06.888. Upon receiving notice from the department, the district shall notify each school that is designated for



targeted support and improvement with respect to which subgroup or subgroups of students in such school are consistently underperforming as described in 4 AAC 06.840(b).

(b) The district in which each school designated for targeted support and improvement is located shall ensure that each school, in partnership with stakeholders (including principals and other school leaders, teachers, secondary students, parents and community members, and tribal representatives), locally develop and implement a targeted support and improvement plan for the school to improve student outcomes for each subgroup of students that was the subject of the designation, that

(1) is informed by all indicators described in 4 AAC 06.812 - 06.826, including student performance against long-term goals;

(2) includes evidence-based interventions;

(3) is based on a school-level needs assessment;

(4) identifies any resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of such targeted support and improvement plan;

(5) is approved by the district prior to implementation of the plan; and

(6) upon approval and implementation, is monitored and periodically reviewed by the district.

(c) Each school year, not later than October 1 and after consultation with and approval of the department, a district shall increase the level of intervention in the school designated for targeted support and improvement if the annual review of the performance of the students in the subgroup on the indicators described in 4 AAC 06.812 - 06.826, including student performance against long-term goals, shows that the subgroups for which the designation of targeted support

and improvement were based have not made significant progress. (Eff. 10/16/2013, Register 208; am 11/13/2014, Register 212; am \_\_/\_\_/\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.872 is repealed and readopted to read:

**4 AAC 06.872. State system of support and intervention.** (a) For purposes of determining the level of state support and oversight to be provided to a district, not later than October 1 of each year, the department will designate each district in the state as a tier I, tier II, or tier III district. A tier III district receives the most state support and oversight; a tier I district the least.

(b) (1) A district will be designated as tier III if it has at least one school designated for comprehensive support and improvement under 06.840(a)(1).

(2) A district will be designated as tier II if

(A) at least 25 percent of the schools in the district are designated for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840(a) or (b);

(B) at least 25 percent of the students in the district attend a school designated for targeted support and improvement under 4 AAC 06.840(b);

(C) an instructional or desk audit at the district or schools in the district demonstrates significant deficiencies in the domains identified in 4 AAC 06.845(b); or

(D) an instructional or desk audit at the district shows that one or more subgroups in the district is not making progress toward the subgroup's long-term goals or measures of interim progress under 4 AAC 06.815.

(c) The department will determine the level of support and state oversight of a district or a school within a district designated as tier II or tier III. In making this determination, the department will consult with the superintendent of the district in which the school is located and will consider:

(1) the performance of schools and subgroups in the district on the indicators within the Alaska school performance system, including whether the performance of schools or subgroups has improved or decreased over a period of years;

(2) a school's failure to exit comprehensive support and improvement status after three years;

(3) the number and percentage of schools in the district designated for comprehensive support and improvement or targeted support and improvement;

(4) the number and percentage of students in the district that attend schools designated for comprehensive support and improvement;

(5) the results of a review of resource allocations from state, local and federal funds used to support school improvement in schools identified for comprehensive or targeted support and improvement in the district;

(6) the results of any desk audit or instructional audit at the district or a school in the district, including any information provided by the superintendent of the district during the consultation with the superintendent during the audit; and

(7) other evidence that relates to the district's need for support and oversight.

(d) A district may request that the department conduct a desk audit or an instructional audit at one or more schools in the district, or of the district as a whole. As part of either the desk audit or instructional audit process, the department may require a school or district to provide additional information, including a self-assessment. To the extent permitted under federal law, the department may use federal programmatic funds allocated to the district to pay the cost of an instructional audit. If a district requests a desk or instructional audit, the department may require that the district pay some or all of the cost of the audit.

(e) After the department has determined under (c) of this section that a district, or a school within a district, would benefit from an increased level of support and state oversight, the department will send notice of this determination to the district in which the school is located. In the notice, the department will inform the district of the reasons for the designation and the timetable for implementation and amendment of the district improvement plan developed under 4 AAC 06.850. Not later than 30 days after receiving the notice, the district shall take action under the timetable as required by the department, and shall verify in writing to the department that it has taken that action.

(f) The state level of support and oversight provided by the department to a tier II or tier III district will be tailored to the needs of the district or a school. The department will provide technical assistance to a tier III district regarding the implementation of the district improvement plan at a school in the district, unless the commissioner determines that technical assistance is not required. The department may provide technical assistance to a tier II district. Technical assistance may be provided by department personnel or by a contractor, and may include a site visit. The department may redirect money from the district's funding under AS 14.17 to pay for services by a contractor that the commissioner determines are necessary under this section.

(g) The department may intervene in a school or district under AS 14.07.030(14) and (15), including redirecting funding or replacement of personnel with supervisory authority over the instructional practices at the school or district if

(1) a school's Alaska school performance system score that the department identified as a reason for implementing a program for improvement does not improve;

(2) a school or district is not meeting or making progress towards its long-term goals and measures of interim progress for either the all-students group or any individual subgroup;

(3) an instructional audit at the district reveals deficiencies in the district in the domains under 4 AAC 06.845(b); or

(4) a district or school does not fully and timely implement with commitment a program that is required under

(A) this section;

(B) a school improvement plan under 4 AAC 06.845;

(C) a district improvement plan under 4 AAC 06.850.

(h) In intervening in a school within a district, the commissioner may require the district to implement or amend evidence-based interventions in the school. The commissioner may

(1) determine the evidence-based interventions to be implemented at the school,

or

(2) choose to convene a strategic planning and support team that would be given authority to recommend and direct evidence-based interventions based upon the need and readiness of the school, as appropriate and as resources allow. The strategic planning and support team could include the Commissioner of Education or designee, department

program staff, district staff, school staff, parents, tribal representatives, community members, and regional school boards. Required interventions may involve one or more of the following:

- (A) external or internal independent review of student achievement data, curriculum effectiveness, instructional practices, school improvement priorities, behavioral supports, and community engagement efforts;
- (B) audit of resource allocation at the district or school level;
- (C) on-site evaluation of school improvement practices or mandatory off-site school improvement work sessions/interviews;
- (D) periodic distance or onsite stakeholder and department calls to assess and support school improvement efforts;
- (E) new comprehensive support and improvement plans written with department input and oversight;
- (F) assignment of a school improvement coach to a district or school;
- (G) more focused training or technical assistance;
- (H) district and department level direction of school improvement funds, other applicable federal funds, or other state or local funds toward required interventions such as cohesive professional development and leadership development;
- (I) replacement of teachers and principals; or
- (J) any other intervention allowable by law that is likely to improve student achievement and success.

(i) If a district fails to take the action required under this section, the commissioner may, after notice to the district and an opportunity for the district to respond, cause the district's

funding under AS 14.17 to be redirected to pay for the action or to a holding account for the district until the action is completed. Before requiring action under this subsection, the commissioner will consider the

- (1) comments from the superintendent and local school board of the district;
- (2) action taken by the district to improve the school;
- (3) number of years the school has been identified under this section; and
- (4) factors listed in (b) and (c) of this section.

(j) The department will undertake an action under (g) of this section only after

- (1) giving the district notice and opportunity to be heard;
- (2) consideration of alternatives; and
- (3) the department determines in writing that the action will likely increase student achievement at the school or district.

(k) The department will cease an intervention under AS 14.07.030 (14) or (15) at a district if each school designated for comprehensive support and improvement in the district meets the criteria under 4 AAC 06.840 to be exited from the designation of comprehensive support and improvement. A district may petition the department at any time to cease or continue an intervention taken by the department or a designation of a district as a tier III district under this section. In considering whether to grant a petition under this subsection, the department will consider the

- (1) factors described in (a) and (b) of this section; and
- (2) the public interest.

(l) A district may petition the department at any time to cease or continue an intervention taken by the department under this section. In considering whether to grant a petition under this subsection, the department will consider the factors described in (a) and (b) of this section; and public interest.

(m) Notwithstanding any other provision of this section, the department will not take action under this section unless it has reached a conclusion, after consideration of the evidence, that its action will likely improve student achievement.

(n) Compliance with this section does not necessarily constitute compliance with a district's other responsibilities for school or district improvement under 4 AAC 06.800 - 4 AAC 06.899. (Eff. 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

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

4 AAC 06.875 is amended to read:

**4 AAC 06.875. Opportunity to Review Data.** (a) The department [A DISTRICT] shall provide a notice to each district of the preliminary designations [DESIGNATION] for each school [TO A SCHOOL BEFORE THE FINAL DESIGNATION OF A SCHOOL] under 4 AAC 06.840 [4 AAC 06.835] before the final scores and designations are made available to the public. In the notice, the department [DISTRICT] shall include an opportunity for the district to review the school-level data, including state assessment data, on which the preliminary designation is based.



(b) If the **district** [PRINCIPAL OF A SCHOOL THAT RECEIVES A PRELIMINARY DESIGNATION UNDER 4 AAC 06.835(a)] believes that the preliminary designation is in error for statistical or other substantive reasons, the **district** [PRINCIPAL] may, within 10 **working** days after the **district** [SCHOOL] receives the preliminary designation **for the school**, [SUBMIT WRITTEN NOTIFICATION OF THE PRINCIPAL'S INTENT TO] provide supporting evidence to the **department** [DISTRICT]. [ALL EVIDENCE MUST BE PROVIDED TO THE DISTRICT NO LATER THAN 20 DAYS AFTER THE SCHOOL RECEIVES NOTICE OF THE PRELIMINARY DESIGNATION.] The **department** [DISTRICT] shall consider the evidence before making a recommendation to the commissioner regarding a final **score and** designation. The commissioner or the commissioner's designee will consider the recommendation and the evidence before deciding upon a final **score and** designation.

(c) Within **20** [30] **working** days after the **district** [SCHOOL] receives notice of the preliminary **score and** designation, and no later than **September 1** [THE FIRST DAY OF INSTRUCTION IN THE DISTRICT'S AUTUMN TERM, WHICHEVER IS EARLIER], the commissioner or the commissioner's designee will issue a final determination on the **score and** designation of a school for which the **district** [SCHOOL'S PRINCIPAL] provided supporting evidence in accordance with (b) of this section.

(d) Repealed 10/16/2013.

(e) Repealed 10/16/2013.

(f) Repealed 10/16/2013. (Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.880 repealed and readopted to read:

**4 AAC 06.880. Notice.** (a) The department shall notify each district in the state that serves one or more schools designated for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement of such designation under 4 AAC 06.840(b) not later than September 1 of each year per AS 14.03.123(a).

(b) If the department designates a school for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840, the district shall promptly notify the parents of each student enrolled in the school of the designation. The notice must include

(1) an explanation of what the designation means, and how the school compares in terms of academic achievement to other elementary and secondary schools served by the district and the state;

(2) the reasons for the designation; and

(3) an explanation of how parents can become involved in developing the school improvement plan to address issues that led to the designation.

(c) The district or school shall ensure that, regardless of the method or media used, it provides the information required by this section to parents

(1) in an understandable and uniform format, including alternative formats upon request; and

(2) to the extent practicable, in a language that parents can understand.

(d) The district or school shall provide information to parents through

(1) regular mail, electronic mail, or another direct means; and

(2) indirect means of dissemination, including the Internet, publications, broadcasting, and notices from public agencies serving students and their families.

(e) Communications must respect the privacy of students and their families.

(f) A district shall publish and disseminate to the parents of each student enrolled in the school, and to the public, information regarding any action taken by a school and the district to address the problems that led to designation of the school for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840, including

(1) an explanation of what the school is doing to address the problem of low performance or graduation rate;

(2) an explanation of what the district or department is doing to help the school address the problem of low performance or graduation rate; and

(3) if applicable, a description of specific interventions being undertaken by the district in a school under 4 AAC 06.864 or 4 AAC 06.868. (Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020

4 AAC 06.883 is amended to read:

**4 AAC 06.883. Jury service exemption.** A teacher employed by a school that is currently identified **for comprehensive support and improvement** [AS A ONE OR TWO STAR SCHOOL] under **4 AAC 06.840** [4 AAC 06.835] is eligible for the jury service

exemption described under AS 09.20.030(b). (Eff. 3/6/2015, Register 213; am \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 09.20.030 AS 14.07.020 AS 14.07.060

4 AAC 06.885 is repealed and readopted to read:

**4 AAC 06.885. School recognition.** (a) The department will recognize a school as a highest performing school if

(1) the school is in the highest 10 percent of all schools in the state on the Alaska school performance system score under 4 AAC 06.812 for two consecutive school years; and

(2) the school has met the school's measures of interim progress toward all applicable long-term goals under 4 AAC 06.815 for the most recent school year for all students and all subgroups under 4 AAC 06.830.

(b) The department will recognize a school as a high progress school if

(1) the school received an Alaska school performance system score under 4 AAC 06.812; and

(2) the school has met the school's measures of interim progress toward all applicable long-term goals under 4 AAC 06.815 for one or more subgroups for two consecutive school years.

(c) The department will publish the names of all schools recognized under this section and will provide those schools with rewards and opportunities. The district in which a school recognized under this section is located shall publish the name of the school within the district, and shall provide rewards to the school.

(d) For purposes of this section, the first year of school recognition will be for the 2019 - 2020 school year based on the Alaska school performance system scores for 2018 - 2019 and 2019 - 2020. (Eff. 7/9/2005, Register 175; am 8/1/2008, Register 187; am 10/16/2013, Register 208; am 3/19/2014, Register 209; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS14.03.123 AS 14.07.060 AS 14.50.080

AS14.07.020

4 AAC 06.888 is amended to read:

**4 AAC 06.888. Informal review of complaints.** (a) A person may file a complaint with the department alleging that the school district or the department has failed to comply with the requirements of the federal programs under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, 20 U.S.C. 6301 - 7981 [20 U.S.C. 6301 – 7941] (Elementary and Secondary Education Act), the provisions of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11431 - 11434A), AS 14.03.123, or 4 AAC 06.800 - 4 AAC 06.899, and seeking informal review under this section of those allegations. For a complaint to be reviewed, it must include

- (1) a statement describing the provision of law that the school district or department has allegedly violated;
- (2) a statement of the facts that the complainant alleges establish the violation;
- (3) the name and address of the complainant; and
- (4) documentation that shows that the complainant first presented the complaint to the school district, if the complaint alleges that the school district committed the violation.

(b) Within five days after receiving a complaint, the department will assign an investigator to conduct an informal review of the complaint. The investigator must be an employee of the department, may not have taken part in the action that is the subject matter of the complaint, and may not have a personal or financial interest in the subject matter of the complaint. In reviewing the complaint, the investigator may interview the complainant or employees of the respondent, and may request information and documents from the complainant or respondent that the investigator considers necessary for a complete review.

(c) Within 60 days after the date that the department assigned the investigator, the investigator shall submit, to the commissioner, complainant, and respondent, a written statement that

(1) the complainant did not provide complete information for the investigator to review, that the commissioner need not respond to the complaint, and that the investigator's recommendation does not bar the

(A) commissioner from taking additional action based on the information already received; or

(B) complainant from either submitting a new complaint with the additional necessary information or pursuing remedies available under state or federal law;

(2) the complainant's allegations, even if true, do not establish a violation of 20 U.S.C. 6301 – **7981** [7941], **42 U.S.C. 11431 - 11434A**, AS 14.03.123, or 4 AAC 06.800 - 4 AAC 06.899, that the commissioner need not respond to the complaint, and that the investigator's recommendation does not bar the

(A) commissioner from rejecting the investigator's recommendation and taking additional action; or

(B) complainant from pursuing remedies available under state or federal law; or

(3) a violation of 20 U.S.C. 6301 - 7981 [7941], 42 U.S.C. 11431 - 11434A, AS 14.03.123, or 4 AAC 06.800 - 4 AAC 06.899 is likely to have occurred, based on the information made available to the investigator, that if the respondent does not correct or stop the violation, the department may take additional action under state law, including the initiation of procedures to withhold funding under 20 U.S.C. 6301 - 7981 [7941] or AS 14.07.070 if the respondent is a school district, and that the investigator's recommendation does not bar the

(A) commissioner from rejecting or declining to act upon the investigator's recommendation; or

(B) complainant from pursuing remedies available under state or federal law. (Eff. Eff. 9/1/2006, Register 179; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.895 is repealed and readopted to read:

**4 AAC 06.895. Report card to the public.** (a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, on a form provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, on a form provided by the department.

(b) A school shall disseminate its School Report Card to the Public as required under AS 14.03.120(d). A district shall disseminate its School District Report Card to the Public and the School Report Card to the Public for each school in the district by providing required data to the department, posting the report cards on the Internet if the district maintains a website, and any other means of distribution the district chooses, not later than 30 days after the department has made all necessary data available to districts. Each district shall ensure that parents of students in each school in the district are notified of the location and availability of the School and District Report Cards to the Public. The report required under this section shall be written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

(c) The School Report Card to the Public must contain the number of students enrolled in the school, the Title I status of the school, and must provide the following information on accreditation:

(1) whether the school is accredited;

(2) if the school is accredited, the

(A) date of accreditation;

(B) name of the accrediting organization; and

(C) level of accreditation awarded by the accrediting organization for the year of the report.

(d) The School Report Card to the Public must include the following information for all students enrolled in the school, and the School District Report Card to the Public must include the following information for all students enrolled in the district:



(1) For purposes of accountability under 4 AAC 06.812, 4 AAC 06.815, 4 AAC 06.821, and 4 AAC 06.826, for all students and disaggregated by each subgroup of students described in 4 AAC 06.830,

(A) the number and percentage of full academic year students tested who achieved the proficient or advanced achievement level described in 4 AAC 06.739 or in 4 AAC 06.775(b) on the English language arts and mathematics assessments;

(B) if the participation rate as described in 4 AAC 06.820 is less than 95 percent, the number and percentage of 95 percent of the students enrolled on the first day of testing that achieved the proficient or advanced achievement level described in 4 AAC 06.739 or in 4 AAC 06.775(b) on the English language arts and mathematics assessments; and

(C) the number and percentage of students tested and not tested based on the number of full academic year students enrolled in tested grades on the first day of testing.

(2) For purposes of reporting for all students and disaggregated by each subgroup of students described in 4 AAC 06.830, gender, migrant status, homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty,

(A) the number and percentage of students tested who achieved each achievement level described in 4 AAC 06.739 on English language arts, mathematics, and science;

(B) if the participation rate as described in 4 AAC 06.820 is less than 95 percent, the number and percentage of 95 percent of the students enrolled on the first day

of testing that achieved each achievement level described in 4 AAC 06.739 on English language arts, mathematics, and science;

(C) the number and percentage of students tested and not tested based on the number of students enrolled in tested grades on the first day of testing; and

(D)

(i) for a district report card, a comparison between the number and percentage of students at each achievement level for the district with the number and percentage of students at each achievement level for the state as a whole; and

(ii) for a school report card, a comparison between the number and percentage of students at each achievement level for the school with the number and percentage of students at each achievement level for the district and the state as a whole;

(3) for purposes of accountability under 4 AAC 06.812 and 4 AAC 06.822, for all students and disaggregated by each of the subgroups of students as defined in 4 AAC 06.830, the number and percentage of students who made adequate growth in English language arts and mathematics as described in 4 AAC 06.822; and for purposes of reporting, for subgroups of homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty, the number and percentage of students who made adequate growth in English language arts and mathematics as described in 4 AAC 06.822;

(4) for purposes of accountability under 4 AAC 06.812, 4 AAC 06.815, and 4 AAC 06.825, for all students and disaggregated by each of the subgroups of students defined in 4 AAC 06.830, the four-year and five-year graduation rate as defined in 4 AAC 06.825; and for

purposes of reporting for subgroups of homeless status and status as a child in foster care, the four-year and five-year graduation rate as defined in 4 AAC 06.825;

(5) for purposes of accountability under 4 AAC 06.812, 4 AAC 06.815, and 4 AAC 06.823 the number and percentage of English learners in grades 1 - 12 who met the target for making progress in learning English; and for purposes of reporting, the number of English learners in grades K-12 achieving English language proficiency and meeting the exit criteria as defined in 4 AAC 34.055(d);

(6) for purposes of accountability, for all students and disaggregated by each of the subgroups of students, as defined in 4 AAC 06.830, the number and percentage of students identified as not chronically absent as described in 4 AAC 06.826(a) who were enrolled for at least half the school term, and for purposes of reporting, the number and percentage of students identified as chronically absent as described in 4 AAC 06.826(a) who were enrolled at least ten days in the school term;

(7) for purposes of accountability, for all students and disaggregated by each of the subgroups of students as defined in 4 AAC 06.830, the number and percentage of full academic year students tested in grade three who achieved the proficient or advanced achievement level described in 4 AAC 06.739 on the English language assessment; if the participation rate as described in 4 AAC 06.820 is less than 95 percent, the number and percentage of 95 percent of the full academic year grade three students enrolled on the first day of testing who achieved the proficient or advanced achievement level described in 4 AAC 06.739 on the English language arts assessment; and the number and percentage of grade three students tested and not tested based on the number of full academic year students enrolled in tested grades on the first day of testing;

(8) for purposes of accountability under 4 AAC 06.815, 4 AAC 06.821, 4 AAC 06.823, 4 AAC 06.825 and for purposes of reporting, for all students and disaggregated by each of the subgroups of students as defined in 4 AAC 06.830, a comparison between the performance under sections (d)(1)(A) and (d)(1)(B) for the school or district and the school's or district's and state's long-term goals and measures of interim progress for that year as determined under 4 AAC 06.815, including a determination of whether the school or district met the target as defined in 4 AAC 06.815(a)(3) for the all students group and each subgroup;

(9) the number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under 4 AAC 06.775(b), by grade and subject;

(10) for the School District Report Card to the Public, the most recent available academic achievement results in grades four and eight on the state's national assessments of educational progress reading and mathematics assessments under 4 AAC 06.710(3) compared to the national results, including

(A) the percentage of students at each achievement level reported in the aggregate; and

(B) the participation rates for students with disabilities and for student who are English Learners.

(11) information submitted by the department and each district in the state, in accordance with the Office for Civil Rights data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), on

(A) rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidences of violence, including bullying and harassment; and

(B) the number and percentage of students enrolled in

(i) preschool programs; and

(ii) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.

(12) the professional qualifications of teachers in the district and each school, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of

(A) inexperienced teachers, principals, and other school leaders;

(B) teachers teaching with emergency or provisional credentials; and

(C) teachers who are not teaching in the subject or field for which the teacher is certified.

(13) the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures of federal, state, and local funds, disaggregated by source of funds, for each district and each school in the district for the preceding fiscal year.

(14) where available, for each high school in the district, and beginning with the report card prepared under this paragraph for the 2017 - 2018 school year, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in 4 AAC 06.830), at which students who graduate from the high school enroll for the first academic year that begins after the students' graduation:

(A) in programs of public postsecondary education in the state; and

(B) if data are available and to the extent practicable, in programs of private postsecondary education in the state or programs of postsecondary education outside the state.

(e) Repealed 10/9/2015.

(f) Each School and District Report Card to the Public must contain

(1) a clear and concise description of the state's accountability system as described in 4 AAC 06.812 - 826; and

(2) the methods and timeline for designating schools for comprehensive support and improvement or targeted support and improvement and for exiting the schools from those designations under 4 AAC 06.840. Each district report card must contain the number, percentage, and names of all public schools in the district designated for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840. The School Report Card to the Public must include information for the school, and the School District Report Card to the Public must include information for all schools in the district, regarding school designations and other indicators, as follows:

(A) the Alaska school performance system score, if applicable, under 4 AAC 06.812 and the designation of each school in the district under 4 AAC 06.840 and for districts, the number and percentage of schools that have been designated for comprehensive support and improvement or targeted support and improvement;

(B) whether a school in the district has been designated persistently dangerous under 4 AAC 06.200;

(C) the attendance rate for all students and for each subgroup under 4 AAC 06.830; (4) the retention rate for students in grades K-8;

(D) the dropout rate for students in grades seven through twelve; and

(E) the rate of enrollment change due to transfers.

(g) A report under this section may not include the information otherwise required by law if the number of students in a category is so small that the results would reveal personally identifiable information about an individual student. Results of the state assessments may not be reported if fewer than five students are tested.

(h) In providing the description of student, parent, community, and business involvement in student learning, as required by AS 14.03.120(d)(4), each school shall state

(1) the number and percentage of students responding to the teacher evaluation survey;

(2) the number and percentage of parents responding to the teacher evaluation survey;

(3) the number of school-business or interagency partnerships the school has entered into under a written agreement;

(4) the average number of volunteer-hours a week spent in the school by parents and other members of the community;

(5) a narrative description of the results of parental, community, or business involvement, as identified by the school; and

(6) any other information the school wishes to provide on this subject.

(i) Each school shall compute the information required by AS 14.03.120(d)(5) and this section as follows:

(1) the attendance rate is a fraction, expressed as a percent, the numerator of which is the aggregate daily attendance during the regular school year, and the denominator of which is the aggregate daily membership for the school year; the aggregate daily attendance is the sum of the days present for all students when school is in session during the school year; the aggregate daily membership is the sum of the days present and absent for all students when school is in session during the school year; in-service days are not included in the computation; for the purposes of this paragraph, a student is considered present if physically present at the school or engaged in a school activity even if the activity is away from the school;

(2) for kindergarten through grade eight, the retention rate is computed by dividing the number of students being retained on the last day of school by the membership on the last day of the school year;

(3) for grades 7 - 12, the dropout rate is a fraction, the numerator of which is the number of students who have dropped out in the current school year, and the denominator of which is the number of students enrolled in grades 7 - 12 on October 1 of the current school year;

(j) In providing the information required by AS 14.03.120(d)(6), each school shall provide the information on student transfers into and out of the school itself. Each school shall compute the information required by AS 14.03.120(d)(6) as follows:

(1) the annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the current school year and the October 1 enrollment from the previous school year and dividing by the October 1 enrollment from the previous school year, the result being expressed as a percentage;

(2) the annual percent of enrollment change due to student transfers is computed by subtracting from one the quotient derived by dividing the number of students enrolled at least



170 days or the number of student days in the approved school calendar, whichever is less, in the school by the total number of students enrolled at least one day in the school.

(k) In preparing the comment summaries required by AS 14.03.120(e) to be reported to the department, each school shall state the number of persons commenting, indicate whether comments are from students, parents, or other members of the community, and succinctly set out the gist of the comments, both negative and positive ones.

(l) In this section,

(1) "current school year" means the school year for which the report card is made;

(2) "district" has the meaning given in AS 14.17.990;

(3) "dropout" means an individual who was enrolled in the district at some time during the school year whose enrollment terminated; "dropout" does not include an individual who

(A) graduated from high school or completed a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities;

(B) transferred to another public school district, private school, or state- or district-approved education program that terminates in a regular diploma;

(C) is temporarily absent due to suspension;

(D) is temporarily absent due to an illness or a medical condition; or

(E) died.

(4) "performance score" means the score calculated under 4 AAC 06.812;

(5) "previous school year" means the school year immediately before the school year for which the report is made;

(6) "school year" means the 12-month period beginning July 1 of each year and ending June 30 of the following year;

(7) "students from families on active military duty" means students whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

(n) For the purposes of AS 14.03.120(d) and (e), AS 14.03.123, and this section,

(1) "program" means an identifiable set of educational services that a district delivers to students who are not enrolled at a school facility to receive those educational services;

(2) "school" means an educational institution operated by a district and administered as an independent unit within the district, regardless of whether the school is housed in a facility separate from other units that does not include an educational program within a district, as designated by the district; and includes a correspondence school, whether designated a program or a school. (Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am 3/6/2015, Register 213; am 10/9/2015, Register 216; am 2/5/2017, Register 221; am \_\_/\_\_/\_\_\_\_)

**Authority:** AS 14.03.120 AS 14.07.020 AS 14.50.080

AS 14.03.123 AS 14.07.060

4 AAC 06.899 is amended to read:

**4 AAC 06.899. Definitions.** In 4 AAC 06.800 - 4 AAC 06.899, unless the context requires otherwise,

(1) "African-American" means a person having origins in any of the Black racial groups of Africa;

(2) "Alaska Native" means a person who is a descendant of, and who has at least one-quarter blood derived from,

(A) a member of the aboriginal peoples inhabiting the state when annexed to the United States; or

(B) an American Indian or Eskimo who, after 1867 and before June 30, 1952, migrated into the state from Canada.

(3) "American Indian" means a person having origins in any of the aboriginal peoples of North and South America, including Central America, and who maintains cultural identification through tribal affiliation or community recognition; "American Indian" does not include an Alaska Native;

(4) "Asian or Pacific Islander" means a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands;

(5) "economically disadvantaged student" means a student who is eligible for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals;

(6) repealed 2/5/2017;

(7) "Hispanic" means a person who traces the person's origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race;

(8) "migrant status" means a migratory child as defined in 20 U.S.C. 6399(3).  
[PERSON WHO IS, OR WHOSE PARENT OR SPOUSE IS, A MIGRATORY AGRICULTURAL WORKER, INCLUDING A MIGRATORY DAIRY WORKER OR A MIGRATORY FISHER, AND WHO, IN THE PRECEDING 36 MONTHS, IN ORDER TO

OBTAIN, OR ACCOMPANY THE PERSON'S PARENT OR SPOUSE, IN ORDER TO OBTAIN, TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURAL OR FISHING WORK

(A) HAS MOVED FROM ONE SCHOOL DISTRICT TO ANOTHER;

OR

(B) RESIDES IN A SCHOOL DISTRICT OF MORE THAN 15,000 SQUARE MILES, AND MIGRATES A DISTANCE OF 20 MILES OR MORE TO A TEMPORARY RESIDENCE TO ENGAGE IN A FISHING ACTIVITY;]

(9) "parent" means a biological, adoptive, or foster parent, or an adult who acts as a guardian of a child and makes decisions related to the child's safety, education, and welfare;

(10) Repealed 10/16/2013;

(11) "statewide student assessment system" or "state assessments" means the assessments described in 4 AAC 06.710;

(12) "student with a disability" has the meaning given "child with a disability" in AS 14.30.350; "student with a disability" includes all students who are under or eligible for an individualized education program under AS 14.30.278;

(13) "**English learner**" ["STUDENT WITH LIMITED ENGLISH PROFICIENCY"] has the meaning given ["LIMITED ENGLISH PROFICIENT PUPIL" OR "LEP PUPIL"] in 4 AAC 34.090; "**English learner**" ["STUDENT WITH LIMITED ENGLISH PROFICIENCY"] includes students who are currently served or eligible to be served under 4 AAC 34.055;

(14) "White" means a person having origins in any of the original peoples of Europe, North Africa, or the Middle East;

(15) Repealed 10/3/2011;

(16) "emigre" means a student formerly enrolled in the school for whom the school has written documentation that the student is no longer enrolled because the student emigrated to another country;

(17) "students of two or more races" means students who primarily identify their heritage with more than one of the subgroups "African-Americans," "Alaska Natives," "American Indians," "Asians or Pacific Islanders," or "Whites";

(18) "Alaska school performance system [INDEX]" means the system [INDEX] described in 4 AAC 06.812;

(19) "desk audit" means a review of student learning data at the school or district, including consultation with the superintendent of the district in which the school is located;

(20) "instructional audit" means a review of the instructional policies, practices, and methodologies of the district or one or more schools within the district; an instructional audit may include a review of the district's or school's

(A) curriculum, including whether the curriculum is aligned with the state's standards and grade level expectations adopted in 4 AAC 04.140;

(B) assessment policy and practice;

(C) instruction;

(D) school learning environment;

(E) professional development policy and practices; and

(F) leadership;

(21) "school"

(A) has the meaning given “public school” in AS 14.60.010, except as provided in (C) of this paragraph;

(B) includes

- (i) an alternative school within the meaning given in 4 AAC 09.990;
- (ii) a charter school established under AS 14.03.250 - 14.03.290;
- (iii) a district correspondence program financed under AS 14.17.430;
- (iv) the state boarding school established under AS 14.16;
- (v) a school for the blind, school for the deaf, or other special mission school; and
- (vi) a school located in a youth correctional facility;

(C) does not include a citizenship night school;

(22) ["STAR RATING" MEANS THE NUMBER OF STARS AWARDED TO A SCHOOL UNDER 4 AAC 06.835 BASED ON THE SCHOOL'S ALASKA SCHOOL PERFORMANCE INDEX SCORE;]

(23) "student learning data" has the meaning given in 4 AAC 19.099.

(24) "alternative school" means a school that is specifically designed to exclusively serve secondary-school students who are at high risk of failing to graduate because of credit deficiencies, below-proficient academic performance, a history of low attendance, a history or high risk of dropping out, or other barriers to graduation; in this paragraph, "below-proficient academic performance" means obtaining an achievement level on a standards-based assessment under 4 AAC 06.739 that does not meet standards.

**(25) "full academic year" means continuous enrollment between October 1 and the first date of the administration of the standards-based test under 4 AAC 06.737;**

**(26) "evidence-based" means an activity, strategy, or intervention that: (A) demonstrates a statistically significant effect on improving student outcomes based on (i) strong evidence from at least one well-designed and well-implemented experimental study; (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study or (iii) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for bias; or (B) (i) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (ii) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.**

**(27) "valid score" means a scale score and an achievement level under 4 AAC 06.739 or 4 AAC 06.775(b);**

**(28) "natural grade progression" means the student has progressed to the next consecutive grade level in the current school year from the previous school year.** (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 4/6/2016, Register 218; am 2/5/2017, Register 221; am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.03.123                      AS 14.07.060                      AS 14.50.080

AS 14.07.020

4 AAC 12.300(g) is amended to read:

(g) Unless otherwise provided in this section, fees must be paid at the time of application and are nonrefundable. The fee for

(1) initial issuance of a teacher certificate, including all endorsements, is \$200, plus the cost of a criminal history background check required under (b)(4) of this section;

(2) renewal of a teacher certificate, including all endorsements, is \$200, plus the cost of a criminal history background check required under 4 AAC 12.405(b);

(3) addition or deletion of [AN] endorsements, other than at the time of initial issuance of the certificate is **\$100** [\$200];

(4) a certified copy of a teacher certificate is \$25; and

(5) each nonacademic credit is \$50 payable at the time supporting documentation required by 4 AAC 12.410(a) is submitted to the department. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 176; am 9/20/2006, Register 179; am 6/7/2015, Register 214; am 4/24/2016, Register 218; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060          AS 14.20.020          AS 14.20.030  
AS 14.20.010

4 AAC 19.055 is amended to read:

A[BEGINNING JULY 1, 2016, A] district shall report to the department not later than September 15 of each calendar year on a form prescribed by the department the number [and percentage] of tenured and non-tenured teachers, administrators, and special service providers in **each school in** the district during the preceding school year who

(1) exceeded the district's performance standards under AS 14.20.149(b)(4);



(2) were on a plan of improvement under AS 14.20.149(b)(6);

(3) were receiving district support on a plan of professional growth under 4 AAC 19.010(h);

(4) were non-retained under AS 14.20.175;

(5) were dismissed under AS 14.20.170; [OR]

(6) were 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 before the plan of improvement could begin;

**(7) met the district's performance standards;**

**(8) were not reported in (1) through (7) above; and**

**(9) were employed by the district at any time during the school year.** (Eff.

2/16/2013, Register 205; am 10/9/2015, Register 216; am 10/9/2016, Register 220; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 33.505 is repealed:

**4 AAC 33.505. Public school growth and proficiency index.** Repealed. (Eff.

12/02/2012, Register 204; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

4 AAC 33.540 is repealed:

**4 AAC 33.540. Qualification.** Repealed. (Eff. 12/24/2006, Register 180; am 8/1/2008, Register 187; am 12/2/2012, Register 204; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

4 AAC 34.055 is amended to read:

**4 AAC 34.055. Plan of Service.** (a) Each school district that enrolls **English learners** [LIMITED ENGLISH PROFICIENT (LEP) PUPILS] shall administer a state-approved assessment for identification of English language proficiency to all **students** [PUPILS] who may be **English learners** [LEP PUPILS] but have not been identified as **English learners** [LEP PUPILS]. The district is responsible for taking appropriate steps to develop **English learners'** [LEP PUPILS] English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards. In addition, each school district with a school that is attended by at least eight **students who are English learners** [LEP PUPILS] shall

(1) prepare a plan of service for **English learners** [LEP PUPILS]; the school district may designate the effective dates of the plan of service, which may be for up to five school years;

(2) file a plan of service by **July 1** [APRIL 15] of the year in which the district enrolls eight or more **English learners** [LEP PUPILS] in a school or the year in which the existing plan of service expires;

(3) implement the plan of service in the school year following the [YEAR OF] submission; and

(4) file changes to an existing plan of service with the department before implementation of the change.

(b) The plan required under (a) of this section must provide for the following:

(1) a statement of the district's educational goals and instructional methodology;

(2) the district's plan of identification of all **students** [PUPILS] who are or who may be **English learners, according to the standardized statewide entrance procedures** [LEP

PUPILS], which must include the use of a state-approved assessment for identification of English language proficiency;

(3) the district's procedure for assessing the educational progress of **English learners** [LEP PUPILS];

(4) the district's program of services and instructional model for **English learners** [LEP PUPILS];

(5) an identification of **instructional** [INSTRUCTION] staff and educational resources;

(6) the district's process for monitoring the academic progress of former **English learners** [LEP PUPILS] for **four** [TWO] years after they are no longer identified as **English learners** [LEP PUPILS];

(7) the district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification;

(8) parent and community involvement.

(c) The commissioner will approve an English language proficiency assessment that tests an **English learner's** [LEP PUPIL'S] proficiency under the English language proficiency standards adopted by reference in 4 AAC 04.155. A district shall annually administer, between February 1 and March 31 of each school year, the state-approved assessment of English language proficiency to all **students** [PUPILS] who have been identified as **English learners** [LEP PUPILS].

(d) If under (b) and (c) of this section, a district identifies a **student** [PUPIL] as an **English learner** [LEP PUPILS] eligible for services under this chapter, that pupil remains

identified as an **English learner** [LEP PUPILS] until the **student** [PUPIL] obtains, on tier B or tier C of the assessment approved by the commissioner under (c) of this section [A]

(1) **an overall** composite score of **4.5** [5.0] or higher; and

(2) **a** score of 4.0 or higher in each of the tested domains of reading, [WRITING], speaking, and listening, **and a score of 3.8 or higher in the tested domain of writing.**

(e) A district shall monitor the academic progress of each **student** [PUPIL] who had been identified as an **English learner** [LEP PUPIL] for two years after the **student** [PUPIL] is no longer identified as an **English learner** [LEP PUPIL]. A former **English learner** [LEP PUPIL] is not required to participate in the annual English language proficiency assessment unless the district determines that a student's failure to make academic progress may be a result of a lack of English language proficiency and the **student** [PUPIL] may need to be re-identified as an **English learner** [LEP PUPIL].

(f) Repealed 10/16/2013. (Eff. 1/14/78, Register 65; am 8/15/78, Register 67; am 6/28/87, Register 102; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 8/29/2004, Register 171; am 12/7/2004, Register 172; am 2/18/2007, Register 181; am 7/13/2012, Register 203; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

Authority: AS 14.07.060    AS 14.17.420    AS 14.30.410

4 AAC 34.090 is amended to read:

**4 AAC 34.090. Definitions.** (a) In this chapter, unless the context requires otherwise,

(1) "district" or "school district" means a city and borough school district or regional educational attendance area;

(2) "**English learner**" ["LIMITED ENGLISH PROFICIENT PUPIL" OR "LEP

PUPIL"] means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; **or** [AND]

**(iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;**

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain an achievement level that meets standards, as described in 4 AAC 06.739, on the state assessments in English language arts, **mathematics, and science** under 4 AAC 06.737;

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;

(3) "school that is attended by at least eight **English learners** [LEP PUPILS]"

means any school, elementary, middle, or any combination secondary school with eight or more **English learners** [LEP PUPILS] in regular daily attendance;

(4) "Alaska Native" has the meaning given in 4 AAC 06.899;

(5) "American Indian" has the meaning given in 4 AAC 06.899;

(6) "outlying area" has the meaning given in 20 U.S.C. 7801(36) [(30)]

(Elementary and Secondary Education Act); the definition of "outlying area" set out in 20 U.S.C. 7801(36) [(30)], as revised as of **December 10, 2015** [JANUARY 8, 2002], is adopted by reference.

(b) In AS 14.30.410 and this chapter, "department" means the department of education and early development.

(c) In AS 14.30.400, "bilingual-bicultural education program" means a program of instruction in elementary or secondary education that is designed for **English learners** [CHILDREN OF LIMITED ENGLISH SPEAKING ABILITY AND WHOSE PRIMARY LANGUAGE IS OTHER THAN ENGLISH]. (Eff. 12/29/76, Register 60; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 6/30/2013, Register 206; am 4/6/2016, Register 218, Am. \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.30.410

## McCormick, Melissa L (EED)

---

**From:** eed.webmaster@alaska.gov  
**Sent:** Wednesday, May 23, 2018 4:16 PM  
**To:** McCormick, Melissa L (EED)  
**Subject:** Comments on Regs

Name: Dorothy Orr  
E-Mail: dorr@gci.net  
Telephone: 907-333-1613  
Commenting on: 4 AAC 06.845-06.872

My Comments: Dear State School Board Members, I have become aware that the State Board of Education and Early Development is seeking public comment regarding proposed regulations implementing accountability and school support and improvement systems for schools and districts in Alaska for our state plan.

Now that health education and physical education have been elevated in the Every Student Succeeds Act (ESSA) as part of a student's well-rounded education, I'm excited about the opportunities that we have in Alaska to prepare our students to be healthy and active for a lifetime. Since these subjects are now eligible for federal education funding under Titles I, II and IV of ESSA, I'd welcome the opportunity to discuss my ideas with you about how our state foster a supportive learning environment and improve student success.

In March, Congress appropriated \$1.1 billion for Title IV, Part A of ESSA for the upcoming school year, which supports a well-rounded education, safe and healthy students programs, and technology. Both health and physical education are specifically identified as priorities within this new state block grant. This is a significant increase over the mere \$400 million that was allocated for FY17, making this a huge opportunity for our districts and students!

Measuring chronic absenteeism is part of our state accountability plan. Alaska's Education Challenge recommends that schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.

Research has shown that participating in regular physical activity and physical education class that provides moderate to vigorous physical activity reduces discipline referrals and improves student attendance, test scores, behavior, and motivation to learn – all factors which may help reduce chronic absenteeism.

Evidence also shows that skills-based health education reduces student participation in behaviors such as smoking, heavy drinking, school misbehavior and violence. It also develops a student's ability to manage stress, incidents of bullying, and peer pressure. Again, these are behaviors which may help reduce chronic absenteeism.

One of Alaska's Education Challenge's Strategic Priority recommends that schools identify and articulate the knowledge, skills, and behavioral attributes necessary for all students to succeed in a rapidly changing world, while valuing cultural and traditional knowledge, civic responsibility, and student interests, passions, and goals. Physical education state and national standards address these points in their goals and objectives. Because of the hands-on, practical and cooperative nature of physical education classes that follow state and national standards, learning is student-centered, ensuring that instruction is relevant, experiential, culturally responsive, and interest-based for all students.

It is a no-brainer that we should be supporting our health and physical education programs using our ESSA funding. Health and physical education, while not specifically addressed in Alaska's ESSA plan, can contribute to meeting the goals set forth in Alaska's Education Challenge Strategic Priorities, and, therefore, have the potential to impact our students for years to come.

Dorothy Orr  
SHAPE Alaska member

## McCormick, Melissa L (EED)

---

**From:** Miller\_Shasta <miller\_shasta@asdk12.org>  
**Sent:** Monday, May 21, 2018 8:17 AM  
**To:** McCormick, Melissa L (EED)  
**Subject:** 4 AAC 06.845-06.872

Dear Board Members,

It is my understanding that the State Board of Education and Early Development, is seeking public comment regarding proposed regulations required to implement accountability and school support and improvement systems for schools and districts in Alaska, as specified in ESSA and Alaska's state plan.

Now that health education and physical education have been elevated in the Every Student Succeeds Act (ESSA) as part of a student's well-rounded education, I'm excited about the opportunities that we have in Alaska to prepare our students to be healthy and active for a lifetime. Since these subjects are now eligible for federal education funding under Titles I, II and IV of ESSA, I'd welcome the opportunity to discuss my ideas with you about how our state foster a supportive learning environment and improve student success.

In March, Congress appropriated \$1.1 billion for Title IV, Part A of ESSA for the upcoming school year, which supports a well-rounded education, safe and healthy students programs, and technology. Both health and physical education are specifically identified as priorities within this new state block grant. This is a significant increase over the mere \$400 million that was allocated for FY17, making this a huge opportunity for our districts and students!

Measuring chronic absenteeism is part of our state accountability plan. Alaska's Education Challenge recommends that schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.

Research has shown that regular participation in physical activity and physical education class reduces discipline referrals and improves student attendance, test scores, behavior, and motivation to learn. Regular physical activity has even been shown to reduce incidence of depression and anxiety.

Evidence indicates that skills-based health education reduces student participation in high-risk behavior, such as smoking, heavy drinking, school misbehavior and violence. It also develops a student's ability to manage stress, incidents of bullying, and peer pressure.

One of Alaska's Education Challenge's Strategic Priority recommends that schools identify and articulate the knowledge, skills, and behavioral attributes necessary for all students to succeed in a rapidly changing world, while valuing cultural and traditional knowledge, civic responsibility, and student interests, passions, and goals. Physical education state and national standards address these points in their goals and objectives. The hands-on, practical, and cooperative nature of standards-based physical education classes promote student-centered learning, ensuring that instruction is relevant, experiential, culturally responsive, and interest-based for all students.

It is a no-brainer that we should be supporting our health and physical education programs using our ESSA funding, which has the potential to impact our students for years to come.

Please include health and physical education programs in Alaska's state plan.

Sincerely,

Shasta Miller

SHAPE (Society of Health and Physical Educators) Alaska member

Shasta Miller, M.A. Ed

Physical Education Teacher

South Anchorage High School

miller\_shasta@asdk12.org

www.southpe.com



## McCormick, Melissa L (EED)

---

**From:** eed.webmaster@alaska.gov  
**Sent:** Sunday, May 20, 2018 12:28 PM  
**To:** McCormick, Melissa L (EED)  
**Subject:** Comments on Regs

Name: Nancy Blake  
E-Mail: nblake@mtaonline.net  
Telephone: 907-373-4053  
Commenting on: 4 AAC 06.845-06.872

My Comments: It is my understanding that the State Board of Education and Early Development, is seeking public comment regarding proposed regulations required to implement accountability and school support and improvement systems for schools and districts in Alaska, as specified in ESSA and Alaska's state plan.

Now that health education and physical education have been elevated in the Every Student Succeeds Act (ESSA) as part of a student's well-rounded education, I'm excited about the opportunities that we have in Alaska to prepare our students to be healthy and active for a lifetime. Since these subjects are now eligible for federal education funding under Titles I, II and IV of ESSA, I'd welcome the opportunity to discuss my ideas with you about how our state foster a supportive learning environment and improve student success.

In March, Congress appropriated \$1.1 billion for Title IV, Part A of ESSA for the upcoming school year, which supports a well-rounded education, safe and healthy students programs, and technology. Both health and physical education are specifically identified as priorities within this new state block grant. This is a significant increase over the mere \$400 million that was allocated for FY17, making this a huge opportunity for our districts and students!

Measuring chronic absenteeism is part of our state accountability plan. Alaska's Education Challenge recommends that schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.

Research has shown that regular participation in physical activity and physical education class reduces discipline referrals and improves student attendance, test scores, behavior, and motivation to learn. Regular physical activity has even been shown to reduce incidence of depression and anxiety.

Evidence indicates that skills-based health education reduces student participation in high-risk behavior, such as smoking, heavy drinking, school misbehavior and violence. It also develops a student's ability to manage stress, incidents of bullying, and peer pressure.

One of Alaska's Education Challenge's Strategic Priority recommends that schools identify and articulate the knowledge, skills, and behavioral attributes necessary for all students to succeed in a rapidly changing world, while valuing cultural and traditional knowledge, civic responsibility, and student interests, passions, and goals. Physical education state and national standards address these points in their goals and objectives. The hands-on, practical, and cooperative nature of standards-based physical education classes promote student-centered learning, ensuring that instruction is relevant, experiential, culturally responsive, and interest-based for all students.

It is a no-brainer that we should be supporting our health and physical education programs using our ESSA funding, which has the potential to impact our students for years to come.

Please include health and physical education programs in Alaska's state plan.

Sincerely,  
Nancy Blake,  
Alaskan Physical Educator and SHAPE Alaska member

## McCormick, Melissa L (EED)

---

**From:** Sarah Ferrency <ferrencys@sitkaschools.org>  
**Sent:** Wednesday, May 2, 2018 2:33 PM  
**To:** McCormick, Melissa L (EED)  
**Subject:** Public Comment ESSA regs

Hi Melissa,

I tried to submit the following comments on 4 AAC 06.812-06.840 in the online system (<https://education.alaska.gov/regs/comment.cfm>), but when I hit "Submit" I got a 5404 Notice, so I'm not sure if they went through. Please forgive me if you got them three times, and if you didn't, then your system isn't accepting comments! Thank you for your work on this.

I have two comments on the calculation of accountability scores. One, I think DEED should have created separate calculations for grade bands of common schools. I know they did K-6 and 7-12, but there should be a separate 6-8 calculation, because when you weight the K-6 and the 7-12 indicators, you end up using the same indicators for every grade level yet some count for more at grade 6 than at grade 7&8 or vice versa. For example, Student Growth in each subject counts for 21.1% at grade 6 and 25% at grades 7&8, and Achievement counts at 15.88% at grade 6 and 12.5% at grades 7&8, because we have to eliminate the indicators that don't apply (grad rate and grade 3 ELA).

My second comment is that I am concerned that 60% of a 9-12 school's accountability is based on the academic performance of 9th grade students. It seems to discount everything else the school does until graduation.

Thank you for taking comments.

Sarah Ferrency  
Co-Assistant Superintendent  
Sitka School District  
(907)966-1264  
Fax: (907)966-1260

## McCormick, Melissa L (EED)

---

**From:** Alaska Online Public Notices <noreply@state.ak.us>  
**Sent:** Wednesday, May 2, 2018 1:39 PM  
**To:** McCormick, Melissa L (EED)  
**Subject:** New Comment on NOTICE OF PROPOSED CHANGES TO REGULATIONS RELATED TO SCHOOL AND DISTRICT ACCOUNTABILITY, IMPROVEMENT AND REPORTING; EDUCATOR AND PARAPROFESSIONAL QUALIFICATIONS; ENGLISH LEARNER IDENTIFICATION; AND OTHER CONFORMING REGULATIONS TO IMPLEME...

A new comment has been submitted on the public notice [NOTICE OF PROPOSED CHANGES TO REGULATIONS RELATED TO SCHOOL AND DISTRICT ACCOUNTABILITY, IMPROVEMENT AND REPORTING; EDUCATOR AND PARAPROFESSIONAL QUALIFICATIONS; ENGLISH LEARNER IDENTIFICATION; AND OTHER CONFORMING REGULATIONS TO IMPLEMENT THE](#).

### Submitted:

5/2/2018 1:38:34 PM

Carolyn Heflin  
[cheflin@bssd.org](mailto:cheflin@bssd.org)

Unalakleet, AK, US  
Anonymous User

### Comment:

(3) (A) A student who scored at the proficient or advanced level in the previous year will be considered to have made adequate growth by retaining or improving the student's achievement level in the current year.

It is my understanding from the language above is that if a student moves from Advanced to Proficient between two PEAKS testing cycles, accountability points in adequate growth will be lost due to this change. I disagree with this premise. I am of the professional opinion that a change from Advanced to Proficient does not mean that the student did not make "adequate" growth. The student demonstrated the understanding of a grade level's standards taught in the year as evidenced by scoring a Proficient. The school should not receive less adequate growth points for a year of successful student learning by that student.

---

You can review all comments on this notice by [clicking here](#).

[Alaska Online Public Notices](#)

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

**May 31, 2018**

**From: Michael Johnson, Commissioner**

**Agenda Item: 8**

---

**◆ ISSUE**

The board is being asked to approve five measurable goals that were developed from the Alaska's Education Challenge work in partnership with key education association leaders. The five measurable goals are:

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

**◆ BACKGROUND**

- Over the past several months, Commissioner Johnson has been hosting meetings with key education association leaders to focus the Alaska's Education Challenge work on specific goals. These leaders include Tim Parker with NEA-Alaska, Norm Wooten with the Association of Alaska School Boards, Lisa Parady with the Alaska Council of School Administrators, Sheryl Weinberg with Alaska's Educational Resource Center, Rick Caulfield with the University of Alaska Southeast, and Sarah Sledge with the Coalition for Education Equity.
- In order to meet Alaska's educational challenges, the group developed a plan around three components:
  1. A call to action: Shared Commitments
    - Increase Student Success
    - Support Responsible & Reflective Learners
    - Cultivate Safety & Well-Being
  2. A focus of efforts: Measurable Goals
  3. A prioritization of change: Targeted Strategies
    - 13 committee recommendations
    - Additional strategies in Alaska's Every Student Succeeds Act plan
- The five measurable goals are new. They provide the necessary link between the strategies and commitments, and focus the strategies and commitments on the areas that are the most likely to improve student outcomes.
- Commissioner Johnson will be present to brief the board.

**◆ OPTIONS**

Approve the five measurable goals.

Amend the five measurable goals and approve the amended goals.

Seek more information.

**◆ ADMINISTRATION’S RECOMMENDATION**

Approve the five measurable goals.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Alaska’s Education Challenge five measurable goals. The goals are:

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

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

**May 31, 2018**

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

**Agenda Item: 9**

---

**◆ ISSUE**

The board is being asked to approve changes and additions to the Mt. Edgecumbe Curriculum.

**◆ OPTIONS**

Approve the Mt. Edgecumbe Curriculum.

Amend the Mt. Edgecumbe Curriculum.

Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the Mt. Edgecumbe Curriculum.

**◆ SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the changes and additions to the Mt. Edgecumbe Curriculum.

### ***5.5a Curriculum Development***

#### **The State Board of Education & Early Development shall:**

- a) articulate Mt. Edgecumbe High School's educational philosophy and goals through Board policy and approve instructional objectives which reinforce the school's philosophy and goals;
- b) adopt all curriculum and graduation requirements;
- c) review the educational programs to be offered to Mt. Edgecumbe High School's students;
- d) approve instructional materials and resources to be used in Mt. Edgecumbe High School's curriculum; and
- e) review the instructional program and evaluate the education received by students using available data including results of state student assessments.

#### **CURRICULUM DEVELOPMENT AND EVALUATION**

The State Board of Education, with the counsel of the MEHS advisory board,  
~~The State Board~~ shall provide a comprehensive instructional program to serve the educational needs of the district's students. The State Board accepts responsibility for establishing what students should learn. Therefore, the State Board shall adopt a curriculum that to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and will be part of an ongoing process. The Director or designee shall have general coordinating authority over the design and development of curriculum. The Director or designee shall develop a process for curriculum review and development that shall include the participation of teachers, administrators, and students. The State Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

The curriculum shall be consistent with and aligned to established state standards and with the educational standards of Mt. Edgecumbe High School. The Director or designee shall keep the State Board informed regarding current district



curriculum efforts and student achievement. The Director or designee shall provide all necessary assistance to the State Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the State Board.

~~The curriculum review process and timeline set forth in 5.5b will serve as the adopted curriculum review cycle for each area of curriculum unless modified by the State Board. The State Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for curriculum development.~~

The State Board shall review each content area at least once every six years.

Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge. Teachers are to align their teaching to Mt. Edgecumbe High School standards and curriculum.

## **GOALS AND OBJECTIVES**

### **Student Achievement**

The State Board recognizes that the key to its leadership of Mt. Edgecumbe High School is to establish and promote a clear vision of student achievement as the top priority of the school. Student achievement will be defined by the State Board and include but not be limited to, assessment results, student attendance and dropout rates, and percentages of students earning certificates of achievement and diplomas based on the High School Graduation Qualifying Examination. The Director will ensure development and implementation of a comprehensive, collaborative planning process that engages the Mt. Edgecumbe High School community in the school's continuous student achievement improvement program efforts. Mt. Edgecumbe High School's academic program will be consistent with the Alaska Department of Education & Early Development requirements for content standards and high school graduation. The State Board will, in striving for continuous improvement of student achievement, annually review school data on student achievement.

### **Family Involvement**

The State Board recognizes that parents/guardians and other family members are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. The Board recognizes the inherent difficulty of

maintaining high levels of parental involvement in a residential school. Mt. Edgecumbe High School administration and staff will use technology to maximize family involvement in the Mt. Edgecumbe High School community.

### ***5.5b Curriculum Review Process***

The Curriculum Cycle is a six-year cycle of review and evaluation of the course of study at Mt. Edgecumbe High School. The elements of study are outlined as follows:

#### **Year 1 Foundational Research**

##### **September - June**

During the Foundational Research phase, current curriculum, resources, instructional strategies, and assessment results are reviewed. We also identify standard alignment, best practices, model programs, and technology integration. Curriculum strengths and opportunities for improvement are determined and will set the direction for the curriculum work to take place for the next five years. At the conclusion of the foundation year, the curriculum team will present to the advisory board a list of current courses offered, current trends/best practices in the field, current strengths and opportunities to improve current curriculum, and recommendations for curriculum revision. Feedback from the advisory board will be sought. A written summary of the team presentation and the advisory board feedback will be provided to the State Board of Education & Early Development for further feedback. The Curricular Department and the Academic Principal will present their current curriculum (courses offered, scope and sequence, and strengths/weaknesses) to the State Board of Education & Early Development. Feedback received from the State Board will be incorporated into the planning process.

#### **Year 2 Program Development**

##### **September- June**

During this phase, the curriculum team executes a plan to develop year-long curriculum maps including scope and sequence for each course. This may begin with a review and selection of primary curriculum materials. Year-long map will include at a minimum:

Content Summary

Overarching key concepts and enduring understandings

Sequence of units

Key learning objectives for each unit

Primary ~~Primary~~/ major curriculum source material

Major performance activities/ products  
Major assessments (not necessarily developed, but listed and aligned with key learning objectives)  
Standards alignment

~~a review of year one findings takes place. Short, mid, and long range goals for this curriculum are created based upon the established timelines of the curriculum cycle. The group then builds a framework which includes: key concepts, topics, benchmarks, and state standards. The Curricular Department and the Academic Principal report to the Mt. Edgcumbe Advisory School Board regarding progress made in their research and give a status report. Feedback from Advisory School Board members is encouraged and may be considered in their program development plans.~~

### **Year 3 Documentation – Adoption**

#### **September- June**

~~At the start of year three, the curriculum team along with MEHS administration will present curriculum maps to the Advisory School board for review and feedback. Once approved by the Advisory Board, the curriculum team will present the curriculum to the State Board of Education & Early Development for adoption. Once adopted, these maps will be the approved curriculum throughout the cycle. The curriculum team will continue to work in year three on developing unit maps with more detail, this continued development allows for refinements and adjustments based on observed effectiveness, but do not represent a change in curriculum. In this phase the Curricular Department evaluates sample textbooks, identifies special equipment needed and identifies technology that needs to be integrated. Teachers are also encouraged to try lessons or activities from the sample textbooks. The staff presents the proposed curriculum to the State Board for adoption and prepares to implement in the next year. A member of the Curricular Department and the Academic Principal go before the State Board of Education & Early Development to propose curricular changes and textbook selection.~~

### **Year 4/5 - Implement and Monitor**

~~Year 4~~—Implement the new curriculum and continuously evaluate the new program. Adjustments in unit maps are a normal process during these years. The goal of the curriculum team is to continue to refine units for best practice and effective instruction. ~~The evaluation process should be designed to be able to discover curricular needs and make improvements in a timely fashion. Curriculum maps will be created that outline the skills, state standards, and common assessments for each grade level in the curricular area.~~

~~Year 5~~— ~~Continue implementation and monitoring. The Curricular Department also gathers evidence of student learning and evaluates to identify any possible changes that are needed to improve student learning. These changes will occur if needed.~~

### **Year 6 Evaluation**

This year an evaluation of the impact of their curriculum on student achievement is examined, including a review of standardized test scores, AP/SAT data, and common/local assessments in preparation for the beginning of their curriculum cycle the following year.

## Initial Cycle

| Cycle  | 12-13 | 13-14         | 14-15         | 15-16          | 16-17                | 17-18                 |
|--|-------|---------------|---------------|----------------|----------------------|-----------------------|
| <b>Year 1</b><br><b>Foundational Research</b>    | Math  | Language Arts | Science       | Social Studies | Technology PE/Health | Liberal Arts Guidance |
| <b>Year 2</b><br><b>Program Development</b>      |       | Math          | Language Arts | Science        | Social Studies       | Technology PE/Health  |
| <b>Year 3</b><br><b>Documentation - Adoption</b> |       |               | Math          | Language Arts  | Science              | Social Studies        |
| <b>Year 4</b><br><b>Implement and Monitor</b>    |       |               |               | Math           | Language Arts        | Science               |
| <b>Year 5</b><br><b>Implement and Monitor</b>    |       |               |               |                | Math                 | Language Arts         |
| <b>Year 6</b><br><b>Evaluation</b>               |       |               |               |                |                      | Math                  |

## Established Cycle

| <b>Cycle</b>                                     | <b>18-19</b>          | <b>19-20</b>          | <b>20-21</b>          | <b>21-22</b>          | <b>22-23</b>          | <b>23-24</b>          |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>Year 1</b><br><b>Foundational Research</b>    | Math                  | Language Arts         | Science               | Social Studies        | Technology PE/Health  | Liberal Arts Guidance |
| <b>Year 2</b><br><b>Program Development</b>      | Liberal Arts Guidance | Math                  | Language Arts         | Science               | Social Studies        | Technology PE/Health  |
| <b>Year 3</b><br><b>Documentation - Adoption</b> | Technology PE/Health  | Liberal Arts Guidance | Math                  | Language Arts         | Science               | Social Studies        |
| <b>Year 4</b><br><b>Implement and Monitor</b>    | Social Studies        | Technology PE/Health  | Liberal Arts Guidance | Math                  | Language Arts         | Science               |
| <b>Year 5</b><br><b>Implement and Monitor</b>    | Science               | Social Studies        | Technology PE/Health  | Liberal Arts Guidance | Math                  | Language Arts         |
| <b>Year 6</b><br><b>Evaluation</b>               | Language Arts         | Science               | Social Studies        | Technology PE/Health  | Liberal Arts Guidance | Math                  |

# Mt. Edgecumbe High School

Advisory Board of Education

---



Mt. Edgecumbe High School

May 9, 2018

Memo

To: State of Alaska School Board

From: Mt. Edgecumbe High School Advisory Board

MEHS has worked with the MEHS Advisory Board in suggesting changes to the policy regarding curriculum review process. The advisory board had a representative on the ~~committee and was presented the proposed changes at the February Advisory Board meeting~~ this year. We fully support the changes and look forward to the active role in curriculum approval. The changes provide more clarity on the role of the Advisory Board and the expected products that will be presented for approval.

Date: May 17, 2018

Signature: [Handwritten Signature] Printed: Doreen Neaton

Title: Chair

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

**May 31, 2018**

**From: Michael Johnson, Commissioner**

**Agenda Item: 10A**

---

**◆ ISSUE**

The board is being asked to open a period of public comment on regulations related to assessment achievement level scores on the Performance Evaluation for Alaska's Schools assessments in grade 9 math.

**◆ BACKGROUND**

- The board adopted changes to regulation 4 AAC 06.737 on July 14, 2017 to require districts to administer the Performance Evaluation for Alaska's Schools (PEAKS) English language arts (ELA) and mathematics assessments annually to every student in grades three through eight and in one or more years, as determined by the commissioner, in grades nine through twelve. The commissioner determined that Alaska would administer the ELA and Mathematics assessments in grade 9 only beginning in 2018.
- The score ranges for the four achievement levels (far below proficient, below proficient, proficient, and advanced) are adopted in regulations. The grade 9 ELA assessment for 2018 did not change, and the score ranges will remain the same. The score ranges for grade 10 ELA and mathematics are proposed to be removed from the regulations.
- Score ranges for grades 3–10 mathematics were established in 2017 through a process called “standard setting.” The methodology was reviewed and approved by the Alaska Technical Advisory Committee in 2017. In school year 2017–18, the grade 9 mathematics test was revised to emphasize Algebra I concepts, and the grade 10 mathematics test was retired. Accordingly, a new standard setting was needed for grade 9 mathematics. To promote consistency with the other tests of mathematics, the same standard setting methodology was used in 2018 to recommend cut scores for grade 9.
- On May 22–23, 2018, a committee of 14 Alaska educators participated in the Alaska PEAKS standard setting for grade 9 mathematics. The goal of the workshop was to recommend cut scores which would determine the score ranges for the four achievement levels for the test. The process is described in the attached document.
- 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.
- Behind this cover memo are the proposed regulations.



- Margaret MacKinnon, Federal Programs Coordinator and Deborah Riddle, Student Learning Division Operations 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 & Early Development open a period of public comment on 4 AAC 06.739 Assessment achievement level scores.

## Standard Setting Process and Recommended Score Ranges for PEAKS Grade 9 Mathematics

On May 22–23, 2018, a committee of 14 Alaska educators participated in the Alaska PEAKS standard setting for grade 9 mathematics. The goal of the workshop was to recommend cut scores (passing scores) for the test. These cut scores are intended to divide students into four achievement levels: *Far Below Proficient*, *Below Proficient*, *Proficient*, and *Advanced*.

Cut scores for grades 3–10 mathematics were established in 2017. In school year 2017–18, the grade 9 mathematics test was revised to emphasize Algebra I concepts, and the grade 10 mathematics test was retired. Accordingly, a new standard setting was needed for grade 9 mathematics. To promote consistency with the other tests of mathematics, the same standard setting methodology was used in 2018 to recommend cut scores for grade 9.

The standard setting was sponsored by the Alaska Department of Education and Early Development (DEED) and facilitated by Data Recognition Corporation (DRC). At the workshop, participants used the Yes/No Angoff procedure to make their cut score recommendations. This procedure, like the modified Angoff procedure on which it is based, has been used to establish achievement standards for educational assessments around the world.

The standard setting committee comprised mathematics teachers from across Alaska. Of the participants, 7 were classroom teachers, 3 were non-teacher educators, 1 represented higher education, and 3 were in other positions in education.

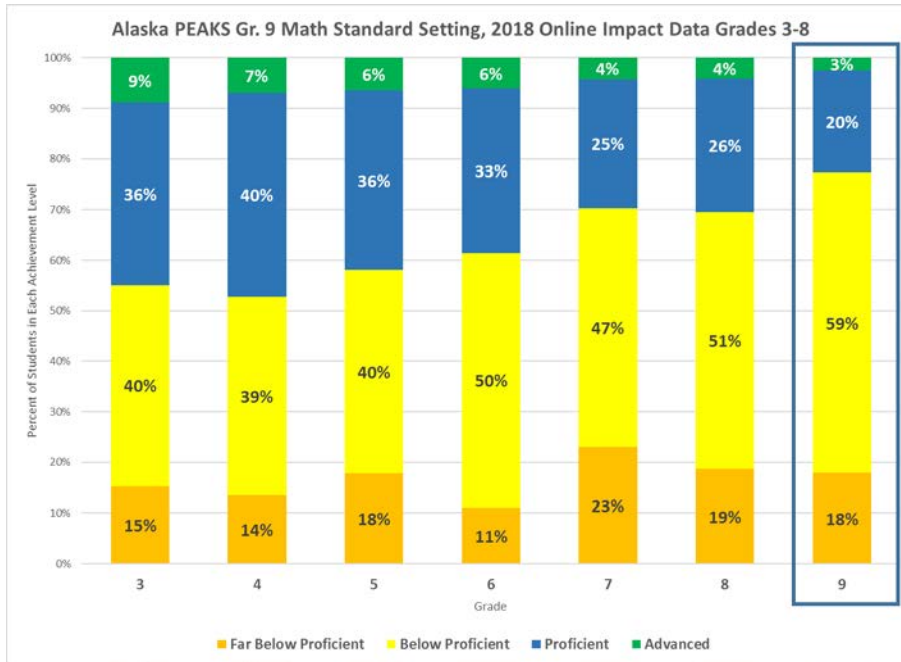
Participants engaged in three rounds of discussions and judgments to make their cut score recommendations. Specifically, participants went through these steps to recommend cut scores:

1. Participants studied the content standards for the grade 9 mathematics assessment. The participants were instructed to pay special attention to the new emphasis of the test on Algebra I concepts.
2. Participants studied the achievement level descriptors (ALDs). The ALDs described, in words, the expectations for students in each achievement level on the test. Participants discussed these expectations in detail with their colleagues in their group.
3. Participants discussed the expectations for students on the *borderline* of each achievement level (e.g., a student on the borderline between the *Proficient* and *Advanced* achievement levels). There were three borderline students, each representing a hypothetical student with the level of knowledge, skills, and abilities associated with a cut score. The group discussed the content-based expectations for each borderline student.
4. Participants examined each grade 9 test item. To do so, participants examined the test items in a special *ordered item booklet* that presented the items in order of their difficulty. Items were ordered based on actual Alaska student performance in 2018.

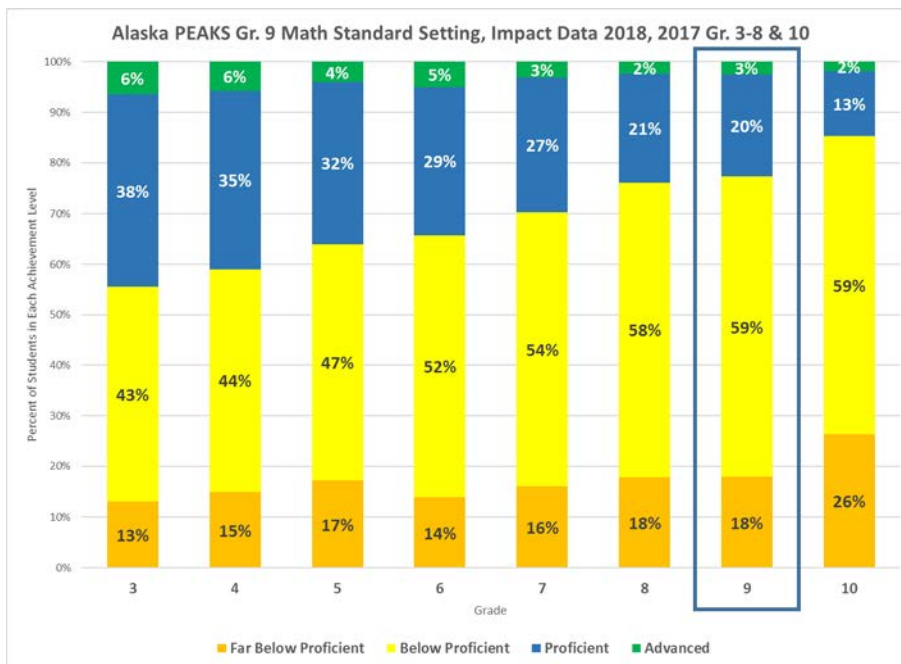
5. For each test item, participants considered whether each borderline student would answer the item correctly (e.g., whether a student who was just *Proficient* would be expected to answer an item correctly). Participants recorded this determination, *yes* or *no*, on a special form.
6. Participants discussed their *yes/no* determinations for each item at their table. Participants were seated at tables of 3–4 participants each. Then participants individually reconsidered their *yes/no* determinations.
7. Participants considered additional information, including the proportions of students classified in each achievement level in 2017 for grades 3-8 and 10, the impact data associated with their median cut score recommendations on grade 9 mathematics for the 2018 administration, and the performance of online examinees on the tests of grades 3–8 mathematics in 2018. Then participants discussed their *yes/no* determinations across tables, and then individually reconsidered their *yes/no* determinations.
8. Participants engaged in a total of three rounds of discussion. After each round, participants worked individually to make *yes/no* determinations for each item.
9. After each round, a participant's cut score recommendation was taken as the number of items they expected a student just entering a given achievement level to answer correctly (e.g., the number of items the participant determined that the just *Advanced* student would answer correctly). Each group's cut score recommendation was taken as the median of participants' recommendations for that round.

Commissioner Johnson and DEED staff reviewed the recommendations of the panelists and impact data of those recommendations. After internal discussion, the DEED team recommended a minor technical adjustment in the cut score for the proficient level that represented a change of approximately 0.8 standard error of measurement (SEM) units, and is well within the range of cut scores recommended by workshop participants.

**Figure 1. Percentage of students in each achievement level based on recommended cut scores compared with online examinees' performance in 2018 for grades 3–8**



**Figure 2. Percentage of students in each achievement level based on recommended cut, compared with observed performance in 2017 for grades 3–8 and 10**



4 AAC 06.739 (b) is amended to read:

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

| 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 | <b>562-600</b><br>[570-600] | [568-600]  |
| Mathematics: Proficient                     | 500 - 553 | 500 - 558 | 500 - 567 | 500 - 553 | 500 - 558 | 500 - 561 | <b>500-561</b><br>[500-569] | [500-567]  |
| Mathematics: Below Proficient               | 458 - 499 | 460 - 499 | 462 - 499 | 454 - 499 | 451 - 499 | 448 - 499 | <b>451-499</b><br>[450-499] | [445-499]  |

|   |           |           |           |           |           |           |                             |           |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------------------------|-----------|
| Mathematics:<br>Far Below<br>Proficient | 400 - 457 | 400 - 459 | 400 - 461 | 400 - 453 | 400 - 450 | 400 - 447 | <b>400-450</b><br>[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 4/6/2016, Register 218; am 2/16/2018, Register 225; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.015                      AS 14.07.030                      AS 14.07.060

AS 14.07.020

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

**May 31, 2018**

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

**Agenda Item: 10B**

---

**◆ ISSUE**

The board is being asked to adopt the amended regulation and open a period of public comment on the adoption of updated accreditation regulation which inserts the new AdvancED published document AdvancED Performance Standards in place of the outdated document which is currently adopted by reference.

**◆ BACKGROUND**

- The department recognizes school accreditation status as determined by AdvancED Northwest, based upon their established accreditation process per 4 AAC 04.300, which references the Standards for Quality Schools and includes an internal and external review.
- AdvancED has recently updated its accreditation protocols starting with the 2017/2018 school year. The previous document, Standards for Quality Schools, adopted by reference in current regulations (4 AAC 04.300(b)), has in practice been replaced by AdvancED Performance Standards.
- The proposed amended regulation updates the document adopted by reference in 4 AAC 04.300 to be AdvancED Performance Standards as published by AdvancED in 2017. The “Editor’s note” is also being updated to reflect current contact information.
- The proposed regulations can be found behind this cover memo.
- Bob Williams, Director of Educator and School Excellence, and Brad Billings, Administrator for School Improvement, 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**

Amend the proposed regulations and open a period of public comment on the proposed regulations.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development amend the proposed regulations and open a period of public comment on 4 AAC 04.300. Standards for state accreditation of schools.

4 AAC 04.300 is amended to read:

**4 AAC 04.300. Standards for state accreditation of schools.** (a) The provisions of this section apply to any public or private school in this state seeking state accreditation under AS 14.07.020.

(b) The standards for state accreditation for a public or private school in this state are set out in *AdvancED Performance Standards [STANDARDS FOR QUALITY SCHOOLS]*, published by AdvancED as of **2017** [2011], and adopted by reference.

(c) A public or private school in this state will be accredited by the department under AS 14.07.020(a)(6) if the school is accredited by the AdvancED Northwest after completion of the accreditation process, including the internal review and the external review. (Eff. 10/25/98, Register 148; am 10/16/2021, Register 204; am 4/4/2013, Register 206; am \_\_/\_\_/\_\_\_\_)

**Authority:** AS 14.20.020 AS 14.07.060

**Editor's note:** A copy of the *AdvancED Performance Standards [STANDARDS FOR QUALITY SCHOOLS]*, adopted by reference in 4 AAC 04.300(b), may be obtained by writing to the Department of Education and Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, AK 99811-0500 or **by contacting AdvancED** at **<http://www.advanced.org/managing-office-locations/alaska-office>** [HTTP://WWW.ADVANCED.ORG/WEBFM\_SEND/288.]



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

**May 31, 2018**

**From: Michael Johnson, Commissioner**

**Agenda Item: 11A**

---

◆ **ISSUE**

The board is being asked to adopt amendments to regulations related to school and district accountability, improvement and reporting; educator and paraprofessional qualifications; English learner identification; and other conforming regulations to implement the state plan under the Every Student Succeeds Act (ESSA).

◆ **BACKGROUND**

- The regulations included in this package are required to implement the accountability and school support and improvement systems as specified in the Every Student Succeeds Act (ESSA), and to make conforming amendments to related regulations as applicable. This project includes regulations that are being amended, repealed and readopted and repealed. Regulation changes are summarized below.
- **Educator data and qualifications:** 4 AAC 04.220 lists the paraprofessional standards and qualifications; 04.900 specifies definitions required by ESSA for reporting data about educator equity; 12.300(g) modifies the fees to add endorsements to a teacher's certificate; and 19.055 allows the department to collect data required for reporting teacher evaluation data at the school level.
- **Assessments:** 4 AAC 06.737, 06.775(b), and 06.776 are amended for clarifications or requirements under ESSA.
- **English Learners:** 4 AAC 34.055 and 34.090 update the language relating to English learners, and updates the criteria for a student to exit English learner status.
- **Accountability system:** 4 AAC 06.812-06.840 outline the requirements and calculations of the accountability system, indicators, long-term goals and measures of interim progress, and school designations.
- **School Support and Improvement:** 4 AAC 06.845-06.872 outline the requirements for school and district improvement plans, specifies support and requirements for schools designated for comprehensive support and improvement and for targeted support and improvement, and outlines the authority of the department to increase state support and oversight, and require interventions.
- **Notice, reporting, and definitions:** 4 AAC 06.875-899 outline requirements for opportunity to review data, notice, jury service, school recognition, informal review of complaints, reporting requirements and definitions.
- **Repealed:** Sections 06.802 requirements adopted by reference; 06.835 star ratings; 06.852 technical assistance; and 33.505 and 33.599 growth and proficiency index are

proposed to be repealed as they are either no longer applicable or have been incorporated into another section.

- **Other:** 4 AAC 06.055, 06.260, and 06.883 are amended to conform to new language, but have no significant changes.
- Changes made since the regulations were put out for public comment include technical changes and changes for clarification.
- Changes made in 4 AAC 06.823(c) and 4 AAC 06.840(c) were made to conform to the final ESSA State Plan as approved by the U.S. Department of Education.
- Behind this cover memo are the proposed regulations as shown for adoption. The tracked changes version of the regulations and the public comment can be found behind agenda item 7A.
- Margaret MacKinnon, Federal Programs Coordinator, will be present to brief the board.

#### ◆ **OPTIONS**

Adopt the proposed regulations.

Amend the proposed 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 the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 04. 220 Paraprofessional standards, 4 AAC 04.900 Definitions, 4 AAC 06.055 Immunizations required, 4 AAC 06.260 Additional requirements, 4 AAC 06.737 Standards-based test, 4 AAC 06.775 Statewide assessment program for students with disabilities, 4 AAC 06.776 Assessment of a student with limited English proficiency, 4 AAC 06.800 Purpose, 4 AAC 06.802 Requirements adopted by reference, 4 AAC 06.812 Alaska school performance index, 4 AAC 06.815 Annual measurable objectives, 4 AAC 06.820 Participation, 4 AAC 06.821 Academic achievement indicator, 4 AAC 06.822 Student growth indicator, 4 AAC 06.823 English learner progress indicator, 4 AAC 06.825 Graduation and attendance rates, 4 AAC 06.826 School quality and student success indicators, 4 AAC 06.830 Subgroups, 4 AAC 06.835 Star ratings, 4 AAC 06.840 Identification of priority and focus schools, 4 AAC 06.845, School Improvement Plan, 4 AAC 06.850 District improvement plan, 4 AAC 06.852 Technical assistance, 4 AAC 06.864 Priority schools, 4 AAC 06.868 Focus schools, 4 AAC 06.872 State system of support, interventions, 4 AAC 06.875 opportunity to review data, 4 AAC 06.880 Notice, 4 AAC 06.883 Jury service exemption, 4 AAC 06.885 School recognition, 4 AAC 06.888 Informal review of complaints, 4 AAC 06.895 Report card to the public, 4 AAC 06.899 Definitions, 4 AAC 12.300 Certification of teachers, 4 AAC 19.055

Reporting of evaluation results, 4 AAC 33.505 Public school growth and proficiency index, 4 AAC 33.540 Qualification, 4 AAC 34.055 Plan of service, 4 AAC 34.090 Definitions.

4 AAC 04.220 is repealed and readopted:

**4 AAC 04.220. Paraprofessional standards.** (a) A paraprofessional will demonstrate the ability to

- (1) practice ethical and professional standards of conduct and continued professional improvement;
- (2) understand how students learn and develop and understand how to assist in providing opportunities that support students' intellectual, social and personal development;
- (3) understand the content areas and apply the elements of effective instruction to support teaching and learning activities;
- (4) motivate and assist students to build self-esteem, develop interpersonal skills, and strengthen abilities in order to become more successful;
- (5) understand the distinction between the roles and responsibilities of professionals, paraprofessionals, and support personnel in the areas of assessment, diagnosis, and evaluation;
- (6) adhere to communication protocols with colleagues, community members, and parents including following instructions, sharing information, and using interpersonal skills to become an effective member of the instructional team;
- (7) understand and implement district and state guidelines for protecting the safety, health and wellbeing of students and staff, including the school district's crisis response plan; and
- (8) utilize technology to assist and enhance teaching and learning.

(b) Each district shall ensure that all paraprofessionals employed by the district in a public school in any grades pre-kindergarten through grade 12 have

(1) earned a secondary school diploma or its recognized equivalent; and

(2) met the standards set out in (a) of this section through an annual evaluation.

The annual evaluation must consist of observations and interviews by district personnel qualified to evaluate paraprofessionals.

(c) Except as provided in (d) of this section, and in addition to the requirements of (b) of this section, each district shall ensure that a paraprofessional has met at least one of the following requirements:

(1) completed at least two years, or 48 semester hours or equivalent, of study at a regionally accredited institution of higher education;

(2) obtained an associate's or higher degree at a regionally accredited institution of higher education; or

(3) achieved either

(A) a score of at least 459 on the ParaPro Assessment, published by the Educational Testing Service; or

(B) the following minimum scores on the Higher Education Learning Profile, published by Educational Resources Incorporated:

(i) essential math, 54 percent;

(ii) reading comprehension, 41 percent; and

(iii) written expression, 55 percent.

(d) A paraprofessional is not required to meet the requirements of (c) of this section if the paraprofessional

(1) acts as a translator to enhance the participation of English learners or students with disabilities children;

(2) has instructional-support duties that consist solely of conducting parental involvement activities; or

(3) has only non-instructional duties, including providing technical support for computers, providing personal care duties, or performing clerical duties.

(Eff. 6/10/2004, Register 170; am 5/18/2006, Register 178; am 2/28/2010, Register 193; am

\_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14 07.060 AS 14.50.080

4 AAC 04.900 is repealed and readopted to read:

**4 AAC 04.900. Definitions.** (a) In this chapter, unless the context requires otherwise,

(1) "department" means the Department of Education and Early Development;

(2) "paraprofessional" means a person who is not required to have a professional license or certification and who, under the supervision of a teacher or other professional educational service provider, provides instructional or other educational support to a student.

(b) For the purpose of reporting under 20 USC 6311 (Part A of the Title I of the Elementary and Secondary Education Act),

(1) "ineffective teacher" means any teacher who was on a plan of improvement under Sec 4.20.149(b)(6) or 4.20.149(e) or who was notified that their continued employment in the district was contingent on the implementation of a plan of improvement and resigned, or a tenured teacher who was receiving district support or a plan of professional growth under 4 AAC 19.010(h) and 4 AAC 19.010(j);

(2) "inexperienced principal" means a principal in the first year of practice, having no previous experience being the lead administrator of a school;

(3) "inexperienced teacher" means a teacher in the first year of practice, having no previous experience leading classroom instruction other than student teaching or similar preparation experiences;

(4) "out-of-field teacher" means a teacher teaching in a subject area in which the teacher does not hold an endorsement on a certificate issued 4 AAC 12. (Eff. 3/2/2000, Register 153; am 6/10/2004, Register 170, am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.015            AS 14.07.060            AS 14.07.165

4 AAC 06.055(g) is amended to read:

(g) A homeless child or youth, within the meaning of 42 U.S.C. 11434a(2) (McKinney - Vento Homeless Assistance Act), revised as of **October 1, 2016** [JANUARY 8, 2002] and adopted by reference, who does not have a record of the required immunizations, may be provisionally enrolled in a public school program for a period of time not exceeding 30 days if a parent or legal guardian has signed a witnessed statement that the child has received the required immunizations and the child's immunization records are not immediately available. A district shall report each provisional enrollment under this subsection to the epidemiology section of the division of public health, Department of Health and Social Services. The division of public health, with the assistance of the district's homeless liaison, will be responsible for locating the required immunization records. If the immunization records are not located during the provisional period, or the records indicate that the child has not received the required immunizations, the child must be immunized as described in (a) and (b) of this section to continue being enrolled in the public school program. The division of public health, with the

assistance of the district's homeless liaison, will be responsible for ensuring that the child receives the required immunizations. (Eff. 1/13/73, Register 44; am 8/28/77, Register 63; am 12/30/2000, Register 156; am 3/22/2008, Register 185; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.30.125

4 AAC 06.260(a) is repealed:

(a) Repealed \_\_/\_\_/\_\_\_\_)

4 AAC 06.260(c)(1) is amended to read:

(1) Transfer the student to the parent's choice of any school [DESIGNATED AS A THREE-STAR SCHOOL OR HIGHER UNDER 4 AAC 06.835 OR AT-RISK SCHOOL OF APPROPRIATE GRADE LEVEL IN THE DISTRICT; THE DISTRICT SHALL PROVIDE THE PARENT A FULL EXPLANATION OF HOW A SCHOOL RECEIVES A DESIGNATION UNDER 4 AAC 06.835 OR AN "AT-RISK" DESIGNATION]; and (Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208, am \_\_/\_\_/\_\_\_\_)

**Authority:** AS 14.07.020 AS 14.33.120 AS 14.50.080  
AS 14.07.060

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 in one or more years, as determined by the commissioner, in grades nine through twelve, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. **A school that does not assign students to grade levels shall assess students using the grade-level assessment that would apply if the school had standard grade levels based upon the number of years the student has been enrolled in school.** (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 4/6/2016, Register 218, Register 193; am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.020 AS 14.07.060

The introductory language of 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 Inclusion of 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 science Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. **For the purposes of reporting and accountability in**

**4 AAC 06.800 - 899, the department will include as proficient those students who score at the target or advanced achievement levels on the alternate assessment for English**

**language, arts, mathematics, and science**. (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 \_\_\_; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.075 AS 14.07.060 AS 14.07.165

AS 14.07.020

4 AAC 06.776 is amended to read:

**4 AAC 06.776. Assessment of a student that is an English learner** [WITH LIMITED ENGLISH PROFICIENCY]. (a) A student identified as **an English learner** [A PUPIL WITH LIMITED ENGLISH PROFICIENCY] under 4 AAC 34.055 shall participate, either with or

without an accommodation, in a test included in the statewide student assessment system under 4 AAC 06.700 - 4 AAC 06.790.

(b) A district shall appoint a team that includes, if practicable, a teacher with experience in teaching students who are English learners [WITH LIMITED ENGLISH PROFICIENCY] to determine the necessary accommodations for English learners [STUDENTS WITH LIMITED ENGLISH PROFICIENCY] under the department's *Participation Guidelines for Inclusion of Alaska Students in State Assessments*, adopted by reference in 4 AAC 06.775(a). The team shall document the accommodation decision and may not provide a modification. (Eff. 11/23/2003, Register 168; am 10/3/2011, Register 200, am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020

4 AAC 06.800 is amended to read:

The purpose of the school and district accountability system is to help schools and districts measure their performance on key indicators, identify solutions for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or a career after high school. [ENSURE THAT ALL STUDENTS MAKE GROWTH IN ACHIEVEMENT AND REACH PROFICIENCY OR HIGHER IN LANGUAGE ARTS AND MATHEMATICS.] (Eff. 11/23/2003, Register 168, am 10/16/2013, Register 208, am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020

4 AAC 06.802(3) is repealed.

(3) Repealed \_\_/\_\_/\_\_\_\_. (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 10/24/2004, Register 172; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 8/19/2009, Register 191; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.812 is repealed and readopted:

**4 AAC 06.812. Alaska School Performance System.** (a) Each year, the department will determine a school performance score for each school in the state that meets the minimum criteria in (e) of this section, based on a 100-point scale. The department will determine a school designation for all schools in the state as described in 4 AAC 06.840.

(b) Each indicator included in the Alaska school performance system has a maximum of 100 points. The indicator and the weighting of each indicator in the score are as follows:

- (1) for a school with students in grades kindergarten through six,
  - (A) academic achievement in English language arts, 15 percent;
  - (B) academic achievement in mathematics, 15 percent;
  - (C) growth in English language arts, 20 percent;
  - (D) growth in mathematics, 20 percent;
  - (E) English learner progress in learning English, 15 percent;
  - (F) chronic absenteeism, 10 percent;
  - (G) grade three English language arts achievement, 5 percent;
- (2) for a school with students in grades 7 and above,

- (A) academic achievement, in English language arts, 10 percent;
- (B) academic achievement in mathematics, 10 percent;
- (C) growth in English language arts, 20 percent;
- (D) growth in mathematics, 20 percent;
- (E) four-year adjusted cohort graduation rate, 15 percent;
- (F) five-year adjusted cohort graduation rate, 5 percent;
- (G) English learner progress in learning English, 10 percent;
- (H) chronic absenteeism, 10 percent;

(c) Under the Alaska school performance system, a school's score on each indicator is calculated as described in 4 AAC 06.821-826.

(d) The minimum number of students (“minimum  $n$ ”) that must be included in order for an indicator to be included in a school's score in the Alaska School Performance System is ten. If an indicator cannot be included due to not meeting the minimum  $n$ , the weighting assigned to the indicators that are not included in the calculation of the score will be redistributed proportionally among the indicators with enough students to meet the minimum  $n$ . For schools in which the minimum  $n$  is not met in the current school year in one or more indicators, the department will aggregate up to three years of available data in order to reach the minimum  $n$ .

(e) The department will determine a score for each school that has earned points in at least two indicators, one of which must be:

- (1) academic achievement in English language arts or mathematics;
- (2) growth in English language arts or mathematics;
- (3) four-year or five-year graduation rate; or

(4) English learner progress in learning English. (Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 3/6/2015, Register 213; am \_\_\_/\_\_\_/\_\_\_\_, Register \_\_\_)

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

4 AAC 06.815 is repealed and readopted:

**4 AAC 06.815. Long-Term Goals and Measures of Interim Progress.** (a) The department shall establish long-term goals for improvement in academic achievement, as measured by proficiency on the annual statewide English language arts and mathematics assessments under 4 AAC 06.737 and 4 AAC 06.775(b), for the all-students group and for each subgroup of students under 4 AAC 06.820. The department shall establish measurements of interim progress toward meeting the long-term goals for academic achievement. The long-term goals and measures of interim progress are set for the all-students group and for each subgroup defined in 4 AAC 06.830 that includes at least ten students for

- (1) each school in the district;
- (2) the district as a whole; and
- (3) the state as a whole.

(b) The long-term academic achievement goals are set to reduce by half the percentage of non-proficient students on the statewide assessments in English language arts and mathematics by the 2026 - 2027 school year, using the assessment results from the 2016 - 2017 school year as the baseline year. The measures of interim progress are established as uniform annual increases in the percentage of students who score at the proficient or advanced achievement level for the

all-students group and all subgroups based on their respective starting points on the spring 2017 administration of the assessments. The department will calculate the percentage of students enrolled for a full academic year who scored at the proficient or advanced achievement level on the state English language arts and mathematics standards-based assessments as compared to the total number of students tested who were enrolled for a full academic year. A district or school meets the measure of interim progress or the long-term goal for the all-students group or a subgroup if it meets the target set for the district or school. However, a district or school meets the measure of interim progress for

(1) the district or school if it meets the measure of interim progress or long-term goal calculated for the all-students group for the state as a whole; and

(2) a subgroup at the district or school if it meets the measure of interim progress or long-term goal for the subgroup for the state as a whole.

In order to meet the long-term goal or measure of interim progress, a school, a district, or the state must meet a 95 percent assessment participation rate under 4 AAC 06.820(a) in the all-students group and each subgroup.

(c) The department shall establish long-term goals for the four-year and five-year graduation rates, for the all-students group and for each subgroup of students under 4 AAC 06.830. The department shall establish measurements of interim progress toward meeting the long-term goals for graduation rates. The long-term goals and measures of interim progress are set for the all-students group and for each subgroup that includes at least ten students in the adjusted graduation cohort for

(1) each school in the district;

(2) the district as a whole; and

(3) the state as a whole.

(d) The long-term four-year graduation rate goal is 90 percent, and the five-year graduation rate goal is 93 percent by the 2026 - 2027 school year, using graduation rates from the 2016 - 2017 school year as the baseline year. The measures of interim progress are established as uniform annual increases in the graduation rates for the all students group and all subgroups based on their respective starting points on the 2017 graduation rates. The graduation rates are calculated as described in 4 AAC 06.825 A district or school meets the measure of interim progress or the long-term goal for the all-students group or a subgroup if it meets the target set for the district or school. However, a district or school meets the measure of interim progress for

(1) the district or school if it meets the measure of interim progress or long-term goal calculated for the all-students group for the state as a whole; and

(2) a subgroup at the district or school if it meets the measure of interim progress or long-term goal for the subgroup for the state as a whole

(e) The department shall establish long-term goals for the percentage of English learners making progress in achieving English language proficiency, as defined and calculated in 4 AAC 06.823. The department shall establish measurements of interim progress toward meeting the long-term goals for English learner progress. The long-term goals and measures of interim progress are set for the English learner subgroup at the state level, and apply to the English learner subgroup in each school and district that includes at least ten students. The long-term goal for English learner progress is 70 percent by the 2026 - 2027 school year, using the percentage of English learners defined as making progress in the 2016 - 2017 school year as the baseline year. The measures of interim progress are established as uniform annual increases of 2.8 percent in the percentage of English learners making progress.



(f) Not later than September 1, the department will produce a report for the state and each district and school showing the performance for academic achievement, graduation rate, and English learner progress as compared to the long-term goals and measures of interim progress and an indication of whether the targets have been met. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.820 is amended to read:

**4 AAC 06.820. Participation.** (a) The participation rate on the state standards-based assessments described in 4 AAC 06.737 is computed by dividing the number of students that took **an** [AT LEAST ONE] assessment **in each subject** by the number of students enrolled in tested grades on the first day of testing. Each school and district in the state shall ensure that **all** [AT LEAST 95 PERCENT OF THE] students enrolled in tested grades **are given the opportunity to and are expected to** participate in the state assessments, **and shall have a target of 95 percent participation in assessments.** [HOWEVER, IF A SCHOOL HAS 40 OR FEWER STUDENTS, OR A SUBGROUP HAS AT LEAST FIVE BUT NOT MORE THAN 40 STUDENTS, THE REQUIREMENTS FOR PARTICIPATION ARE SATISFIED IF NOT MORE THAN TWO STUDENTS FROM THAT SCHOOL OR SUBGROUP DO NOT PARTICIPATE IN A STATE ASSESSMENT.] For purposes of this section, a student participates in a state assessment if the student receives a valid test score on [ONE OF] the [REQUIRED STATE] assessment.

(b) A school or district may not systematically exclude students from assessment.

(c) Students who are eligible to take the alternate assessment under 4 AAC 06.775(b) will be included in calculating the participation rate under (a) of this section, even if more than one percent of the students in a district [OR THE STATE PUBLIC SCHOOL SYSTEM] take the alternate assessment, if the students are

(1) in a grade in which the alternate assessment is offered; and

(2) enrolled on the first day of testing.

(d) For purposes of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation and graduation rates, attainment of **a long-term goal or measure of interim progress** [AN ANNUAL MEASURABLE OBJECTIVE], and inclusion in the Alaska school performance **system** [INDEX], the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in English language arts.

(e) A district shall report to the state the enrollment of all students as of the first day of the administration of the state standards-based assessments under 4 AAC 06.737. The report must be on a form prepared by the department, and must include the student's student identification number, school, grade, and subgroup membership. The report shall be filed not later than 21 days following the first day of administration of the assessments. If, after reviewing the report, the department determines that a school or district has underreported the number of

economically disadvantaged students in a school or district, the department will use data from other sources, including confidential public assistance data, to estimate the actual number of students in that subgroup.

(f) Notwithstanding any provision in this chapter, if a district enrolls a student who qualifies as **an English learner** [A LIMITED ENGLISH PROFICIENT PUPIL] under 4 AAC 34.090(2), and who first enrolls in a school in **one of the 50 states in the** United States **or the District of Columbia** after the previous school year administration of the state standards-based assessments under 4 AAC 06.737, the district may

(1) excuse the student from participation in **one administration of** the state **assessment** [ASSESSMENTS] in English language arts; and

(2) elect not to include the student's score in any state assessment as part of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation [AND GRADUATION RATES], attainment of **a long-term goal or measure of interim progress** [AN ANNUAL MEASURABLE OBJECTIVE], and inclusion in the Alaska school performance **system** [INDEX].

(g) Notwithstanding any provision in this chapter, a district may, on a case-by-case basis, exempt an individual student from a state standards-based assessment described in 4 AAC 06.737 if an unexpected severe medical condition prevents the student from participating in the administration of the assessment. The student will not be included as part of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation [AND GRADUATION RATES], attainment of **a long-term goal or measure of interim progress** [AN ANNUAL MEASURABLE OBJECTIVE], and inclusion in the Alaska school performance **system** [INDEX]. The district shall retain documentation regarding the

exemption, including medical records of the condition, with the student's permanent record and provide it to the department upon request.

(h) Repealed 10/9/2015.

(i) Except as provided in (f) and (g) of this section, a student who is counted as more than one-quarter full-time equivalent under 4 AAC 09.040 must be included in the standards-based test described in 4 AAC 06.737 **or 4 AAC 06.775(b)**. A student who is counted as one-quarter full-time equivalent under 4 AAC 09.040 must only be included in the English[/] language arts, mathematics, or science content-area assessment of the standards-based test under 4 AAC 06.737 if the student receives instruction in a corresponding subject and grade level.

**(j) Schools that miss the 95 percent participation rate target for the all-students group or any subgroup defined in 4 AAC 06.830 in English language arts, mathematics, or both for two consecutive years must create and submit an improvement plan to the district. The district must review and approve the plans for each school. The plan must be created with stakeholders and must include documentation of the communication and other efforts the school made to inform parents of the importance of participating in the statewide assessments, while recognizing parents' rights under State law regarding their child's participation in those assessments. The plan must also document training that teachers have received in the importance of the assessments and how to communicate with parents and students regarding the 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 samples of the materials that will be used by the school and district to educate parents**

**about the importance of assessments and their role in student learning.** (Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am 10/9/2015, Register 216; am 4/6/2016, Register 218; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080  
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.821 Academic achievement indicator.** (a) The points earned for a school's academic achievement indicator are based on the percent of all students tested on the English language assessment and on the percent of all students tested on the mathematics assessment described in 4 AAC 06.737 or 4 AAC 06.775(b) who score at the proficient or advanced achievement level, calculated separately. If the school meets or exceeds a 95 percent assessment participation rate under 4 AAC 06.820(a), the denominator will be all full academic year students with a valid score; if a school does not meet a 95 percent assessment participation rate, the denominator will be 95 percent of all full academic year students in tested grades three through eight and at least once in grades nine through twelve as described in 4 AAC 06.737.

(b) The points earned for a school's academic achievement indicator are calculated as follows:

(1) if the percentage of students scoring at the proficient or advanced achievement level is greater than 20 percent but less than 80 percent, the points earned will be the percentage of students scoring at the proficient level or higher;

(2) if the percentage of students scoring at the proficient or advanced achievement level is less than or equal to 20 percent, the points earned are zero; and

(3) if the percentage of students scoring at the proficient or advanced achievement level is greater than or equal to 80 percent, the points earned are 100.

(c) For schools with students in grades K-6, the academic achievement indicator consists of the points earned as calculated in subsection (b). For schools with students in grades 7 - 12, the academic achievement indicator will include both the 10 percent weight for the achievement on the assessment and the 20 percent weight for growth on the assessment, for a combined weight of 30 percent in English language arts and 30 percent in mathematics. The academic achievement indicator consists of the points earned in subsection (b) and the points earned for the student growth as calculated under 4 AAC 06.822(b)(2). The total points for the academic achievement indicator will be determined by adding one-third of the points earned under subsection (b) and two-thirds of the points earned under 4 AAC 06.822(b)(2). (Eff. \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.123                      AS 14.07.060                      AS 14.50.080  
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.822. Student growth indicator.** (a) The points earned for a school's student growth indicator are based on the percentage of students who made adequate growth from the previous year based on the students' scores on the English language arts or mathematics test under 4 AAC 06.737. The department will determine whether each student has made adequate growth as follows:

(1) For purposes of determining whether students made adequate growth on the English language arts or mathematics test under 4 AAC 06.737, the subject matter achievement levels defined in 4 AAC 06.739 will be divided into sub-levels of advanced high, advanced low, proficient high, proficient low, below proficient high, below proficient low, far below proficient high, and far below proficient low as set out in the following table:

**English Language**

**Arts**

| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|
| A High            | 558-600 | 554-600 | 564-600 | 567-600 | 562-600 | 557-600 | 551-600 |
| A Low             | 542-557 | 538-553 | 548-563 | 551-566 | 546-561 | 541-556 | 535-550 |
| P High            | 521-541 | 519-537 | 524-547 | 526-550 | 523-545 | 521-540 | 518-534 |
| P Low             | 500-520 | 500-518 | 500-523 | 500-525 | 500-522 | 500-520 | 500-517 |
| BP High           | 482-499 | 484-499 | 482-499 | 487-499 | 486-499 | 485-499 | 486-499 |
| BP Low            | 464-481 | 468-483 | 464-481 | 473-486 | 471-485 | 469-484 | 471-485 |
| FBP High          | 448-463 | 452-467 | 448-463 | 457-472 | 455-470 | 453-468 | 455-470 |
| FBP Low           | 400-447 | 400-451 | 400-447 | 400-456 | 400-454 | 400-452 | 400-454 |

## MATH

| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|
| A High            | 570-600 | 575-600 | 584-600 | 570-600 | 575-600 | 578-600 | 586-600 |
| A Low             | 554-569 | 559-574 | 568-583 | 554-569 | 559-574 | 562-577 | 570-585 |
| P High            | 527-553 | 530-558 | 534-567 | 527-553 | 530-558 | 531-561 | 535-569 |
| P Low             | 500-526 | 500-529 | 500-533 | 500-526 | 500-529 | 500-530 | 500-534 |
| BP High           | 479-499 | 480-499 | 481-499 | 477-499 | 476-499 | 474-499 | 475-499 |
| BP Low            | 458-478 | 460-479 | 462-480 | 454-476 | 451-475 | 448-473 | 450-474 |
| FBP High          | 442-457 | 444-459 | 446-461 | 438-453 | 435-450 | 432-447 | 434-449 |
| FBP Low           | 400-441 | 400-443 | 400-445 | 400-437 | 400-434 | 400-431 | 400-433 |

The department will assign the appropriate achievement sub-level to each student based on the student's scale score.

(2) A student will be eligible to be counted in the student growth indicator if

- (A) the student received a valid test score in the previous year and current year,
- (B) the student had natural grade progression from the previous year, and
- (C) the student was enrolled for the full academic year in the current year.



(3) (A) A student who scored at the proficient or advanced level in the previous year will be considered to have made adequate growth by retaining or improving the student's achievement level in the current year.

(B) A student who scored at the below proficient or far below proficient in the previous year will be considered to have made adequate growth by improving the achievement sub-level from the previous year.

(b) The department will determine the points for a school's growth indicator as follows:

(1) The growth indicator for school accountability will be calculated by dividing the number of eligible students making adequate growth by the number of students eligible to be counted.

(2) The points earned for a school's growth indicator will be calculated as follows:

(A) if the percentage of students making adequate growth is greater than 20 percent but less than 80 percent, the points earned will be the percentage of students making adequate growth;

(B) if the percentage of students making adequate growth is less than or equal to 20 percent, the points earned are zero; and (B) if the percentage of students making adequate growth is greater than or equal to 80 percent, the points earned are 100. (Eff. \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080  
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.823. English learner progress indicator.** (a) The points earned for a school's English learner progress indicator are based on the percentage of English learners who met the definition of making progress in learning English from the previous year based on the students' scores on the English language proficiency assessment under 4 AAC 34.055.

(b) The department will determine whether each student has made progress as follows:

(1) The maximum number of years that a student is expected to remain identified as an English learner after the initial year of identification is dependent on the overall score on the English language proficiency assessment in the initial year of identification. For an overall score of 1.0 - 1.9, the expected number of years remaining is seven; for an overall score of 2.0 - 2.9, the expected number of years is six; for an overall score of 3.0 - 3.9, the expected number of years is five; and for an overall score of 4.0 - 4.4, the expected number of years is four. The expected number of years remaining is a maximum for the purpose of determining if an English learner is making progress in learning English. If the English learner does not meet the exit criteria under 4 AAC 34.055(d) within the maximum expected number of years, the student will remain identified as an English learner, but will no longer be able to be considered as making progress.

(2) An English learner's expected amount of progress in learning English each year will be determined by dividing the difference between 4.5 and the student's previous year's overall composite proficiency level score on the English language proficiency assessment by the expected number of years remaining. The English learner's target for the current year is the overall score on the previous year plus the expected amount of progress. If the student's score on the current year English language proficiency assessment is at or above the target, or if the student meets the exit criteria under 4 AAC 34.055(d), the student will be counted as making

progress in learning English.

(c) An English learner in grades one through twelve will be included in the calculation for making progress if all the following criteria are met:

(1) the student received a valid overall composite proficiency level score in a previous year used to determine the number of years needed to achieve an overall composite proficiency level of 4.5; and

(2) the student was enrolled for the full academic year in the current year.

(d) The department will determine the points for a school's English learner progress indicator as follows:

(1) The English learner progress indicator for school accountability will be calculated by dividing the number of full academic year English learners in grades one through twelve who met the definition of making progress by the number of full academic year English learners with progress targets.

(2) The points earned for a school's English learner progress indicator will be calculated as follows:

(A) if the percentage of students making progress is greater than 20 percent but less than 80 percent, the points earned will be the percentage of students making progress;

(B) if the percentage of students making progress is less than or equal to 20 percent, the points earned are zero; and

(C) if the percentage of students making progress is greater than or equal to 80 percent, the points earned are 100. (Eff. \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080  
AS 14.07.020

4 AAC 06.825 is repealed and readopted to read:

**4 AAC 06.825. Graduation rates indicator.** (a) All schools serving students in grade 12 will earn points for the graduation rate indicator. Schools will earn between zero and 100 points equal to the four-year graduation rate for the all-students group, and between zero and 100 points equal to the five-year graduation rate for the all-students group as defined below. There must be at least ten students in the adjusted graduation rate cohort in order to include the graduation rate indicator in the school's performance score.

(b) For purposes of this section and 4 AAC 06.895(i),

(1) "five-year graduation rate" means a fraction, the denominator of which is an adjusted graduation cohort consisting of the sum of the number of students who first enrolled in the ninth grade of high school five years earlier, adjusting for transfers in and out, emigres, and deceased students, and the numerator of which is the number of students in the school who graduate

(A) on or before June 30 of the reporting year;

(B) with a regular high school diploma; and

(C) within five years of first enrolling in a high school;

(2) "four-year graduation rate" means a fraction, the denominator of which is an adjusted graduation cohort consisting of the sum of the number of students who first enrolled in the ninth grade of high school four years earlier, adjusting for transfers in and out, emigres, and

deceased students, and the numerator of which is the number of students in the high school who graduate from the high school

- (A) before June 30 of the reporting year;
- (B) with a regular high school diploma; and
- (C) within four years of first enrolling in a high school ;

(3) "graduation rate" means the

- (A) four-year graduation rate; or
- (B) five-year graduation rate.

4 AAC 06 is amended by adding a new section:

**4 AAC 06.826 Indicators of school quality or student success.** (a) Chronic absenteeism will be included as an indicator of school quality or student success for all schools in which student attendance can be measured. Attendance cannot be measured in correspondence schools or facilities in which students are incarcerated. Schools will earn points from zero to 100 by calculating the percent of students who were not chronically absent. The department will determine the points for a school's chronic absenteeism as follows:

(1) A student is considered chronically absent if the student missed at least 10 percent of the days in which the student was enrolled in the school.

(2) The denominator for chronic absenteeism will be the number of students who were enrolled at the same school for at least half of the school term.

(3) The numerator will include the number of students enrolled at the same school for at least half of the school term who were not chronically absent. School term is defined in AS 14.03.030.

(b) Grade three English language arts proficiency will be included as an indicator of school quality or student success for all schools serving students in grade three. Schools will earn between zero and 100 points for the percentage of students in the all-students group scoring at the proficient or advanced achievement levels on the statewide assessment in English language arts under 4 AAC 06.737 or 4 AAC 06.775(b). If the school meets or exceeds a 95 percent assessment participation rate under 4 AAC 06.820(a), the denominator will be all full academic year students in grade three with a valid score; if a school does not meet a 95 percent assessment participation rate, the denominator will be 95 percent of all full academic year students in grade three. The points earned for school's grade three English language arts proficiency indicator are calculated as follows:

(1) if the percentage of students scoring at the proficient or advanced achievement level is greater than 20 percent but less than 80 percent, the points earned are the percentage of students scoring at the proficient or advanced achievement level or higher;

(2) if the percentage of students scoring at the proficient or advanced achievement level is less than or equal to 20 percent, the points earned are zero; and

(3) if the percentage of students scoring at the proficient or advanced achievement level is greater than or equal to 80 percent, the points earned are 100. (Eff. \_\_/\_\_/\_\_\_\_,

Register\_\_)

**Authority:** AS 14.03.123                      AS 14.07.020                      AS 14.07.060

4 AAC 06.830 is amended to read:

(a) For purposes of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including reporting requirements and the determination of a school's or district's

**long- term goals and measures of interim progress** [ANNUAL MEASURABLE OBJECTIVES], as required in 4 AAC 06.815, the results of **performance on all indicators in the Alaska school performance system** [STATE ASSESSMENTS] will be reported for the **all-student group and for the** following subgroups of students:

(1) **English learners** [STUDENTS WITH LIMITED ENGLISH PROFICIENCY];

(2) students with disabilities;

(3) economically disadvantaged students;

(4) African-Americans;

(5) Alaska Natives and American Indians;

(6) students of two or more races;

(7) Asians or Pacific Islanders;

(8) Hispanics;

(9) Whites.

(b) Assessment results for a subgroup with fewer than five students will not be reported [OR CONSIDERED IN DETERMINING WHETHER A SCHOOL OR DISTRICT HAS MET ANY TARGETS OR OBJECTIVES].

(c) For purposes of school and district accountability under 4 AAC 06.815 **and the Alaska school performance system under 4 AAC 06.812**, assessment results for a student who has been identified as a student with a disability [OR AS A STUDENT WITH LIMITED ENGLISH PROFICIENCY] will continue to be reported in the appropriate subgroup for two years after the student is no longer identified as a student with a disability [OR AS A STUDENT WITH LIMITED ENGLISH PROFICIENCY]. **For purposes of school and district**

**accountability under 4 AAC 06.815, and the Alaska school performance system under 4 AAC 06.812, assessment results for a student who has been identified as an English learner will continue to be reported in the appropriate subgroup for four years after the student is no longer identified as an English learner.** (Eff. 11/23/2003, Register 168; am 9/11/2004, Register 171; am 1/19/2006, Register 177; am 10/22/2006, Register 180; am 8/1/2008, Register 187; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080  
AS 14.07.020

4 AAC 06.835 is repealed:

**4 AAC 06.835. Star ratings.** Repealed. (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 8/20/2010, Register 195; am 10/16/2013, Register 208; am 11/13/2014, Register 212; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 06.840 is repealed and readopted to read:

**4 AAC 06.840. Designations of Schools.** (a) The department will annually designate schools for comprehensive support and improvement if:

(1) beginning in the fall of 2018, based on data from 2017 - 2018, the schools that are receiving funding under 20 U.S.C. 6301 - 6339 (Part A of Title I of the Elementary and Secondary Education Act) that, when ranked according to the Alaska school performance system scores, represent the lowest five percent of the scores.



(2) beginning in the fall of 2018, based on data from 2017 - 2018, any high school that serves grade twelve that has a four-year graduation rate of less than or equal to 66⅔ percent, with a minimum of at least ten students in the graduation rate adjusted cohort.

(3) beginning in fall of 2021, any schools that have been designated for targeted support and improvement for the same consistently underperforming subgroup for the previous three consecutive years.

(b) In identifying schools for comprehensive support and improvement, the department will ensure that the number of schools that are receiving funding under 20 U.S.C. 6301 - 6339 (Part A of Title I of the Elementary and Secondary Education Act) is at least five percent of all schools in the state receiving funding under 20 U.S.C. 6301 - 6339. Schools designated for comprehensive support and improvement will maintain the designation until the school meets one of the following criteria:

(1) A school designated for comprehensive support and improvement based on the lowest five percent of the Alaska school performance system scores keeps that designation for three years. After three years, the school will be exited from the designation of comprehensive support and improvement if the school no longer meets the lowest five percent criteria for designation and if the school's Alaska school performance system score has improved since the comprehensive support and improvement designation. A school may also be exited from the designation of comprehensive support and improvement if it meets the school's long-term goal or measures of interim progress for the all students' group in academic achievement in English language arts and mathematics, in the four-year graduation rate, and in English learner progress were applicable.

(2) A school designated for comprehensive support and improvement based on a four-year graduation rate of less than or equal to 66 $\frac{2}{3}$  percent will be exited from the designation of comprehensive support and improvement when the school's graduation rate exceeds 66 $\frac{2}{3}$  percent.

(3) A school designated for comprehensive support and improvement based on the same consistently underperforming subgroup will be exited from the designation of comprehensive support and improvement when the calculation of the Alaska school performance system scores for all subgroups in the school indicate that the subgroup for which the school was identified is no longer consistently underperforming and the subgroup's Alaska school performance system score has improved since the designation for comprehensive support and improvement.

(c) The department will designate schools annually for targeted support and improvement that have not been designated for comprehensive support and improvement that have one or more consistently underperforming subgroups. A subgroup will be determined to be consistently underperforming if the calculation of an Alaska school performance system score for that subgroup in a school is equal to or less than the highest Alaska school performance system score of the schools designated for comprehensive support and improvement based on the lowest performing five percent. Schools will be first designated for targeted support and improvement in the fall of 2018, and will be designated annually thereafter. A school designated for targeted support and improvement will be exited from the designation of target support and improvement when the calculation of the Alaska school performance system scores for all subgroups in the school indicate that the school has no consistently underperforming subgroups and the Alaska

school performance system scores for the subgroups that led to the initial designation have improved.

(d) The department will designate schools for universal support annually if the school received an Alaska school performance system score and the school was not designated for comprehensive support and improvement or targeted support and improvement.

(e) For schools that enroll only students in grades kindergarten, one or two, the department will report the Alaska school performance system score and designation of the school that enrolls students in grade three that receives the students from such school.

(f) The department will designate schools that do not receive a designation through the processes described in (b) through (e) in this section with a small schools designation. A small schools designation will include one of the following:

- (1) small school comprehensive support and improvement;
- (2) small school targeted support and improvement; or
- (3) small school universal support.

(g) In order to protect student information in determining designations for schools described in (f) of this section, the department will conduct a small school performance review. The performance review will consider

(1) the achievement of the school's students on the state standards-based assessments described in 4 AAC 06.737, including the distribution of the students' scores among the achievement levels and whether or not the school is meeting the long-term goals or measurements of interim progress under 4 AAC 06.815 and participation rate under 4 AAC 06.820 in the assessments;

(2) the growth of the school's students as described in 4 AAC 06.822;

(3) the school's graduation rate as described in 4 AAC 06.825;

(4) the progress of the school's English learners, as described in 4 AAC 06.823;

(5) the performance of the school's students on the applicable school quality and student success indicators as described in 4 AAC 06.826;

(6) whether the school serves a unique population of students; and

(7) other information and data received during a desk audit, including the consultation with the superintendent of the district, that affects the extent to which the school and district have already implemented effective evidence-based instructional strategies at the school.

(h) A school that receives a designation for small school comprehensive support and improvement or targeted support and improvement will complete a comprehensive support and improvement plan under 4 AAC 06.864 or 4 AAC 06.868 that addresses the indicators applicable to the context of the school. The department will conduct a small school performance review annually. A school designated for small school comprehensive support and improvement or for small school targeted support and improvement will exit the designation immediately after the small school performance review indicates that the school no longer requires the designation. (Eff. 11/23/2003, Register 168; am 9/1/2006, Register 179; am 7/25/2007, Register 183; am 10/16/2012, Register 204; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.123            AS 14.07.060            AS 14.50.080

AS 14.07.020

4 AAC 06.845 is repealed and readopted to read:

**4 AAC 06.845. School Improvement Plan.** (a) Not later than 60 days after receiving notice of designation for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4 AAC 06.840(b), a district or school shall prepare a

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

(b) Unless the department approves an alternative improvement planning process under (c) of this section, a school or district shall prepare the school improvement plan required under (a) of this section for a school designated for comprehensive support and improvement or targeted support and improvement through the use of a computerized self-assessment and improvement program selected by the department that addresses each of the following domains of successful schools:

- (1) curriculum;
- (2) assessment policy and practice;
- (3) instruction;
- (4) school learning environment;
- (5) professional development policy and practices;
- (6) leadership.

(c) The department may approve an alternative school improvement planning process under (b) of this section only if

- (1) the school demonstrates that it is implementing an effective school improvement plan through the accreditation process under 4 AAC 04.300; or
- (2) the district in which the school is located can establish by a preponderance of the evidence that the school has an alternative school improvement planning process that will address as or more effectively than the program selected by the department

(A) each of the domains listed in (b) of this section; and

(B) each specific deficiency at the school identified by an audit or other process. (Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208; am 11/13/2014, Register 212 am \_\_/\_\_/\_\_\_\_, Register \_\_\_)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.850 is repealed and readopted to read:

**4 AAC 06.850. District improvement Plan.** (a) A district shall prepare and submit to the department a district improvement plan, or the department may prepare a district improvement plan for the district, if a district has been designated as tier II or tier III under 4 AAC 06.872(a). The district improvement plan must be submitted to the department not later than November 15 of each school year. The improvement plan must be submitted in a format or computerized platform as required by the department, unless the department approves an alternative format or platform.

(b) The district improvement plan must address how the district will ensure improvement in schools in the district designated for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4 AAC 06.840(b). The plan must address:

(1) technical assistance to be provided to each school, based on the unique needs of each such school;

(2) how the district will review and approve evidence-based interventions for implementation at each such school;

(3) how the district will identify and rectify any resource inequities in state, local, or federal funding at each such school;

(4) how the district will support collaboration with stakeholders (including principals and other school leaders, teachers, secondary students, parents and community members, and tribal representatives) at each such school;

(5) how the district will support each such school in addressing each of the domains of successful schools:

(A) curriculum;

(B) assessment policy and practice;

(C) instruction;

(D) school learning environment;

(E) professional development policy and practices;

(F) leadership; and

(6) how the district will work with the department to identify and obtain needed technical assistance and support.

(c) Upon approval by the department, the district will implement the plan. Each district improvement plan will be monitored and periodically reviewed by the department. If the schools in the district designated for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement under 4 AAC 06.840(b) are not showing improvement, the department may require revisions to the district improvement plan under 4 AAC 06.872. (Eff. 11/23/2003, Register 168; am 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 8/20/2012, Register 203; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS14.03.123                      AS 14.07.030                      AS 14.50.080

4 AAC 06.852 is repealed:

**4 AAC 06.852. Technical Assistance.** Repealed. (Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 06.864 is repealed and readopted to read:

**4 AAC 06.864. Schools designated for comprehensive support and improvement.** (a)

The department must notify each district in the state that serves one or more schools designated for comprehensive support and improvement under 4 AAC 06.840(a) of such designation as described in 4 AAC 06.888.

(b) Upon receiving notice from the department, the district shall, for each school designated for comprehensive support and improvement, and in partnership with stakeholders (including principals and other school leaders, secondary students, teachers, parents and community members, tribal representatives, and at least one member selected by the department), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that

(1) is informed by all indicators described in 4 AAC 06.812-06.826, including student performance against long-term goals;

(2) includes evidence-based interventions;

(3) is based on a school-level needs assessment;

(4) identifies any resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;

(5) is approved by the school, district, and the department; and



(6) upon approval and implementation, is monitored and periodically reviewed by the department.

(c) The evidence-based interventions shall address each of the following domains of successful schools:

- (1) curriculum;
- (2) assessment policy and practice;
- (3) instruction;
- (4) school learning environment;
- (5) professional development policy and practices;
- (6) leadership.

If a school designated for comprehensive support and improvement was previously designated as a priority school, or if the school does not show improvement at the end of the first year of designation, the department may require the school to implement interventions such as

(1) adoption and implementation of reading and mathematics programs that are aligned to the state content standards adopted under 4 AAC 04.140 and specified blocks of time for instruction;

(2) processes in place to facilitate teaching staff having collaborative discussions of individual student progress at least weekly;

(3) regular use of assessments approved by the department that provide feedback for adjustment of ongoing teaching and learning in order to improve achievement of intended instructional outcomes;

(4) establishing a school environment that improves school safety and discipline, and addresses students' social, emotional, and health needs, including implementation of a school-wide behavior plan; and

(5) school-level instructional management that provides professional development and technical assistance to staff, addresses instruction in the state content standards, and ensures that teachers are effective.

(d) With respect to any high school designated for comprehensive support for a low graduation rate under 4 AAC 06.840(a)(1)(B) that predominantly serves students

(1) returning to education after having exited secondary school without a regular high school diploma; or

(2) who, based on their grade or age, are significantly off track to accumulate sufficient academic credits to meet high school graduation requirements; the district may develop and implement a comprehensive support and improvement plan for the school that is informed by the graduation rate indicator and includes differentiated improvement activities that utilize evidence-based interventions related to the needs of the students served by the school.

(e) With respect to any high school designated for comprehensive support for a low graduation rate under 4 AAC 06.840(a)(1)(B) that has a total enrollment of less than 100 students, the department may permit the district to forgo implementation of improvement activities required under this section.

(f) A district may, but is not required to, choose to provide all students enrolled in a school identified for comprehensive support and improvement under 4 AAC 06.840 with the option to transfer to another public school served by the district. In providing students the option to transfer to another public school, the district shall give priority to the lowest-achieving

children from low-income families, as determined by district for the purposes of allocating funds to schools under Title I, Part A. A student who uses the option to transfer to another public school shall be enrolled in classes and other activities in the public school to which the student transfers in the same manner as all other students at the public school. A district shall permit a student who transfers to another public school under this paragraph to remain in that school until the student has completed the highest grade in that school. A district may spend an amount equal to not more than 5 percent of its allocation under Title I, Part A to pay for the provision of transportation for students who transfer under this paragraph to the public schools to which the students transfer if the school is within 50 miles of the student's home and is connected by road.

(g) The department and district will assess the progress of each school designated for comprehensive support and improvement during each year of designation. Upon failure to exit comprehensive support and improvement status after three years, the department will initiate differentiated interventions based on need leading to increased levels of department oversight as described in 4 AAC 06.872. (Eff. 10/16/2013, Register 208; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.868 is repealed and readopted to read:

**4 AAC 06.868. Schools designated for targeted support and improvement.** (a) The department must notify each district in the state that serves one or more schools designated for targeted support and improvement under 4 AAC 06.840 as described in 4 AAC 06.888. Upon receiving notice from the department, the district shall notify each school that is designated for

targeted support and improvement with respect to which subgroup or subgroups of students in such school are consistently underperforming as described in 4 AAC 06.840(b).

(b) The district in which each school designated for targeted support and improvement is located shall ensure that each school, in partnership with stakeholders (including principals and other school leaders, teachers, secondary students, parents and community members, and tribal representatives), locally develop and implement a targeted support and improvement plan for the school to improve student outcomes for each subgroup of students that was the subject of the designation, that

(1) is informed by all indicators described in 4 AAC 06.812 - 06.826, including student performance against long-term goals;

(2) includes evidence-based interventions;

(3) is based on a school-level needs assessment;

(4) identifies any resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of such targeted support and improvement plan;

(5) is approved by the district prior to implementation of the plan; and

(6) upon approval and implementation, is monitored and periodically reviewed by the district.

(c) Each school year, not later than October 1 and after consultation with and approval of the department, a district shall increase the level of intervention in the school designated for targeted support and improvement if the annual review of the performance of the students in the subgroup on the indicators described in 4 AAC 06.812 - 06.826, including student performance against long-term goals, shows that the subgroups for which the designation of targeted support

and improvement were based have not made significant progress. (Eff. 10/16/2013, Register 208; am 11/13/2014, Register 212; am \_\_/\_\_/\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.872 is repealed and readopted to read:

**4 AAC 06.872. State system of support and intervention.** (a) For purposes of determining the level of state support and oversight to be provided to a district, not later than October 1 of each year, the department will designate each district in the state as a tier I, tier II, or tier III district. A tier III district receives the most state support and oversight; a tier I district the least.

(b) (1) A district will be designated as tier III if it has at least one school designated for comprehensive support and improvement under 06.840(a)(1).

(2) A district will be designated as tier II if

(A) at least 25 percent of the schools in the district are designated for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840(a) or (b);

(B) at least 25 percent of the students in the district attend a school designated for targeted support and improvement under 4 AAC 06.840(b);

(C) an instructional or desk audit at the district or schools in the district demonstrates significant deficiencies in the domains identified in 4 AAC 06.845(b); or

(D) an instructional or desk audit at the district shows that one or more subgroups in the district is not making progress toward the subgroup's long-term goals or measures of interim progress under 4 AAC 06.815.

(c) The department will determine the level of support and state oversight of a district or a school within a district designated as tier II or tier III. In making this determination, the department will consult with the superintendent of the district in which the school is located and will consider:

(1) the performance of schools and subgroups in the district on the indicators within the Alaska school performance system, including whether the performance of schools or subgroups has improved or decreased over a period of years;

(2) a school's failure to exit comprehensive support and improvement status after three years;

(3) the number and percentage of schools in the district designated for comprehensive support and improvement or targeted support and improvement;

(4) the number and percentage of students in the district that attend schools designated for comprehensive support and improvement;

(5) the results of a review of resource allocations from state, local and federal funds used to support school improvement in schools identified for comprehensive or targeted support and improvement in the district;

(6) the results of any desk audit or instructional audit at the district or a school in the district, including any information provided by the superintendent of the district during the consultation with the superintendent during the audit; and

(7) other evidence that relates to the district's need for support and oversight.

(d) A district may request that the department conduct a desk audit or an instructional audit at one or more schools in the district, or of the district as a whole. As part of either the desk audit or instructional audit process, the department may require a school or district to provide additional information, including a self-assessment. To the extent permitted under federal law, the department may use federal programmatic funds allocated to the district to pay the cost of an instructional audit. If a district requests a desk or instructional audit, the department may require that the district pay some or all of the cost of the audit.

(e) After the department has determined under (c) of this section that a district, or a school within a district, would benefit from an increased level of support and state oversight, the department will send notice of this determination to the district in which the school is located. In the notice, the department will inform the district of the reasons for the designation and the timetable for implementation and amendment of the district improvement plan developed under 4 AAC 06.850. Not later than 30 days after receiving the notice, the district shall take action under the timetable as required by the department, and shall verify in writing to the department that it has taken that action.

(f) The state level of support and oversight provided by the department to a tier II or tier III district will be tailored to the needs of the district or a school. The department will provide technical assistance to a tier III district regarding the implementation of the district improvement plan at a school in the district, unless the commissioner determines that technical assistance is not required. The department may provide technical assistance to a tier II district. Technical assistance may be provided by department personnel or by a contractor, and may include a site visit. The department may redirect money from the district's funding under AS 14.17 to pay for services by a contractor that the commissioner determines are necessary under this section.

(g) The department may intervene in a school or district under AS 14.07.030(14) and (15), including redirecting funding or replacement of personnel with supervisory authority over the instructional practices at the school or district if

(1) a school's Alaska school performance system score that the department identified as a reason for implementing a program for improvement does not improve;

(2) a school or district is not meeting or making progress towards its long-term goals and measures of interim progress for either the all-students group or any individual subgroup;

(3) an instructional audit at the district reveals deficiencies in the district in the domains under 4 AAC 06.845(b); or

(4) a district or school does not fully and timely implement with commitment a program that is required under

(A) this section;

(B) a school improvement plan under 4 AAC 06.845;

(C) a district improvement plan under 4 AAC 06.850.

(h) In intervening in a school within a district, the commissioner may require the district to implement or amend evidence-based interventions in the school. The commissioner may

(1) determine the evidence-based interventions to be implemented at the school,

or

(2) choose to convene a strategic planning and support team that would be given authority to recommend and direct evidence-based interventions based upon the need and readiness of the school, as appropriate and as resources allow. The strategic planning and support team could include the Commissioner of Education or designee, department



program staff, district staff, school staff, parents, tribal representatives, community members, and regional school boards. Required interventions may involve one or more of the following:

- (A) external or internal independent review of student achievement data, curriculum effectiveness, instructional practices, school improvement priorities, behavioral supports, and community engagement efforts;
- (B) audit of resource allocation at the district or school level;
- (C) on-site evaluation of school improvement practices or mandatory off-site school improvement work sessions/interviews;
- (D) periodic distance or onsite stakeholder and department calls to assess and support school improvement efforts;
- (E) new comprehensive support and improvement plans written with department input and oversight;
- (F) assignment of a school improvement coach to a district or school;
- (G) more focused training or technical assistance;
- (H) district and department level direction of school improvement funds, other applicable federal funds, or other state or local funds toward required interventions such as cohesive professional development and leadership development;
- (I) replacement of teachers and principals; or
- (J) any other intervention allowable by law that is likely to improve student achievement and success.

(i) If a district fails to take the action required under this section, the commissioner may, after notice to the district and an opportunity for the district to respond, cause the district's

funding under AS 14.17 to be redirected to pay for the action or to a holding account for the district until the action is completed. Before requiring action under this subsection, the commissioner will consider the

- (1) comments from the superintendent and local school board of the district;
- (2) action taken by the district to improve the school;
- (3) number of years the school has been identified under this section; and
- (4) factors listed in (b) and (c) of this section.

(j) The department will undertake an action under (g) of this section only after

- (1) giving the district notice and opportunity to be heard;
- (2) consideration of alternatives; and
- (3) the department determines in writing that the action will likely increase student achievement at the school or district.

(k) The department will cease an intervention under AS 14.07.030 (14) or (15) at a district if each school designated for comprehensive support and improvement in the district meets the criteria under 4 AAC 06.840 to be exited from the designation of comprehensive support and improvement. A district may petition the department at any time to cease or continue an intervention taken by the department or a designation of a district as a tier III district under this section. In considering whether to grant a petition under this subsection, the department will consider the

- (1) factors described in (a) and (b) of this section; and
- (2) the public interest.

(l) A district may petition the department at any time to cease or continue an intervention taken by the department under this section. In considering whether to grant a petition under this subsection, the department will consider the factors described in (a) and (b) of this section; and public interest.

(m) Notwithstanding any other provision of this section, the department will not take action under this section unless it has reached a conclusion, after consideration of the evidence, that its action will likely improve student achievement.

(n) Compliance with this section does not necessarily constitute compliance with a district's other responsibilities for school or district improvement under 4 AAC 06.800 - 4 AAC 06.899. (Eff. 9/12/2008, Register 187; readopt 10/25/2008, Register 188; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

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

4 AAC 06.875 is amended to read:

**4 AAC 06.875. Opportunity to Review Data.** (a) The department [A DISTRICT] shall provide a notice to each district of the preliminary designations [DESIGNATION] for each school [TO A SCHOOL BEFORE THE FINAL DESIGNATION OF A SCHOOL] under 4 AAC 06.840 [4 AAC 06.835] before the final scores and designations are made available to the public. In the notice, the department [DISTRICT] shall include an opportunity for the district to review the school-level data, including state assessment data, on which the preliminary designation is based.

(b) If the **district** [PRINCIPAL OF A SCHOOL THAT RECEIVES A PRELIMINARY DESIGNATION UNDER 4 AAC 06.835(a)] believes that the preliminary designation is in error for statistical or other substantive reasons, the **district** [PRINCIPAL] may, within 10 **working** days after the **district** [SCHOOL] receives the preliminary designation **for the school**, [SUBMIT WRITTEN NOTIFICATION OF THE PRINCIPAL'S INTENT TO] provide supporting evidence to the **department** [DISTRICT]. [ALL EVIDENCE MUST BE PROVIDED TO THE DISTRICT NO LATER THAN 20 DAYS AFTER THE SCHOOL RECEIVES NOTICE OF THE PRELIMINARY DESIGNATION.] The **department** [DISTRICT] shall consider the evidence before making a recommendation to the commissioner regarding a final **score and** designation. The commissioner or the commissioner's designee will consider the recommendation and the evidence before deciding upon a final **score and** designation.

(c) Within **20** [30] **working** days after the **district** [SCHOOL] receives notice of the preliminary **score and** designation, and no later than **September 1** [THE FIRST DAY OF INSTRUCTION IN THE DISTRICT'S AUTUMN TERM, WHICHEVER IS EARLIER], the commissioner or the commissioner's designee will issue a final determination on the **score and** designation of a school for which the **district** [SCHOOL'S PRINCIPAL] provided supporting evidence in accordance with (b) of this section.

(d) Repealed 10/16/2013.

(e) Repealed 10/16/2013.

(f) Repealed 10/16/2013. (Eff. 11/23/2003, Register 168; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.880 repealed and readopted to read:

**4 AAC 06.880. Notice.** (a) The department shall notify each district in the state that serves one or more schools designated for comprehensive support and improvement under 4 AAC 06.840(a) or targeted support and improvement of such designation under 4 AAC 06.840(b) not later than September 1 of each year per AS 14.03.123(a).

(b) If the department designates a school for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840, the district shall promptly notify the parents of each student enrolled in the school of the designation. The notice must include

(1) an explanation of what the designation means, and how the school compares in terms of academic achievement to other elementary and secondary schools served by the district and the state;

(2) the reasons for the designation; and

(3) an explanation of how parents can become involved in developing the school improvement plan to address issues that led to the designation.

(c) The district or school shall ensure that, regardless of the method or media used, it provides the information required by this section to parents

(1) in an understandable and uniform format, including alternative formats upon request; and

(2) to the extent practicable, in a language that parents can understand.

(d) The district or school shall provide information to parents through

(1) regular mail, electronic mail, or another direct means; and

(2) indirect means of dissemination, including the Internet, publications, broadcasting, and notices from public agencies serving students and their families.

(e) Communications must respect the privacy of students and their families.

(f) A district shall publish and disseminate to the parents of each student enrolled in the school, and to the public, information regarding any action taken by a school and the district to address the problems that led to designation of the school for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840, including

(1) an explanation of what the school is doing to address the problem of low performance or graduation rate;

(2) an explanation of what the district or department is doing to help the school address the problem of low performance or graduation rate; and

(3) if applicable, a description of specific interventions being undertaken by the district in a school under 4 AAC 06.864 or 4 AAC 06.868. (Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020

4 AAC 06.883 is amended to read:

**4 AAC 06.883. Jury service exemption.** A teacher employed by a school that is currently identified **for comprehensive support and improvement** [AS A ONE OR TWO STAR SCHOOL] under **4 AAC 06.840** [4 AAC 06.835] is eligible for the jury service

exemption described under AS 09.20.030(b). (Eff. 3/6/2015, Register 213; am \_\_/\_\_/\_\_\_\_, Register\_\_)

**Authority:** AS 09.20.030 AS 14.07.020 AS 14.07.060

4 AAC 06.885 is repealed and readopted to read:

**4 AAC 06.885. School recognition.** (a) The department will recognize a school as a highest performing school if

(1) the school is in the highest 10 percent of all schools in the state on the Alaska school performance system score under 4 AAC 06.812 for two consecutive school years; and

(2) the school has met the school's measures of interim progress toward all applicable long-term goals under 4 AAC 06.815 for the most recent school year for all students and all subgroups under 4 AAC 06.830.

(b) The department will recognize a school as a high progress school if

(1) the school received an Alaska school performance system score under 4 AAC 06.812; and

(2) the school has met the school's measures of interim progress toward all applicable long-term goals under 4 AAC 06.815 for one or more subgroups for two consecutive school years.

(c) The department will publish the names of all schools recognized under this section and will provide those schools with rewards and opportunities. The district in which a school recognized under this section is located shall publish the name of the school within the district, and shall provide rewards to the school.

(d) For purposes of this section, the first year of school recognition will be for the 2019 - 2020 school year based on the Alaska school performance system scores for 2018 - 2019 and 2019 - 2020. (Eff. 7/9/2005, Register 175; am 8/1/2008, Register 187; am 10/16/2013, Register 208; am 3/19/2014, Register 209; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS14.03.123 AS 14.07.060 AS 14.50.080

AS14.07.020

4 AAC 06.888 is amended to read:

**4 AAC 06.888. Informal review of complaints.** (a) A person may file a complaint with the department alleging that the school district or the department has failed to comply with the requirements of the federal programs under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, 20 U.S.C. 6301 - 7981 [20 U.S.C. 6301 – 7941] (Elementary and Secondary Education Act), the provisions of the McKinney-Vento Homeless Assistance Act (42 U.S.C 11431 - 11434A), AS 14.03.123, or 4 AAC 06.800 - 4 AAC 06.899, and seeking informal review under this section of those allegations. For a complaint to be reviewed, it must include

- (1) a statement describing the provision of law that the school district or department has allegedly violated;
- (2) a statement of the facts that the complainant alleges establish the violation;
- (3) the name and address of the complainant; and
- (4) documentation that shows that the complainant first presented the complaint to the school district, if the complaint alleges that the school district committed the violation.



(b) Within five days after receiving a complaint, the department will assign an investigator to conduct an informal review of the complaint. The investigator must be an employee of the department, may not have taken part in the action that is the subject matter of the complaint, and may not have a personal or financial interest in the subject matter of the complaint. In reviewing the complaint, the investigator may interview the complainant or employees of the respondent, and may request information and documents from the complainant or respondent that the investigator considers necessary for a complete review.

(c) Within 60 days after the date that the department assigned the investigator, the investigator shall submit, to the commissioner, complainant, and respondent, a written statement that

(1) the complainant did not provide complete information for the investigator to review, that the commissioner need not respond to the complaint, and that the investigator's recommendation does not bar the

(A) commissioner from taking additional action based on the information already received; or

(B) complainant from either submitting a new complaint with the additional necessary information or pursuing remedies available under state or federal law;

(2) the complainant's allegations, even if true, do not establish a violation of 20 U.S.C. 6301 – **7981** [7941], **42 U.S.C. 11431 - 11434A**, AS 14.03.123, or 4 AAC 06.800 - 4 AAC 06.899, that the commissioner need not respond to the complaint, and that the investigator's recommendation does not bar the

(A) commissioner from rejecting the investigator's recommendation and taking additional action; or

(B) complainant from pursuing remedies available under state or federal law; or

(3) a violation of 20 U.S.C. 6301 - 7981 [7941], 42 U.S.C. 11431 - 11434A, AS 14.03.123, or 4 AAC 06.800 - 4 AAC 06.899 is likely to have occurred, based on the information made available to the investigator, that if the respondent does not correct or stop the violation, the department may take additional action under state law, including the initiation of procedures to withhold funding under 20 U.S.C. 6301 - 7981 [7941] or AS 14.07.070 if the respondent is a school district, and that the investigator's recommendation does not bar the

(A) commissioner from rejecting or declining to act upon the investigator's recommendation; or

(B) complainant from pursuing remedies available under state or federal law. (Eff. Eff. 9/1/2006, Register 179; am \_\_/\_\_/\_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.895 is repealed and readopted to read:

**4 AAC 06.895. Report card to the public.** (a) Each public school and district in the state shall comply with the reporting requirements of AS 14.03.120 and this section. Each school shall prepare a school report, to be entitled School Report Card to the Public, on a form provided by the department. Each district shall prepare a district report, to be entitled School District Report Card to the Public, on a form provided by the department.

(b) A school shall disseminate its School Report Card to the Public as required under AS 14.03.120(d). A district shall disseminate its School District Report Card to the Public and the School Report Card to the Public for each school in the district by providing required data to the department, posting the report cards on the Internet if the district maintains a website, and any other means of distribution the district chooses, not later than 30 days after the department has made all necessary data available to districts. Each district shall ensure that parents of students in each school in the district are notified of the location and availability of the School and District Report Cards to the Public. The report required under this section shall be written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

(c) The School Report Card to the Public must contain the number of students enrolled in the school, the Title I status of the school, and must provide the following information on accreditation:

(1) whether the school is accredited;

(2) if the school is accredited, the

(A) date of accreditation;

(B) name of the accrediting organization; and

(C) level of accreditation awarded by the accrediting organization for the year of the report.

(d) The School Report Card to the Public must include the following information for all students enrolled in the school, and the School District Report Card to the Public must include the following information for all students enrolled in the district:

(1) For purposes of accountability under 4 AAC 06.812, 4 AAC 06.815, 4 AAC 06.821, and 4 AAC 06.826, for all students and disaggregated by each subgroup of students described in 4 AAC 06.830,

(A) the number and percentage of full academic year students tested who achieved the proficient or advanced achievement level described in 4 AAC 06.739 or in 4 AAC 06.775(b) on the English language arts and mathematics assessments;

(B) if the participation rate as described in 4 AAC 06.820 is less than 95 percent, the number and percentage of 95 percent of the students enrolled on the first day of testing that achieved the proficient or advanced achievement level described in 4 AAC 06.739 or in 4 AAC 06.775(b) on the English language arts and mathematics assessments; and

(C) the number and percentage of students tested and not tested based on the number of full academic year students enrolled in tested grades on the first day of testing.

(2) For purposes of reporting for all students and disaggregated by each subgroup of students described in 4 AAC 06.830, gender, migrant status, homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty,

(A) the number and percentage of students tested who achieved each achievement level described in 4 AAC 06.739 on English language arts, mathematics, and science;

(B) if the participation rate as described in 4 AAC 06.820 is less than 95 percent, the number and percentage of 95 percent of the students enrolled on the first day

of testing that achieved each achievement level described in 4 AAC 06.739 on English language arts, mathematics, and science;

(C) the number and percentage of students tested and not tested based on the number of students enrolled in tested grades on the first day of testing; and

(D)

(i) for a district report card, a comparison between the number and percentage of students at each achievement level for the district with the number and percentage of students at each achievement level for the state as a whole; and

(ii) for a school report card, a comparison between the number and percentage of students at each achievement level for the school with the number and percentage of students at each achievement level for the district and the state as a whole;

(3) for purposes of accountability under 4 AAC 06.812 and 4 AAC 06.822, for all students and disaggregated by each of the subgroups of students as defined in 4 AAC 06.830, the number and percentage of students who made adequate growth in English language arts and mathematics as described in 4 AAC 06.822; and for purposes of reporting, for subgroups of homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty, the number and percentage of students who made adequate growth in English language arts and mathematics as described in 4 AAC 06.822;

(4) for purposes of accountability under 4 AAC 06.812, 4 AAC 06.815, and 4 AAC 06.825, for all students and disaggregated by each of the subgroups of students defined in 4 AAC 06.830, the four-year and five-year graduation rate as defined in 4 AAC 06.825; and for

purposes of reporting for subgroups of homeless status and status as a child in foster care, the four-year and five-year graduation rate as defined in 4 AAC 06.825;

(5) for purposes of accountability under 4 AAC 06.812, 4 AAC 06.815, and 4 AAC 06.823 the number and percentage of English learners in grades 1 - 12 who met the target for making progress in learning English; and for purposes of reporting, the number of English learners in grades K-12 achieving English language proficiency and meeting the exit criteria as defined in 4 AAC 34.055(d);

(6) for purposes of accountability, for all students and disaggregated by each of the subgroups of students, as defined in 4 AAC 06.830, the number and percentage of students identified as not chronically absent as described in 4 AAC 06.826(a) who were enrolled for at least half the school term, and for purposes of reporting, the number and percentage of students identified as chronically absent as described in 4 AAC 06.826(a) who were enrolled at least ten days in the school term;

(7) for purposes of accountability, for all students and disaggregated by each of the subgroups of students as defined in 4 AAC 06.830, the number and percentage of full academic year students tested in grade three who achieved the proficient or advanced achievement level described in 4 AAC 06.739 on the English language assessment; if the participation rate as described in 4 AAC 06.820 is less than 95 percent, the number and percentage of 95 percent of the full academic year grade three students enrolled on the first day of testing who achieved the proficient or advanced achievement level described in 4 AAC 06.739 on the English language arts assessment; and the number and percentage of grade three students tested and not tested based on the number of full academic year students enrolled in tested grades on the first day of testing;

(8) for purposes of accountability under 4 AAC 06.815, 4 AAC 06.821, 4 AAC 06.823, 4 AAC 06.825 and for purposes of reporting, for all students and disaggregated by each of the subgroups of students as defined in 4 AAC 06.830, a comparison between the performance under sections (d)(1)(A) and (d)(1)(B) for the school or district and the school's or district's and state's long-term goals and measures of interim progress for that year as determined under 4 AAC 06.815, including a determination of whether the school or district met the target as defined in 4 AAC 06.815(a)(3) for the all students group and each subgroup;

(9) the number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under 4 AAC 06.775(b), by grade and subject;

(10) for the School District Report Card to the Public, the most recent available academic achievement results in grades four and eight on the state's national assessments of educational progress reading and mathematics assessments under 4 AAC 06.710(3) compared to the national results, including

(A) the percentage of students at each achievement level reported in the aggregate; and

(B) the participation rates for students with disabilities and for student who are English Learners.

(11) information submitted by the department and each district in the state, in accordance with the Office for Civil Rights data collection conducted pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)), on

(A) rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidences of violence, including bullying and harassment; and

(B) the number and percentage of students enrolled in

(i) preschool programs; and

(ii) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.

(12) the professional qualifications of teachers in the district and each school, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of

(A) inexperienced teachers, principals, and other school leaders;

(B) teachers teaching with emergency or provisional credentials; and

(C) teachers who are not teaching in the subject or field for which the teacher is certified.

(13) the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures of federal, state, and local funds, disaggregated by source of funds, for each district and each school in the district for the preceding fiscal year.

(14) where available, for each high school in the district, and beginning with the report card prepared under this paragraph for the 2017 - 2018 school year, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in 4 AAC 06.830), at which students who graduate from the high school enroll for the first academic year that begins after the students' graduation:

(A) in programs of public postsecondary education in the state; and



(B) if data are available and to the extent practicable, in programs of private postsecondary education in the state or programs of postsecondary education outside the state.

(e) Repealed 10/9/2015.

(f) Each School and District Report Card to the Public must contain

(1) a clear and concise description of the state's accountability system as described in 4 AAC 06.812 - 826; and

(2) the methods and timeline for designating schools for comprehensive support and improvement or targeted support and improvement and for exiting the schools from those designations under 4 AAC 06.840. Each district report card must contain the number, percentage, and names of all public schools in the district designated for comprehensive support and improvement or targeted support and improvement under 4 AAC 06.840. The School Report Card to the Public must include information for the school, and the School District Report Card to the Public must include information for all schools in the district, regarding school designations and other indicators, as follows:

(A) the Alaska school performance system score, if applicable, under 4 AAC 06.812 and the designation of each school in the district under 4 AAC 06.840 and for districts, the number and percentage of schools that have been designated for comprehensive support and improvement or targeted support and improvement;

(B) whether a school in the district has been designated persistently dangerous under 4 AAC 06.200;

(C) the attendance rate for all students and for each subgroup under 4 AAC 06.830; (4) the retention rate for students in grades K-8;

(D) the dropout rate for students in grades seven through twelve; and

(E) the rate of enrollment change due to transfers.

(g) A report under this section may not include the information otherwise required by law if the number of students in a category is so small that the results would reveal personally identifiable information about an individual student. Results of the state assessments may not be reported if fewer than five students are tested.

(h) In providing the description of student, parent, community, and business involvement in student learning, as required by AS 14.03.120(d)(4), each school shall state

(1) the number and percentage of students responding to the teacher evaluation survey;

(2) the number and percentage of parents responding to the teacher evaluation survey;

(3) the number of school-business or interagency partnerships the school has entered into under a written agreement;

(4) the average number of volunteer-hours a week spent in the school by parents and other members of the community;

(5) a narrative description of the results of parental, community, or business involvement, as identified by the school; and

(6) any other information the school wishes to provide on this subject.

(i) Each school shall compute the information required by AS 14.03.120(d)(5) and this section as follows:

(1) the attendance rate is a fraction, expressed as a percent, the numerator of which is the aggregate daily attendance during the regular school year, and the denominator of which is the aggregate daily membership for the school year; the aggregate daily attendance is the sum of the days present for all students when school is in session during the school year; the aggregate daily membership is the sum of the days present and absent for all students when school is in session during the school year; in-service days are not included in the computation; for the purposes of this paragraph, a student is considered present if physically present at the school or engaged in a school activity even if the activity is away from the school;

(2) for kindergarten through grade eight, the retention rate is computed by dividing the number of students being retained on the last day of school by the membership on the last day of the school year;

(3) for grades 7 - 12, the dropout rate is a fraction, the numerator of which is the number of students who have dropped out in the current school year, and the denominator of which is the number of students enrolled in grades 7 - 12 on October 1 of the current school year;

(j) In providing the information required by AS 14.03.120(d)(6), each school shall provide the information on student transfers into and out of the school itself. Each school shall compute the information required by AS 14.03.120(d)(6) as follows:

(1) the annual percent of enrollment change is computed by taking the difference between the October 1 enrollment from the current school year and the October 1 enrollment from the previous school year and dividing by the October 1 enrollment from the previous school year, the result being expressed as a percentage;

(2) the annual percent of enrollment change due to student transfers is computed by subtracting from one the quotient derived by dividing the number of students enrolled at least

170 days or the number of student days in the approved school calendar, whichever is less, in the school by the total number of students enrolled at least one day in the school.

(k) In preparing the comment summaries required by AS 14.03.120(e) to be reported to the department, each school shall state the number of persons commenting, indicate whether comments are from students, parents, or other members of the community, and succinctly set out the gist of the comments, both negative and positive ones.

(l) In this section,

(1) "current school year" means the school year for which the report card is made;

(2) "district" has the meaning given in AS 14.17.990;

(3) "dropout" means an individual who was enrolled in the district at some time during the school year whose enrollment terminated; "dropout" does not include an individual who

(A) graduated from high school or completed a state- or district-approved education program, as evidenced by receipt of a secondary school diploma from school authorities;

(B) transferred to another public school district, private school, or state- or district-approved education program that terminates in a regular diploma;

(C) is temporarily absent due to suspension;

(D) is temporarily absent due to an illness or a medical condition; or

(E) died.

(4) "performance score" means the score calculated under 4 AAC 06.812;

(5) "previous school year" means the school year immediately before the school year for which the report is made;

(6) "school year" means the 12-month period beginning July 1 of each year and ending June 30 of the following year;

(7) "students from families on active military duty" means students whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force.

(n) For the purposes of AS 14.03.120(d) and (e), AS 14.03.123, and this section,

(1) "program" means an identifiable set of educational services that a district delivers to students who are not enrolled at a school facility to receive those educational services;

(2) "school" means an educational institution operated by a district and administered as an independent unit within the district, regardless of whether the school is housed in a facility separate from other units that does not include an educational program within a district, as designated by the district; and includes a correspondence school, whether designated a program or a school. (Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am 3/6/2015, Register 213; am 10/9/2015, Register 216; am 2/5/2017, Register 221; am \_\_/\_\_/\_\_\_\_)

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

4 AAC 06.899 is amended to read:

**4 AAC 06.899. Definitions.** In 4 AAC 06.800 - 4 AAC 06.899, unless the context requires otherwise,

(1) "African-American" means a person having origins in any of the Black racial groups of Africa;

(2) "Alaska Native" means a person who is a descendant of, and who has at least one-quarter blood derived from,

(A) a member of the aboriginal peoples inhabiting the state when annexed to the United States; or

(B) an American Indian or Eskimo who, after 1867 and before June 30, 1952, migrated into the state from Canada.

(3) "American Indian" means a person having origins in any of the aboriginal peoples of North and South America, including Central America, and who maintains cultural identification through tribal affiliation or community recognition; "American Indian" does not include an Alaska Native;

(4) "Asian or Pacific Islander" means a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands;

(5) "economically disadvantaged student" means a student who is eligible for free or reduced-price school meals under the department's Alaska Income Eligibility Guidelines for Free and Reduced Meals;

(6) repealed 2/5/2017;

(7) "Hispanic" means a person who traces the person's origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race;

(8) "migrant status" means a migratory child as defined in 20 U.S.C. 6399(3).  
[PERSON WHO IS, OR WHOSE PARENT OR SPOUSE IS, A MIGRATORY  
AGRICULTURAL WORKER, INCLUDING A MIGRATORY DAIRY WORKER OR A  
MIGRATORY FISHER, AND WHO, IN THE PRECEDING 36 MONTHS, IN ORDER TO

OBTAIN, OR ACCOMPANY THE PERSON'S PARENT OR SPOUSE, IN ORDER TO OBTAIN, TEMPORARY OR SEASONAL EMPLOYMENT IN AGRICULTURAL OR FISHING WORK

(A) HAS MOVED FROM ONE SCHOOL DISTRICT TO ANOTHER;

OR

(B) RESIDES IN A SCHOOL DISTRICT OF MORE THAN 15,000 SQUARE MILES, AND MIGRATES A DISTANCE OF 20 MILES OR MORE TO A TEMPORARY RESIDENCE TO ENGAGE IN A FISHING ACTIVITY;]

(9) "parent" means a biological, adoptive, or foster parent, or an adult who acts as a guardian of a child and makes decisions related to the child's safety, education, and welfare;

(10) Repealed 10/16/2013;

(11) "statewide student assessment system" or "state assessments" means the assessments described in 4 AAC 06.710;

(12) "student with a disability" has the meaning given "child with a disability" in AS 14.30.350; "student with a disability" includes all students who are under or eligible for an individualized education program under AS 14.30.278;

(13) "**English learner**" ["STUDENT WITH LIMITED ENGLISH PROFICIENCY"] has the meaning given ["LIMITED ENGLISH PROFICIENT PUPIL" OR "LEP PUPIL"] in 4 AAC 34.090; "**English learner**" ["STUDENT WITH LIMITED ENGLISH PROFICIENCY"] includes students who are currently served or eligible to be served under 4 AAC 34.055;

(14) "White" means a person having origins in any of the original peoples of Europe, North Africa, or the Middle East;

(15) Repealed 10/3/2011;

(16) "emigre" means a student formerly enrolled in the school for whom the school has written documentation that the student is no longer enrolled because the student emigrated to another country;

(17) "students of two or more races" means students who primarily identify their heritage with more than one of the subgroups "African-Americans," "Alaska Natives," "American Indians," "Asians or Pacific Islanders," or "Whites";

(18) "Alaska school performance system [INDEX]" means the system [INDEX] described in 4 AAC 06.812;

(19) "desk audit" means a review of student learning data at the school or district, including consultation with the superintendent of the district in which the school is located;

(20) "instructional audit" means a review of the instructional policies, practices, and methodologies of the district or one or more schools within the district; an instructional audit may include a review of the district's or school's

(A) curriculum, including whether the curriculum is aligned with the state's standards and grade level expectations adopted in 4 AAC 04.140;

(B) assessment policy and practice;

(C) instruction;

(D) school learning environment;

(E) professional development policy and practices; and

(F) leadership;

(21) "school"



(A) has the meaning given “public school” in AS 14.60.010, except as provided in (C) of this paragraph;

(B) includes

- (i) an alternative school within the meaning given in 4 AAC 09.990;
- (ii) a charter school established under AS 14.03.250 - 14.03.290;
- (iii) a district correspondence program financed under AS 14.17.430;
- (iv) the state boarding school established under AS 14.16;
- (v) a school for the blind, school for the deaf, or other special mission school; and
- (vi) a school located in a youth correctional facility;

(C) does not include a citizenship night school;

(22) ["STAR RATING" MEANS THE NUMBER OF STARS AWARDED TO A SCHOOL UNDER 4 AAC 06.835 BASED ON THE SCHOOL'S ALASKA SCHOOL PERFORMANCE INDEX SCORE;]

(23) "student learning data" has the meaning given in 4 AAC 19.099.

(24) "alternative school" means a school that is specifically designed to exclusively serve secondary-school students who are at high risk of failing to graduate because of credit deficiencies, below-proficient academic performance, a history of low attendance, a history or high risk of dropping out, or other barriers to graduation; in this paragraph, "below-proficient academic performance" means obtaining an achievement level on a standards-based assessment under 4 AAC 06.739 that does not meet standards.

**(25) "full academic year" means continuous enrollment between October 1 and the first date of the administration of the standards-based test under 4 AAC 06.737;**

**(26) "evidence-based" means an activity, strategy, or intervention that: (A) demonstrates a statistically significant effect on improving student outcomes based on (i) strong evidence from at least one well-designed and well-implemented experimental study; (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study or (iii) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for bias; or (B) (i) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (ii) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.**

**(27) "valid score" means a scale score and an achievement level under 4 AAC 06.739 or 4 AAC 06.775(b);**

**(28) "natural grade progression" means the student has progressed to the next consecutive grade level in the current school year from the previous school year.** (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 4/6/2016, Register 218; am 2/5/2017, Register 221; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.123                      AS 14.07.060                      AS 14.50.080

AS 14.07.020

4 AAC 12.300(g) is amended to read:

(g) Unless otherwise provided in this section, fees must be paid at the time of application and are nonrefundable. The fee for

(1) initial issuance of a teacher certificate, including all endorsements, is \$200, plus the cost of a criminal history background check required under (b)(4) of this section;

(2) renewal of a teacher certificate, including all endorsements, is \$200, plus the cost of a criminal history background check required under 4 AAC 12.405(b);

(3) addition or deletion of [AN] endorsements, other than at the time of initial issuance of the certificate is **\$100** [\$200];

(4) a certified copy of a teacher certificate is \$25; and

(5) each nonacademic credit is \$50 payable at the time supporting documentation required by 4 AAC 12.410(a) is submitted to the department. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 176; am 9/20/2006, Register 179; am 6/7/2015, Register 214; am 4/24/2016, Register 218; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060          AS 14.20.020          AS 14.20.030  
AS 14.20.010

4 AAC 19.055 is amended to read:

A[BEGINNING JULY 1, 2016, A] district shall report to the department not later than September 15 of each calendar year on a form prescribed by the department the number [and percentage] of tenured and non-tenured teachers, administrators, and special service providers in **each school in** the district during the preceding school year who

(1) exceeded the district's performance standards under AS 14.20.149(b)(4);

(2) were on a plan of improvement under AS 14.20.149(b)(6);

(3) were receiving district support on a plan of professional growth under 4 AAC 19.010(h);

(4) were non-retained under AS 14.20.175;

(5) were dismissed under AS 14.20.170; [OR]

(6) were 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 before the plan of improvement could begin;

**(7) met the district's performance standards;**

**(8) were not reported in (1) through (7) above; and**

**(9) were employed by the district at any time during the school year.** (Eff.

2/16/2013, Register 205; am 10/9/2015, Register 216; am 10/9/2016, Register 220; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 33.505 is repealed:

**4 AAC 33.505. Public school growth and proficiency index.** Repealed. (Eff.

12/02/2012, Register 204; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

4 AAC 33.540 is repealed:

**4 AAC 33.540. Qualification.** Repealed. (Eff. 12/24/2006, Register 180; am 8/1/2008, Register 187; am 12/2/2012, Register 204; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

4 AAC 34.055 is amended to read:

**4 AAC 34.055. Plan of Service.** (a) Each school district that enrolls **English learners** [LIMITED ENGLISH PROFICIENT (LEP) PUPILS] shall administer a state-approved assessment for identification of English language proficiency to all **students** [PUPILS] who may be **English learners** [LEP PUPILS] but have not been identified as **English learners** [LEP PUPILS]. The district is responsible for taking appropriate steps to develop **English learners'** [LEP PUPILS] English-language skills and to provide them meaningful participation in the school district's academic program consistent with applicable state and federal standards. In addition, each school district with a school that is attended by at least eight **students who are English learners** [LEP PUPILS] shall

(1) prepare a plan of service for **English learners** [LEP PUPILS]; the school district may designate the effective dates of the plan of service, which may be for up to five school years;

(2) file a plan of service by **July 1** [APRIL 15] of the year in which the district enrolls eight or more **English learners** [LEP PUPILS] in a school or the year in which the existing plan of service expires;

(3) implement the plan of service in the school year following the [YEAR OF] submission; and

(4) file changes to an existing plan of service with the department before implementation of the change.

(b) The plan required under (a) of this section must provide for the following:

(1) a statement of the district's educational goals and instructional methodology;

(2) the district's plan of identification of all **students** [PUPILS] who are or who may be **English learners, according to the standardized statewide entrance procedures** [LEP

PUPILS], which must include the use of a state-approved assessment for identification of English language proficiency;

(3) the district's procedure for assessing the educational progress of **English learners** [LEP PUPILS];

(4) the district's program of services and instructional model for **English learners** [LEP PUPILS];

(5) an identification of **instructional** [INSTRUCTION] staff and educational resources;

(6) the district's process for monitoring the academic progress of former **English learners** [LEP PUPILS] for **four** [TWO] years after they are no longer identified as **English learners** [LEP PUPILS];

(7) the district's program evaluation that addresses the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification;

(8) parent and community involvement.

(c) The commissioner will approve an English language proficiency assessment that tests an **English learner's** [LEP PUPIL'S] proficiency under the English language proficiency standards adopted by reference in 4 AAC 04.155. A district shall annually administer, between February 1 and March 31 of each school year, the state-approved assessment of English language proficiency to all **students** [PUPILS] who have been identified as **English learners** [LEP PUPILS].

(d) If under (b) and (c) of this section, a district identifies a **student** [PUPIL] as an **English learner** [LEP PUPILS] eligible for services under this chapter, that pupil remains

identified as an **English learner** [LEP PUPILS] until the **student** [PUPIL] obtains, on tier B or tier C of the assessment approved by the commissioner under (c) of this section [A]

(1) **an overall** composite score of **4.5** [5.0] or higher; and

(2) **a** score of 4.0 or higher in each of the tested domains of reading, [WRITING], speaking, and listening, **and a score of 3.8 or higher in the tested domain of writing.**

(e) A district shall monitor the academic progress of each **student** [PUPIL] who had been identified as an **English learner** [LEP PUPIL] for two years after the **student** [PUPIL] is no longer identified as an **English learner** [LEP PUPIL]. A former **English learner** [LEP PUPIL] is not required to participate in the annual English language proficiency assessment unless the district determines that a student's failure to make academic progress may be a result of a lack of English language proficiency and the **student** [PUPIL] may need to be re-identified as an **English learner** [LEP PUPIL].

(f) Repealed 10/16/2013. (Eff. 1/14/78, Register 65; am 8/15/78, Register 67; am 6/28/87, Register 102; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 8/29/2004, Register 171; am 12/7/2004, Register 172; am 2/18/2007, Register 181; am 7/13/2012, Register 203; am 10/16/2013, Register 208; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

Authority: AS 14.07.060    AS 14.17.420    AS 14.30.410

4 AAC 34.090 is amended to read:

**4 AAC 34.090. Definitions.** (a) In this chapter, unless the context requires otherwise,

(1) "district" or "school district" means a city and borough school district or regional educational attendance area;

(2) "**English learner**" ["LIMITED ENGLISH PROFICIENT PUPIL" OR "LEP

PUPIL"] means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; **or** [AND]

**(iii) an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;**

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain an achievement level that meets standards, as described in 4 AAC 06.739, on the state assessments in English language arts, **mathematics, and science** under 4 AAC 06.737;

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;



(3) "school that is attended by at least eight **English learners** [LEP PUPILS]"

means any school, elementary, middle, or any combination secondary school with eight or more **English learners** [LEP PUPILS] in regular daily attendance;

(4) "Alaska Native" has the meaning given in 4 AAC 06.899;

(5) "American Indian" has the meaning given in 4 AAC 06.899;

(6) "outlying area" has the meaning given in 20 U.S.C. 7801(36) [(30)]

(Elementary and Secondary Education Act); the definition of "outlying area" set out in 20 U.S.C. 7801(36) [(30)], as revised as of **December 10, 2015** [JANUARY 8, 2002], is adopted by reference.

(b) In AS 14.30.410 and this chapter, "department" means the department of education and early development.

(c) In AS 14.30.400, "bilingual-bicultural education program" means a program of instruction in elementary or secondary education that is designed for **English learners** [CHILDREN OF LIMITED ENGLISH SPEAKING ABILITY AND WHOSE PRIMARY LANGUAGE IS OTHER THAN ENGLISH]. (Eff. 12/29/76, Register 60; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 6/30/2013, Register 206; am 4/6/2016, Register 218, Am. \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.30.410

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

**May 31, 2018**

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

**Agenda Item: 12**

---

**◆ 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<br>Begin/End | Reappointment<br>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<br>(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<br>3/1/2020     |                            | Public-At-Large       |                        | X                               |   |  |   |   | alt 6/5/15  |               |               |                  |                              |
|                    |                          |                            | 3rd Judicial District |                        |                                 |   |  |   | X   |   |               |               |                  |                              |
| James Fields       |                          |                            | REAA                  |                        |                                 |   | 12/6/2013  |   |   | 6/5/2015  |               |               | 6/5/2015         |                              |
| Barbara Thompson   | 3/01/2014<br>3/1/2019    |                            | Public-At-Large       |                        |                                 | X   | 3/13/2014  | 3/13/2014   |   |   |               | 6/17/2016     |                  |                              |
|                    |                          |                            | 2nd Judicial District |                        |                                 |   |  |   |   |   | 3/13/2014     |               |                  |                              |
|                    |                          |                            | 4th Judicial District |                        |                                 |   | 12/6/2013  |   |   |   |               |               |                  | 6/5/2015                     |
| Rebecca Himschoot  | 3/01/2016<br>3/01/2021   |                            | 1st Judicial District |                        |                                 | 6/17/2016   |  |   |   |   |               | X             |                  |                              |
|                    |                          |                            | Military Advisor      |                        |                                 |   |  |   |   |   |               |               | 6/5/2015         |                              |
| Tanis Lorring      |                          | n/a                        | Student Advisor       |                        |                                 |   |  | Page 1  |   |   |               |               |                  |                              |

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

**May 31, 2018**

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

**Agenda Item: 13**

◆ **ISSUE**

The board is scheduled to set its meeting calendar for school year 2018-2019.

◆ **BACKGROUND**

- According to board bylaws, the board will adopt a calendar indicating the planned date and location of each regular meeting for the next school year at the last regularly scheduled meeting of each school year. The June meeting is the last meeting of the school year.
- The Commissioner has scheduled work sessions with the board on July 25, 2018, August 22, 2108, October 24, 2018, February 27, 2019, and April 24, 2019, at 3 p.m.
- The department presents the following meeting schedule. The board may choose to change any part of the proposal.

| <b>Date</b>           | <b>Location</b>  | <b>Meeting Type</b>                        |
|-----------------------|------------------|--|
| July 25, 2018         | Audio Conference | Work session –<br>Commissioner’s Report    |
| August 22, 2018       | Audio Conference | Work session –<br>Commissioner’s Report    |
| September 13-14, 2018 | Juneau/Sitka     | Regular quarterly                          |
| October 24, 2018      | Audio Conference | Work session –<br>Commissioner’s Report    |
| December 6-7, 2018    | Audio Conference | Regular quarterly                          |
| January 23, 2019      | Audio Conference | Special – legislative and<br>budget report |
| February 27, 2019     | Audio Conference | Work session --<br>Commissioner’s report   |
| March 21-22, 2019     | Juneau           | Regular quarterly                          |
| April 24, 2019        | Audio Conference | Work session --<br>Commissioner’s report   |
| June 6-7, 2019        | Audio Conference | Regular quarterly                          |

- The board should decide if it wants to have a retreat as part of one of its meetings.
- Calendars for school year 2018-2019 follow this cover memo.
- 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.

◆ **OPTIONS**

Set the meeting dates for school-year 2018–2019.

Take no action.

◆ **ADMINISTRATION’S RECOMMENDATION**

Set the meeting dates for school-year 2018-2019.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development set the following calendar for the 2018–2019 school year.

| <b>Date</b>           | <b>Location</b>  | <b>Meeting Type</b>                        |
|-----------------------|------------------|--|
| July 25, 2018         | Audio Conference | Work session –<br>Commissioner’s Report    |
| August 22, 2018       | Audio Conference | Work session –<br>Commissioner’s Report    |
| September 13-14, 2018 | Juneau/Sitka     | Regular quarterly/Retreat                  |
| October 24, 2018      | Audio Conference | Work session –<br>Commissioner’s Report    |
| December 6-7, 2018    | Audio Conference | Regular quarterly                          |
| January 23, 2019      | Audio Conference | Special – legislative and<br>budget report |
| February 27, 2019     | Audio Conference | Work session --<br>Commissioner’s report   |
| March 21-22, 2019     | Juneau           | Regular quarterly                          |
| April 24, 2019        | Audio Conference | Work session --<br>Commissioner’s report   |
| June 6-7, 2019        | Audio Conference | Regular quarterly                          |

**3. Organization and duties of the state board**

3.1. Officers

The officers of the state board are the chair, first vice-chair and second vice-chair.

*Adopted March 2004*

3.2. Election of officers

The officers of the board are elected at the last regular meeting of the board each school year, and serve one year, July 1 to June 30, and after that, if necessary, until the election of their successors. A board member may serve successive terms as an officer without limit.

*Adopted March 2004*

3.3. Duties of the chair

The board chair shall

3.3.1. Preside at all meetings of the board.

3.3.2. Maintain liaison with other members of the board and with the commissioner when the board is not in session.

3.3.3. Work with the commissioner and persons appointed by the commissioner to develop meeting agendas.

3.3.4. Represent the board when occasion requires, and speak publicly for the board as a whole on positions of the board.

3.3.5. Unless otherwise specifically provided by law or motion, appoint board members to committees and subcommittees, and appoint the members of advisory committees that the board establishes.

3.3.6. Advise the commissioner at times when the board is not in session.

3.4. Duties of the first vice-chair

The first vice-chair shall act in place of the chair in the chair's absence, or in the case of a vacancy in that office.

3.5. Duties of the second vice-chair

If the first vice-chair cannot serve, the second vice-chair shall assume the duties of the first vice-chair.

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

**May 31, 2018**

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

**Agenda Item: 14**

◆ **ISSUE**

The board is scheduled to elect its officers for school year 2018–2019.

◆ **BACKGROUND**

- According to the board’s bylaws, the board will select its officers at the last regular meeting of the board each school year. The June meeting is the final regular meeting of the school year.
- The officers are: Chair, First Vice-Chair, and Second Vice-Chair.
- The current officers were appointed in June 2017 and are:
  - Chair – James Fields
  - First Vice-Chair – Vacancy left by departing member Sue Hull
  - Second Vice-Chair – Vacancy left by the resignation of member 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, 2018, through June 30, 2019, 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 memorandum.

◆ **OPTIONS**

Elect officers for the 2018-2019 school year.

Take no action.

◆ **ADMINISTRATION’S RECOMMENDATION**

Elect officers for the 2018–2019 school year.

◆ **SUGGESTED MOTIONS**

I move the State Board of Education & Early Development elect \_\_\_\_\_  
as Chair to serve from July 1, 2018, to June 30, 2019.

I move the State Board of Education & Early Development elect \_\_\_\_\_  
as First Vice-Chair to serve from July 1, 2018, to June 30, 2019.

I move the State Board of Education & Early Development elect \_\_\_\_\_  
as Second Vice-Chair to serve from July 1, 2018, to June 30, 2019.

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

**Date: May 31, 2018**

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

**Agenda Item: 15**

---

**◆ ISSUE**

- At this time, the Mt. Edgecumbe High School (MEHS) Advisory Board has not nominated their new members.

**◆ SUGGESTED MOTION**

This is an informational item. There is no action is required at this time.





## MEMORANDUM

**To:** State Board of Education                      **Date:** May 31, 2018

**Thru:** Commissioner Michael Johnson                      **Telephone:** 907-465-2911

**From:** Patience Frederiksen  
Division of Libraries, Archives and  
Museums                      **Subject:** 16A. Report to the State Board of  
Education & Early Development  
Covering March and April 2018

---

### Staffing:

**Charles Bean**, Seasonal Museum Protection and Visitor Services Assistant, has transferred from Sheldon Jackson Museum in Sitka to the State Museum in Juneau. He starts work in May.

**Scott Carrlee**, Curator II, passed away on April 3.

**Jennifer Treadway** started work as a Records Analyst III for the State Archives on April 30.

**Jim Simard**, Head of the Historical Collections, retired April 30.

**Robert Hudson**, University Librarian at Upper Iowa University, has been hired as the Librarian III Head of Historical Collections. He starts work at the State Library on June 29.

### Grants:

Nothing to report.

### Division News:

We reinstated Monday hours for the public at the State Library, Historical Collections, and State Archives due to the high demand during the summer months.

In March the entire staff of the Department attended a mandatory accessibility training on web pages and content, per the agreement DEED signed with the Federal Office of Civil Rights.

Seven State Library staff and our E-Rate consultant presented a total of 17 workshops and 2 poster sessions to the March 8-11, 2018 Alaska Library Association annual conference in Anchorage at the Denaina Center. About 300 librarians attended this conference.

State Archives staff participated in judging National History Day entries during the last week of March. Overall, the archivists judged 15 submissions from 33 students: 14 submissions in the Junior individual and group categories (grades 6-8) and 1 in the Senior group category (grades 9-12). Group and individual formats judged included documentaries, web pages, and a play, with topics ranging from The Equal Rights Amendment and the Pure Food and Drug Act to Alaska's Serum Run, Elizabeth Peratrovich, and the Forgotten War of Attu.

On April 9, Damon Stuebner from the Alaska Historical Collections ran a historic film in the APK lecture hall, along with a lecture by a UAS faculty member. The 30 minute film is of Ted Kennedy in 1968 in Sitka talking about the assassination of Martin Luther King, which had happened just three days before Kennedy's speech. KINY reported on this event: **Kennedy Alaska speech remembered** <http://www.kinyradio.com/news/news-of-the-north/kennedy-alaska-speech-remembered/> The Kennedy film is also on Alaska's Digital Archives at: <http://vilda.alaska.edu/cdm/singleitem/collection/cdmg22/id/3434/rec/5>

On First Friday April 6, about 350 people attended the launch of an app titled *Agents of Discovery - Mission 49: Journey to Alaska's Past*. The Forest Service worked with State Museum staff for two years to develop this app. The logo for the app is an extremely cute northern flying squirrel wearing Extratuffs. On April 9, the Juneau Empire reported on the app: **A handheld gateway to Alaska history - New app brings Alaska history where kids want to see it — their phones** <http://juneauempire.com/local/news/2018-04-09/handheld-gateway-alaska-history>

The Division had a booth at the Travel Juneau fair at the JACC on Saturday, April 21 from noon to 4 pm. More than 1,500 people came to the Fair that rainy Saturday afternoon.

### **Building News:**

The glass panel on the top floor balcony was replaced. The glass was manufactured in China.

Lisa and Patience met with Jennifer Pepin to review the RFP for the replacement cooling system for the APK.

### **Event, Buildings, and Workshops (March – April 2018):**

- Department of Administration 5 day kaizen February 26 - March 2
- Solo Artists Exhibition Lectures Linda Lyons March 2
- Youth activity with Linda Lyons March 3
- DEED Accessibility Training March 5
- Poetry Out Loud Author Reading Mar 5
- Two day Office of Information Technology meeting March 6-7
- CBJ Community Development Meeting March 15
- Forest Service film: Trees to Totems March 15
- Sophia Opera March 17
- M/V Princeton Hall program for historical society members March 24
- Alaska Retirement Management Board March 28-30
- Parents as Teachers Meeting April 6

- UAS Alaska Native Studies Preconference April 13
- Alaska Council of School Administrators Reception April 9
- Student art for Alaska's heart art display - April 9
- Alaskan Brewing Manager Meeting – April 18
- KTOO Reception for Paula Kerger, CEO of PBS – April 18
- DEED Accessibility Meeting April 24-25
- Juneau Cabaret American Songbook Series – Ella Fitzgerald April 28
- Two youth workshops with Daniel Todd on making masks April 28, 2018
- Friends of SLAM meetings
- First Friday events each month
- French language practice group meetings in OWL room
- Social Security Administration hearings in OWL room



## MEMORANDUM

**To:** State Board of Education & Early Development  
**Date:** May 31, 2018

**Thru:** Commissioner Michael Johnson  
**Telephone:** (907) 465-2802

**From:** Paul R. Prussing, Director  
**Subject:** 16B. Division of Student Learning Standing Report

---

### Early Learning programs

- Teaching Strategies

DEED Early Learning continues to use a developmentally appropriate observation based assessment called "Teaching Strategies." The number of child portfolios has increased to 3,678 from 3,275 in the Fall. A work group has been meeting to help develop guidelines for Alaskan programs, which are called "Alaska CLIMBS." A handbook will be available for programs in the Fall.

- Pre-Elementary

Pre-Elementary grantees are developing their strategic plans for FY20 as programs finish their 2<sup>nd</sup> year of the 3 year grant cycle. Programs who are in the development phase are piloting or expanding their existing services, meanwhile programs in the renewal phase are planning towards self-sustainability in the 2019-2020 school year.

- Head Start

Federal Law 115-141, the Consolidated Appropriations Act, included an increase of \$160 million for Head Start programs nationwide. Approximately \$115 million of this will be for Early Head Start-Child Care Partnerships and Early Head Start expansion.

- Parents as Teachers

DEED has continued to partner with DHSS's MIECHV (Maternal Infant Early Childhood Home Visiting) Program. In Q3, 119 families and 165 children received personal visits from home visitors. Group connections included veteran's day activities, dental open houses, and literacy nights. The Alaska Children's Trust hosted a First Ladies reception at the governor's mansion and featured the Alaska Parents as Teachers program.

- Best Beginnings

In Q3, the Imagination Library mailed out 55,608 books to 18,510 enrolled children & families. Titles included *Good Night Gorilla*, *My Lucky Day*, *Lady Bug Girl*, and *Read to Tiger*.

### ESEA/ESSA Federal Programs

- Courtney Preziosi has accepted the Education Administrator I position for the ESEA Federal Programs team.
- The ESEA Federal Programs team is working to fill the vacant Education Specialist I position that works with Title III-A.
- Approximately 100 district staff attended DEED's annual ESEA Consolidated Application Technical Assistance Workshop on April 23-25 in Anchorage. Sessions regarding each of the ESEA Federal Programs were provided.
- In conjunction with the ESEA Consolidated Application Technical Assistance workshop, the National Center for Homeless Education (NCHE) presented to district homeless liaisons and federal programs staff regarding how to best support and serve children and youth experiencing homelessness. NCHE is funded by the U.S. Department of Education, and their role is to work with schools, service providers, parents, and other interested stakeholders to ensure that children and youth experiencing homelessness can enroll and succeed in school.
- The Migrant Education Program has continued to work with stakeholders to update the statewide comprehensive needs assessment of migrant children and youth.

### Special Education Program

- Compliance/ Special Education Monitoring –
  - Travel portion is completed for the current (FY18) year
  - FY17 is closed out – We are working on completing the FY18 Corrective Actions
  - FY19 travel schedule is completed: Pribilof, Lower Kuskokwim, Kuspuk, Wrangell, Aleutians East, Delta Greely, Bristol Bay, Dillingham, Yukon Koyukuk, Ketchikan, Chatham, Lake and Pen, Annette Island, Anchorage, MatSu, Fairbanks
  - Technical Assistance schedule for FY19 is in draft format at this time, but currently includes: Anchorage, Bering Strait, Hydaburg, Iditarod, Kashunamiut, Lower Kuskokwim, Lower Yukon, North Slope, Southeast Islands, Yakutat, Yukon Koyukuk and possibly Aleutians East and Yupiit
- The special education team has filled two vacancies for Education Specialist II. Selected candidates begin work in late May/ early June.
- National Association of State Directors of Special Education (NASDSE) was provided a response from Alaska stating we were prepared to move forward with the new requirements of disproportionality, but added that the federal Department of Education has not yet addressed the issues with collecting data for 3 to 5 year olds in states that do not have universal preschool programs.
- District Determinations were mailed to districts on April 13, 2018.
- The District Disproportionality reports were sent to districts on April 17<sup>th</sup>, 2018
- District Data Profiles are currently active on the Special Education page (under data).
- Grants Management System has been updated and the Title VI, Part B and 619 applications are open for all school districts and discretionary grant holders for FY 2019.
- The vacancy in HeadStart/Early Childhood programs will likely begin to fall under the Special Education team once filled.
- The Due Process and Administrative Complaints data for the year to date are as follows:
  - Due Process Hearings: 6 filed, 1 Decision (Parent), 2 dismissed, 3 pending (of which 2 are consolidated)
  - Complaint Investigations: 4 Filed, 3 (District), 1 (Parent), none pending
- The special education Annual Performance Report (APR) is posted to the federal site and we have recently posted the State Systemic Improvement Plan (SSIP) making our submission complete at this time.

- The Excess Cost calculations are being uploaded to the Grants Management System (GMS) – previously these calculations were maintained at the district level, but as part of a fiscal finding they will be maintained with the grant application paperwork online.
- One update to a regulation is being prepared for recommendation to the Commissioner of Education: 4 AAC 12.365 - Certification for related services providers. This listing of related services providers is not all-inclusive and should be addressed with direct referencing to the federal citation at 34 CFR 300.34.

#### Assessment program

Statewide Testing is finished

- ACCESS 2.0 for ELLS on March 30, 2018
- PEAKS ELA and Math Paper Based Assessment on April 13, 2018
- Alaska Science Assessment Paper Based Assessment on April 13, 2018
- PEAKS ELA and Math Computer Based Assessment on April 27, 2018
- Alaska Science Assessment Computer Based Assessment on April 27, 2018
- Alternate Assessment on May 4, 2018

Assessment Reports

- Individual Student Reports for PEAKS and the Alaska Science Assessment will be mailed and made available to districts on July 17, 2018
- Guides to help educators and parents read the reports will be available with the Individual Student Reports

The Alaska Technical Advisory Committee (TAC) will meet May 15-16, 2018 in Juneau to review topics relating to the administration of Alaska's assessments. Representatives from Data Recognition Corporation (DRC) will be present to report out on the spring 2018 administration of PEAKS and the Alaska Science Assessment.

Data Recognition Corporation (DRC) will meet with the Assessments Team in Juneau on May 17-18 to outline the plan for the 2019 administration of PEAKS and the Alaska Science Assessment.

On May 23-24, 2018 educators will meet to engage in the Standards Setting process. This process will determine the new cut scores for grade 9 PEAKS. The new cut scores will be up for board review during the May State Board Meeting.

Work on the Science Standards began on April 18-19, 2018 in Anchorage. This was the first meeting of the writing committee. Fifteen educators worked with Chris Domaleski and Brian Gong to review a variety of standards and begin to put together the first draft of the standards for the review committee.

#### Career and Technical Education program

- Administrative burden for the Carl D. Perkins program has been significantly reduced through revision of district 5-year plan template, annual reallocation process, and GMS application.
- The incentive grant awarded to Bristol Bay Regional CTE to create a regional consortium nears completion and will serve as a model for other grassroots efforts by districts to expand CTE while reducing costs and administrative time. DEED/CTE has budgeted FY19 Perkins Leadership funds to support further incentive grants targeted at finding outside-the-box solutions to delivering high-quality CTE instruction to all Alaskan students.

- DEED staff are currently reviewing grant proposals to support CTE teacher professional development opportunities. We anticipate announcing awards by May 19th. Proposed activities include both professional development camps offered by districts and postsecondary partners and taking advantage of existing professional development trainings in-state and out-of-state. DEED/CTE has budgeted FY19 Perkins Leadership money in order to continue supporting such activities in the next academic year.
- DEED staff hosted a meeting of the seven Alaskan Career and Technical Student Organizations (CTSOs) on May 9th focused on facilitating communication and partnership, rural outreach and equity, and coordinating activities. The meeting resulted in a collaborative statewide strategic vision for student inclusion, and specific goals and benchmarks for the inclusion and integration of CTSOs into district programs.
- DEED/CTE is working with numerous statewide partners to develop and coordinate high-quality career and technical education opportunities for Alaskans, including academic programs, apprenticeships, internships, and externships. These partnerships include: The University of Alaska, the Department of Labor & Workforce Development, Iñisaġvik College, Alaska Pacific University, AVTEC, and EXCEL Alaska.
- An example is the collaboration between DEED/CTE and UAF Office of K-12 Outreach to develop and deliver the Educators Rising career pathway. This effort is targeted at increasing the number of locally prepared paraprofessional and professional teachers in Alaska through highly flexible course structures and the use of micro-credentials.
- Two Alaskan districts (Yukon-Koyukuk and Copper River) are finishing up the first year of instruction using the Educator's Rising CTE Pathway of Study (CTEPS) via distance methods, and both have offered placement for other districts' students in those courses. Several other districts (e.g Southwest Region, Mount Edgecumbe, etc.) have expressed interest in using this CTEPS, whether independently through traditional face-to-face instruction or in partnership with other districts via distance methods. Students who complete the entire pathway can graduate as a fully qualified paraprofessional teacher, able to work in their local schools upon turning 18.
- DEED/CTE continues to support secondary/postsecondary alignment and dual-credit projects in high-demand sectors of the state economy, such as the Alaska Area Health Education Center (AHEC) Behavioral Health program and the Mariner Credentialing program at AVTEC.

#### Child Nutrition Programs

- The application period for the Community Eligibility Provision (CEP) is open until June 30, 2018; CEP allows low-income school districts to provide school breakfast and school lunch programs to all students at no cost. School year 2018-2019 currently is slated to have 31 districts with 209 school sites participating in CEP representing nearly 38,000 students.
- There has been an increase in participation in school meals, some of this is directly a result of CEP with school breakfast increasing by 35% over the past 6 years. As a result federal funding received by districts increased by 39% in the same time period.
- Grant applications for the Fresh Fruit and Vegetable Program have been issued to eligible school districts. This grant program provides funding for fresh produce to be served for snack programs during the school day. Funding is offered at \$50-\$75 per student for the 2018-2019 school year. The total award is pending USDA; prior fiscal year funding was over two million dollars.

- Preparation for the Summer Food Service Program is underway, although participation in 2017 was up slightly, still only 1 in 10 Alaskan youth participate in summer nutrition programs.





## MEMORANDUM

**To:** State Board of Education & Early Development  
**Date:** May 31, 2018

**Thru:** Commissioner Michael Johnson  
**Telephone:** (907) 465-2857

**From:** Bob Williams  
**Subject:** 16C. Division of Educator and School Excellence Report

---

### School Health, Safety, and Alternative Education Team

#### eLearning Program

- The eLearning program membership continues to expand weekly and now stands at 22,442 users.
- Annual updates made to the following eLearning courses: *Domestic Violence & Sexual Assault Training for Educators*, *Child Abuse and Neglect-Mandate Reporting*, *Prenatal Alcohol* and *Drug Related Disabilities*, and all four courses related to suicide prevention.
- Final revisions were made to the eLearning course: *Equity Training for Educators*. The course will be released in May 2018. Updates to the equity course complete a comprehensive content updating to all of DEED's most heavily utilized health and safety eLearning courses.

#### Other School Health, Safety and Alternative Education Training Events

- The Health and Safety team conducted two statewide *Suspension & Expulsion Data Collection* audios in April to update districts on the newly released handbook for the 2017-2018 data collection
- The Health and Safety team presented at the Spring Workshop April 23, 24, and 25, providing an overview of the *Title IV Part A Student Support and Academic Enrichment Grant* and technical assistance to participants on *Title IV Part A*. The presentations emphasized the health and safety opportunities within the *Title IV Part A* program. The team also provided technical assistance for *Title I Part D: Preventions and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk*.

- The Health and Safety team presented at the Spring Leadership Conference in Anchorage on April 26<sup>th</sup>. Session topics were *Making School Health & Safety Manageable* and *Reaffirming our Commitment to School Safety*.
- The Health and Safety team delivered a *Youth Mental Health First Aid Training* in Juneau on May 2<sup>nd</sup>

### **School Safety Activities**

- Delivered multiple correspondence to districts on school safety topics including recommendation on student walkouts and available school safety resources
- Began planning and organizing for a statewide *School Safety and Well-Being Convening* in September 2018
- Began statewide school safety gap analysis
- Supported the Governor's *School Safety Taskforce*
- The Health Team is distributing one thousand quick reference organizers to districts interested in updating their classroom guide for emergency situations.
- The Health and Safety team partnered with CDVSA to develop the first poster in a series focused on Teen Dating Violence Prevention. In recognition of February being *Teen Dating Violence Awareness and Prevention* month and April being *Sexual Assault Awareness and Prevention Month* and *Child Abuse Prevention* month, the poster along with a collection of Alaska developed supplemental resources were sent to 359 schools serving grades 7-12.

## **State System of Support / School Improvement Team**

### **Implementing ESSA**

At the April 26<sup>th</sup> School Leadership Institute, 50-60 educators participated in the one-hour session on Alaska's ESSA Plan implementation with a focus on processes for designating *Targeted Support and Improvement (TSI)* and *Comprehensive Support and Improvement (CSI)* schools and subsequent oversight and support.

Current school improvement funds have been distributed to Alaska's 44 Priority and Focus schools contained in 14 districts. These funds are used to support implementation of the school improvement plan and are available through September of 2018. School improvement grants will be available to newly designated CSI schools in Fall of 2018.

### **Alaska School Leadership Institute (ASLI)**

The annual *Alaska School Leadership Institute (ASLI)* event will be held in Anchorage on May 29, 30, and 31. Sponsored by Alaska Staff Development Network and focused on technical assistance for rural school districts, the event attracts many of our schools designated for support (Priority and Focus Schools). These schools are encouraged to use part of their awarded school improvement funds to support attendance by principals and teacher leaders.

### **School Improvement Coaching request for proposals (RFP)**

The School Improvement team is currently processing a form Request for Proposals (RFP) for State System of Support (SSOS) Coaching contracts for the 2018-2019 school year. The expected timeline has contracts awarded by July 30<sup>th</sup>, with the expectation that SSOS coaches commence work with assigned Priority and Focus schools at district in-services in August of 2018, if appropriate. Collaboration

conversations to coordinate with district leadership teams will occur in July, prior to final coach/school assignments.

## **Teacher Certification Team**

### **Educator Recognition**

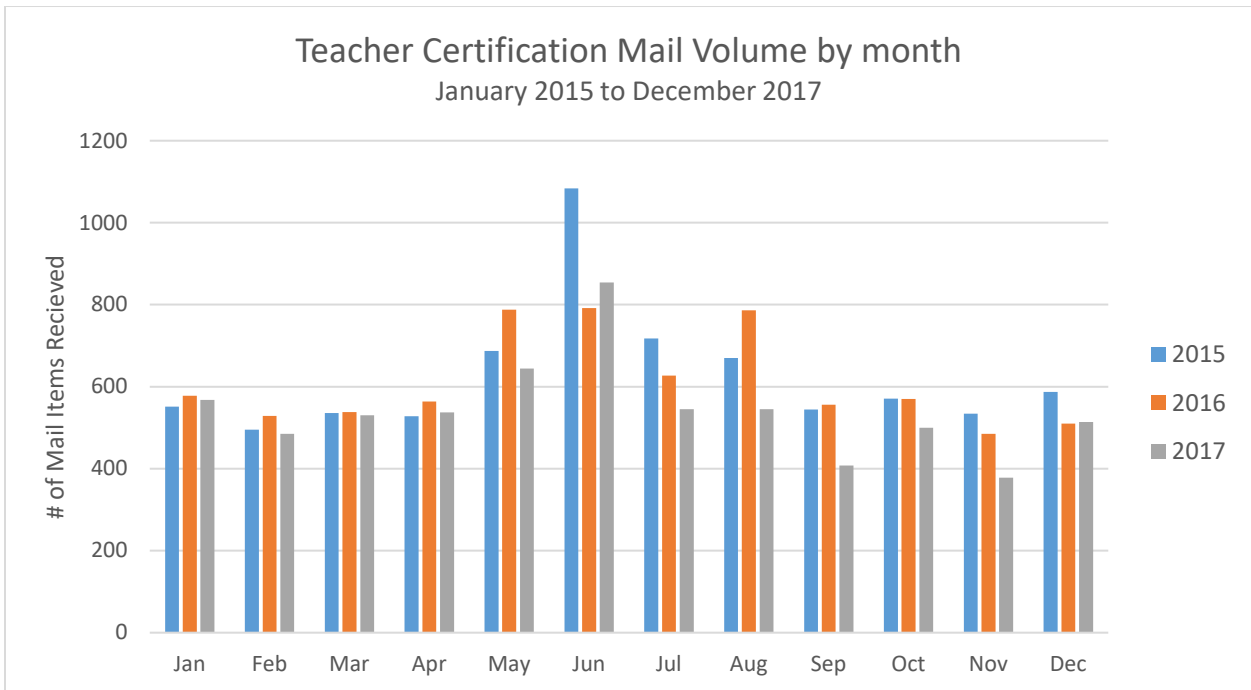
- On May 2, Ben Walker, the 2018 Alaska Teacher of the Year, was honored at the White House. During this convening, Ben connected with Teachers of the Year from the other 49 states and met the President of the United States.
- Nominations for the Alaska 2019 Teacher of the Year are closed. During the next couple of months, DEED will begin working with nominees to complete their formal application packets.
- DEED has closed nominations for its K-12 Talent Pool for the 2018-2019 school year. The talent pool is a collection of educators, relatively new to the profession, who demonstrate outstanding instructional and leadership abilities that impact students, colleagues, and the community. DEED uses to this nomination for various purposes; including recruitment for statewide committees and other leadership opportunities.
- The week of May 7<sup>th</sup> was Teacher Appreciation Week. With the help of the DEED team, over 125 Alaska educators were contacted and thanked for their service to Alaskan students. Last year, DEED reached out to educators based on their length of service. This year, DEED focused on educators who had achieved National Board Certification or been recognized as Milken Awardees or Alaska Teachers of the Year.

### **Educator Preparation Program (EPP) Accreditation**

- In April, the University of Alaska Fairbanks (UAF) and the University of Alaska Anchorage (UAA) completed their site visit for accreditation with the Council for the Accreditation of Educator Preparation (CAEP). UAF had its site visit from April 22 to April 24. UAA had its site visit from April 29 to May 1.
- Each site visit was proceeded by each educator preparation program conducting an in-depth self-study. The self-study required the examination of the programs alignment to CAEP standards and the presentation of evidence to substantiate that alignment.
- Sondra Meredith, Administrator for Teacher Education and Certification, and Bob Williams, Director of Educator and School Excellence participated in both site visits. Tim Parker, President of the National Education Association of Alaska (NEA-AK) attended the Anchorage site visit.
- The CAEP accreditation reports with findings will be finalized in October and presented to the State Board at its December meeting.

### Engaging Educators with ESSA

- On Friday, April 27<sup>th</sup>, the Division of Educator and School Excellence worked with the Commissioner’s Teacher Advisory Council and a few other interested educators at a follow-up session to the Spring Leadership Working Conference.
- The focus of the follow-up session was the development of messaging and information geared toward educators about the impacts of ESSA on their daily practice through the lens of the Alaska’s three commitments.
- The follow-up session was made possible through a grant awarded to Alaska by the Council of Chief State School Officers (CCSSO) and DEED’s partnership with Learning Forward Alaska and NEA-AK.



**Source:** Teacher Certification Mail Database; February 20, 2018



## MEMORANDUM

**To:** State Board of Education & Early Development  
**Date:** May 31, 2018

**Thru:** Commissioner Michael Johnson  
**Telephone:** (907) 465-2970

**From:** Margaret MacKinnon, Federal Programs Coordinator  
**Subject:** 16D. Federal Programs Coordinator Report

---

My work as Federal Programs Coordinator has focused on supporting staff across all three divisions. The focus of the work is on implementing federal programs efficiently and effectively to ensure that districts are able to receive and use federal funds to maximize their support for student learning.

The department has worked closely with the US Department of Education over the past two months to respond to questions, clarifications regarding Alaska's revised submission of the state's Every Student Succeeds Act (ESSA) state plan as revised February 28. The department submitted a final version of the plan and is anticipating approval by the Secretary's office by the time of the board meeting.

I worked closely with Rebecca Hattan from the Attorney General's Office and department staff from the division of Student Learning and the division of Educator and School Excellence to draft the proposed regulations to implement the elements of Alaska's ESSA plan and to review the public comments received about the proposed regulations.

I participated in and provided support to program staff for the April ESEA Technical Assistance Workshop for Federal Programs Grants. I worked with program staff to update the online grants applications and resources for training and support for district staff to ensure that they are able to apply for the federal grants as efficiently as possible, and that the funds will be aligned to the purposes of each grant and to the three commitments of the Alaska's Education Challenge.

I coordinated with staff from all three divisions to submit documentation to the US Department of Education (US ED) in preparation for the monitoring on cross-cutting selected fiscal and program requirements for Title I, Part A; Title II, Part A; Title III, Part A; and for the full programmatic monitoring of the Title I, Part D Neglected and Delinquent program and the McKinney-Vento Homeless Education Programs. All documentation was submitted in early April, and staff participated in phone calls with the US ED staff the week of May 7. The monitoring included reviewing information from two districts in the state, Anchorage and Matanuska-Susitna. Results of the monitoring will be provided to the department later.

I am leading the DEED internal team for updating the online reporting system on DEED's website. Members of the team include representatives from all three divisions, including program staff, data analysts, and IT staff. The team is focusing on a design that will be parent/community friendly. The design will provide data and information in a format that is easy to understand and helps parents, community members, and educators understand the areas of strength and areas of improvement needed in their schools. The goal is to have information about the accountability system ready by early fall with the full report card information available by mid-January. These ideas were presented at the Spring Leadership Conference by Sondra Meredith and me. Sondra is collecting information from stakeholders through an online survey, and future stakeholder input will be sought when there are some specific designs for stakeholders to review.



THE STATE  
*of* **ALASKA**  
GOVERNOR BILL WALKER

**State of Alaska**  
*Department of Education  
& Early Development*

801 West 10<sup>th</sup> Street, Suite 200  
PO Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.2800

## MEMORANDUM

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

**Date:** May 31, 2018

**Thru:** Commissioner Michael Johnson

**Telephone:** (907) 966-3201

**From:** Janelle Vanasse, Director MEHS

**Subject:** 16E. Mt. Edgecumbe High School  
Standing Report

---

# Mt. Edgecumbe High School

## State Board of Education Report

May 2018

### Note from the Superintendent



It has been a wonderful year. We are in full swing of celebrating the end of the year and the graduation of the class of 2018. We have just begun our reflection on our strategic plan progress for the year. We made some adjustments to both our math and language arts programs this year to address some unmet needs. The initial data is very good and indicates continuous

improvement. We also made some significant changes in our tutoring/study hour program. That too seems to have made a significant difference and we will continue to explore opportunities to maximize that time we have with students. We have experienced some tough times this year, particularly with the loss of our teacher Mr. Christianson, but MEHS came together as a family and supported each other. We have had many successes and many unique student experiences. As the year comes to a close, it is a time of both nostalgia for the year past, and excitement for the years to come.

### Year End Enrollment Information: Grade and Gender Distribution

|    | Male | Female | Total |
|----|------|--------|-------|
| 9  | 39   | 53     | 92    |
| 10 | 42   | 62     | 104   |
| 11 | 38   | 55     | 93    |
| 12 | 38   | 62     | 100   |
|    | 157  | 232    | 389   |



We have experienced a slightly lower retention rate this school year compared with last year, but our rate is still much higher than when this became an improvement focus. We are at about 89% and will have more data and information at the meeting.



## Admissions for 2018-19

We are deep in the process of admitting students for the 2018-19 school year. Our first “deadline” is March 31. We had about 100 applications that were complete (including transcripts, test scores, educator assessments) by that date. We continue to accept applications past the deadline and currently have 256 applications that are submitted, but we may not have all of the necessary documents.

We will have about 146 openings for this year if all current students choose to return. Each year we do have some students who contact us in the summer and tell us they will not be returning, so we do expect to accept slightly more than this number. We have noticed that we have a large number of 10th graders who apply for the first time each year. These are likely students who were not quite ready to leave home in 9th grade, but after another year in their home school decided they were ready. Many of these are excellent candidates. With that in mind, we are looking at larger numbers in 10th grade.

|    | Returning | Target  | Openings |
|----|-----------|---------|----------|
| 9  |           | 110-115 | 110-115  |
| 10 | 92        | 115-120 | 23-28    |
| 11 | 104       | 105-110 | 1-9      |
| 12 | 93        | 100     | 7        |
|    | 289       | 435     | 146      |



## Strategic Plan Work:

During the reports in the year I have attempted to highlight one of the broad areas of improvement in our strategic plan and provide more detailed information. For this report, I have attempted to provide a quick bullet-point list of activities we have done this year under each area along with reflection and ideas for continued improvement next year. The advisory board will review a more detailed data analysis on our targeted success indicators in the fall.

**Strategic Plan Key Areas**  
**Increased Communication**  
**Alignment of Curriculum & Instructional practices to student needs**  
**Integrated Support services targeting student needs**  
**Tracking results for meaningful improvement**  
**Actively promoting healthy living and life-long skills**

| 2017-2018 Activities   | Results/Notes   | Ideas for Next Year   |
|--|---|---|
| <b>Increased Communication</b>   |   |   |
| Frequent posting on Facebook (carry over- increase our capacity)<br>"Check In" Emails<br>Increased use of auto-email system (Rec calendar & sport events)  | A lot of positive feedback- we need to keep growing in these areas  | Broader and more consistent use of the auto email system<br><br>Quicker communication about itineraries for both entrance and exit travel                                   |
| <b>Alignment of Curriculum &amp; Instructional Practices to Student Needs</b>  |   |   |
| Revised our Curriculum Review Policy<br><br>Improve math placement in college math courses- kids were being placed much lower than observed need<br><br>Developed 2 intervention classes- Literacy/Pac Rim and Modeling math to address identified student needs | Policy approved.<br><br>No students in 105 this year, 14 students in 151 or 152; 19 currently signed up for next year.<br><br>Both intervention courses are demonstrating higher than average growth  | Place a day of curriculum work into our regular inservice time.<br><br>Gear up for a calculus option for next year<br><br>Publish our first year-long map under this system |
| <b>Integrated Support Services Targeting Student Needs</b>   |   |   |
| Revised our Tutoring/Study Hour<br>Freshman in cafeteria<br>StAR center<br>Mid-year added teacher tutorials<br><br>Added Freshman Success Class<br><br>Added a College/Career Guide  | Feedback on tutorials is excellent. Number of NC in 9th grade is down significantly. Less dramatic improvement in other grades.   |   |
| <b>Tracking Results for Meaningful Improvement</b>   |   |   |
| Continued use of MAP testing and guided use for teachers.<br><br>Implementation of our targets<br><br>Reporting data to both boards and to staff<br><br>Involving students in tracking their own growth<br><br>Revised Inquiry Process- layer LIT and PIT        | Target data continue to improve.<br><br>Concerted effort at encouraging data use and questioning during inquiry<br><br>Students are talking about their own academic growth and celebrating their success<br><br>Feedback indicates more successful use of Inquiry, yet not there yet | Continued effort at making it visible and an institutional expectation.   |

## Actively Promoting Healthy Living and Life-Long Skills

Increase the number of students taking advantage of recreation activities through incentives. Tried a punch card

We had some participation in the punch card-- not quite what we had hoped

Continue to explore more ways to increase recreational participation.

Considering a no-tech day once a week

## Curriculum Work

We are working on the best way to transition into our new curriculum review policy. The policy is not significantly different, but it is more clear on what the departments will produce to be presented to the board. Since in the past, the full cycle was not always practiced, it is taking a bit of time to figure out what is best to focus on as we work toward full implementation of a curriculum review cycle.

Tentatively these are the committee groups we are considering for the summer..

Language Arts and Social Studies completed a process in earlier years but have a few things to follow up on to complete the process.

Technology has been working with the feedback received a year ago and has a tentative plan, they will be working on year-long curriculum maps this summer.

Liberal Arts presented this past year and will be working on curriculum maps this summer.

Math will begin the foundational research and be the first to run through the new process.

## Pool Progress

The pool is set to have an opening on May 4, 2018. We are planning for full MEHS use next fall. We have three swim classes planned, two designed for beginning to moderate swimmers and will cover a variety of skills in the water. The other is a swim for fitness and is designed for those that already know how to swim and wish to swim laps and other activities for fitness. We will also have swimming as consistent part of our recreation calendar.



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

**May 31, 2018**

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

**Agenda Item: 16G**

---

**◆ 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

THRU: Michael Johnson, Commissioner  
Department of Education and Early Development

FROM: Rebecca Hattan  
Luann Weyhrauch  
Assistant Attorneys General  
Labor & State Affairs Section  
Department of Law

DATE: May 31, 2018

FILE NO.: JU2015200003

TEL. NO.: (907) 465-3600

FAX NO.: (907) 465-2520

SUBJECT: 16 G. Attorney General's Report

This memorandum describes the status of current litigation involving the Department of Education and Early Development.

1. *DEC Enforcement Matter related to Contamination at Joe Parent Vocational Education Center in Aniak.* The Alaska Department of Environmental Conservation (DEC) 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.

In February 2016, the Consent Decree (a settlement agreement in the form of a court order) was fully executed and DEC filed a complaint in federal district court for the purpose of establishing a forum for a court-ordered resolution. The Consent Decree was signed by the court in March 2016. In the summer of 2017, DOT&PF retained contractors who conducted PCB clean-up work. The TCE final remedial investigation report was issued May 24, 2018, and the feasibility study report for TCE is expected in June 2018. The parties are currently negotiating the terms for the second amendment to

the agreement to share the cost of the sub-slab-depressurization system and the TCE monitoring program at the site.

2. *North Slope Borough & North Slope Borough School District v. State of Alaska, Department of Education and Early Development*. This is a judicial appeal of the department's denial of debt reimbursement on five NSB bonds. In 2015, the department determined that the bonds were ineligible for school construction debt reimbursement under AS 14.11.100(j)(3) because they did not conform to the statutory requirement that bonds be repaid in approximately equal principal and interest payments over a period of at least 10 years. NSB filed an administrative appeal to the Commissioner. In September 2016, following extensive motion practice, the Commissioner issued a final decision affirming the decision to deny reimbursement. NSB appealed the decision to the superior court. NSB then moved for a trial de novo; that motion was denied, and NSB's Petition for Review challenging the denial of trial de novo was rejected by the Alaska Supreme Court. The case is now in the briefing stage in superior court. The state's Appellee Brief is due on July 6. AAG Ruth Botstein in the Opinions, Appeals, and Ethics section now has primary responsibility for this appeal.

3(a). *Illuminations Childcare and Educational Center (Illuminations) Appeal of Department Action taken under Child and Adult Care Food Program (CACFP). Appeal within Department*. In 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, required under CACFP federal regulations, was sent because of action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. In 2015, Illuminations and its owner and administrator requested an administrative review, and a review official issued a determination upholding the agency's action.

3(b). *Illuminations, LLC, d/b/a Illuminations Childcare and Educational Center, Brenda J. Fuller, and Kimberly J. Danford v. Alaska Department of Education and Early Development. Appeal to court*. In June 2015, Illuminations, *et al.*, filed an appeal in the superior court. The appellants' opening brief was filed in December 2015. The appellants continue to agree to the postponement of the department's brief deadline (currently October 19, 2018) pending discussion of settlement as well as claim documentation. Based on appellants' waning interest in pursuing their claims, we will be working toward an agreed-upon dismissal of the matter.

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

**May 31, 2018**

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

**Agenda Item: 17**

---

**◆ 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**

**May 31, 2018**

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

**Agenda Item: 18**

---

**◆ ISSUE**

The board is being asked to approve the consent agenda.

**◆ BACKGROUND**

- There are two items on the consent agenda.
  
- Behind this cover memo are items:
  - 18A, approve the minutes of the March 19 & 20, 2018 meeting;
  
  - 18B, approve the minutes of the April 25, 2018 meeting.

**◆ 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 the minutes of the March 19 & 20, 2018 meeting and the minutes of the April 25, 2018 meeting.



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

**May 31, 2018**

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

**Agenda Item: 18A**

---

**◆ ISSUE**

The board is being asked to approve the minutes of its March 19 & 20, 2018 meeting.

**◆ BACKGROUND**

- Behind this cover memo are the unapproved minutes of the March 19 & 20, 2018 meeting.

**◆ OPTIONS**

Approve the minutes of the March 19 & 20, 2018 meeting.

Amend the unapproved minutes and approve the amended minutes of the March 19 & 20, 2018 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 19 & 20, 2018 meeting.

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**March 19 & 20, 2018**  
**In-person meeting originating in Juneau, Alaska**

Chair Fields called the meeting to order at 11:11 a.m. All board members were present. The board, staff, and public recited the Pledge of Allegiance. No members reported conflicts of interest. The board approved the agenda unanimously.

Commissioner Johnson swore in Chair James Fields. He was reappointed for a new term.

Chair Fields swore in new board members Lorri Van Diest, Sandra Kowalski and Tiffany Scott.

**Public Comment**

Tim Parker, NEA President thanked the department for working closely with teachers and spoke about student learning. He welcomed the new board members, spoke about the Education Challenge and national board certified teachers. He wished the board a fabulous meeting.

Alec Burris, UAA Student Government President, served from 2014-2016. He welcomed the new board members and the student representatives. He wanted to advocate for the University budget. He spoke about the connection between K-12 and higher education in the state. He spoke about students at the university who have to take remedial classes in higher education to catch up. He indicated that he wants to see students prepared when they go into higher learning.

**Work Session**

**Agenda Item 1. ESSA update.** Commissioner Johnson spoke about innovation and the best plan that we can get for Alaska students. As soon as the plan is submitted we want to continue conversations. Margaret Mackinnon, Federal Programs Coordinator, spoke about some of the minor changes. She talked about disproportionate rates, inexperienced teachers, and ineffective teachers; and how we can work on more equitable access. She indicated that we are continuing to work with the US Department of Education and are waiting for plans to move forward. There was some discussion about native languages and the data based on students identified as English learners. This is data that we have been collecting and reporting for a number of years.

Brian Laurent, Data Management Supervisor, spoke about the accountability system changes and the indicators of academic achievement. He indicated that there will also be a growth component. Four and five year graduation rates will be an indicator of the system, with an emphasis on meaningful differentiation. The U.S. Department of Education wants to include all schools, including alternative schools. The state plan was re-submitted on February 28, 2018. We are continuing to answer questions and clarify with the U.S. Department of Education.

Member Himschoot spoke about the English learner process and setting growth targets for kids. Chair Fields asked how many that would be and what that looks like for the department. Bob Williams, Director of School Excellence, suggested that capacity is always a concern and that schools are designated by graduation rate. Chair Fields talked briefly about the legislative session.

**Agenda Item 2. School Construction & Major Maintenance List.** Heidi Teshner, Director of Finance and Support Services and Tim Mearig, Technical Engineer in Facilities, spoke about the school construction and maintenance list.

Chair Fields asked about the six year plan and maintenance items. He asked about districts that have resources to do the basic applications, but when it comes to something like code violations, often consultants are brought in for that. Chair Fields asked if there was a better way to do this that will save the districts and state money? Tim Mearig suggested that we have a strong system in place for identifying, but there are challenges when the funding is not available. Another challenge is that there is an assumption with the list process that it encompasses all needs. He suggested that it would help if there was a way to capture the full needs of the district.

**Agenda Item 3. Legislative and budget update.** Heidi Teshner, Director of Finance and Support Services and Marcy Herman, Legislative Liaison, reviewed some of the pending bills related to education.

Board members discussed their concerns with SB104. There was some discussion on how the department would help to shape the bill. The bill does provide three positions to the department.

Member Thompson asked if we are moving towards a statewide curriculum after the pilot process and also asked who determined the curriculum. Commissioner Johnson said that we would form a group from around the state of teachers, parents and some students. Member Lorrington asked about diversity of the program and was curious how we are going to decide if this curriculum will work for schools in Tok and Anchorage. They discussed the standards that are being set and how will it work in all the schools. It was indicated that the local school board would make those decisions and that the board will be identifying what an effective curriculum looks like. Commissioner Johnson indicated that we would not be dictating a curriculum, just helping to implement one that would be effective.

Member Hamilton asked about the Mt. Edgecumbe Aquatic Facility and there was some discussion from the board about how the pool could be huge opportunity for rural Alaska.

**Agenda Item 4. Overview of SERRC's Services and Alaska's Education Challenge.**

Commissioner Johnson introduced Sheryl Weinberg, Executive Director, and Melissa Griffith from SERRC. He also welcomed Heather Parker from the Governor's office. Sheryl Weinberg talked about the history of SERRC and how their program fits into the Education Challenge. Member Hamilton thanked SERRC and their staff. Member Himschoot said what a broad ripple SERRC has had. Member Kowlaski thanked the staff from SERRC and talked about them, the areas of innovation and asked about after school programs.

**Agenda Item 5A. Anvil City Science Academy.** The board reviewed the charter school's request for renewal of its charter. Lisa Leeper from Anvil Charter reviewed the philosophy of the school. Member Hamilton commented on how well they had done on their PEAKS assessment and overall student achievement. The board was impressed with their science education and scores. Chair Fields thanked them for being on-line.

**Agenda Item 5B. Winterberry Charter School.** The board reviewed the charter school's request for renewal of its charter. Darrell Vancek and Principal Erikson reviewed the philosophy of the school. Member Himschoot indicated that she was able to visit and talked about the art and the woods programs. The board addressed their concerns about Winterberry's math scores. The principal responded that they are bringing someone in to address that and are currently working on staff development.

Paul Prussing, Director of Student Learning, talked about the contract and suggested that he would make a brief next year on this school. The board will establish a process for the future. Chair Fields asked about the school's wait list of 72. Principal Erikson said that they do have a growing wait list. The teachers loop with their students all the way up to 8<sup>th</sup> grade. They use the arts in all areas, with an emphasis on community and interpersonal relationships. He also talked about their skills in analytical and critical thinking.

**Agenda Item 6A. Updating Regulations to Align with the New State Plan (ESSA).** Margaret Mackinnon, Federal Programs Coordinator and Rebecca Hattan, Assistant Attorney General spoke about the draft regulations.

Commissioner Johnson said that we are hoping that we have a plan approved soon, as we will not be able to implement this plan in the school year and that we will need to start working on the regulations. Margaret Mackinnon, Federal Programs Coordinator, said that the U.S. Department of Education has been responsive. Member Himschoot is concerned about the timeline with it coming up in April and it is the end of the school year. Commissioner Johnson said that we will continue to work on our communication strategies and leadership. He suggested that we continue to engage our partners.

**Agenda Item 7A. World Languages.** Sondra Meredith, Administrator for Teacher Certification, Bob Williams, Director of Educator and School Excellence, and Rebecca Hattan, Assistant Attorney General spoke about the teaching background and language expertise with a mentor in the district.

Sondra Meredith, Administrator for Teacher Certification indicated that we have not had any new public comment on this, although there may be some additional concerns from the districts and the department. Member Kowalski talked about the content examination process and asked if they can talk about Yupik and Alaska native languages. The board discussed Type M and Type I certificates for Yupik and other languages. Sondra Meredith explained the process in which we examine foreign transcripts. There is no English language requirement. She indicated that it is left for the district and the individual. With our current teacher shortage, we want to make sure that they have a Bachelor's degree.

**Agenda Item 7A. Chart of Accounts.** Heidi Teshner, Director of Finance and Support Services and Elwin Blackwell, School Finance Manager, spoke about the Chart of Accounts. There was one public comment from ALASBO, which talked about technology codes and supply codes for each of the technology items. ALASBO wanted to partner with us. There was some discussion on the Chart of Accounts and the need for it to be updated.

**Agenda Item 8. Bylaws Update.** Chair Fields briefly discussed an overall review and talked about some of the changes. He indicated that this was a better bylaws document and that NASBE had done a review. It was discussed that the board needed to look at them as a group and have a vote. The next step is to come up with Standing Rules. Standing rules are more flexible and easier to change. The bylaws will be discussed at the May 31, 2018 meeting.

**Agenda Item 9. Alaska's Education Challenge.** Deborah Riddle, Division Operations Manager, talked about the goals, timeline, and milestones that we need to accomplish those goals. There was some discussion about which stakeholders would work best with our group. The department has been meeting with Jerry Covey and Bernie Sorenson to meet some of this work and will continue to work forward with the department. Deputy Commissioner Sana Efird has met with teams of internal staff to get input from all levels to meet the recommendations. The call to action is around the three commitments.

Member Thompson talked about the Council of Chief State School Officers (CCSSO) and the staff in the department. There was some discussion about statutory and regulatory changes. The department's role is to champion our commitment and to focus all of our work to get the ground level buy-in. After we finish the process, our implementation plan can be put into practice. We are looking at a five year plan. Chair Fields thanked Deputy Commissioner Efird for being proactive and thanked the board for the guidance with the five areas.

**Agenda Item 10. MEHS Curriculum.** Janelle Vanasse, Mount Edgecumbe High School Director is working on the curriculum development. She talked about pulling together an advisory board of teachers and administration. She also spoke about their current practices and curriculum development. She wants to prioritize the required courses and then go to electives. There was some discussion on curriculum changes. Janelle talked about the presentation and said that she will have a letter from the MEHS Advisory Board with action items so that we can vote on the curriculum at the next meeting on May 31, 2018.

**Agenda Item 11. Project SEARCH Presentation.** Anne Applegate, Program Coordinator, Governor's Council on Disabilities, presented in person, while Patrick Reinhart, Executive Director, and Kristin Vandagriff, Planner were available via phone for the presentation and questions from the board.

Patrick thanked the Board and the Commissioner for allowing them to present to the board. He talked about the transition program for students with disabilities from ages 18-22 in hospitals doing internships. He talked about them working in business settings where the student can learn job skills. He indicated that this training is in real work settings. They work to provide business education and vocational rehabilitation. It is low risk and low cost for businesses. The goal is employment for their students. They are looking to start their next program in Juneau and are meeting with the hospital next week.

**Agenda Item 12. AdvanceED Presentation.** Brad Billings, Education Administrator, and Tim Cline, AdvancED Director provided information about AdvancEd. Tim Cline talked about accrediting schools since 1927. They currently have 188 organizations in network and 4

accredited systems. The Alaska AdvancED Council include Dan Walker, Tim Scott, Dr. Ginger Blackmon, Brad Billings and Debbie Brewer.

Tim Cline talked about accreditation being a journey, rather than an event. They empower the schools and help them through the process. Instead of compliance, it is about improvement. He talked about the AdvancED Systems Accreditation Model and providing a system-wide framework for sustainable improvement, collective ownership, structures for collaboration, shared high expectations, and a culture of learning and continuous improvement.

**Agenda Item 13A. World Languages.** Member Thompson moved and Member Van Diest seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt 4AAC 12.388 World Language Expert Limited Teacher Certificate. The motion passed unanimously in a roll call vote.

**Agenda Item 13B. Chart of Accounts.** Member Thompson moved and Van Diest seconded the following motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4AAC 06.120(a)(2), Chart of Accounts effective dates; and proposed amendments to the Uniform Chart of Accounts and Account Code Description for Public School Districts. The motion passed unanimously in a roll call vote.

**Agenda Item 14. Standing Reports.** The board discussed the standing reports and asked questions on some of the written reports. Member Thompson had a question for Educator and School Excellence Director Bob Williams regarding the new E-Learning modules regarding opioids. She had asked if we have had a big increase in people taking it. Todd Brocious, School Safety Administrator, said that we are just now advertising for it and we are hoping that people will start taking advantage of that E-Learning module. Commissioner Johnson talked about some of the E-Learning trainings that he took over the Christmas break and said that the way it was presented was incredible. He encouraged the Board to sign up for at least one of the trainings and suggested that if they contacted Todd Brocious, he could set them up with a username and password. The board also discussed school safety issues due to the recent tragedies. Todd Brocious indicated that over 15 districts took us up on some of the school safety updates. He reminded everyone on the board of the existing resources for walk outs, safety, and civic engagement. Member Thompson thanked Bob Williams and Todd Brocious for their work in their unit.

**15. Commissioner's Report.** The Commissioner appreciates everyone's time. Our next meeting is via audio.

Margaret Mackinnon, Federal Programs Coordinator, has worked at the Department for over 41 ½ years. Commissioner Johnson thanked her for keeping us on track. He wanted to let the Board have a chance to say goodbye as this will be her last face-to-face meeting with the Board. Member Thompson said that she worked with her on Title I, various federal programs, etc. She said that Margaret has been a huge team player and she will be missed. She deserves a break with that grandbaby.

Member Kowalski mentioned that she has heard Margaret's name over the years in Fairbanks used very positively. Member Hamilton thanked her for her steadfastness and said that she is an informant for those hard decisions. Member Himschoot thanked her for keeping working through uncertain times. She thanked her for her time and her leadership. Member Michael thanked her for her continued dedication. Member Scott can understand the continuity of care and the impact that she has made for students. Member Lorring thanked her for her 42 years for the teachers and the department and echoed the gratitude. Chair Fields thanked her for her consistency and playing a critical role in education in the State of Alaska.

**16. Consent Agenda.** Member Hamilton asked that we have a discussion section for the Charter Schools. Chair Fields asked about what our statutory obligation is. We want every student to have an excellent education every day.

After the discussion, Member Himshoot motioned and Member Scott seconded the following motion: I move the State Board of Education and Early Development approve the consent agenda consisting of the Anvil City Science Academy application, approval of the Winterberry Charter School application, approval of the School Construction and Major Maintenance Lists, and approval of the minutes of the January 29-30 meeting and the minutes from the February 28, 2018 work session. The motion passed unanimously in a roll call vote.

#### **Board comments**

Member Hamilton suggested that we hold a future board meeting in Sitka at Mt. Edgecumbe and in the future in locations where we have partners. Chair Fields thanked the Governor for his reappointment. He welcomed all of the new board members and encouraged them to find their role. He thanked Margaret for her service with the State of Alaska and also thanked Member Michael for his service.

The meeting adjourned at 4:00 p.m.

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

**May 31, 2018**

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

**Agenda Item: 18B**

---

**◆ ISSUE**

The board is being asked to approve the minutes of its April 25, 2018 meeting.

**◆ BACKGROUND**

- Behind this cover memo are the unapproved minutes of the April 25, 2018 meeting.

**◆ OPTIONS**

Approve the minutes of the April 25, 2018 meeting.

Amend the unapproved minutes and approve the amended minutes of the April 25, 2018 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 April 25, 2018 meeting.



**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**Audio Conference Meeting**  
**April 25, 2018**  
**State Board Room**  
**Department of Education & Early Development**  
**801 West 10<sup>th</sup> Street**  
**Juneau, AK 99801**

Chair Fields called the meeting to order at 3:01 p.m. All board members were present except Member Van Meter, and Student Advisors Tanis Loring and Charles Michael. The board, staff, and public recited the Pledge of Allegiance. No members reported conflicts of interest. The board approved the agenda unanimously.

**Public Comment**

Tim Parker, Executive Director of NEA Alaska, talked about the recent meeting with Jerry Covey and the three commitments. He thanked the department staff for their time and commitment.

**Agenda Item 1. Commissioner's Report.**

Commissioner Johnson spoke about his travel to the various regional superintendents meetings around the state.

**Agenda Item 2A. Regulations related to school and district accountability, improvement and reporting; educator and paraprofessional qualifications; English learner identification; and other conforming regulations to implement the state plan under the Every Student Succeeds Act (ESSA).**

The board is being asked to open a period of public comment on regulations related to school and district accountability, improvement and reporting; educator and paraprofessional qualifications; English learner identification; and other conforming regulations to implement the state plan under the Every Student Succeeds Act (ESSA).

Margaret Mackinnon, Federal Programs Coordinator, talked about the ESSA plan.

Member Van Diest asked about the time line for the regulations. Commissioner Johnson explained that there is a formal process of 30 days. After the 30 days, we can either ask the board to adopt or open another 30 days of public comment.

Member Thompson asked if we can put them out for longer than 30 days. Margaret Mackinnon said that we can update the board after May 31st board meeting.

Commissioner Johnson said that he appreciated the wisdom and the interpretation of the regulations. He suggested that the board members contact Margaret Mackinnon with questions.

Erin Hardin, Information Officer, explained the process on how the department creates a public news release, an advertising order in a major local newsletter, the on-line public network (OPN),

and regulations are posted on our department web page. The department also creates a weekly newsletter called the Info Exchange. She also discussed similar steps that are taken when we approve regulations.

**Agenda Item 3A. Regulations related to school and district accountability, improvement and reporting; educator and paraprofessional qualifications; English learner identification; and other conforming regulations to implement the state plan under the Every Student Succeeds Act (ESSA).**

Member Hamilton motioned and Member Van Diest seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 04.220 Paraprofessional standards, 4 AAC 04.900 Definitions, 4 AAC 06.055 Immunizations required, 4 AAC 06.260 Additional requirements, 4 AAC 06.737 Standards-based test, 4 AAC 06.775 Statewide assessment program for students with disabilities, 4 AAC 06.776 Assessment of a student with limited English proficiency, 4 AAC 06.800 Purpose, 4 AAC 06.802 Requirements adopted by reference, 4 AAC 06.812 Alaska school performance index, 4 AAC 06.815 Annual measurable objectives, 4 AAC 06.820 Participation, 4 AAC 06.821 Academic achievement indicator, 4 AAC 06.822 Student growth indicator, 4 AAC 06.823 English learner progress indicator, 4 AAC 06.825 Graduation and attendance rates, 4 AAC 06.826 School quality and student success indicators, 4 AAC 06.830 Subgroups, 4 AAC 06.835 Star ratings, 4 AAC 06.840 Identification of priority and focus schools, 4 AAC 06.845, School Improvement Plan, 4 AAC 06.850 District improvement plan, 4 AAC 06.852 Technical assistance, 4 AAC 06.864 Priority schools, 4 AAC 06.868 Focus schools, 4 AAC 06.872 State system of support, interventions, 4 AAC 06.875 opportunity to review data, 4 AAC 06.880 Notice, 4 AAC 06.883 Jury service exemption, 4 AAC 06.885 School recognition, 4 AAC 06.888 Informal review of complaints, 4 AAC 06.895 Report card to the public, 4 AAC 06.899 Definitions, 4 AAC 12.300 Certification of teachers, 4 AAC 19.055 Reporting of evaluation results, 4 AAC 33.505 Public school growth and proficiency index, 4 AAC 33.540 Qualification, 4 AAC 34.055 Plan of service, 4 AAC 34.090 Definitions.

**Board comments**

Member Van Diest thanked the department and Margaret Mackinnon, Federal Programs Coordinator for their work.

The meeting adjourned at 3:52 p.m.