

State Board of Education and Early Development

Report to the Alaska Legislature

January 2017



State Board of Education and Early Development

James Fields, Chair

Sue Hull, First Vice-Chair

John Harmon, Second Vice-Chair

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Wilfried Zibell, student advisor

LTC Jason Toole, military advisor

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Alaska State Constitution education clause

Section 7.1 - Public Education.

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

AS 14.07.168. Report to the legislature

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

STRATEGIC PRIORITIES

In September, the State Board developed a vision statement, a mission statement, and five strategic objectives for public education.

Through staff and a consultant, the State Board sought comment in October and November from organizations of stakeholders, such as NEA-Alaska, the Alaska Principals Association, the Association of Alaska School Boards, and the Alaska Superintendents Association.

Additional engagement of educational stakeholders will occur in order to develop draft goals for each strategic objective by March. The State Board will consider these draft goals at its meetings in March and June.

Mission Statement for Public Education in Alaska

An excellent education for every student every day.

Vision Statement for Public Education in Alaska

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

Strategic Objectives of the State Board of Education and Early Development

Amplify student learning

Inspire community ownership of educational excellence

Modernize the education system

Ensure excellent educators

Promote safety and well-being

RESOLUTIONS

In June, the State Board adopted a resolution in support of the Alaska Postsecondary Completion & Access Network and its goal that 65 percent of Alaska high school graduates be prepared for college by 2025. The resolution is in Appendix A.

REGULATIONS AND OTHER BOARD ACTIONS

In January, the State Board approved the Secondary Education Graduate Certificate Program at the University of Alaska Southeast, to provide a shorter and less expensive route to credentials for secondary teachers. The program meets the same rigorous standards as the original Secondary Master of Arts in Teaching Program; allows students to use previous educational and life experiences to satisfy the admissions criteria; and decreases the course load from 36 credits to 24 credits.

In March, the State Board approved revised arts content standards, which are voluntary. The Alaska Arts Education Consortium wrote the new standards. The consortium, the Alaska State Council on the Arts, and others will develop a guide for applying the standards to the five arts disciplines and for integrating the standards with Alaska's English language arts and mathematics standards.

In March, the State Board repealed a requirement that school districts pilot ways to incorporate data about student performance in educator evaluations in the 2015-2016 school year. The repeal anticipated that the State Board might repeal the requirement that school districts incorporate data about student performance in educator evaluations.

In June, the State Board repealed the requirement that all school districts incorporate data about student performance in educator evaluations. The requirement was a condition of Alaska's waiver under the federal No Child Left Behind Act, which expired in 2016. The new federal K-12 law, the Every Student Succeeds Act, does not require the use of student data in educator evaluations, except when a district uses federal funds to design or implement educator evaluation systems. The department worked with its Educator Evaluation & Support System Advisory Committee and multiple teacher and administrator focus groups to determine what regulatory changes should be considered by the board.

In June, the State Board adopted a regulation to incorporate the latest version of the SAT assessment in the Alaska Performance Scholarship program. The SAT is one of three assessments that students may use to qualify for the scholarship.

In September, the State Board repealed regulations related to "highly qualified teachers," a term of art in the federal No Child Left Behind Act, which expired in 2016. The new federal K-12 law, the Every Student Succeeds Act, removed the highly qualified requirements from federal

law. Beginning in the 2017-2018 school year, school districts will report information concerning teachers' certifications and endorsements instead of their highly qualified status.

In September, the State Board adopted regulations to require applicants for a retired teacher certificate to have at least three years' experience in their area of endorsement. The regulation also extends the period, from 20 days to 120 days, in which holders of Alaska retired teacher certificates may work as long-term substitutes, and it allows them to be employed as long-term substitutes for any position in a school.

In September, the State Board adopted regulations to require school districts to employ as long-term substitute teachers only individuals with an Alaska regular or retired certificate; if the district cannot employ such a person to fill a vacancy at the beginning of the school year, it must notify the department. The regulations make it easier for districts to employ long-term substitute teachers; at the same time, the regulations reinforce the expectation that students be taught by certificated teachers.

In December, the State Board repealed regulations related to the required minimum expenditure for instruction, in keeping with the legislature's repeal of the related statute.

New Officers, Members, and Staff

Governor Walker appointed Rebecca Himschoot to the First Judicial District seat on the State Board. Her term ends March 1, 2021. Ms. Himschoot is a science teacher from Sitka who has won prestigious awards and fellowships. She holds a master's degree.

In March, the State Board approved the appointment of Janelle Vanasse as superintendent and director of Mt. Edgecumbe High School. Ms. Vanasse, who holds a master's degree, had served as a secondary education administrator in the Lower Kuskokwim School District for 15-plus years.

In March, the State Board approved the appointment of Betty Walters as Interim Deputy Commissioner. An educator since 1964, Ms. Walters was a principal in Alaska for four years, an assistant superintendent in the Kodiak Island Borough School District for five years, and the superintendent there for eleven years. She holds a master's degree and a postgraduate certificate.

In March, the State Board approved the appointment of Patience Frederiksen as Director of the Division of Libraries, Archives and Museums. Ms. Frederiksen, who holds a master's degree, has worked for the Alaska State Library since 1989.

In March, the State Board appointed Dr. Susan McCauley as Interim Commissioner. Dr. McCauley had served as a division director at the department and a principal and administrator in the Mat-Su Borough School District.

In June, the State Board appointed Dr. Michael Johnson as Commissioner; Governor Walker approved the appointment. Commissioner Johnson began his service on July 5. He had served in the Copper River School District as superintendent, school principal, district curriculum and staff development director, elementary teacher, and special education program assistant. During his tenure as its principal, Glennallen Elementary School was named a Blue Ribbon School by the U.S. Department of Education. Dr. Johnson is a recipient of the prestigious Milken Educator Award. He holds a bachelor of arts degree and a master of arts in teaching degree in elementary education from Columbia International University, and a doctorate of philosophy in education and intercultural studies from the University of Alaska Fairbanks.

In July, Wilfried Zibell of Noorvik began his one-year term as student advisor. The board chooses student advisors from several students nominated by the Alaska Association of Student Government. In June, LTC Jason Toole began his term as military advisor. The Alaska military command chooses the military advisor.

In June, State Board members named James Fields as Chair, Sue Hull as First Vice-Chair, and John Harmon as Second Vice-Chair.

In December, the Commissioner appointed, with State Board approval, Sana Efird as DEED's sole Deputy Commissioner. Ms. Efird was serving as an Assistant Commissioner in the Department of Health and Social Services. She has a background in education, serving as executive director of a community college foundation, director of development for a private school, and teacher and staff development trainer in the public schools. Ms. Efird holds a bachelor of arts degree in education from the University of South Carolina and a master of arts degree in philanthropy and development from Saint Mary's University in Minnesota.

SIGNIFICANT STEPS

Assessments

Alaska received a federal waiver after canceling statewide assessments

In November, the U.S. Department of Education waived the federal requirement for Alaska to administer English language arts, math, and science assessments during the 2015-2016 school year. The waiver was granted on condition that the state administer such assessments in the 2016-2017 school year.

Because of significant technical problems with administering the computer-based tests, the state was not able to complete the assessments in 2015-2016.

On March 29, 2016, the first day of testing, construction workers severed a fiber optic cable at the University of Kansas, where Alaska's testing provider was based, shutting down Internet service at the university and interrupting the computer-based tests for Alaska students until March 31. After resuming testing on March 31, the system crashed two more times that morning.

Even before the cable was cut, and after it was repaired, schools reported multiple technology errors that affected students, such as blank screens, no sound, questions out of sequence, and answers not being saved. Many students had their testing interrupted, had to answer the same question more than once, or had a test that did not work as designed.

On April 1, the department canceled further testing, based on concerns that technical disruptions had rendered the affected tests invalid. Canceled were the Alaska Measures of Progress (grades 3-10), the Alaska science tests (grades 4, 8, and 10), and the Dynamic Learning Maps (grades 3-10) for students with severe cognitive disabilities. Alaska did not resume testing later in the school year because there was insufficient evidence that students would have a high probability of successful testing.

New assessment vendor selected

In December, the department selected Data Recognition Corp. (DRC) as its vendor for statewide student assessments in English language arts, math, and science.

The assessments from DRC will first be administered in spring 2017. Students will take the English language arts and math assessments in grades 3 to 10, and the science assessments in grades 4, 8, and 10. School districts can choose to give the assessments on paper or by computer.

These end-of-year assessments inform policy makers and the public, including parents, about how well students are meeting Alaska's academic standards; provide data to improve schools and to close achievement gaps; and ensure equity in educational opportunity for all students. School districts will continue to use classroom assessments throughout the school year to monitor student progress and inform instruction.

The department and DRC are negotiating a contract for the current school year, with options for annual renewals through the 2020-2021 school year. The department has budgeted no more than \$4.45 million for the contract's first year. The federal government contributes approximately \$3.5 million a year toward the cost of Alaska's statewide assessments. The state pays the remainder of costs.

The department chose DRC, which is headquartered in Maple Grove, Minn., from among six applicants. The five other vendors were Measured Progress, Measurement Inc., PARCC, Pearson, and Questar.

In choosing a vendor, the department considered comments from stakeholders representing Alaska educational organizations, superintendents, district test coordinators, and teachers. The department repeatedly talked with vendors about their proposals; considered the vendors' budgets and technical proposals; and checked references from several states in which the vendors have experience.

The stakeholders were asked to rate vendors on their capability of providing assessments that meet Alaska's needs. The department also looked at whether vendors offered individual student reports that are easy to read and understand; find the right balance between words and graphics; and provide information that is meaningful to parents and educators.

DRC currently delivers Alaska's assessments in English language proficiency for English language learners who are not yet able to communicate fluently in English. From 2005 to 2014, DRC was the department's contractor for statewide assessments in reading, writing, and math, and for science assessments through 2015.

Additionally, Alaska will work with tribal organizations and other stakeholders to develop a plan to administer assessments that are written in languages other than English, particularly Native languages.

Comments:

Commissioner Johnson: "The statewide assessments are just one piece of a balanced accountability system. They give parents, educators, policy makers and citizens information on how well the public education system is working. Additionally, an effective statewide assessment system is an essential part of student learning. Our new assessments will maximize the purpose of a statewide assessment and minimize the amount of time needed to take the test."

Dr. Lisa Skiles Parady, Executive Director of the Alaska Council of School Administrators: "The process that Commissioner Johnson led was transparent and very inclusive. Multiple education stakeholders participated and focused on meeting requirements while respecting local control and efforts. He threaded the needle between fulfilling federal mandates while sustaining what works best across Alaska. In doing so, Commissioner Johnson made major headway in developing confidence across the spectrum of those who work day in and day out in education -- parents, teachers, school board members and educators. We are confident as we move to implementation that the Commissioner and his staff will do what is necessary to support school districts."

Amy Jo Meiners, the Alaska Teacher of the Year in 2016: “I’d like to thank the department for being thorough in their reflective process in selecting an assessment that is both purposeful and less time-consuming for our students.”

Tim Parker, president of NEA-Alaska: “NEA-Alaska and our 13,000 members would like to thank Commissioner Johnson for working directly with educators during this selection process. This commitment to working together is truly in the best interest of students and will lead to more learning in the classroom every day.”

Sean Dusek, Superintendent of the Kenai Peninsula Borough School District and president of the Alaska Superintendents Association: “This assessment is one piece of the accountability system that will offer a high-level picture of how schools are doing. There will be growing pains in any transition, but we trust the Commissioner and state department on their selection and believe the appropriate support will be provided to implement this assessment. We also believe that minimal instructional time will be necessary to implement this assessment so that we can maintain our focus on meeting individual student needs while still being accountable to state and federal oversight.”

Implementing the Every Student Succeeds Act

In January 2016, the president signed into law the Every Student Succeeds Act (ESSA), which is authorized for four years. ESSA replaces the No Child Left Behind Act of 2002 (NCLB) and the Obama administration’s waiver program under NCLB.

By September 2017, states should submit to the U.S. Department of Education their plans for standards and assessments, accountability, and school support and improvement under ESSA. In developing the State Plan, the department must consult with the Governor, members of the state legislature and state board of education, local educational agencies, Native representatives, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.

Stakeholder engagement

In spring 2016, the department convened a diverse 45-member advisory board, which met by webinar and had continuous access to an online platform to share their thoughts with each other. This allowed for continued conversations among participants.

In April 2016, approximately 200 Alaskans from 30 school districts and 11 organizations met to review the three key elements required of a State Plan: standards and assessments, accountability, and school support and improvement. These participants also had access to the online platform to provide input.

The department then convened focus groups of job-related or interest-related participants. Examples are school district business officers, the Tanana Chiefs Conference, the Alaska PTA, Central Council Tlingit and Haida, the Alaska Superintendents Association, and the Alaska Association of Student Government. The focus groups met by webinar and in person. Again, these stakeholders had access to the online platform to provide input.

The State Board has received periodic updates on the progress of the State Plan. The public at large has had access to recorded webinars and other materials on the department's web site at <https://education.alaska.gov/akessa/>.

For the remainder of the 2016-2017 school year, the department will work to develop a draft State Plan incorporating the options allowed under ESSA that best align to Alaska's mission, vision, and strategic priorities for public education. (See page 2 of this report.) The department will continue to consult with stakeholders throughout the drafting process.

A draft State Plan will be available at least 30 days before the department submits it to the U.S. Department of Education. The public will be invited to provide comments on the draft State Plan through an online survey. The public also will have opportunities to comment when the State Board considers regulations changes based on the State Plan.

A summary of the Every Student Succeeds Act is Appendix B.

Social Media

In 2016, the department established a presence on social media as a way to generate and share positive messages about public schools, libraries, archives, and the arts in Alaska. The department's use of social media will create a supportive and engaging community on those topics.

In October, the department launched a multi-media campaign to recognize and encourage the sharing of positive messages and conversations about education in Alaska and the importance of lifelong learning. The campaign is called "Alaska learns because..." and is highlighted through social media as #aklearns.

A blank #aklearns template is attached to this report as Appendix C. Legislators are invited to fill it out and upload it to one of the department's social media platforms using the hashtag #aklearns.

This campaign was kicked off with a short video featuring Commissioner Johnson. To watch the video visit: <https://vimeo.com/186307149>.

To participate, Like/Follow DEED on social media (@AlaskaDEED):

- Twitter: <https://twitter.com/AlaskaDEED>
- Facebook: <https://www.facebook.com/AlaskaDEED>
- Instagram: <https://www.instagram.com/alaskadeed/>
- Flickr: <https://www.flickr.com/photos/alaskadeed/>
- Vimeo: <https://vimeo.com/alaskadeed>

For more information, go to: https://education.alaska.gov/social_media.html.

OTHER DEPARTMENT FUNCTIONS

Mt. Edgecumbe High School

Mt. Edgecumbe is the state-operated residential school in Sitka. The State Board serves as the Mt. Edgecumbe board. Parents and others participate on an advisory board. In fall 2016, 434 students -- 366 of whom are from 116 villages -- attended Mt. Edgecumbe. Sixty-one percent of the student body is female. Alaska Native students compose 86% of the student population; 12% are Caucasian; and 2% are African American. Three-quarters of the students meet federal guidelines for free and reduced-price lunches. See Appendix D for a recent report on MEHS.

Alaska State Council on the Arts

The council supports educators, artists, community-based organizations and statewide partners in delivery of arts education in schools and communities. The council awards funding to Alaskan schools, districts, educators, and organizations in several categories. Other grants to communities also serve students through school outreach and education programs provided by Alaskan arts and culture organizations. See <https://education.alaska.gov/aksca/>

The Division of Libraries, Archives and Museums

See http://museums.alaska.gov/LAM/about_lam/about_lam.html

The division benefits lifelong learners and K-12 and postsecondary students. Examples are:

- Live Homework Help provides live tutoring for students in grades 4 to early college, seven days a week, from noon to 2 a.m. Use has grown exponentially in the past seven years. See <http://sled.alaska.edu/homework>
- Alaska's Digital Archives shares historical Alaskan videos, photographs, and documents with students and researchers. See <http://www.vilda.education.edu>
- In Alaska's Digital Pipeline are hundreds of full-text online books, magazines, newspapers, and other research resources targeted to elementary, middle school, high school, and college students' academic needs. See <http://sled.alaska.edu/databases/>
- Many school districts' Alaska Native language materials are scanned and available online.
- Though OWL (Online with Libraries), 98 rural libraries have high-speed Internet access, including videoconferencing.

Alaska Professional Teaching Practices Commission

The Professional Teaching Practices Commission governs educators' ethical and professional standards and their compliance with state law and contractual obligations. It is funded by certificate holders. The commission reports by fiscal year. In fiscal year 2016 it accepted 54 cases. Twenty educators were sanctioned. Sanctions vary from warnings to suspensions and revocations of certificates. Four of the final orders related to sexual misconduct, one to non-drug criminal conduct, seven to contract violations, and eight to professional misconduct. See https://education.alaska.gov/ptpc/pdf/2016_annual_report.pdf

SCHOOL AND STUDENT DATA

Graduation and Dropout Rates

In 2016, the preliminary five-year graduation rate was 80.8%. This refers to a cohort of students who were 9th-graders five school years previously. Many of the students graduated in four years, but others needed all or part of a fifth year. Because of this, the five-year rate more accurately reflects the percentage of high school students who earn a diploma than the four-year rate can.

All states report a four-year graduation rate for cohorts of students. Alaska has reported this data since the 2010-2011 school year. A student who entered 9th grade in the 2012-2013 school year would be a member of the 2016 cohort. Cohort groups include students who transfer into an Alaska public school.

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

	4-yr. graduation rate	Graduate count*
2011	68.0%	8,064
2012	69.4%	7,987
2013	71.8%	7,795
2014	71.2%	7,672
2015	75.6%	8,251
2016	76.1%	8,108

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

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

Preliminary information for the 2015-2016 school year shows a grade 7-12 dropout rate of 3.9% compared to 3.7% in 2014-2015. The dropout rate has gradually declined from 6.0% in 2004-2005.

National Assessment of Educational Progress

Every two years the U.S. Department of Education, through the National Assessment of Educational Progress (NAEP), tests large samples of 4th-graders and 8th-graders in each state (plus the District of Columbia and Department of Defense schools) in reading and math. The most recent NAEP results were released in 2015.

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

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

- In the highest-scoring state, only 50% of its students scored proficient or advanced in 4th-grade reading;
- In the highest-scoring state, only 46% of its students scored proficient or advanced in 8th-grade reading;
- In the highest-scoring state, only 53% of its students scored proficient or advanced in 4th-grade math; and
- In the highest-scoring state, only 51% of its students scored proficient or advanced in 8th-grade math.

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

- In 4th grade math, Alaska scored lower than 29 states, statistically the same as 18 states, and higher than 4 states.
- In 8th grade math, Alaska scored lower than 23 states, statistically the same as 16 states, and higher than 12 states.
- In 4th grade reading, Alaska scored lower than 41 states, statistically the same as 9 states, and higher than 1 state.
- In 8th grade reading, Alaska scored lower than 32 states, statistically the same as 15 states, and higher than 4 states.

The following data, comparing Alaska results to the national average, are from results released in 2015. Alaska's performance on the NAEP is poor. It is similar to the national average because that also is poor. Some states perform notably better than Alaska and the national average. The department has cited Alaska's performance on NAEP as one indication of the need to implement higher standards in English language arts and math.

Math

Alaska 4th grade: 78% basic or above; 35% proficient or above; 6% advanced.

Nation 4th grade: 81% basic or above; 39% proficient or above; 7% advanced.

Alaska's average scale score is 236. The national average is 240.

Alaska 8th grade: 71% basic or above; 32% proficient or above; 7% advanced.
Nation 8th grade: 70% basic or above; 32% proficient or above; 8% advanced.
Alaska's average scale score is 280. The national average is 281.

Reading

Alaska 4th grade: 61% basic or above; 30% proficient or above; 6% advanced.
Nation 4th grade: 68% basic or above; 35% proficient or above; 8% advanced.
Alaska's average scale score is 213. The national average is 221.

Alaska 8th grade: 71% basic or above; 31% proficient or above; 3% advanced.
Nation 8th grade: 74% basic or above; 32% proficient or above; 3% advanced.
Alaska's average scale score is 260. The national average is 264.

For more information, see <https://nces.ed.gov/nationsreportcard/> and

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016009AK4.pdf>

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016009AK8.pdf>

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008AK4.pdf>

<http://nces.ed.gov/nationsreportcard/subject/publications/stt2015/pdf/2016008AK8.pdf>

APPENDIX A



RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

To Support the Alaska Postsecondary Access & Completion Network and
the statewide postsecondary attainment goal of “65 by 2025”

Resolution 1-2016

WHEREAS, Alaska has long been ranked as one of the lowest-performing states in postsecondary access and completion and, currently, only 37 percent of Alaska’s working-age adults hold a college degree, and 13 percent hold certificates (50 percent combined credentialed workers); and

WHEREAS, Alaska is one of a few states in which 18- to 34-year olds have lower postsecondary attainment rates than do 35- to 64-year olds; and, at 30 percent, has among the highest rates of adults with some college credit but no degree; and

WHEREAS, the Alaska Department of Labor and Workforce Development projects that by 2020 roughly 65 percent of Alaska’s fastest-growing, high-wage jobs will require some postsecondary credential; and

WHEREAS, Alaskan stakeholders committed to improving the state’s overall postsecondary attainment rates include school districts, Native corporations and tribal organizations, elected officials, the Alaska Commission on Postsecondary Education, the University of Alaska, and the Alaska Department of Labor and Workforce Development; and

WHEREAS, these and other stakeholders are focused on related work within their own organizations and also seeking increased coordinated and unified effort through membership and participation in the Alaska Postsecondary Access and Completion Network (the Network); and

WHEREAS, the Network will develop, support, and assess initiatives that strengthen postsecondary expectations, preparation, financing, and support services with a goal to increase the percentage of all Alaskans who complete postsecondary education, particularly earning credentials relevant to a robust Alaskan economy; and

WHEREAS, the Network has set an attainment goal for Alaska – “65 by 2025” – highlighting the imperative to increase the percent of working-age adults holding a high-value certificate, college degree, or other industry-recognized credential from 50 percent to 65 percent by 2025, particularly gaining credentials aligned to Alaska’s workforce needs.

NOW, THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development commends the work and mission of the Alaska Postsecondary Access & Completion Network and commits to ongoing collaboration.

BE IT FURTHER RESOLVED, the State Board of Education & Early Development endorses the “65 by 2025” postsecondary attainment goal and intends to actively engage as a Network member organization working to achieve “65 by 2025.”

ADOPTED June 17, 2016

A handwritten signature in black ink, consisting of a stylized, cursive 'S' followed by a long, sweeping horizontal line that tapers off to the right.

APPENDIX B

Summary of the Every Student Succeeds Act

The federal Every Student Succeeds Act (ESSA) requires states to have challenging standards in reading or language arts, math, and science, and to have assessments aligned to those standards. The standards must be aligned with the entrance requirements for credit-bearing courses in states' public universities.

The law requires states to assess students in reading or language arts and in math in grades three through eight and once in high school, and in science once in elementary school, middle school, and high school.

ESSA offers two new assessment options. States are allowed to give an end-of-the-year assessment (a summative assessment) or multiple assessments during the school year (interim assessments) that result in a summative score. In lieu of a state assessment in high school, districts can use a nationally recognized high school assessment (such as SAT or ACT) approved by the state if that assessment measures the state's standards.

The law requires states to break out assessment results for schools as a whole and for subgroups of students (English language learners, students in special education, ethnicity, and economically disadvantaged students).

ESSA requires states to create and operate a school accountability system, using criteria that includes students' test scores, graduation rates for high schools, and at least one other state-determined indicator of school quality or student success. The system may include a measure of student growth.

States can allow students to opt out of assessments. Yet ESSA requires an assessment participation rate of at least 95 percent. In its school accountability system, states will have to decide how to account for a participation rate of less than 95 percent.

ESSA gives states discretion in: 1) setting long-term goals for student proficiency, English language learners' proficiency, and graduation rates; 2) deciding what to hold schools and districts accountable for; and 3) deciding how to intervene in low-performing schools.

ESSA requires states and districts to use locally developed, evidence-based interventions in the bottom 5 percent of schools and in schools in which less than two-thirds of students graduate. States also must flag for districts those schools in which subgroup students are chronically struggling. States will monitor districts' interventions in struggling schools.

APPENDIX C

ALASKA LEARNS because...



#aklearns

APPENDIX D

Mt. Edgecumbe High School

Discover your Talents • Develop your Dreams • Learn to Lead

Mission:

To provide a challenging, unique education in a residential setting that values rich cultural diversities and traditions, inspiring Alaskan students to become successful, responsible, global citizens

Strategic Plan

A new strategic plan was adopted for MEHS in May 2016

A focus for the upcoming school year will be to implement the strategic plan. As a school team, we are identifying priorities and making action plans. The key themes of the strategic plan can be summarized by:

- Increased Communication
- Alignment of curriculum & instructional practices to standards and identified student needs
- Support services that target student needs and bridge school, residential, and home environments
- Result tracking and inquiry cycles
- Proactive healthy living activities, instruction, and support

A look at the 2015-16 School Year:

MEHS goals have included a high 4-year graduation rate and a reduction in attrition.

MEHS has a 91.3% graduation rate. Over the last few years attrition rates have dropped from around 20% to current 12% average.

Class of 2016

82 Graduates

* includes one mid-year graduate

87% Retention Rate



2015-16 Enrollment

	Beginning	October	End	Attrition Rate
9	107	102	90	16.8%
10	126	120	106	15.9%
11	114	111	102	10.5%
12	87	87	81	6.8%
total	434	420	379	12.5%

Growth Indicators

MEHS serves a key role in allowing students access to a high-quality and comprehensive high school program. Many of the students entering MEHS are not yet on track for college and career readiness. A goal of MEHS is to accelerate student growth with a result in college and career readiness. It is typical for students attending Mt. Edgecumbe High School to gain more than average in a year's time compared to national norms on the NWEA MAP.

Percent of students making more than a year's worth of growth:

85% of 9th-grade students in math

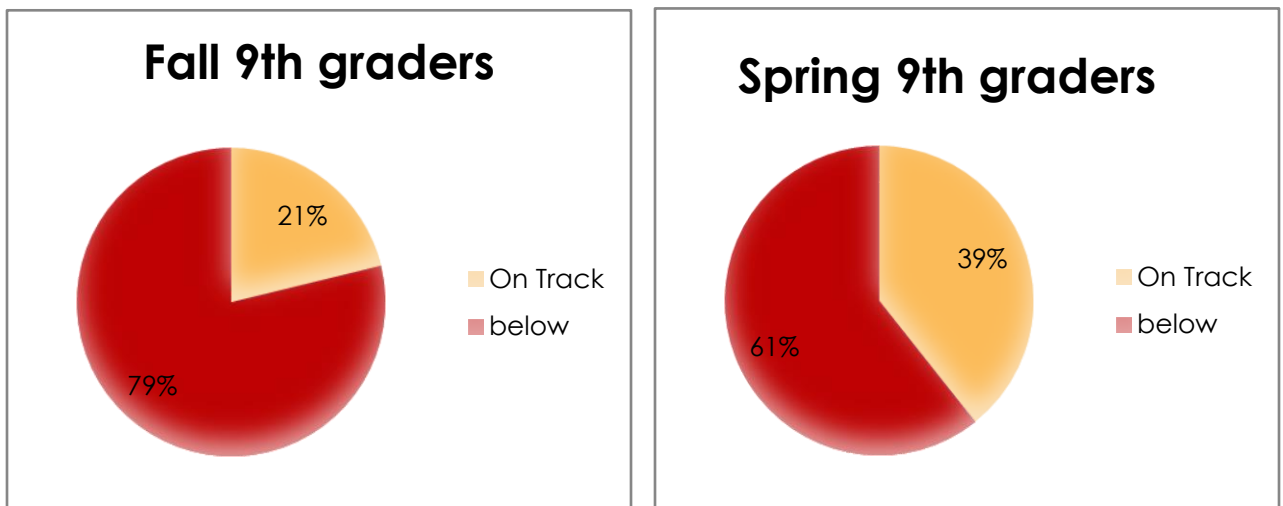
59% of 10th-grade students in math

55% of 9th- and 10th-grade students in reading

56% of 9th-grade students in language usage

70% of 10th-grade students in language usage

NWEA MAP data provides a comparative prediction to the ACT test. MAP scores for students in grades 4-9 may be used to predict if a student is on-track to earn a "college ready" score on the ACT in 11th grade. Last year, the number of 9th graders on-track to earn a college ready score in math nearly doubled from fall to spring.



The graphs above compare the 9th grade class. Of the incoming freshman, only 21% received an on-track prediction in the fall. By spring nearly 40% of this same class earned an on-track prediction.

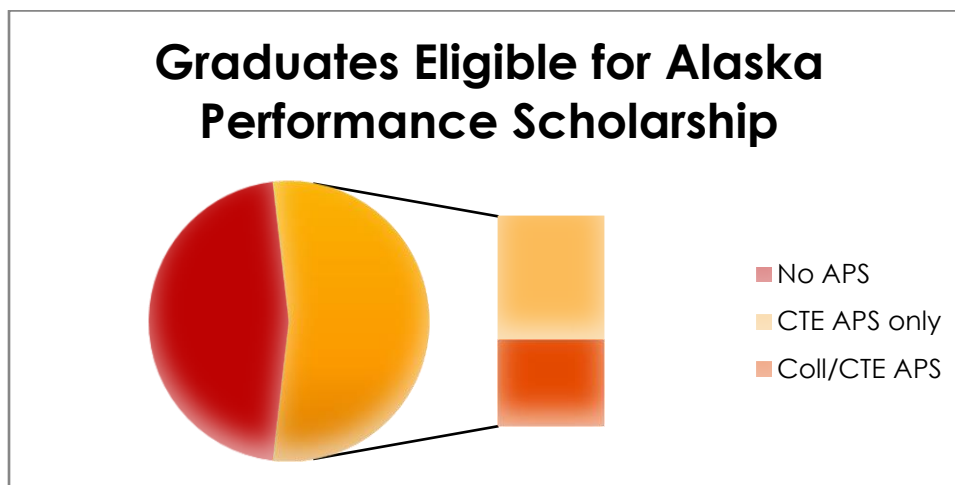
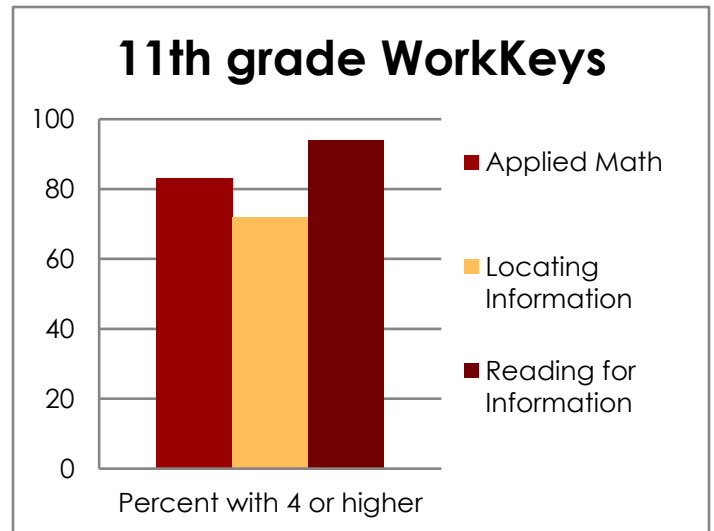
In addition to growth, MEHS average achievement scores are above average.
Spring Average MAP percentile score

Grade	Math	Reading	Language Usage
9th	79%	67%	71%
10th	83%	82%	87%
11th	79%	84%	82%

College Readiness Indicators

WorkKeys is an assessment designed for career readiness. A student who earns a 4 or higher in each of three categories is considered ready for 67% of jobs. Most of MEHS students are reaching this level.

The Alaska Performance Scholarship eligibility also provides an indication of students well prepared for vocational or collegiate higher education. APS eligibility requires students meet criteria for GPA, transcript courses, and a college readiness assessment



Another indicator of college readiness is participation in dual credit courses. During the 2015-16 school year, 18 MEHS students earned college credit and approximately 20% of seniors graduated with college credit.

Enrollment 2016-17

MEHS implemented an online application process with 2015 as a pilot year. With full implementation this year, applications and return enrollments went smoothly with a current count of 439 students accepted.

Superintendent Introduction

Janelle Vanasse came on board as Superintendent/Director of Mt. Edgecumbe High School in July.

"I am excited about the opportunity to serve students and their families from around the state. Mt. Edgecumbe High School plays a key role in our state wide educational system and I look forward to being part of this amazing institution."

