

SCOMM

125:19

Hi there --

You may remember that SB 133 (of sainted memory) required the department to submit two reports to the Legislature on Feb. 15. One on waivers and appeals and the other on the laundry list of items (see below) our committee wanted information about.

We are looking at having a hearing on March 6 to give the committee and the department an opportunity to discuss these reports. Please let me know by Friday, Feb. 22 if your boss has any particular questions or concerns generated by either of these reports.

Thanks!
Karen

Laundry List:

AS 14.03.078. Report.

The department shall provide to the legislature by February 15 of each year an annual report regarding the progress of each school and school district toward high academic performance by all students. The report required under this section must include:

- (1) information described under AS 14.03.120(d);
- (2) the number and percentage of students in each school who pass the examination required under AS 14.03.075, and the number who pass each section of the examination;
- (3) progress of the department
 - (A) toward implementing the school accountability provisions of AS 14.03.123; and
 - (B) in assisting high schools to become accredited;
- (4) a description of the resources provided to each school and school district for coordinated school improvement activities and staff training in each school and school district;
- (5) each school district's and each school's progress in aligning curriculum with state education performance standards;
- (6) a description of the efforts by the department to assist a public school that receives a designation of deficient or in crisis;
- (7) a description of intervention efforts by each school district and school for students who are not meeting state performance standards;
- (8) the number and percentage of turnover in certificated personnel and superintendents;
- (9) the number of teachers by district and by school who are teaching outside the teacher's area of endorsement but in areas tested by the high school competency examination.

Karen McCarthy
Rep. Bunde

Waivers and Appeals – SB 133:
A Report to the Alaska
State Legislature

The Alaska Department of Education
& Early Development
Shirley J. Holloway, Ph.D.
Commissioner

February 15, 2002

Introduction

During the 2001 legislative session, the Alaska State Legislature passed Senate Bill 133, "An Act relating to a two-year transition for implementation of the public high school competency examination and to establish an essential skills examination as a high school graduation requirement; and providing for an effective date."

This legislation requires the Alaska Department of Education & Early Development to provide a report to the legislature, by February 15, 2002 describing the criteria and procedures for a waiver to grant a diploma to a student.

Senate Bill 133 requires by February 15, 2002 the Alaska Department of Education & Early Development provide a report to the legislature containing the recommendations of the department and the board related to an appeals process for students denied a high school diploma.

This report to the legislature is the response to these requirements.

Background

Following passage and signing of this bill, the Department and Board of Education & Early Development scheduled public sessions to receive comments and recommendations from people in the state. Public meetings were held in Anchorage, Bethel, Fairbanks, and Juneau. The department and board also held a statewide meeting (hosted in Barrow) via audio conference as the fifth meeting in this series. A report on these public meetings and a summary of the public comments are attached as an appendix of this report. The board reviewed the matters of waivers and appeals in a work session of the board in November 2001, providing comments to department staff for this report. Once comments were incorporated, the board reviewed and discussed this report at its meeting on February 11, 2002.

This report consists of the following parts:

1. Department and board recommendations regarding each waiver consideration contained in SB 133:
 - a. Students who have passed a competency test in another state,
 - b. Students arriving late; and
 - c. Students with rare and unusual circumstances;
2. Department and board recommendations regarding an appeal process.

Following each recommendation are comments, determinations, and considerations by the board addressing issues and questions raised in the public sessions and board meetings on these subjects.

Appendix I provides the relevant parts of SB 133 related to waivers, appeals, and the requirements of a report.

Appendix II provides a summary of comments provided to the Department and to the Board of Education & Early Development at public sessions in Anchorage, Bethel, Fairbanks, Juneau, and Barrow. The meeting in Barrow also contained a statewide audio conference session. A copy of the full text of SB 133 is attached for reference as well.

Students who have passed a competency test in another state:

Recommendations by the Department and Board of Education & Early Development:

- Students would be eligible for a waiver from taking the Alaska High School Graduation Qualifying Exam (HSGQE) if they have passed a standards-based state high school exit exam in the state or U.S. territory or Department of Defense (DOD) system from which they are transferring, provided:
 - (1) The state test assesses essential skills in reading, writing (or language arts/English), and mathematics comparable to the essential skills proficiency of the Alaska HSGQE;
 - (2) The test is required for graduation in the state, territory, or DOD system from which the student is transferring;
 - (3) Assurances of appropriate controls (i.e., regarding security of the test and test items) can be provided;
 - (4) The state test is taken and passed when a student is at 10th grade or higher; and
 - (5) The state test is included in a Department of Education & Early Development annual listing of tests that meet the requirements of this waiver.
- As appropriate, the department understands that "state tests" would be (1) administered by a state, and (2) available for review by the Department of Education & Early Development.
- The Department will require funding for staffing and support to review exams from other states in order to provide the annual listing of tests. The department and board expects that there will be costs and issues in (1) providing assurances of appropriate controls for a test other than the Alaska HSGQE, and in (2) determining that a given state test assesses comparable skills and knowledge at levels comparable to those set by the Alaska HSGQE. To do so will require review of test materials from states and publishers. This will require communication with, and cooperation from other states, test administrators, and designers. In limiting this waiver to state exit exams required for graduation, the department anticipates that the expenditures and scope of examination may be lessened.
- As practical and appropriate, the department will seek reciprocal agreements with states which have required exit exams that assess comparable levels of essential skills and knowledge in reading, writing, and math. This review may prove to be expensive and time/personnel consuming. This will be done only to the extent that staffing and time allow. Caution and fiscal support will be required.
- Regulations regarding the waiver application and criteria for waivers due to passing a competency test in another state (1) should follow guidelines and criteria stated in this report, and (2) should be developed through the public noticed regulation development process.

Students who have passed a competency test in another state:

Questions raised or discussed in public sessions and Board meetings included:

- What are allowable competency tests? – Should Alaska look at only high-stakes tests that are required for graduation – such as Texas test, or does the waiver also include tests that provide levels of proficiency – i.e., the National Assessment of Educational Progress (NAEP) type tests or tests that place students in categories determined by demonstrated skills and knowledge – advanced, proficient, basic, below basic, etc.?
- What score is considered “passing” for purpose of this waiver? For example, in a four level test - advanced, proficient, basic, and below basic - is basic considered passing?
- Not all state tests are equally stringent - how do we determine an acceptable level of difficulty or adequate level for passing?
- What if a student passed a competency test in another state and then came to Alaska as a sophomore or junior. Would they be waived?
- What of a student who is in an Alaska school in sophomore or junior year, takes the Alaska test, does not pass all three parts, transfers to a school in another state (for whatever length of time – from a day to years) passes that state’s competency test, and then transfers back to Alaska?
- Who sets or determines parameters for “passing a competency exam” as it relates to this waiver?

Findings, determinations, and conclusions examined by the Department and Board of Education & Early Development included the following:

- SB 133 specifically states that students who pass competency tests in other states should receive a waiver.
- Public comment appears to favor granting waivers to students who pass competency tests in other states. Some participants at the public meetings expressed support for extending the waiver for tests in other countries that test and assure at least basic skills and knowledge in reading, writing, and math - the English “O” level exams being one cited example.
- Other states don’t have reciprocity, but they do have waiver processes.
- There is a sense that virtually every state addresses essential skills and knowledge in some fashion in their state standards in English and Math – though not all states identify the skills and knowledge in identical fashion or order.
- The Council of Chief State School Officers (CCSSO) reports that most states and U.S. territories have some sort of competency test in place now while 17-20 states have a high school graduation test required. Education Week reports similar numbers. Most of these state tests are based on state standards. While there is a sense that many states include basic or essential skills in their tests, not all states have these highlighted, or specifically defined, or have them identified as a specific focus.

Students who have passed a competency test in another state:

Findings, determinations, and conclusions examined by the Department and Board of Education & Early Development included the following: (continued):

- Most states do not require passing a specific test, or attaining a specific score in order to graduate.
- Tests in other states, particularly those not required for graduation, may have differing standards for security and test administration, setting passing scores, etc. Additionally, such controls as standard error of measurement may differ from standards used in Alaska. Thus, in accepting tests other than those required for graduation, Alaska may be using a lower stake test for a high stake purpose.
- As some states do not use their tests for high-stake purposes, that state's test security or administration protocol may be less strict, or such measures as the standard error of measure may differ from Alaska standards or allowances.
- While there appears to be general agreement on basic literacy in general, it is at the point of detail that differences and difficulties emerge. These issues need to be considered in the context of "high stakes" testing. States have various "cut points" for their tests. As not all state tests are similar in this regard; a review process would need to be established and maintained to identify tests that assess essential skills and to determine acceptable "pass" levels. This is a particular concern for tests other than required exit exams, and for those tests that have multiple cut scores.
- The department would need to exercise effort and care in determining some degree of basic comparability of tests and levels – as they relate to "essential skills" among the tests. The department anticipates that this will require effort, time, negotiation, and cooperation with other states and state assessment departments to gain access to state test documents and details sufficient to determine scope and difficulty of those tests.

Students arriving late:

Recommendations by the Department and Board of Education & Early Development:

- Students would be eligible for a waiver from the Alaska HSGQE if (1) they arrive into the state in the final year of their school career, (2) enroll in a public school in Alaska, and (3) have met all other state and district requirements for graduation.
- “Entering the system late” is defined as students arriving in Alaska and attending any of the schools or schooling options in the state, including public, private and home schools with two or fewer semesters remaining in the student’s final high school year (year of intended graduation). Students who reside in the state but choose to attend private school or private home school and then transfer to a public school will be required to take and pass the Alaska HSGQE and meet all other requirements of the district and state in order to receive a high school diploma.
- Students shall take the Alaska HSGQE when it is offered. If a student who arrived late (that is in the student’s final year before expected graduation) does not pass the HSGQE, they would be eligible for the waiver in their final year if they met all other district and state requirements for graduation.
- Any system or rules developed must standardize expectations and requirements across the state – that is, they must minimize to the extent practicable the options, the range of variability, and requirements for decision-making on local sites and local districts.
- Regulations regarding the waiver application and criteria for waivers due to arriving late (1) should follow guidelines and criteria stated in this report, and (2) should be developed through the public noticed regulation development process.

Students arriving late:

Questions raised or discussed in public sessions and board meetings included:

- Is the concern over lateness an issue of adequate opportunity to learn the skills and knowledge being tested or is it a concern over adequate opportunity to take the test?
- What issues related to opportunity for intervention and instruction are present?
- How late is "late?" A student who arrives in the second semester of his/her senior year after the spring administration of the test would not have an opportunity to take the test prior to graduation. This is an issue of logistics - opportunity to take the test. Students in this category are undoubtedly included in this waiver category.
- Should a student who was in the Alaska system (attending public, private, or home school), transferred out of state and is now re-entering the state in the same or another Alaska district be eligible for a waiver?
- Should a student who was in an Alaska public high school (without passing the Alaska HSGQE), transferred to a public school out of state, or a private school or "home school" in state or out, for some time then transferred back to a public school in state be waived from passing the Alaska HSGQE due to "enter[ing] the system late?"
- Based on the above, how early in the high school career is still "late" in reference to the waiver requirement? While students who transfer in as late second semester seniors have no opportunity to take the test prior to graduation, any student arriving before October of their senior (their final year schooling) or earlier, would have two opportunities to take the test prior to a May graduation. Those arriving after October but before the spring administration would have one opportunity to take the test. Is this adequate or appropriate?

Students arriving late:

Findings, determinations, and conclusions examined by the Department and the Board of Education & Early Development included the following:

- Any system or rules developed must standardize expectations and requirements across the state – that is, they must minimize to extent practicable the options, the range of variability, and requirements for decision-making on local sites and local districts.
- Regarding “opportunity to learn” versus “opportunity to test”: The department and board asked: How unique are the skills and knowledge required by the Alaska HSGQE? For example, are the Alaska standards upon which the test is based, or are the questions themselves on the test so unique to Alaska that particular attention and consideration should be afforded to students transferring from out-of-state to learn those standards and the content and context of the Alaska HSGQE questions prior to requiring the student to pass the test?

The following considerations support the argument that the Alaska HSGQE is focused on the type of skills and content that would be taught in a wide range of high school programs regardless of location:

- The Alaska HSGQE is a test of essential skills (skills deemed basic to student success in any state).
- According to SB 133, a student who passes a standards based test in one state may be waived from the requirement to pass the Alaska HSGQE. This strongly suggests that the legislature sees this test as an assessment of generic essential skills rather than skills or knowledge unique to Alaska.
- The decision regarding a waiver for students entering late needs to be consistent with this perspective of essential skills as common in all standards based tests. (As discussed earlier, this determination of basic comparability appears to be the basis for allowing students who pass tests in one state being waived from requirement to pass Alaska test.) This is placed against, or appears to be not consistent with the argument that the Alaska test assesses unique skills and knowledge and therefore requires particular attention and allowance for adequate opportunity in Alaska schools to learn the unique Alaska based skills and knowledge required to pass this test.
- Given the essential skills focus of the HSGQE, the department determined that “late arrival” applies primarily to an opportunity to test. Providing adequate time/opportunity for a student who has failed the test to receive appropriate targeted remediation and intervention services is a closely related concern. A student who transfers into a public school in their junior year would have received instruction related to basic/essential skills in that student’s prior high school and would have opportunity for any remedial and intervention services required to address gaps or deficiencies in their preparation in their senior year in the Alaskan high school.
- As a general rule, the board recommends that transferring students need to take the tests with other students in their schools. This was deemed critical for student motivation.

Students with rare or unusual circumstances:

Recommendations by the Department and Board of Education & Early Development:

- Students are eligible for a waiver under rare and unusual circumstances if: (1) they have rare and unusual circumstances related to taking the Alaska HSGQE in which the school, parents, community, and student had no control over or recourse to correct or otherwise address; AND the district reports that the student would have been able to demonstrate proficiency if the rare and unusual circumstance had not occurred, or (2) they successfully participate in and demonstrate proficiency on the Department's Alternate Assessment; and (3) they meet all other state and local requirements for graduation.
- Students who participate in and successfully complete their Alternate Assessment as required in their Individualized Education Plan (IEP) (expected to be approximately 1% – 2% of the student population) would be eligible for a waiver provided such practice or allowance is consistent with their district policy and practice.
- Any system or rules developed must standardize expectations and requirements across the state – that is, they must minimize to extent practicable the range of variability, and requirements for decision-making on local sites and local districts. To this end, a statewide Appeals Board, rather than a local board or administrator, would consider appeals under this category.
- Regulations regarding the waiver application and criteria for waivers due to rare and unusual circumstances (1) should follow guidelines and criteria stated in this report, and (2) should be developed through the public noticed regulation development process.

Students with rare or unusual circumstances:

A student is determined eligible for this waiver using the following criteria:

- Meets all other district and state graduation requirements, including any residency, credit or mastery requirements established by the district or school per state law, regulation, or district policy; and
- Meets criteria outlined in state template for "rare and unusual circumstances" – this template would include such categories as:
 1. Death of parent or close/significant relative at or near time of testing in student's final semester of senior year (this will need to be carefully defined through the regulation development process);
 2. Significant and uncorrectable system, state, district or school error (i.e., failure by a school or district or state to provide the test in a student's senior year; student's completed test was lost in transit). The uncorrectable error must be reported to state assessment administrator, and verified by appropriate system, district and site administrative personnel. State assessment administrator will make state's determination that the system, district or school error was, or was not correctable.
 3. Serious and sudden illness or physical disability in the student's spring semester of the final year of schooling which prevents the student from taking the exam. Such illness or sudden disability must be verified by physician, or by a licensed or local health provider if no doctor is stationed or available at location.
 4. Serious disability which arose during the student's school career but for which there has not been adequate time to develop a meaningful and valid alternate or alternative assessment – i.e., blindness or significant head injury in student's junior or senior year – too late for the development of an alternate assessment, or adequate or appropriate accommodation or modification. (For example, blindness just prior to a test administration.) A student with a serious disability applying for this waiver must have approval of an IEP team (or 504 team if the student receives 504 services), district administration, and local board to be eligible for this waiver.
 5. Students with severe disabilities who demonstrate proficiency in the Alternate Assessment may be eligible for this waiver at district option per district policy and guidelines below (This is estimated to be no greater than 1 – 2% of the student population. There are 77 such students statewide in the current class of 2003).

Eligibility criteria for the Alternate Assessment include the following:

1. The student's cognitive ability and adaptive skill levels prevent completing the standard academic curricula, even with modifications and accommodations.
2. The student requires extensive direct instruction in multiple settings to apply and transfer skills.
3. The student is involved in a functional, basic-skills education program.
4. The student's inability to complete the standard academic curricula is not the result of one of the following: extended absences; visual, auditory, or physical disabilities; emotional-behavioral disabilities; specific learning disabilities; or social, cultural, or economic differences.

Students with rare or unusual circumstances:

Questions raised or discussed in public sessions and board meetings included:

- What are those rare or unusual circumstances?
- Who sets or determines what rare or unusual circumstances merit a waiver?
- How are those rare or unusual circumstances decided?

Findings, determinations, and conclusions examined by the Department and Board of Education & Early Development included the following:

- A review of current student special services enrollment shows that there are 77 students in the state's eleventh grade enrollment who are eligible and scheduled to participate in the state's Alternate Assessment program this year.
- As it relates to students with disabilities, this waiver is intended to only apply to those students who are severely disabled, and who participate in and demonstrate proficiency in the Alternate Assessment. Simply having an IEP or a 504 plan does not automatically qualify one for this waiver.
- Districts currently have policies regarding conditions, controls, and processes to decide and allow students with severe disabilities to graduate or receive diplomas.
- Most districts appear to allow some or all students who successfully complete their programs as determined by district policy and a student's IEP to graduate and receive diplomas. In some districts, some students with severe disabilities are granted diplomas, while others are granted other certificates or awards of completion or achievement.
- The eligibility for this waiver does not require a district to grant a diploma to a student who successfully completes the Alternate Assessment. It simply allows a district to do so, leaving the district or site to follow its own policies, procedures, and requirements.

Appeal Process:

Recommendations by the Department and Board of Education & Early Development:

- Regulations regarding the waiver application and the appeals process and criteria for appeals should follow guidelines and criteria stated in this report, and should be developed through the public noticed regulation development process.
- It is essential that the state use a statewide Appeals Board, not regional or local, with statewide membership, statewide criteria, procedures, training, and guidance. These criteria, procedures and guidance should be well published and accessible to all communities and parties.
- Statutory amendments establishing a statewide Appeals Board will be required to carry out this recommendation. Fiscal support will be required to carry out the activities described in the recommendation listed in this report.
- Grounds for appeals to be heard by the State Appeals Board should be limited to (1) issues related to denials of waivers due to "rare and unusual circumstances," and (2) appeals related to "late arrival" when that denial is due to questions of student's date of arrival in the state.
- Waivers related to arrival are determined by actual date of student arrival in the state, and actual date of enrollment in the public school. Regulations will be developed to clarify specific requirements for this waiver – for example, regulations can specify if a student arrives in the state AND enrolls in a public school during their final year prior to graduation, that student is eligible for a waiver. If a student EITHER arrives in state prior to the summer before the student's final year before graduation, OR enrolls in public school prior to the final year before graduation, that student is not eligible for a waiver. To qualify a student for this waiver, the local district will need to simply confirm the student's enrollment date (which is data already collected and reported), and affirm or verify the student's arrival or presence in the state after the start of the summer break before the student's final year. It is only this last part that may be appealed – that a student states that he or she arrived in the state after the start of the student's final year, and the district does not confirm that status.
- The Department of Education & Early Development provides an annual list of state tests that qualify for waivers, using criteria specified by regulation, discussed elsewhere in this report. Inquiries regarding this annual listing may be made to the department.
- Questions and requests regarding score earned, or requests for re-scoring are addressed through processes determined by annual contract with the Department of Education & Early Development and the test contractor that develops, produces, and scores the tests.
- The Appeals Board decision is final in the appeal process. However, a parent or student who has had an appeal denied may appeal to the state court system.
- Students and parents with concerns other than those covered by the Appeals Board, or who had a request for an appeal denied or who had an appeal denied would have access to the court system.
- The State Appeals Board should represent all regions in the state – i.e., at least one representatives from each region, - i.e., a member from each region of the Alaska School Activities Association.

Appeal Process:

Recommendations (continued):

- The State Board of Education & Early Development should appoint the State Appeals Board, with its members serving multiple years, with staggered terms.
- The State Appeals Board could better assure diversity of views and perspectives by designating seats for specific constituencies: i.e., local school board members, administrators (superintendents or principals), parents, teachers, students, and business/community members, and by requiring representation of the various cultural and ethnic groups in the state.
- Funding for travel, training, supplies for the Appeals Board and staff, and funding for staff to support the Appeals Board will need to be provided.
- A relationship should exist between the Board of Education & Early Development and the State Appeals Board. The State Appeals Board should submit an annual report to the Board of Education & Early Development. Included in this report should be information regarding number of appeals requested, number of cases heard, and appeals granted. Also, the State Appeals Board may include such other comments and recommendations related to statute, regulations, criteria, policy, process or procedures as deemed appropriate and useful. The Board of Education & Early Development should meet annually with the State Appeals Board to hear and review the State Appeals Board report, as well as confer on recommendations and actions by either board.
- An "Application to Appeal" form and process will be developed and distributed by the Department of Education & Early Development. This will require state funding.
- Access to the appeal process should be free and open. Funding to support public, parent, and student access to the Appeals Board and the appeals process will need to be provided.

Appeal Process:

Questions raised or discussed in public sessions and board meetings included:

- Who would hear these appeals?
- At what level would the appeals be heard?
- Who sets or determines the grounds or basis that merit an appeal?
- What types of grounds would be accepted for an appeal?
- How are those appeals handled/how will due process and timeliness be assured?
- What happens if an appeal is not granted?
- What recourse does a student or family have that is denied an appeal?
- How would this appeal process relate to the local school board, the state board, the governor, the legislature, and the court system?

Findings, determinations, and conclusions examined by the Department and Board of Education & Early Development included the following:

- The board noted the wide and general support for an Appeals Board appointed or located at the state level – not local.
- The board noted that currently students are able to request their tests be reexamined and re-scored if the student feels he or she received a score in error. This service is part of the CTB/McGraw-Hill contract and is scheduled to continue.
- Recourse available to a student or family if an appeal is not granted would continue to be through the court system.
- There was much discussion on the relationship of the State Appeals Board to the State Board of Education & Early Development.
- Members of the public and district staff speaking at the various public sessions expressed a range of ideas and suggestions regarding grounds for appeals. To provide for conformity and standards of expectation, interpretation, and requirements, it was deemed appropriate to limit appeals to those issues related to denials of waivers due to “rare and unusual circumstances” and to questions of late arrival to the state, where the local district might not have access to needed information to confirm the date of a student’s arrival into the state.
- There was general and consistent agreement that there needs to be clearly stated standards and criteria.

Appendix I - SB 133 Excerpts related to Waivers and Appeals:

Students passing a competency exam in another state:

* Sec. 3. AS 14.03.075, enacted by sec. 1, ch. 58, SLA 1997, is amended by adding new subsections to read:

AS 14.03.075 Secondary student competency testing [effective February 1, 2004]

(c) ...and

(2) a student who transfers into a public high school in this state shall receive a diploma if the student

(A) meets graduation requirements imposed by the governing body and the state; and

(B) has passed a competency examination in the state from which the student transferred.

Students arriving late or with rare or unusual circumstances:

*Sec. 6. AS 14.07.165 is amended to read:

AS 14.07.165. Duties. The board shall adopt ...

(5) regulations implementing the secondary school student competency examination provisions of AS 14.03.075, including the criteria and procedure under which a governing body uses a waiver to grant a diploma to a student; criteria regarding granting a waiver must include provisions that a waiver may only be granted for students who enter the system late or have rare or unusual circumstances meriting a waiver.

Report on an Appeal Process:

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

REQUIRED REPORT: The Department of Education and Early Development shall, by February 15, 2002, deliver a report to the Alaska State Legislature with recommendations for an appeal process for a student who is denied a high school diploma.

Report on Waivers Requirement:

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

REPORT: The Department of Education and Early Development shall, by February 15, 2002, deliver a report to the Alaska State Legislature that describes the proposed criteria and procedure under which a school district could use a waiver to grant a diploma to a student and that recommends statutory changes to the competency examination waiver requirements that the department determines are necessary to maintain the school accountability provisions of AS 14.03.123.

Appendix II

SUMMARY OF FIVE PUBLIC MEETINGS and WRITTEN COMMENTS

Anchorage, October 4, 2001

Bethel, October 16, 2001

Fairbanks, October 18, 2001

Statewide Audio-conference, November 5, 2001

Juneau, November 7, 2001

Participants

Anchorage: 13 public participants including several parents, two East High Bilingual Education teachers, a Governor's Council on Disabilities rep., Anchorage School District Employees, staff to the legislature, and the School Liaison for Fort Richardson.

Bethel: 17 public participants including several parents and grandparents (two parents of dyslexic children), several LKSD employees (administrators, teachers, and a librarian), two members of the local school board, and a member of the state legislature.

Fairbanks: 19 public participants and two members of the press including four students from the Alaska Association of Student Governments representing various communities, a school administrator from Fairbanks, a superintendent from a nearby school district, a military parent, parents of special education students, special education teachers and organization representatives.

Statewide: Nine public participants total including: three school district employees, three superintendents, two students, and one committee aide to a Representative.

Juneau: Two public participants and two members of the press including the Juneau superintendent of schools, and a Juneau school district employee.

Written Comments: Summary of six written comments including one psychologist from Kenai, two parents of a learning disabled child from Sitka, Parents Inc., one State Senator, and one school counselor.

Students passing competency exam in another state

- In Bethel people commented that only graduation qualifying exams from other states should be honored. They thought that if Alaska did decide to honor other states' competency exams there would have to be a committee that would judge if the exams meet Alaska's standards.
- In Fairbanks people also commented that only graduation qualifying exams should be honored. They also commented that only exams that actually indicate a proficiency in reading, writing, and math should be recognized.
- In Anchorage many commented that if a student passes a graduation qualifying exam or a competency test in another state, that test should be honored. Another person thought that there should be an Alaskan standard for which exams from other states should be compared.
- In Anchorage there was a concern for students from other countries/Department of Defense Schools that may pass an O level or A level exam, and whether that would count as passing an exam from another "state."
- In Anchorage people commented that if Alaska waived a student who had passed an exam in another state, the diploma or transcript should note which state's competency exam the student passed.
- Someone from Fairbanks mentioned that if a student had enough time to sit for 2 exam cycles, they should not be allowed to get a waiver whether or not they passed an exam in another state. Someone also commented that if a student can pass an exam in another state, they should also be able to pass the Alaska exam.

- A Fairbanks North Star Borough School District administrator testified that any student transferring from another state with 10th grade standing should be eligible for a waiver if they passed another state's graduation qualifying exam.
- Parents Inc. feels that students who pass another state's competency exam should be eligible for a waiver. There should be a case-by-case judgment of which tests should be accepted, but it may not just be graduation-qualifying exams.
- Statewide participants commented that passing another state's competency exam should suffice for Alaska's graduation requirements (EED should maintain the list of other states exams that would qualify), but one student mentioned that if the student arrives their sophomore year that should be sufficient time for an incoming student to also pass Alaska's exam.
- A school counselor believes that a student who has passed a graduation-qualifying exam from another state should be granted a waiver whether or not they were ever in the Alaska school system before.

Students Arriving Late

- In Bethel some people commented that "late" should be determined by the percent of a student's high school career that the student has been a resident of Alaska. For instance, if a student has been in Alaska for 75% of their high school career, regardless if they were home schooled or are new to the state, they should not be waived from passing the exam as a graduation requirement.
- In Fairbanks someone commented that there should be no distinction between an in-state or out-of-state "late" arrival.
- A Fairbanks North Star Borough School District administrator testified that a student arriving to a public high school in Alaska with 12th grade status should be considered late and eligible for this waiver.
- In Bethel someone classified late as a student who arrived after the final testing opportunity.
- In Anchorage several people commented that if a student arrives in Alaska their sophomore year they should be eligible for a waiver. Someone else clarified that if a student arrived their sophomore year after the first administration of the test (March) they should be eligible for a waiver.
- In Anchorage people thought that if a student transferred from an Alaskan public school to either an Alaskan home school or private school, and then transferred back to the public schools they should not be eligible for a waiver.
- In Anchorage some commented that if a student arrived from another country during high school they should be eligible for a waiver.
- In Anchorage someone commented that local school boards should not be responsible for waivers because of potential conflict of interest. Some thought an Alaska State Appeal Board should decide disagreements, and some commented that the legislature should deal with disagreements.
- A school counselor believes that students who transfer from other states in their junior or senior year should be eligible for a waiver. A committee or board appointed by the Commissioner could decide questions of eligibility.
- A legislative staff member noted that "late" in legislative discussions had centered around the junior or senior year.
- Statewide testimony differed on this issue. One person said 12th graders, another said 11th graders, and still another thought that "late" should not be used as a factor in giving a waiver.
- In Fairbanks the group did not list out potential rare circumstances, but did note that the state should establish a Statewide High School Graduation Qualifying Exam Waiver and Appeals board to deal with these circumstances.

Students with rare and unusual circumstances

- Bethel listed underprivileged children, students with dyslexia, and students without IEP's or 504 plans because their parents have been unwilling to enroll the student in one of these programs (these non-served disabled students were also mentioned in Anchorage). Bethel also had discussion of cultural issues and the urban/rural divide during this piece of the public meeting.
- Anchorage spent time listing: medical conditions, long lasting injuries that have "effect" over time, natural disasters or state disasters, non-IEP disabilities, school closure or disruption in education program, parental support of test failure, student that "ages out" of the system, exchange/international students, rare or unusual culture or language, and improper test administration or something that has disrupted the testing environment. Anchorage also noted that there should be a process to determine rare or unusual since it is not possible to determine these in advance.
- Parents of a learning disabled child think that students with learning disabilities should be granted an alternate examination when the style or substance of the exam could present a false representation of the student's true academic ability.
- Parents Inc. believes that a focus group representing all of Alaska should be put together to determine what rare or unusual circumstances might qualify. Also, the IEP team should have pre-eminence in determining eligibility. There should be a case-by-case process for eligibility.
- A school counselor believes that alternative testing dates should be available for students in case of death of a parent or sibling etc. This comment was also made at the statewide audio conference.
- Two superintendents commented during the statewide audio conference that students not fluent in English should be granted waivers.
- A legislative staff member testified that "rare and unusual" should not apply to any group of students encompassing a broad sweep of circumstances, including students with disabilities. She also testified that the student who receives a waiver under this exemption should have passed the test if the circumstance had not existed—for instance if a student missed the last opportunity to test due to a funeral, their previous scores should have been close to passing.

Appeals

- Fairbanks clearly thought there should be a statewide appeals board and that local appeals would not be appropriate. Someone thought there should be a few legislators on that board, as well as students, EED staff and state board members. Another person wanted everyone on the appeals board to have taken the exams. Appeals should be regarding students not passing the exam, and should not be related to local credit issues.
- In Bethel participants thought that there should be a district level of appeals that is professional and insulated from politics, so that each appeal doesn't have to go to the court system.
- Anchorage participants wanted to highlight that whatever appeals process is established it should be a family friendly process, it should be free, and there should be state assistance for parents and students to navigate the system. Parents who speak another language should be accommodated. Also, the appeals process should be very timely; students should have the results for the next semester.
- A Kenai psychologist thinks a state level panel should establish guidelines and criteria for greater uniformity. But the panel should provide local districts some flexibility in order to address idiosyncratic circumstances.
- Parents Inc. believes the appeal process should be set up to make case-by-case decisions, and that not doing this will cause the state significant legal problems.

- A school counselor believes that there should be a statewide appeal process (other than the courts) and that appeals should not be determined at the local level.
- Consensus among statewide testifiers was that local school boards should NOT serve as appeals boards. The state must handle this issue.

Miscellaneous

- In Bethel someone commented that a student should be able to pass at least one of the exams in order to receive a diploma, effective this year.
- In Fairbanks some people felt that a dual diploma system like the old Regents diploma in New York should be considered.
- One superintendent felt Alaska should consider using the ACT as the graduation-qualifying exam.

STATE OF ALASKA
Department of Education & Early Development
Office of the Commissioner

TONY KNOWLES, GOVERNOR

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February 15, 2002

First year of "thick report"
as required by SB 133.

The Honorable Rick Halford
Senate President
Alaska State Legislature
State Capitol, Room 111
Juneau, Alaska 99801-1182

Dear Senator Halford:

Alaska Statute 14.03.078, requires that the Department of Education & Early Development provide to the legislature by February 15 of each year an annual report regarding the progress of each school and school district toward high academic performance by all students.

The report required under this section must include:

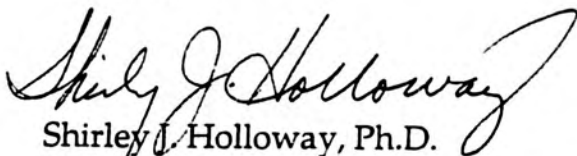
1. information described under AS 14.03.120(d);
2. the number and percentage of students in each school who pass the examination required under AS 14.03.075, and the number who pass each section of the examination;
3. progress of the department
 - A. toward implementing the school accountability provisions of AS 14.03.123; and
 - B. in assisting high schools to become accredited;
4. a description of the resources provided to each school and school district for coordinated school improvement activities and staff training in each school and school district;
5. each school district's and each school's progress in aligning curriculum with state education performance standards;
6. a description of the efforts by the department to assist a public school that receives a designation of deficient or in crisis;
7. a description of intervention efforts by each school district and school for students who are not meeting state performance standards;
8. the number and percentage of turnover in certificated personnel and superintendents;

The Honorable Rick Halford
February 15, 2002
Page 2 of 2

9. the number of teachers by district and by school who are teaching outside the teacher's area of endorsement but in areas tested by the high school competency examination.

Please feel free to contact me if we can provide any additional information.

Sincerely,



Shirley J. Holloway, Ph.D.
Commissioner

Cc: Governor Tony Knowles

Response to AS 14.03.078 (1)
Information described under AS 14.03.120

The School Report Card to the Public is currently available on the EED website. Report Card information for each school can be accessed at:
[http://www.eed.state.ak.us/DOE_Rolodex/schools/ReportCard/ReportCardSe
arch1.cfm](http://www.eed.state.ak.us/DOE_Rolodex/schools/ReportCard/ReportCardSe
arch1.cfm)

The Department is currently creating CD versions of the 1999/2000 and 2000/2001 School Report Cards to the Public. CD versions of both reports will be available on March 27, 2002.

Response to AS 14.03.078 (2)

The number and percentage of students in each school who pass the examination required under AS 14.03.075, and the number who pass each section of the examination

Information is contained in the attached report.

High School Graduation Qualifying Examination
Spring 2001
Grade 10 Results by School

District Name	School Name	READING					WRITING					MATH				
		Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass	Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass	Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass
Alaska Gateway	Alaska Gateway Corresp./Alt.	2	*	*	*	*	2	*	*	*	*	1	*	*	*	*
	Eagle Community School	1	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Mentasta Lake School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Tok School	18	10	55.6	8	44.4	19	12	63.2	7	36.8	17	11	64.7	6	35.3
	Walter Northway School	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
Aleutian Region	Adak School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Yakov E. Netsvetov School	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
Aleutians East	King Cove School	10	*	*	*	*	10	*	*	*	*	10	*	*	*	*
Alyeska Central	Alyeska Central School	30	19	63.3	11	36.7	19	13	68.4	6	31.6	39	14	35.9	25	64.1
Anchorage	Anchorage Outreach/Private	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Avail School	4	*	*	*	*	6	*	*	*	*	5	*	*	*	*
	Bartlett High School	441	280	63.5	161	36.5	450	185	41.1	265	58.9	454	165	36.3	289	63.7
	Benson Secondary/S.E.A.R.C.H.	18	5	27.8	13	72.2	18	*	*	*	*	15	*	*	*	*
	Booth Memorial Home	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Chugiak High School	474	358	75.5	116	24.5	551	279	50.6	272	49.4	554	277	50	277	50
	Dimond High School	486	359	73.9	127	26.1	496	253	51	243	49	502	263	52.4	239	47.6
	East High School	442	238	53.8	204	46.2	464	173	37.3	291	62.7	466	183	39.3	283	60.7
	Family Partnership Charter School	21	*	*	*	*	21	13	61.9	8	38.1	21	13	61.9	8	38.1
	Jesse Lee Home	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	McLaughlin Youth Center	48	12	25	36	75	48	10	20.8	38	79.2	48	7	14.6	41	85.4
	North Star Hospital	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
	Polaris K-12 School	32	*	*	*	*	33	22	66.7	11	33.3	33	28	84.8	5	15.2
	S.A.V.E. High School	19	5	26.3	14	73.7	20	*	*	*	*	20	*	*	*	*
	Service High School	581	454	78.1	127	21.9	605	344	56.9	261	43.1	630	371	58.9	259	41.1
	Steller Secondary School	37	*	*	*	*	37	26	70.3	11	29.7	38	29	76.3	9	23.7
	West High School	395	209	52.9	186	47.1	412	174	42.2	238	57.8	415	162	39	253	61
	Whaley Center	14	*	*	*	*	15	*	*	*	*	17	*	*	*	*
Annette Island	Metlakatla High School	24	7	29.2	17	70.8	24	5	20.8	19	79.2	25	*	*	*	*
Bering Strait	Aniguin School	3	*	*	*	*	3	*	*	*	*	2	*	*	*	*
	Anthony A. Andrews School	5	*	*	*	*	4	*	*	*	*	5	*	*	*	*
	Brevig Mission School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Gambell Schools	1	*	*	*	*	2	*	*	*	*	4	*	*	*	*
	Hogarth Kingeekuk Memorial H.S.	5	*	*	*	*	8	*	*	*	*	6	*	*	*	*

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Bering Strait (Cont.)	James C. Isabell School	1	*	*	*	*	1	*	*	*	*	0	N/A	N/A	N/A	N/A
	Koyuk-Malemute School	6	*	*	*	*	5	*	*	*	*	6	*	*	*	*
	Martin L. Olson School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Shaktolik School	5	*	*	*	*	5	*	*	*	*	5	*	*	*	*
	Shishmaref School	9	*	*	*	*	11	*	*	*	*	9	*	*	*	*
	Tukumgailnguq School	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
	Unalakleet Schools	14	8	57.1	6	42.9	15	9	60	6	40	15	8	53.3	7	46.7
	Wales School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	White Mountain School	6	*	*	*	*	5	*	*	*	*	6	*	*	*	*
Bristol Bay	Bristol Bay High School	13	*	*	*	*	13	8	61.5	5	38.5	13	*	*	*	*
Chatham	Angoon School	10	*	*	*	*	10	*	*	*	*	10	*	*	*	*
	Gustavus School	4	*	*	*	*	4	*	*	*	*	5	*	*	*	*
	Tenakee Springs School	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
Chugach	Chugach Extension Corresp.	3	*	*	*	*	3	*	*	*	*	4	*	*	*	*
	Whittier Community School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
Copper River	Copper River Corresp.	3	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Glennallen Jr/Sr High School	31	21	67.7	10	32.3	32	16	50	16	50	32	19	59.4	13	40.6
	Kenny Lake School	4	*	*	*	*	4	*	*	*	*	5	*	*	*	*
Cordova	Cordova Jr/Sr High School	36	31	86.1	5	13.9	37	24	64.9	13	35.1	37	23	62.2	14	37.8
Craig	Craig Correspondence	9	*	*	*	*	8	*	*	*	*	8	*	*	*	*
	Craig High School	27	16	59.3	11	40.7	27	13	48.1	14	51.9	27	10	37	17	63
Delta/Greely	Delta Charter Cyber School	19	14	73.7	5	26.3	19	11	57.9	8	42.1	19	8	42.1	11	57.9
	Delta Junction Jr/Sr High School	59	45	76.3	14	23.7	61	34	55.7	27	44.3	61	31	50.8	30	49.2
Denali	Anderson School	4	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Cantwell School	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
	Tri-Valley School	10	*	*	*	*	9	*	*	*	*	11	7	63.6	4	36.4
Dillingham	Dillingham Middle/High School	35	25	71.4	10	28.6	38	18	47.4	20	52.6	39	12	30.8	27	69.2

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Fairbanks	Alternative Learning Systems	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Ben Eielson Jr/Sr High School	98	74	75.5	24	24.5	102	42	41.2	60	58.8	98	47	48	51	52
	Fairbanks Youth Facility	5	*	*	*	*	6	*	*	*	*	6	*	*	*	*
	Guided Independent Study	6	*	*	*	*	7	*	*	*	*	8	*	*	*	*
	Howard Luke Academy	33	7	21.2	26	78.8	31	*	*	*	*	30	*	*	*	*
	Lathrop High School	360	248	68.9	112	31.1	370	188	50.8	182	49.2	370	155	41.9	215	58.1
	New Beginnings Charter School	6	*	*	*	*	6	*	*	*	*	7	*	*	*	*
	North Pole High School	236	170	72	66	28	235	128	54.5	107	45.5	242	104	43	138	57
	West Valley High School	300	232	77.3	68	22.7	304	170	55.9	134	44.1	303	150	49.5	153	50.5
Galena	Galena Jr/Sr High School	7	*	*	*	*	7	*	*	*	*	7	*	*	*	*
	Interior Distance Education of AK (IDEA)	108	80	74.1	28	25.9	108	50	46.3	58	53.7	106	34	32.1	72	67.9
	Project Education Residential School	18	9	50	9	50	19	7	36.8	12	63.2	19	5	26.3	14	73.7
Haines	Haines High School	33	28	84.8	5	15.2	33	23	69.7	10	30.3	32	21	65.6	11	34.4
Hoonah	Hoonah Jr/Sr High School	16	11	68.8	5	31.3	16	7	43.8	9	56.3	16	6	37.5	10	62.5
Hydaburg	Hydaburg Jr/Sr High School	5	*	*	*	*	5	*	*	*	*	5	*	*	*	*
Iditarod Area	David-Louis School	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
	Distance Learning/Corresp. Ctr.	18	13	72.2	5	27.8	19	8	42.1	11	57.9	21	7	33.3	14	66.7
	Innoko River School	3	*	*	*	*	4	*	*	*	*	3	*	*	*	*
	McGrath School	11	4	36.4	7	63.6	1	*	*	*	*	11	4	36.4	7	63.6
	Takotna Training Ctr. Charter School	7	*	*	*	*	11	*	*	*	*	10	*	*	*	*
Juneau	Johnson Youth Center	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Juneau-Douglas High School	365	274	75.1	91	24.9	374	200	53.5	174	46.5	368	212	57.6	156	42.4
	Yaakoosge Daakahidi Alt. H.S.	3	*	*	*	*	4	*	*	*	*	5	*	*	*	*
Kake	Kake High School	19	10	52.6	9	47.4	20	5	25	15	75	20	*	*	*	*
Kashunamiut	Chevak School	20	*	*	*	*	21	*	*	*	*	18	*	*	*	*
Kenai Peninsula	Alternative School/Bilingual	14	10	71.4	4	28.6	12	4	33.3	8	66.7	14	5	35.7	9	64.3
	Homer Flex School	3	*	*	*	*	5	*	*	*	*	5	*	*	*	*
	Homer High School	126	99	78.6	27	21.4	126	74	58.7	52	41.3	123	85	69.1	38	30.9
	Hope School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*

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Kenai Peninsula (Cont.)	Kenai Alternative High School	8	*	*	*	*	12	*	*	*	*	11	*	*	*	*
	Kenai Central High School	134	115	85.8	19	14.2	140	86	61.4	54	38.6	136	82	60.3	54	39.7
	Nanwalek School	8	*	*	*	*	8	*	*	*	*	8	*	*	*	*
	Nikiski Middle/Senior High School	69	51	73.9	18	26.1	74	29	39.2	45	60.8	73	28	38.4	45	61.6
	Nikolaevsk School	6	*	*	*	*	6	*	*	*	*	5	*	*	*	*
	Ninilchik School	17	*	*	*	*	17	9	52.9	8	47.1	17	8	47.1	9	52.9
	Port Graham School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Seward High School	64	47	73.4	17	26.6	65	28	43.1	37	56.9	64	31	48.4	33	51.6
	Skyview High School	140	102	72.9	38	27.1	145	69	47.6	76	52.4	142	67	47.2	75	52.8
	Soldotna High School	138	120	87	18	13	142	94	66.2	48	33.8	142	83	58.5	59	41.5
	Susan B English School	7	*	*	*	*	7	*	*	*	*	7	*	*	*	*
Ketchikan Gateway	Tebughna School	2	*	*	*	*	4	*	*	*	*	4	*	*	*	*
	Voznesenka Elementary	7	*	*	*	*	8	*	*	*	*	8	*	*	*	*
Ketchikan Gateway	Ketchikan High School	137	89	65	48	35	139	78	56.1	61	43.9	136	68	50	68	50
	Revilla Jr/Sr High School	15	7	46.7	8	53.3	20	*	*	*	*	16	4	25	12	75
Klawock	Klawock Jr/Sr High School	14	7	50	7	50	13	5	38.5	8	61.5	14	6	42.9	8	57.1
Kodiak Island	Chiniak School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Kodiak High School	181	125	69.1	56	30.9	186	86	46.2	100	53.8	183	66	36.1	117	63.9
	Old Harbor School	4	*	*	*	*	4	*	*	*	*	3	*	*	*	*
	Ouzinkie School	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
	Port Lions School	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
Kuspuk	Aniak High School	16	5	31.3	11	68.8	20	*	*	*	*	22	7	31.8	15	68.2
	Crow Village Sam School	1	*	*	*	*	3	*	*	*	*	1	*	*	*	*
	George Morgan Jr/Sr H.S.	12	*	*	*	*	14	*	*	*	*	13	*	*	*	*
Lake & Peninsula	Chignik Bay School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Chignik Lagoon School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Chignik Lake School	6	*	*	*	*	6	*	*	*	*	4	*	*	*	*
	Igiugig School	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
	Kokhanok School	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
	Meshik School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Newhalen School	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
	Nondalton School	6	*	*	*	*	6	*	*	*	*	6	*	*	*	*
	Perryville School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*

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Lower Kuskokwim	Akiuk School	4	*	*	*	*	5	*	*	*	*	5	*	*	*	*
	Akula Elitnavuk School	6	*	*	*	*	6	*	*	*	*	6	*	*	*	*
	Anna Tobeluk School	9	*	*	*	*	9	*	*	*	*	9	*	*	*	*
	Ayaprun School	4	*	*	*	*	6	*	*	*	*	5	*	*	*	*
	Bethel Alternative Boarding School	2	*	*	*	*	5	*	*	*	*	6	*	*	*	*
	Bethel Regional High School	45	27	60	18	40	48	20	41.7	28	58.3	48	16	33.3	32	66.7
	Chaptnguak School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Chief Paul School	11	*	*	*	*	11	*	*	*	*	11	*	*	*	*
	Dick R Kiunya School	9	*	*	*	*	10	*	*	*	*	10	*	*	*	*
	Eek School	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
	Joann A. Alexie Memorial School	5	*	*	*	*	5	*	*	*	*	4	*	*	*	*
	Kuinerrarmiut Elitnavurviat	1	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Kwethluk Community School	9	*	*	*	*	11	*	*	*	*	9	*	*	*	*
	Kwigillingok School	5	*	*	*	*	5	*	*	*	*	5	*	*	*	*
	Lewis Angapak School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Nelson Island Area Schools	7	*	*	*	*	6	*	*	*	*	7	*	*	*	*
	Nightmute School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Nuniwaarmiut School	6	*	*	*	*	5	*	*	*	*	5	*	*	*	*
	Paul T. Albert School	6	*	*	*	*	6	*	*	*	*	6	*	*	*	*
	Qugcuun School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Rocky Mountain School	2	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	William N. Miller School	2	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Z. John Williams School	6	*	*	*	*	6	*	*	*	*	5	*	*	*	*
Lower Yukon	Alakanuk School	5	*	*	*	*	5	*	*	*	*	5	*	*	*	*
	Emmonak School	4	*	*	*	*	3	*	*	*	*	4	*	*	*	*
	Hooper Bay School	14	*	*	*	*	17	*	*	*	*	15	*	*	*	*
	Ignatius Beans School	7	*	*	*	*	6	*	*	*	*	6	*	*	*	*
	Kotlik School	5	*	*	*	*	5	*	*	*	*	4	*	*	*	*
	Marshall School	7	*	*	*	*	7	*	*	*	*	6	*	*	*	*
	Pilot Station School	5	*	*	*	*	4	*	*	*	*	5	*	*	*	*
	Pitkas Point School	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
	Russian Mission School	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
	Scammon Bay School	9	*	*	*	*	9	*	*	*	*	7	*	*	*	*
	Sheldon Point School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*

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High School Graduation Qualifying Examination
Spring 2001
Grade 10 Results by School

District Name	School Name	READING					WRITING					MATH				
		Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass	Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass	Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass
Mat-Su	Beryozava School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Burchell High School	37	12	32.4	25	67.6	34	6	17.6	28	82.4	35	5	14.3	30	85.7
	Colony High School	243	204	84	39	16	247	174	70.4	73	29.6	241	154	63.9	87	36.1
	Corresp. Study School	10	*	*	*	*	10	*	*	*	*	10	*	*	*	*
	Glacier View School	6	*	*	*	*	6	*	*	*	*	5	*	*	*	*
	Houston Jr./Sr. High School	72	43	59.7	29	40.3	71	29	40.8	42	59.2	71	23	32.4	48	67.6
	Mat-Su Youth Facility	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
	Palmer High School	232	190	81.9	42	18.1	234	151	64.5	83	35.5	227	121	53.3	106	46.7
	Susitna Valley High	30	18	60	12	40	31	15	48.4	16	51.6	29	12	41.4	17	58.6
	Valley Pathways	20	10	50	10	50	22	6	27.3	16	72.7	22	*	*	*	*
	Wasilla High School	241	173	71.8	68	28.2	290	148	51	142	49	290	136	46.9	154	53.1
Nenana	CyberLynx Corresp. School	56	40	71.4	16	28.6	57	27	47.4	30	52.6	55	16	29.1	39	70.9
	Nenana City School	11	7	63.6	4	36.4	11	5	45.5	6	54.5	11	5	45.5	6	54.5
Nome	Leonard Seppala High School	1	*	*	*	*	1	*	*	*	*	0	N/A	N/A	N/A	N/A
	Nome-Beltz Jr/Sr High	58	31	53.4	27	46.6	59	20	33.9	39	66.1	55	18	32.7	37	67.3
North Slope	Alak School	11	*	*	*	*	9	*	*	*	*	9	*	*	*	*
	Barrow High School	67	28	41.8	39	58.2	66	18	27.3	48	72.7	67	19	28.4	48	71.6
	Harold Kaveolook School	4	*	*	*	*	5	*	*	*	*	5	*	*	*	*
	Kali School	5	*	*	*	*	6	*	*	*	*	7	*	*	*	*
	Meade River School	4	*	*	*	*	4	*	*	*	*	3	*	*	*	*
	Nuiqsut Trapper School	7	*	*	*	*	10	*	*	*	*	10	*	*	*	*
	Tikigaq School	14	*	*	*	*	17	*	*	*	*	15	*	*	*	*
Northwest Arctic	Ambler School	5	*	*	*	*	5	*	*	*	*	5	*	*	*	*
	Aqqaq High/Noorvik Elementary	9	*	*	*	*	10	*	*	*	*	10	*	*	*	*
	Buckland School	7	*	*	*	*	8	*	*	*	*	8	*	*	*	*
	Davis-Ramoth School	7	*	*	*	*	9	*	*	*	*	8	*	*	*	*
	Deering School	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
	Kiana School	6	*	*	*	*	8	*	*	*	*	6	*	*	*	*
	Kotzebue Middle/High School	34	15	44.1	19	55.9	33	7	21.2	26	78.8	31	6	19.4	25	80.6
	McQueen School	7	*	*	*	*	7	*	*	*	*	7	*	*	*	*
	Napaaqtugmiut School	6	*	*	*	*	6	*	*	*	*	6	*	*	*	*
	Shungnak School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*

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High School Graduation Qualifying Examination
Spring 2001
Grade 10 Results by School

District Name	School Name	READING					WRITING					MATH				
		Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass	Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass	Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass
Petersburg	Petersburg High School	48	34	70.8	14	29.2	48	26	54.2	22	45.8	48	24	50	24	50
Pribilof	St. George School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	St. Paul School	9	*	*	*	*	10	*	*	*	*	9	*	*	*	*
Saint Mary's	St. Mary's School	5	*	*	*	*	6	*	*	*	*	5	*	*	*	*
Sitka	Sitka Correspondence	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
	Sitka High School	121	96	79.3	25	20.7	122	73	59.8	49	40.2	122	68	55.7	54	44.3
Skagway	Skagway City School	13	9	69.2	4	30.8	13	8	61.5	5	38.5	12	6	50	6	50
Southeast Island	Howard Valentine School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Kasaan School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Naukati School	1	*	*	*	*	1	*	*	*	*	1	*	*	*	*
	SE Island Corresp.	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Thorne Bay School	5	*	*	*	*	6	*	*	*	*	6	*	*	*	*
Southwest Region	Chief Ivan Blunka School	8	*	*	*	*	8	*	*	*	*	8	*	*	*	*
	Koliganek School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Manokotak School	8	*	*	*	*	8	*	*	*	*	8	*	*	*	*
	Togiak School	10	*	*	*	*	9	*	*	*	*	9	*	*	*	*
Tanana	Maudrey J. Sommer School	6	*	*	*	*	6	*	*	*	*	6	*	*	*	*
Unalaska	Unalaska Jr/Sr High School	28	23	82.1	5	17.9	27	14	51.9	13	48.1	28	16	57.1	12	42.9
Valdez	Valdez High School	62	55	88.7	7	11.3	62	43	69.4	19	30.6	62	42	67.7	20	32.3
Wrangell	Wrangell High School	40	24	60	16	40	35	15	42.9	20	57.1	35	13	37.1	22	62.9
Yakutat	Yakutat School	14	*	*	*	*	14	4	28.6	10	71.4	14	4	28.6	10	71.4
Yukon Flats	Arctic Village School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Fort Yukon School	10	*	*	*	*	10	*	*	*	*	9	*	*	*	*
	John Fredson School	6	*	*	*	*	7	*	*	*	*	7	*	*	*	*
	Stevens Village School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Tsuk Taih School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*

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High School Graduation Qualifying Examination
Spring 2001
Grade 10 Results by School

District Name	School Name	READING					WRITING					MATH				
		Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass	Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass	Num. Tested	Num. Pass	Pct. Pass	Num. Not Pass	Pct. Not Pass
Yukon/Koyukuk	Allakaket School	5	*	*	*	*	5	*	*	*	*	5	*	*	*	*
	Andrew K. Demoski School	6	*	*	*	*	6	*	*	*	*	6	*	*	*	*
	Bettles Field School	3	*	*	*	*	3	*	*	*	*	3	*	*	*	*
	Jimmy Huntington School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Kaltag School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
	Minto School	4	*	*	*	*	4	*	*	*	*	4	*	*	*	*
	Wiseman/Coldfoot School	2	*	*	*	*	2	*	*	*	*	2	*	*	*	*
Yupiiit	Akiachak School	8	*	*	*	*	9	*	*	*	*	9	*	*	*	*
	Akiak School	3	*	*	*	*	2	*	*	*	*	3	*	*	*	*
	Tuluksak School	6	*	*	*	*	7	*	*	*	*	6	*	*	*	*
STATEWIDE		8,301	5,470	65.9%	2,831	34.1%	8,629	4,034	46.7%	4,595	53.3%	8,649	3,806	44.0%	4,843	56.0%

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Response to AS 14.03.078(3)(A)
Progress of the department towards implementing the school accountability provisions of AS 14.03.123

Current Alaska statutes (Sec. 14.03.123 *School Accountability* and Sec. 14.03.120 *Education Planning*) require the Department of Education & Early Development to develop a system to assign each school in Alaska a designation of Distinguished, Successful, Deficient, or In Crisis by August 2002. The Department is also charged annually to publish a "Report Card to the Public" that includes those school designations beginning January 2003.

To develop a system for designating school performance the Department convened a School Designators Committee to advise in the design and implementation of the school designator system. The Department hired consultants from the National Center for the Improvement of Educational Assessment, Inc. (Center for Assessment) to work with the Committee and Department towards establishing principles and guidelines within which the school designator system would be developed.

We assume that the primary intent of assigning school designation labels is to spur strengthened educational services to all students and to inform the public. The desired long-term outcome of the School Designator System therefore should be better schools, better-educated students, and more informed public and policymakers. The school designator system has been designed to contribute to strengthened education, be appropriate for the wide range of circumstances of Alaska public schools, and be technically sound, legally defensible, and politically acceptable to a wide range of stakeholders.

The School Designator System (SDS) will base assignment of school designations upon, student performance on state benchmark and HSGQE assessments, commercial norm-referenced tests, and dropout rate (for high schools). Student performance measures will include Status (most recent performance of students in the school) and Growth (improvement over time of students in successive grades/years). Results from these indicators will be combined to inform a decision about assigning a designation. Additional indicators will be reported, as part of the School Report Card to the Public, but will not be used for determining school designations.

The Status score will represent the average performance of all students in the school on the various assessments (i.e., benchmark examinations and norm-referenced tests). The Status score will be calculated through an index assigning points for each student score in a designated performance level. Scores will be averaged across subjects and grade levels.

Performance on Benchmark Test	Accountability Points
Above Standard	150
Meets Standard	100
Nearly Meets Standard	50
Does Not Meet Standard	0

Response to AS 14.03.078(3)(A)
Progress of the department towards implementing the school accountability provisions of AS 14.03.123

The Committee determined that growth will account for 2/3 of the total designator score. Growth will be measures based on the improvement made by a class of students from one year to the next year. This measure of improvement, is sensitive to "where students started" and uses classes of students; rather than tracking exactly the same students. Scores will be averaged across subjects and grade levels.

The Committee recommended that dropout or persistence rates should be included as an indicator for high schools. We recommend that persistence rate be used instead of dropout rate, where persistence is the inverse of dropouts: the percentage of students who continue in school.

A degree of certainty (reliability) will be reported with each school designation. The degree of certainty should be taken into consideration when interpreting the school designation. The degree of certainty of the school designation would reflect the reliability or decision consistency of the assignment of the designation.

The Department and Board are proceeding to implement as much of the proposed plan as possible by August 2002. This will include status measures on the benchmark exams and TerraNova CAT/6 in grades three through nine, but few if any growth measures. Due to standard setting for the refocused High School Graduation Qualifying Exam results from the grade 10 students will not be available until late September 2002.

Growth measures on state tests, which require at least two years' data, will first be available for all grades in 2003. It is expected that additional enhancements and refinements will be available in 2004 and after. A possible implementation schedule is indicated on the sample report.

The committee and the Department have expressed concern regarding the designation of schools on the basis of status scores only. The Department is recommending implementation of the designator system in 2004 to allow for the inclusion of growth data, and to more fully develop the capacity of the state and districts to collect, manage and analyze the data gathered by schools and districts. The Knowles Administration has sponsored House Bill 352 and Senate Bill 250, which would extend the dates for the assignment of performance designations until 2004.

The reauthorization of the Elementary and Secondary Education Act (ESEA) in December of 2001 also contains a significant number of school and district accountability requirements. The Department of Education & Early Development and the School Designator Committee believe that is critically important to incorporate the new Federal requirements into the Designator System that will be implemented in the state. Implementing the designator system in 2004 will allow the Department to ensure that our state accountability system is consistent with these new federal requirements.

Response to AS 14.03.078(3)(A)
Progress of the department towards implementing the school accountability
provisions of AS 14.03.123

Description of the School Designator System –Questions and Answers

What is the purpose of the School Designator System (SDS)?

The Alaska Department of Education and Early Development is charged statutorily (Sec. 14.03.123) to develop a system for assigning designations and providing assistance to schools. The purpose of the school designation system is to communicate school quality and performance to the public, educators, and others. It is expected that this program will recognize good performance and help lower performing schools get better through increased attention and targeted assistance.

What is the status of the SDS?

The Department will present a proposal to the State Board of Education & Early Development in March 2002. The Board is responsible for issuing regulations that will direct the specific implementation of the SDS by August 2002. The specifications for the SDS will be set when the Board approves its final regulations. Therefore, the information presented here is a proposal from the Department, subject to change.

Who is developing the SDS?

The SDS is benefiting from input from many sources. The Department has convened a School Designator System Committee. The SDS Committee consists of over two dozen members who represent much of the diversity of Alaska. Members include very experienced educators, school principals, superintendents, school board members, parents, and businesspersons. A nationally experienced firm, the Center for Assessment, is helping with the design of the SDS. The Technical Review Committee established by the Department, consisting of Alaskans with measurement expertise, will also review the SDS design.

As part of the process, the Department is soliciting comments from many educator and policy-making groups. The state Board's regulations will also be subject to a period for public comment.

What will be reported?

The law requires that each school be assigned one of four labels: Distinguished, Successful, Deficient, or In Crisis. These labels will be based on school performance on a number of indicators which will also be reported, including students' performance in relation to the state standards on reading, mathematics, and writing; performance on norm-referenced tests; learning growth of students over the past year in reading, mathematics, and writing; dropout rates; and graduation rates. In addition, the SDS Committee recommended adding results from other performance indicators as they become available, including an early primary assessment, post-graduation success, and local performance assessment. The degree of confidence in the designation will also be reported.

It may be desirable to combine elements from the existing school report with the information for the school designator system. This could provide information about the

Response to AS 14.03.078(3)(A)
Progress of the department towards implementing the school accountability provisions of AS 14.03.123

school context and quality, such as percent of students living in low-income families, special education, racial/ethnic diversity, and remoteness of the school. Attendance, expulsions, truancy, physical plant, course offerings, and teacher qualifications could also be reported. Although the SDS Committee did not recommend including these other indicators in the school designation rating, most of these elements are collected and reported, and could be combined into a single school report. A sample possible report is attached.

Why does the SDS emphasize student test scores?

In compliance with the state legislature's requirement that the SDS be built on "student measures, including student achievement," a very large part of the school's designation will reflect the performance of its students on the state benchmark and high school graduation qualifying exams. These exams provide a valid and reliable assessment of student performance on the content standards determined to be of most importance for Alaska. Standardized test scores provide a common "measuring stick" across all schools.

The Department and SDS Committee recognize that standardized tests are not the only indicator of school quality and student performance. However, very few other measures were available that met minimum criteria for rigor and fairness. As mentioned above, a number of other indicators have been identified that may be developed and included in the future.

How are status and growth included in the SDS?

One agreed upon indicator of school performance was how its students performed in relation to state standards—for example, how many of its students were passing the high school qualifying exam or performing in relation to the similar proficiency standard for the benchmark exams in grades 3, 6, and 8.

However, it was also agreed that it is more important how much students are learning, or how much their scores are improving from year to year. Thus, the SDS will include how much student test scores have increased from year to year.

Growth will count twice as much as status in assigning school designations. Provisions will be made for schools that are performing so high that it is not reasonable to expect much growth.

How will the system be fair to all schools?

Fairness is a primary concern for the Department and all those who have worked on the design of the School Designator System. There are several ways the system has been designed to be fair to all schools.

The SDS will apply objective, common measures to all schools.

Schools whose students have less advantaged backgrounds will "get credit" for helping those students progress. The growth component gives as much credit to helping a student

Response to AS 14.03.078(3)(A)
Progress of the department towards implementing the school accountability provisions of AS 14.03.123

who started low and learned "one year's standard growth" as it does helping a student who started high. Schools are not competing with each other; they are recognized for helping their students grow, no matter where they started.

Much thought has been taken to make the system as reliable as possible for small schools. This includes including as many grades and students as possible.

The reporting of the degree of confidence in the designator is also an important safeguard against basing decisions on uncertain or unstable evidence.

For schools with substantial student transience, while the individual student tracking system is being developed, the Department will allow schools that can track individual students to present evidence for consideration if the results are substantially different than those based on the state's unmatched data.

It is anticipated that on-going studies will alert the Department if there are changes in school circumstances, population shifts, or unforeseen situations.

Can you give an example of how the system is fair to a school serving less advantaged students?

It is recognized that students from lower socio-economic positions, or who have less proficiency in English, usually score lower on achievement tests. Often these are racial or ethnic minority students, although most studies indicate a stronger relationship with socio-economic status. It is not true, however, that these less advantaged students cannot learn. In fact, one of the underlying tenets of the standards movement is that all children can learn, most to higher levels than are currently being achieved. This view that all children can learn is supported by extensive research on the effectiveness of teachers, the power of expectations, and the effect of schools with powerful instructional programs.

If schools were only evaluated on how high their students scored—such as how many were Proficient on a benchmark exam or what percentage passed the HSGQE—then schools serving less advantaged students might be expected to rank low. However, the proposed SDS gives credit to schools for helping their students learn, no matter where they started. So, for example, a school whose grade 4 students were all reading one grade level below would receive credit for helping those students progress one grade's worth on the exam by the end of grade 5, as would a school whose students were all reading on level from grade 4 to grade 5. That is, schools get credit for helping students learn, no matter how low or high they start.

Some schools serve high percentages of students who are mobile. How does the system treat them?

Statistically speaking, in large enough sample sizes, if the students moving into a school are like the students moving out, then transience should not affect the school's results. Schools should monitor and document changes in population from year to year.

Response to AS 14.03.078(3)(A)
Progress of the department towards implementing the school accountability provisions of AS 14.03.123

The proposed SDS system includes all students who are enrolled and tested in the school each year, with certain exceptions. One reason for this is to recognize that "all students count" and not to provide any incentive to push students out of the accountability and educational system. A study done by the Department on the limited Alaska data available indicates that using a matched student system would not result in very different school results than the proposed system that compares groups of students. However, the Department is very interested in studying a true student longitudinal growth system that will track growth from year to year for each individual student.

There is a difference between students who are transient within the state, within a district, or who move in or out of the state or in and out of the public school system. The Department is working on establishing a system that will allow student scores to be matched no matter where a student moves within the public school systems within the state, and is planning to study how much such a system should be used in the SDS and what differences it might make.

When will the school designator system be implemented?

The Department and Board are proceeding to implement as much of the proposed plan as possible by August 2002, which is required by law. This will include status measures on the benchmark exams and TerraNova CAT/6 in grades three through nine, but few if any growth measures. Due to standard setting for the refocused High School Graduation Qualifying Exam results from the grade 10 students will not be available until late September 2002.

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The reauthorization of the Elementary and Secondary Education Act (ESEA) in December of 2001 also contains a significant number of school and district accountability requirements. The Department of Education and Early Development and the School Designator Committee believes that is critically important to incorporate the new Federal requirements into the Designator System that will be implemented in the state. Implementing the designator system in 2004 will allow the Department to ensure that our state accountability system is consistent with these new federal requirements.

Response to AS 14.03.078(3)(B)
Progress of the department in assisting high schools to become accredited

Accreditation of schools is promoted as one of the four parts of the Quality Schools Initiative. Since the early 1970's, Alaska's Department of Education has accepted the accreditation standards and process of the Northwest Association of Schools and Colleges (NASC). Accreditation is a voluntary process available to any public or private school that meets the NASC standards and Alaskan state quality school standards.

The NASC's Alaskan Committee directs Alaskan efforts, and annual reports are submitted to and approved by the regional Commission on Schools. Every six years, the accreditation process requires a school wide self-study and development of a school improvement plan according to the state and regional standards. The results of this effort are verified by an on-site peer review team and followed up through annual progress reports.

Through the Alaska Staff Development Network, the Alaska Committee sponsors professional development for school personnel working on the accreditation process. In addition, the Committee has a website that provides manuals and policy recommendations that can be downloaded by all schools at no cost.

In 2001-2002, 41 high schools, 3 middle schools, 9 elementary schools, 80 K-12 schools, 8 alternative schools, 3 supplementary education programs and 2 distance education schools have earned accreditation.

A program specialist for the Department of Education & Early Development continues to serve on the Alaska Committee and work with that body to integrate the Alaskan quality schools standards with the regional standards in the accreditation process for Alaskan schools. Newsletters and annual reports are distributed for the Committee. Department staff consults with schools that are working through their self-studies through phone calls, audioconferences and e-mail and chairs one or more on-site review committees each year. The Alaskan standards are also promoted through other methods, e.g. used as a basis for school improvement models supported by federal programs.

Response to AS 14.03.078(4)
A description of the resources provided to each school and school district
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Attached are documents reflecting the state and federal resources provided to Alaska school districts. The department currently tracks only specific resources at the school district level, not at the school level.

Below are brief descriptions of each funding source.

Special Education - maintain compliance with state and federal laws governing students with disabilities, through technical assistance to school districts, distribution of grant funding, development of pre-service and in-service training programs, complaint investigation, mediation, due process hearings, and compliance reviews. These activities are entirely federally funded.

Preschool Handicapped - provides funding to school districts for special education services to disabled preschool children ages 3 to 5 years.

Title I, Part A Disadvantaged - provides funding to school districts to implement supplemental assistance programs or school-wide reforms designed to improve student performance in schools with the highest concentrations of low income families; provide resources for improvement to schools failing to meet state standards and for rewarding schools that exceed those standards; provide resources for activities that will increase parent involvement and improve the quality of instruction.

Title I, Part C Migrant Education - provides funding to school districts to implement supplemental assistance programs or school-wide reforms that will assist migratory children in meeting high standards; provide resources for coordination activities, parent involvement, staff development and support services to migrant children and families.

Title I, Part D Neglected/Delinquent/At-Risk - provides funding to state-operated institutions to implement institution-wide services; improve the quality of instruction; provide coordination and transition services that will enable such children to succeed; provide funding to school districts with the highest local concentrations of delinquent youth to develop cooperative service agreements with correctional institutions and alternative program agencies for instructional improvement, coordination activities, drop-out prevention services, vocational education and support services; and coordinate the movement toward a more seamless integration of services between special education and Title I programs to support the Quality Schools Initiative.

Title 1, Part E Comprehensive School Reform Demonstration - provides funding for research-based educational strategies aimed at increasing students' achievement levels.

Governor's Drug Prevention - provides grants to local schools and communities for prevention programs.

HIV Prevention - provides technical and financial support for school districts to develop HIV/AIDS prevention curriculum, obtain classroom materials, receive teacher training, conduct assessments, and develop local policies and procedures related to HIV/AIDS Education.

Addressing Barriers - provides training, technical and financial support for school districts to assist identified schools in addressing barriers to student learning. Addressing Barriers include: discipline, attendance, student attitude and parental involvement.

Response to AS 14.03.078(4)
A description of the resources provided to each school and school district
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Reading Excellence Act (REA) and Read Alaska – provides funding for schools whose students need assistance in reading; professional development in literacy and reading for teachers and parents; and works toward making every child a strong and independent reader by the end of third grade.

Fetal Alcohol Syndrome (FAS) Project – provides support and training for locally based FAS teams to address the needs of children with Fetal Alcohol Syndrome or Fetal Alcohol Effect. Support and training will be for teachers, parents, community members so that a comprehensive approach to addressing FAS children's' needs will be comprehensive.

Vocational Education - provides resources to school districts to prepare students for employment through the development of occupational skills, integrating vocational and academic education, addressing the vocational educational needs of special populations, and providing education and training that allows students to compete in the world of work in a modern, technology-based economy.

Title VI Innovative Programs and Title VI Class Size Reduction - provides resources to school districts for school improvement and innovation and funding to hire new teachers to reduce class size, primarily, in grades 1, 2, and 3.

Title III Technology - provides resources to school districts to update existing technology and integrate the use of technology in instruction.

Title IV Safe and Drug-Free Schools - provides technical assistance, training support and financial funding to schools, agencies and community based organizations for alcohol, drug, tobacco and violence prevention/school safety programs. Also provides support for health education standards and assessment professional development and assistance to schools addressing barriers to student learning.

Charter Schools - provides resources for the development of Charter Schools in Alaska.

Goals 2000 - provides resources for coordinated school improvement activities and staff training, which vary from district to district, based on a district-wide improvement plan.

Title II Eisenhower Professional Development - provides professional development, training, and/or re-training for district instructors and staff primarily in the areas of math and science.

Gear Up Alaska - provides for a college scholarship program for eligible disadvantaged students and funding for school districts to provide student intervention programs for middle school age children to help them reach high standards and pass the state assessments.

Quality Schools Grants- provides resources to schools and school districts to develop intervention plans and programs for students at risk of not meeting these standards. If a student is not making adequate progress, swift and intensive intervention is needed to get the student back on track.

Response to AS 14.03.078(4)
A description of the resources provided to each school and school district
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Youth in Detention – provides funding for schools in the state that provide educational programs to incarcerated youth as directed under AS 14.07.020(5). The educational programs are provided year round.

Schools for the Handicapped – provides funding for supplementary educational services to students with severe disabling conditions. The resident school where the child would normally be placed does not have the resources to provide an adequate educational program. Without the supplementary services the child's needs would not be met by the local school district in most cases.

Community Schools – provides funding to make school facilities available for community use, when they are not needed for regular school activities. In many communities, the school is the center of local activities, providing a place for both youth and adults to attend classes. For many rural communities, the school is the only facility available for these activities.

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Alaska Gateway School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Federal Funds		
Title I-A Basic	164,626.00	
Title I-C, Migrant Ed.	73,690.00	
Title II, Math/Science	8,436.00	
Title II Reading	1,986.00	
Title IV Safe & Drug Free Schools	3,829.00	
Title VI Innovative Programs	11,960.00	
Carl Perkins Voc. Ed.	19,125.00	
Class Size Reduction	45,092.00	
Gear Up AK	51,500.00	
SpEd - Capacity Building	8,077.00	
SpEd - Preschool Disabled	8,338.00	
SpEd - Title VI-B	80,490.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		3,694.00
Learning Opportunity		46,257.00
Quality Schools		19,587.00
TOTAL	\$ 480,149.00	\$ 69,538.00
TOTAL STATE AND FEDERAL		\$ 549,687.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Aleutian Region School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	11,705.00	
Title II, Math/Science	624.00	
Title II Reading	147.00	
Title IV Safe & Drug Free Schools	473.00	
Title VI Innovative Programs	5,000.00	
Addressing Barriers	473.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	4,356.00	
SpEd - Capacity Building	3,569.00	
SpEd - Preschool Disabled	66.00	
SpEd - Title VI-B	9,948.00	
Community Schools		1,539.00
Learning Opportunity		5,108.00
Quality Schools		4,176.00
TOTAL	\$ 51,361.00	\$ 10,823.00
TOTAL STATE AND FEDERAL		\$ 62,184.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Aleutians East Borough School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	80,141.00	
Title I-C, Migrant Ed.	47,769.00	
Title II, Math/Science	3,705.00	
Title II Reading	872.00	
Title IV Safe & Drug Free Schools	2,449.00	
Title VI Innovative Programs	6,955.00	
Addressing Barriers	2,449.00	
Carl Perkins Voc. Ed.	19,125.00	
Class Size Reduction	23,498.00	
Gear Up AK	36,500.00	
SpEd - Capacity Building	5,998.00	
SpEd - Preschool Disabled	3,745.00	
SpEd - Title VI-B	41,652.00	
Title III, Technology Literacy Challenge	140,900.00	
Title I-C Summer Migrant	6,554.00	
Community Schools		2,197.00
Learning Opportunity		27,312.00
Quality Schools		15,031.00
TOTAL	\$ 422,312.00	\$ 44,540.00
TOTAL STATE AND FEDERAL		\$ 466,852.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Alyeska Central School Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-C, Migrant Ed.	16,118.00	
Title II, Math/Science	6,331.00	
Title II Reading	1,490.00	
Title IV Safe & Drug Free Schools	10,394.00	
Title VI Innovative Programs	21,145.00	
SpEd - Capacity Building Project Ride	929.00	
Learning Opportunity		136,718.00
Quality Schools		18,758.00
TOTAL	\$ 56,407.00	\$ 155,476.00
TOTAL STATE AND FEDERAL		\$ 211,883.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Anchorage School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	6,805,872.00	
Title I-C, Migrant Ed.	855,393.00	
Title I-D, Neglected and Delinquent	106,094.00	
Title II, Math/Science	449,301.00	
Title II Reading	105,735.00	
Title IV Safe & Drug Free Schools	409,918.00	
Title VI Innovative Programs	379,967.00	
Title I-D Delinquent & At-Risk	99,345.00	
Carl Perkins Voc. Ed.	932,143.00	
Class Size Reduction	2,525,878.00	
Gear Up AK	51,500.00	
Reading Excellence	60,000.00	
SpEd - Capacity Building	316,045.00	
SpEd - Title VI-B	6,246,804.00	
Title VI-B Discretionary	5,265.00	
Schools/Handicapped ASSDHH (VI-B funds)	73,127.00	
SpEd - Preschool Disabled	379,317.00	
SpEd-State Improvement Grant	33,000.00	
SpEd - VI-B Discretionary	5,265.00	
Title III, Technology Literacy Challenge	300,000.00	
Community Schools		151,974.00
Schools for Handicapped		464,000.00
State Charter Schools		444,011.00
Learning Opportunity		4,594,483.00
Quality Schools		1,072,596.00
Youth In Detention		581,000.00
TOTAL	\$ 20,139,969.00	\$ 7,308,064.00
TOTAL STATE AND FEDERAL		\$ 27,448,033.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Annette Island Schools District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	138,819.00	
Title I-C, Migrant Ed.	14,057.00	
Title II, Math/Science	5,715.00	
Title II Reading	1,345.00	
Title IV Safe & Drug Free Schools	2,664.00	
Title VI Innovative Programs	8,749.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	38,167.00	
SpEd - Capacity Building	6,437.00	
SpEd - Preschool Disabled	8,666.00	
SpEd - Title VI-B	58,834.00	
Community Schools		1,541.00
Learning Opportunity		29,019.00
Quality Schools		9,062.00
TOTAL	\$ 298,453.00	\$ 39,622.00
TOTAL STATE AND FEDERAL		338,075.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Bering Strait School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	688,609.00	
Title I-C, Migrant Ed.	635,016.00	
Title II, Math/Science	31,606.00	
Title II Reading	7,438.00	
Title IV Safe & Drug Free Schools	14,009.00	
Title VI Innovative Programs	45,635.00	
Title I Accountability	135,000.00	
Carl Perkins Voc. Ed.	71,417.00	
Class Size Reduction	189,908.00	
Reading Excellence	100,000.00	
SpEd - Capacity Building	19,135.00	
SpEd - Title VI-B	251,388.00	
SpEd - Preschool Disabled	11,882.00	
Title III, Technology Literacy Challenge	215,773.00	
Community Schools		11,505.00
Learning Opportunity		161,242.00
Quality Schools		81,967.00
TOTAL	\$ 2,416,816.00	\$ 254,714.00
TOTAL STATE AND FEDERAL		\$ 2,671,530.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Bristol Bay Borough School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	19,297.00	
Title I-C, Migrant Ed.	51,391.00	
Title II, Math/Science	1,580.00	
Title II Reading	372.00	
Title VI Innovative Programs	5,000.00	
Addressing Barriers	1,934.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	8,806.00	
SpEd - Capacity Building	4,536.00	
SpEd - Preschool Disabled	1,696.00	
SpEd - Title VI-B	27,689.00	
Community Schools		1,539.00
Learning Opportunity		22,153.00
Quality Schools		9,409.00
TOTAL	\$ 137,301.00	\$ 33,101.00
TOTAL STATE AND FEDERAL		\$ 170,402.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Chatham School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	87,318.00	
Title I-C, Migrant Ed.	21,592.00	
Title II, Math/Science	4,150.00	
Title II Reading	977.00	
Title IV Safe & Drug Free Schools	1,970.00	
Title VI Innovative Programs	6,205.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	24,620.00	
SpEd - Capacity Building	5,030.00	
SpEd - Preschool Disabled	298.00	
SpEd - Title VI-B	23,760.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		1,640.00
Learning Opportunity		21,211.00
Quality Schools		9,500.00
TOTAL	\$ 193,920.00	\$ 32,351.00
TOTAL STATE AND FEDERAL		\$ 226,271.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Chugach School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	14,475.00	
Title I-C, Migrant Ed.	16,424.00	
Title II, Math/Science	1,346.00	
Title II Reading	317.00	
Title IV Safe & Drug Free Schools	1,330.00	
Title VI Innovative Programs	5,000.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	5,861.00	
SpEd - Capacity Building	4,030.00	
SpEd - Preschool Disabled	2,106.00	
SpEd - Title VI-B	17,285.00	
Community Schools		1,539.00
Learning Opportunity		19,354.00
Quality Schools		5,586.00
TOTAL	\$ 83,174.00	\$ 26,479.00
TOTAL STATE AND FEDERAL		\$ 109,653.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Copper River School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	162,675.00	
Title I-C, Migrant Ed.	13,896.00	
Title II, Math/Science	8,120.00	
Title II Reading	1,911.00	
Title IV Safe & Drug Free Schools	5,626.00	
Title VI Innovative Programs	15,298.00	
Carl Perkins Voc. Ed.	17,440.00	
Class Size Reduction	48,618.00	
SpEd - Capacity Building	7,404.00	
SpEd - Preschool Disabled	7,073.00	
SpEd - Title I-IE	85,609.00	
SpEd-State Improvement Grant	3,000.00	
Title III, Technology Literacy Challenge	152,218.00	
Community Schools		4,106.00
Learning Opportunity		66,573.00
Quality Schools		22,637.00
TOTAL	\$ 528,888.00	\$ 93,316.00
TOTAL STATE AND FEDERAL		\$ 622,204.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Cordova City School District Summary of FY 02 grants

Program	FY 02 AI Federal
Title I-A Basic	55,409.00
Title I-C, Migrant Ed.	72,579.00
Title II, Math/Science	3,245.00
Title II Reading	764.00
Title IV Safe & Drug Free Schools	3,788.00
Title VI Innovative Programs	9,171.00
Carl Perkins Voc. Ed.	15,000.00
Class Size Reduction	20,193.00
Governor's Drug Prevention	40,000.00
SpEd - Capacity Building	5,001.00
SpEd - Preschool Disabled	8,734.00
SpEd - Title VI-B	52,789.00
Title III, Technology Literacy Challenge	92,206.00
Community Schools	
Learning Opportunity	
Quality Schools	
TOTAL	\$ 378,879.00

TOTAL STATE AND FEDERAL

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
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Craig City School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	53,226.00	
Title I-C, Migrant Ed.	44,438.00	
Title II, Math/Science	4,180.00	
Title II Reading	983.00	
Title IV Safe & Drug Free Schools	4,109.00	
Title VI Innovative Programs	9,712.00	
Addressing Barriers	47,420.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	18,449.00	
Fetal Alcohol Syndrome	30,000.00	
Gear Up AK	51,500.00	
SpEd - Capacity Building	6,151.00	
SpEd - Preschool Disabled	4,393.00	
SpEd - Title VI-B	53,664.00	
SpEd-State Improvement Grant	9,000.00	
Title III, Technology Literacy Challenge	45,931.00	
Community Schools		2,090.00
Learning Opportunity		64,742.00
Quality Schools		15,181.00
State Charter School		21,165.00
TOTAL	\$ 398,156.00	\$ 103,178.00
TOTAL STATE AND FEDERAL		\$ 501,334.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Delta/Greely School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	292,293.00	
Title II, Math/Science	12,084.00	
Title II Reading	2,843.00	
Title IV Safe & Drug Free Schools	7,175.00	
Title VI Innovative Programs	20,656.00	
Carl Perkins Voc. Ed.	28,518.00	
Carl Perkins Voc. Ed, Tech Prep.	97,438.00	
Class Size Reduction	83,121.00	
SpEd - Capacity Building	6,158.00	
SpEd - Preschool Disabled	22,822.00	
SpEd - Title VI-B	103,632.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		3,720.00
Learning Opportunity		77,243.00
Quality Schools		19,289.00
State Charter School		169,318.00
TOTAL	\$ 679,740.00	\$ 269,570.00
TOTAL STATE AND FEDERAL		\$ 949,310.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Denali Borough School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	112,957.00	
Title II, Math/Science	5,608.00	
Title II Reading	1,320.00	
Title IV Safe & Drug Free Schools	2,488.00	
Title VI Innovative Programs	7,937.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	12,977.00	
SpEd - Capacity Building	4,598.00	
SpEd - Preschool Disabled	2,256.00	
SpEd - Title VI-B	32,324.00	
Community Schools		1,993.00
Learning Opportunity		26,822.00
Quality Schools		11,735.00
TOTAL	\$ 197,465.00	\$ 40,550.00
TOTAL STATE AND FEDERAL		\$ 238,015.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Dillingham City School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	101,672.00	
Title I-C, Migrant Ed.	145,571.00	
Title II, Math/Science	4,622.00	
Title II Reading	1,088.00	
Title IV Safe & Drug Free Schools	4,615.00	
Title VI Innovative Programs	11,924.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	31,931.00	
SpEd - Capacity Building	7,344.00	
SpEd - Preschool Disabled	9,835.00	
SpEd - Title VI-B	79,327.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		2,986.00
Learning Opportunity		50,445.00
Quality Schools		17,373.00
TOTAL	\$ 415,929.00	\$ 70,804.00
TOTAL STATE AND FEDERAL		\$ 486,733.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Fairbanks North Star Borough School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	2,109,707.00	
Title I-D N & D	26,797.00	
Title I-C, Migrant Ed.	82,529.00	
Title II, Math/Science	142,338.00	
Title II Reading	33,496.00	
Title IV Safe & Drug Free Schools	131,704.00	
Title VI Innovative Programs	120,067.00	
Addressing Barriers	50,000.00	
Carl Perkins Voc. Ed.	312,991.00	
High School Completion	51,354.00	
Class Size Reduction	739,738.00	
Fetal Alcohol Syndrome	57,787.00	
Gear Up AK	51,492.00	
Governor's Drug Prevention	30,000.00	
HIV Prevention-School Health	2,300.00	
S&DFS - Greatest Need	170,000.00	
SpEd - Capacity Building	96,488.00	
SpEd - Preschool Disabled	112,522.00	
SpEd - Title VI-E	1,865,386.00	
SpEd-State Improvement Grant	18,000.00	
Title III, Technology Literacy Challenge	141,966.00	
Community Schools		50,068.00
Learning Opportunity		1,423,170.00
Quality Schools		357,066.00
State Charter School		5,404.00
Youth in Detention		178,091.00
TOTAL	\$ 6,346,662.00	\$ 2,013,799.00
TOTAL STATE AND FEDERAL		\$ 8,360,461.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Galena City School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	16,221.00	
Title I-C, Migrant Ed.	19,998.00	
Title II, Math/Science	16,961.00	
Title II Reading	3,991.00	
Title IV Safe & Drug Free Schools	26,853.00	
Title VI Innovative Programs	55,020.00	
Carl Perkins Voc. Ed.	15,000.00	
AK Tech Ctr, Ch102, SLA2001, AHRIC	182,200.00	
Class Size Reduction	41,854.00	
SpEd - Capacity Building	8,978.00	
SpEd - Preschool Disabled	3,537.00	
SpEd - Title VI-B	175,229.00	
Community Schools		10,961.00
Learning Opportunity		342,325.00
Quality Schools		53,387.00
TOTAL	\$ 565,842.00	\$ 406,673.00
TOTAL STATE AND FEDERAL		\$ 972,515.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Haines Borough School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	100,871.00	
Title I-C, Migrant Ed.	34,841.00	
Title II, Math/Science	4,897.00	
Title II Reading	1,153.00	
Title IV Safe & Drug Free Schools	3,304.00	
Title VI Innovative Programs	9,161.00	
Addressing Barriers	2,000.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	29,389.00	
SpEd - Capacity Building	5,265.00	
SpEd - Preschool Disabled	4,336.00	
SpEd - Title VI-B	51,952.00	
Community Schools		1,542.00
Learning Opportunity		35,191.00
Quality Schools		10,868.00
TOTAL	\$ 262,169.00	\$ 47,601.00
TOTAL STATE AND FEDERAL		\$ 309,770.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Hoonah City School District Summary of FY 02 grants

Program	FY 02 All Federal
Title I-A Basic	39,667.00
Title I-C, Migrant Ed.	32,280.00
Title II, Math/Science	2,332.00
Title II Reading	686.00
Title IV Safe & Drug Free Schools	1,846.00
Title VI Innovative Programs	5,000.00
Carl Perkins Voc. Ed.	15,000.00
Class Size Reduction	10,876.00
SpEd - Capacity Building	5,114.00
SpEd - Preschool Disabled	2,175.00
SpEd - Title VI-B	28,387.00
Community Schools	
Learning Opportunity	
Quality Schools	
TOTAL	\$ 143,363.00
TOTAL STATE AND FEDERAL	

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Hydaburg City School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Federal Funds		
Title I-A Basic	46,893.00	
Title I-C, Migrant Ed.	50,089.00	
Title II, Math/Science	2,242.00	
Title II Reading	549.00	
Title IV Safe & Drug Free Schools	1,846.00	
Title VI Innovative Programs	5,000.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	12,724.00	
SpEd - Capacity Building	3,864.00	
SpEd - Preschool Disabled	618.00	
SpEd - Title VI-B	16,801.00	
Community Schools		1,539.00
Learning Opportunity		9,339.00
Quality Schools		3,303.00
TOTAL	\$ 155,626.00	\$ 14,181.00
TOTAL STATE AND FEDERAL		\$ 169,807.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Iditarod Area School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	166,596.00	
Title I-C, Migrant Ed.	61,778.00	
Title II, Math/Science	9,269.00	
Title II Reading	2,181.00	
Title IV Safe & Drug Free School	5,085.00	
Title VI Innovative Programs	14,572.00	
Carl Perkins Voc. Ed.	17,404.00	
Class Size Reduction	38,080.00	
SpEd - Capacity Building	6,303.00	
SpEd - Preschool Disabled	6,508.00	
SpEd - Title VI-B	69,310.00	
SpEd-State improvement Grant	3,000.00	
Community Schools		4,425.00
Learning Opportunity		52,350.00
Quality Schools		19,768.00
TOTAL	\$ 400,086.00	\$ 76,543.00
TOTAL STATE AND FEDERAL		\$ 476,629.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Juneau Borough School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	531,645.00	
Title I-D, Neglected & Delinquent	21,875.00	
Title II, Math/Science	44,383.00	
Title II Reading	10,445.00	
Title IV Safe & Drug Free Schools	44,002.00	
Title VI Innovative Programs	35,808.00	
Addressing Barriers	51,000.00	
Carl Perkins Voc. Ed.	87,579.00	
Class Size Reduction	220,215.00	
Gear Up AK	51,478.00	
Governor's Drug Prevention	40,000.00	
SpEd - Capacity Building	30,900.00	
SpEd - Preschool Disabled	32,220.00	
SpEd - Title VI-B	595,882.00	
SpEd-State Improvement Grant	22,410.00	
Title III, Technology Literacy Challenge	129,354.00	
Title I-D Delinquent & At-Risk	32,000.00	
Community Schools		15,849.00
Learning Opportunity		513,822.00
Quality Schools		123,695.00
State Charter School		27,919.00
TOTAL	\$ 1,981,196.00	\$ 681,285.00
TOTAL STATE AND FEDERAL		\$ 2,662,481.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Kake City School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	44,057.00	
Title I-C, Migrant Ed.	24,640.00	
Title II, Math/Science	2,143.00	
Title II Reading	504.00	
Title IV Safe & Drug Free Schools	1,313.00	
Title VI Innovative Programs	5,000.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	12,422.00	
SpEd - Capacity Building	3,672.00	
SpEd - Preschool Disabled	2,613.00	
SpEd - Title VI-B	19,327.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		1,539.00
Learning Opportunity		16,011.00
Quality Schools		5,434.00
TOTAL	\$ 133,691.00	\$ 22,984.00
TOTAL STATE AND FEDERAL		\$ 156,675.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Kashunamiut School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Federal Funds		
Title I-A Basic	146,088.00	
Title I-C, Migrant Ed.	83,410.00	
Title II, Math/Science	5,681.00	
Title II Reading	1,337.00	
Title IV Safe & Drug Free School:	2,499.00	
Title VI Innovative Programs	8,691.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	39,232.00	
Gear Up AK	51,500.00	
SpEd - Capacity Building	4,756.00	
SpEd - Preschool Disabled	1,377.00	
SpEd - Title VI-B	36,246.00	
Community Schools		1,539.00
Learning Opportunity		30,022.00
Quality Schools		12,415.00
TOTAL	\$ 395,817.00	\$ 43,976.00
TOTAL STATE AND FEDERAL		\$ 439,793.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Kenai Peninsula Borough School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	1,778,191.00	
Title I-C, Migrant Ed.	333,066.00	
Title I-D Neglected & Delinquent	32,266.00	
Title II, Math/Science	96,549.00	
Title II Reading	22,721.00	
Title IV Safe & Drug Free Schools	82,187.00	
Title VI Innovative Programs	86,503.00	
Carl Perkins Voc. Ed.	220,230.00	
Class Size Reduction	625,204.00	
Fetal Alcohol Synrome	12,951.00	
Gear Up AK	51,500.00	
SpEd - Preschool Disabled	67,997.00	
SpEd - Title VI-B	1,167,682.00	
SpEd-State Improvement Grant	9,000.00	
Title III, Technology Literacy Challenge	106,176.00	
Community Schools		32,686.00
Learning Opportunity		914,233.00
Quality Schools		235,741.00
State Charter School		71,600.00
Youth in Detention		69,036.00
TOTAL	\$ 4,692,223.00	\$ 1,323,296.00
TOTAL STATE AND FEDERAL		\$ 6,015,519.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Ketchikan Gateway Borough School District Summary of FY 02 grants (July 1, 2001 thru June 30, 2002)

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	410,197.00	
Title I-C, Migrant Ed.	75,445.00	
Title II, Math/Science	20,988.00	
Title II Reading	4,940.00	
Title IV Safe & Drug Free School:	21,685.00	
Title VI Innovative Programs	51,470.00	
Carl Perkins Voc. Ed.	47,973.00	
Class Size Reduction	133,159.00	
Fetal Alcohol Syndrome	30,000.00	
Gear Up AK	51,500.00	
SpEd - Capacity Building	15,921.00	
SpEd - Preschool Disabled	34,155.00	
SpEd - Title VI-B	279,156.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		7,535.00
Learning Opportunity		223,962.00
Quality Schools		54,835.00
State Charter School		51,336.00
Youth In Detention		42,291.00
TOTAL	\$ 1,179,589.00	\$ 379,959.00
TOTAL STATE AND FEDERAL		\$ 1,559,548.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Klawock City School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	40,475.00	
Title I-C, Migrant Ed.	15,152.00	
Title II, Math/Science	2,148.00	
Title II Reading	505.00	
Title IV Safe & Drug Free School:	1,655.00	
Title VI Innovative Programs	5,000.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	12,204.00	
SpEd - Capacity Building	4,428.00	
SpEd - Preschool Disabled	2,649.00	
SpEd - Title VI-B	33,013.00	
Community Schools		1,539.00
Learning Opportunity		16,233.00
Quality Schools		5,713.00
TOTAL	\$ 132,229.00	\$ 23,485.00
TOTAL STATE AND FEDERAL		\$ 155,714.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Kodiak Island Borough School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	442,174.00	
Title I-C, Migrant Ed.	211,812.00	
Title II, Math/Science	21,870.00	
Title II Reading	5,146.00	
Title IV Safe & Drug Free Schools	23,239.00	
Title VI Innovative Programs	56,498.00	
Carl Perkins Voc. Ed.	55,746.00	
Class Size Reduction	143,326.00	
Gear Up AK	51,500.00	
SpEd - Capacity Building	20,500.00	
SpEd - Preschool Disabled	17,930.00	
SpEd - Title VI-B	324,019.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		10,368.00
Learning Opportunity		263,170.00
Quality Schools		74,768.00
TOTAL	\$ 1,376,760.00	\$ 348,306.00
TOTAL STATE AND FEDERAL		\$ 1,725,066.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Kuspuk School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	210,382.00	
Title I-C, Migrant Ed.	21,109.00	
Title II, Math/Science	10,059.00	
Title II Reading	2,367.00	
Title IV Safe & Drug Free School:	3,742.00	
Title VI Innovative Programs	12,911.00	
Carl Perkins Voc. Ed.	25,598.00	
Class Size Reduction	56,444.00	
Reading Excellence	80,000.00	
SpEd - Capacity Building	7,296.00	
SpEd - Title VI-B	73,104.00	
SpEd - Preschool Disabled	2,056.00	
SpEd-State Improvement Grant	3,000.00	
Title I Accountability	45,000.00	
Community Schools		3,483.00
Learning Opportunity		40,397.00
Quality Schools		21,314.00
TOTAL	\$ 553,068.00	\$ 65,194.00
TOTAL STATE AND FEDERAL		\$ 618,262.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Lake & Peninsula Borough School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	163,871.00	
Title I-C, Migrant Ed.	146,980.00	
Title II, Math/Science	7,473.00	
Title II Reading	1,759.00	
Title IV Safe & Drug Free School:	3,681.00	
Title VI Innovative Programs	11,546.00	
Class Size Reduction	46,181.00	
SpEd - Capacity Building	7,230.00	
SpEd - Preschool Disabled	3,870.00	
SpEd - Title VI-B	70,056.00	
Community Schools		4,593.00
Learning Opportunity		39,912.00
Quality Schools		25,297.00
TOTAL	\$ 462,647.00	\$ 69,802.00
TOTAL STATE AND FEDERAL		\$ 532,449.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Lower Kuskokwim School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	1,468,796.00	
Title I-C, Migrant Ed.	530,141.00	
Title I-D, Neglected & Delinquent	19,141.00	
Title II, Math/Science/Content	68,453.00	
Title II Reading	16,109.00	
Title IV Safe & Drug Free School:	29,030.00	
Title VI Innovative Programs	95,582.00	
Carl Perkins Voc. Ed, Basic.	156,299.00	
Carl Perkins Voc. Ed, Tech Prep	105,403.00	
Class Size Reduction	399,396.00	
Gear Up AK	51,308.00	
Governor's Drug Prevention	40,000.00	
S&DFS - Greatest Need	80,000.00	
SpEd - Capacity Building	35,248.00	
SpEd - Preschool Disabled	36,076.00	
SpEd - Title VI-B	473,311.00	
SpEd-State Improvement Grant	6,000.00	
Title I Accountability	135,000.00	
Community Schools		26,592.00
Learning Opportunity		340,222.00
Quality Schools		156,970.00
State Charter Schools		84,659.00
		109,749.00
TOTAL	\$ 3,745,293.00	\$ 718,192.00
TOTAL STATE AND FEDERAL		\$ 4,463,485.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Lower Yukon School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	1,061,298.00	
Title I-C, Migrant Ed.	344,009.00	
Title II, Math/ Science/Content	43,277.00	
Title II Reading	10,185.00	
Title IV Safe & Drug Free Schools	15,334.00	
Title VI Innovative Programs	57,574.00	
Carl Perkins Voc. Ed.	104,775.00	
Class Size Reduction	280,266.00	
Gear Up AK	42,500.00	
Reading Excellence	80,000.00	
SpEd - Capacity Building	15,912.00	
SpEd - Preschool Disabled	7,481.00	
SpEd - Title V-B	233,969.00	
Title III, Technology Literacy Challenge	134,638.00	
Title I Accountability	90,000.00	
Community Schools		10,987.00
Learning Opportunity		180,792.00
Quality Schools		82,313.00
TOTAL	\$ 2,521,218.00	\$ 274,092.00
TOTAL STATE AND FEDERAL		\$ 2,795,310.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Matanuska-Susitna Borough School District Summary of FY 02 grants

Program	FY 02 AI Federal
Title I-A Basic	1,974,815.00
Title I-C, Migrant Ed.	285,563.00
Title II, Math/Science	120,712.00
Title II Reading	28,408.00
Title IV Safe & Drug Free Schools	104,461.00
Title VI Innovative Programs	102,715.00
Carl Perkins Voc. Ed.	279,431.00
Carl Perkins Voc. Ed., Tech Prep	151,909.00
High School Completion	45,396.00
Class Size Reduction	832,022.00
Governor's Drug Prevention	40,000.00
Reading Excellence	90,000.00
HIV Prevention-School Health	5,000.00
S&DFS - Greatest Need	170,000.00
SpEd - Capacity Building	90,221.00
SpEd - Preschool Disabled	103,176.00
SpEd - Title VI-B	1,638,392.00
SpEd-State Improvement Grant	21,000.00
Community Schools	
Learning Opportunity	
Quality Schools	
State Charter School	
TOTAL	\$ 6,083,221.00

TOTAL STATE AND FEDERAL

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Mt. Edgecumbe School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	18,999.00	
Title I-C, Migrant Ed.	50,296.00	
Title II, Math/Science	2,271.00	
Title II Reading	534.00	
Title IV Safe & Drug Free Schools	2,626.00	
Title VI Innovative Programs	5,850.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	7,784.00	
SpEd - Capacity Building	4,210.00	
SpEd - Preschool Disabled	297.00	
SpEd - Title VI-B	17,496.00	
Learning Opportunity		30,741.00
Quality Schools		7,742.00
TOTAL	\$ 125,363.00	\$ 38,483.00
TOTAL STATE AND FEDERAL		\$ 163,846.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Nenana City School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	55,248.00	
Title I-C, Migrant Ed.	17,475.00	
Title II, Math/Science	10,876.00	
Title II Reading	2,560.00	
Title IV Safe & Drug Free Schools	14,551.00	
Title VI Innovative Programs	31,008.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	28,045.00	
SpEd - Capacity Building	9,302.00	
SpEd - Preschool Disabled	1,672.00	
SpEd - Title VI-B	88,207.00	
Community Schools		5,146.00
Learning Opportunity		162,954.00
Quality Schools		27,036.00
TOTAL	\$ 273,944.00	\$ 195,136.00
TOTAL STATE AND FEDERAL		\$ 469,080.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Nome City School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	151,362.00	
Title I-C, Migrant Ed.	84,976.00	
Title I-D, Neglected & Delinquent	2,734.00	
Title II, Math/Science	8,863.00	
Title II Reading	2,086.00	
Title IV Safe & Drug Free School:	6,184.00	
Title VI Innovative Programs	16,356.00	
Carl Perkins Voc. Ed.	19,820.00	
Class Size Reduction	45,012.00	
SpEd - Capacity Building	6,890.00	
SpEd - Preschool Disabled	8,104.00	
SpEd - Title VI-B	90,046.00	
Community Schools		3,871.00
Learning Opportunity		68,819.00
Quality Schools		22,366.00
State Charter School		17,562.00
TOTAL	\$ 442,433.00	\$ 112,618.00
TOTAL STATE AND FEDERAL		\$ 555,051.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**North Slope Borough School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	172,410.00	
Title I-C, Migrant Ed.	454,914.00	
Title II, Math/Science	14,446.00	
Title II Reading	3,399.00	
Title IV Safe & Drug Free School:	16,667.00	
Title VI Innovative Programs	38,189.00	
Carl Perkins Voc. Ed.	25,081.00	
Class Size Reduction	76,217.00	
Reading Excellence	60,000.00	
SpEd Capacity Building	17,377.00	
SpEd - Preschool Disabled	12,744.00	
SpEd - Title VI-B	214,461.00	
Title I Accountability	45,000.00	
Community Schools		7,512.00
Learning Opportunity		184,408.00
Quality Schools		78,135.00
TOTAL	\$ 1,150,905.00	\$ 270,055.00
TOTAL STATE AND FEDERAL		\$ 1,420,960.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Northwest Arctic Borough School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	657,804.00	
Title I-C, Migrant Ed.	340,306.00	
Title II, Math/Science	31,857.00	
Title II Reading	7,497.00	
Title IV Safe & Drug Free Schools	17,725.00	
Title VI Innovative Programs	52,114.00	
AK Voc Ed Tech Ctr	1,100,900.00	
Carl Perkins Voc. Ed.	68,973.00	
Class Size Reduction	183,162.00	
Reading Excellence	60,000.00	
SpEd - Capacity Building	18,664.00	
SpEd - Preschool Disabled	12,724.00	
SpEd - Title VI-B	257,772.00	
Title I Accountability	45,000.00	
Community Schools		15,285.00
Learning Opportunity		201,923.00
Quality Schools		91,421.00
TOTAL	\$ 2,854,498.00	\$ 308,629.00
TOTAL STATE AND FEDERAL		\$ 3,163,127.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Pelican City School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-C, Migrant Ed.	19,258.00	
Title II, Math/Science	126.00	
Title II Reading	42.00	
Title IV Safe & Drug Free Schools	183.00	
Title VI Innovative Programs	5,000.00	
Addressing Barriers	183.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	1,654.00	
SpEd - Capacity Building	3,060.00	
SpEd - Preschool Disabled	26.00	
SpEd - Title VI-B	3,310.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		1,539.00
Learning Opportunity		1,740.00
Quality Schools		1,061.00
TOTAL	\$ 50,842.00	\$ 4,340.00
TOTAL STATE AND FEDERAL		\$ 55,182.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Petersburg City School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	115,228.00	
Title I-C, Migrant Ed.	63,321.00	
Title II, Math/Science	6,239.00	
Title II Reading	1,469.00	
Title IV Safe & Drug Free Schools	5,398.00	
Title VI Innovative Programs	13,857.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	36,425.00	
SpEd - Capacity Building	6,932.00	
SpEd - Preschool Disabled	7,993.00	
SpEd - Title VI-B	87,278.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		2,355.00
Learning Opportunity		60,906.00
Quality Schools		17,284.00
TOTAL	\$ 362,140.00	\$ 80,545.00
TOTAL STATE AND FEDERAL		\$ 442,685.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Pribilof School District Summary of FY 02 grants

Program	FY 02 All Federal
Title I-A Basic	50,884.00
Title II, Math/Science	2,575.00
Title II Reading	606.00
Title IV Safe & Drug Free School:	1,142.00
Title VI Innovative Programs	5,000.00
Carl Perkins Voc. Ed.	15,000.00
Class Size Reduction	8,790.00
SpEd Capacity Bldg Project Ride	929.00
SpEd - Capacity Building	3,797.00
SpEd - Preschool Disabled	1,611.00
SpEd - Title VI-B	19,934.00
Community Schools	
Learning Opportunity	
Quality Schools	
TOTAL	\$ 110,268.00
TOTAL STATE AND FEDERAL	

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Southeast Island School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	105,901.00	
Title I-C, Migrant Ed.	40,993.00	
Title II, Math/Science	5,321.00	
Title II Reading	1,253.00	
Title IV Safe & Drug Free Schools	2,238.00	
Title VI Innovative Programs	7,257.00	
Carl Perkins Voc. Ed.	16,552.00	
Class Size Reduction	28,688.00	
Fetal Alcohol Syndrome	30,000.00	
Gear Up AK	36,500.00	
SpEd - Capacity Building	5,139.00	
SpEd - Preschool Disabled	2,283.00	
SpEd - Title VI-B	30,008.00	
SpEd-State Improvement Grant	3,000.00	
Title III, Technology Literacy Challenge	52,298.00	
Community Schools		2,238.00
Learning Opportunity		22,727.00
Quality Schools		9,824.00
TOTAL	\$ 367,431.00	\$ 34,789.00
TOTAL STATE AND FEDERAL		\$ 402,220.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Sitka Borough School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	255,576.00	
Title I-C, Migrant Ed.	48,511.00	
Title II, Math/Science	11,863.00	
Title II Reading	2,792.00	
Title IV Safe & Drug Free Schools	12,651.00	
Title VI Innovative Programs	32,103.00	
Carl Perkins Voc. Ed.	29,172.00	
Class Size Reduction	81,542.00	
SpEd Capacity Building	13,620.00	
SpEd - Preschool Disabled	21,073.00	
SpEd - Title VI-B	189,381.00	
SpEd-State Improvement Grant	6,000.00	
Title III, Technology Literacy Challenge	66,800.00	
Title I-D Delinquent & At-Risk	13,550.00	
Community Schools		5,030.00
Learning Opportunity		150,150.00
Quality Schools		36,991.00
TOTAL	\$ 784,634.00	\$ 192,171.00
TOTAL STATE AND FEDERAL		\$ 976,805.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Skagway City School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title II, Math/Science	663.00	
Title II Reading	156.00	
Title VI Innovative Programs	5,000.00	
Addressing Barriers	1,088.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	2,828.00	
SpEd - Capacity Building	4,518.00	
SpEd - Preschool Disabled	1,099.00	
SpEd - Title VI-B	10,326.00	
Community Schools		1,539.00
Learning Opportunity		11,214.00
Quality Schools		4,418.00
TOTAL	\$ 40,678.00	\$ 17,171.00
TOTAL STATE AND FEDERAL		\$ 57,849.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

St. Mary's School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	63,557.00	
Title I-C, Migrant Ed.	57,428.00	
Title II, Math/Science	2,546.00	
Title II Reading	599.00	
Title VI Innovative Programs	5,000.00	
Addressing Barriers	1,096.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	16,906.00	
Gear Up AK	36,500.00	
SpEd - Capacity Building	4,518.00	
SpEd - Preschool Disabled	662.00	
SpEd - Title VI-B	22,565.00	
SpEd-State Improvement Grant	3,000.00	
Community Schools		1,539.00
Learning Opportunity		14,260.00
Quality Schools		6,513.00
TOTAL	\$ 229,377.00	\$ 22,312.00
TOTAL STATE AND FEDERAL		\$ 251,689.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Southwest Region School District Summary of FY 02 grants

Program	FY 02 Allc Federal
Title I-A Basic	356,849.00
Title I-C, Migrant Ed.	238,481.00
Title II, Math/Science	14,654.00
Title II Reading	3,449.00
Title IV Safe & Drug Free Schools	6,112.00
Title VI Innovative Programs	21,283.00
Carl Perkins Voc. Ed.	40,326.00
Class Size Reduction	97,888.00
S&DFS - Greatest Need	35,000.00
SpEd - Capacity Building	9,129.00
SpEd - Preschool Disabled	10,709.00
SpEd - Title VI-B	111,635.00
SpEd-State Improvement Grant	6,000.00
Title III, Technology Literacy Challenge	296,719.00
Title I Accountability	45,000.00
Community Schools	
Learning Opportunity	
Quality Schools	

TOTAL \$ **1,293,234.00**

TOTAL STATE AND FEDERAL

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Tanana School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	24,071.00	
Title I-C, Migrant Ed.	51,625.00	
Title II, Math/Science	1,260.00	
Title II Reading	297.00	
Title VI Innovative Programs	5,000.00	
Addressing Barriers	637.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	5,485.00	
Comprehensive School Reform	59,610.00	
SpEd - Capacity Bldg	3,700.00	
SpEd - Preschool Disabled	573.00	
SpEd - Title VI-B	9,957.00	
Community Schools		1,539.00
Learning Opportunity		5,983.00
Quality Schools		2,934.00
TOTAL	\$ 177,215.00	\$ 10,456.00
TOTAL STATE AND FEDERAL		\$ 187,671.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Unalaska City School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	19,044.00	
Title II, Math/Science	2,375.00	
Title II Reading	559.00	
Title IV Safe & Drug Free School:	2,796.00	
Title VI Innovative Programs	6,196.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	7,125.00	
SpEd - Capacity Building	4,749.00	
SpEd - Preschool Disabled	3,726.00	
SpEd - Title VI-B	40,747.00	
Community Schools		1,549.00
Learning Opportunity		34,417.00
Quality Schools		12,286.00
TOTAL	\$ 102,317.00	\$ 48,252.00
TOTAL STATE AND FEDERAL		\$ 150,569.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Valdez City School District Summary of FY 02 grants

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	64,851.00	
Title I-C, Migrant Ed.	18,855.00	
Title II, Math/Science	5,736.00	
Title II Reading	1,350.00	
Title IV Safe & Drug Free Schools	6,882.00	
Title VI Innovative Programs	15,579.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	30,131.00	
SpEd - Capacity Building	9,357.00	
SpEd - Preschool Disabled	11,531.00	
SpEd - Title VI-B	106,462.00	
Community Schools		2,887.00
Learning Opportunity		82,809.00
Quality Schools		23,621.00
TOTAL	\$ 285,734.00	\$ 109,317.00
TOTAL STATE AND FEDERAL		\$ 395,051.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Yupiit School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	196,259.00	
Title I-C, Migrant Ed.	175,289.00	
Title II, Math/Science	8,273.00	
Title II Reading	1,947.00	
Title IV Safe & Drug Free Schools	3,342.00	
Title VI Innovative Programs	11,704.00	
Carl Perkins Voc. Ed.	19,641.00	
Class Size Reduction	52,590.00	
Reading Excellence	60,000.00	
SpEd - Capacity Bldg	6,851.00	
SpEd - Title I - E	64,162.00	
SpEd - Preschool Disabled	5,399.00	
SpEd-State Improvement Grant	3,000.00	
Title I Accountability	45,000.00	
Community Schools		2,925.00
Learning Opportunity		41,572.00
Quality Schools		20,352.00
TOTAL	\$ 653,457.00	\$ 64,849.00
TOTAL STATE AND FEDERAL		\$ 718,306.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Yukon Flats School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	204,917.00	
Title II, Math/Science	9,068.00	
Title II Reading	2,134.00	
Title IV Safe & Drug Free School:	2,443.00	
Title VI Innovative Programs	10,156.00	
Carl Perkins Voc. Ed.	21,811.00	
Class Size Reduction	45,239.00	
SpEd - Capacity Building	7,295.00	
SpEd - Preschool Disabled	7,218.00	
SpEd - Title VI-B	60,283.00	
Community Schools		3,146.00
Learning Opportunity		27,984.00
Quality Schools		17,805.00
TOTAL	\$ 370,564.00	\$ 48,935.00
TOTAL STATE AND FEDERAL		\$ 419,499.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

Yukon/Koyukuk School District Summary of FY 02 grants

Program	FY 02 All Federal
Title I-A Basic	253,138.00
Title I-C, Migrant Ed.	29,825.00
Title II, Math/Science	11,740.00
Title II Reading	2,763.00
Title IV Safe & Drug Free Schools	3,856.00
Title VI Innovative Programs	14,270.00
Carl Perkins Voc. Ed.	26,724.00
Class Size Reduction	55,607.00
Comprehensive School Reform	120,664.00
S&DFS - Greatest Need	35,000.00
SpEd - Capacity Building	10,187.00
SpEd - Preschool Disabled	610.00
SpEd - Title VI-B	88,676.00
Title III, Technology Literacy Challenge	99,635.00
Community Schools	
Learning Opportunity	
Quality Schools	
TOTAL	\$ 752,695.00

TOTAL STATE AND FEDERAL

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Wrangell Public School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	101,500.00	
Title I-C, Migrant Ed.	28,032.00	
Title II, Math/Science	5,519.00	
Title II Reading	1,299.00	
Title IV Safe & Drug Free School:	3,887.00	
Title VI Innovative Programs	10,443.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	29,710.00	
SpEd - Capacity Building	5,200.00	
SpEd - Preschool Disabled	7,321.00	
SpEd - Title VI-B	52,814.00	
SpEd-State Improvement Grant	9,000.00	
Community Schools		1,907.00
Learning Opportunity		43,471.00
Quality Schools		12,812.00
TOTAL	\$ 269,725.00	\$ 58,190.00
TOTAL STATE AND FEDERAL		\$ 327,915.00

RESPONSE TO AS 14.03.078(4)

A description of the resources provided to each school and school district
for coordinated school improvement activities and staff training
in each school and school district

**Yakutat School District
Summary of FY 02 grants**

Program	FY 02 Allocation	
	Federal	State
Title I-A Basic	35,485.00	
Title I-C, Migrant Ed.	21,495.00	
Title II, Math/Science	1,612.00	
Title II Reading	380.00	
Title VI Innovative Programs	5,000.00	
Addressing Barriers	1,323.00	
Carl Perkins Voc. Ed.	15,000.00	
Class Size Reduction	10,470.00	
SpEd - Capacity Building	3,490.00	
SpEd - Preschool Disabled	2,608.00	
SpEd - Title VI-B	18,062.00	
Community Schools		1,539.00
Learning Opportunity		16,047.00
Quality Schools		6,250.00
TOTAL	\$ 114,925.00	\$ 23,836.00
TOTAL STATE AND FEDERAL		\$ 138,761.00

Response to AS 14.03.078(5)
Each school district's and each school's progress in aligning curriculum with
state education performance standards

Following the implementation of the Quality Schools Initiative, the school boards of all Alaska School Districts adopted the State Content and Performance Standards. All districts have aligned or are in the process of aligning their local curricula in reading, writing and math to the State Standards. On February 8, a survey was e-mailed to all district superintendents asking about their progress regarding curriculum alignment.

The results of the survey showed that, of the 55 districts:

33 districts have all curricula aligned to Alaska Performance Standards in reading, writing and math.

16 districts are currently in the process of aligning curricula to the State Performance Standards in the following areas:

14 Reading

15 Writing

14 Math

6 districts did not respond to inquiries.

Of the 49 districts that responded, 17 mentioned that, in addition to the State Performance Standards, they are working on aligning their curricula to the Content Standards, curricular areas such as Science, Vocational Education, Social Studies, Health, Art, etc.

Of the districts that responded, there are no districts that have not aligned at least some of their curricula to the State Performance Standards. Several are revisiting the alignment process because they have adopted new curriculum in certain subjects. The districts are aware that to make alignment truly effective, it must occur not only on the district curriculum level, but in individual classrooms as well, involving teaching methods, student activities, and assessments. Many districts are offering professional development in standards-based teaching methods and assessments, which will enable teachers to better align their instruction to the State Standards.

Attached is a spreadsheet with the survey results.

Response to AS 14.03.078 Report

(5) Each school district's and each school's progress in aligning curriculum with state education performance standards.

School District	Stages of School District Curricula Alignment with the Alaska State Performance Standards								Comments
	All Curricula Aligned	Some Curricula Aligned Aligned Curricula are:			Currently Aligning Curricula In the following areas:			No Curricula Aligned	
		Math	Reading	Writing	Math	Reading	Writing		
Alaska Gateway									No data available, district did not respond to inquiries.
Aleutian Region									No data available, district did not respond to inquiries.
Aleutians East	X								
Anchorage	X								ASD is constantly reviewing and improving the curricula
Annette Island					X	X	X		Annette Island is in the process of selecting and adopting new K-12 textbooks and materials for language arts and math.
Bering Strait		X	X				X		Health is also aligned. Writing curriculum is aligned to the State Content Standards. BSSD will continue to refine reading curriculum on an ongoing basis.
Bristol Bay									No data available, district did not respond to inquiries.
Chatham					X	X	X		Chatham will have aligned curricula in language arts and math by March 2002.
Chugach	X								Cultural standards are aligned. Science is aligned with national standards.

Response to AS 14.03.07b Report

(5) Each school district's and each school's progress in aligning curriculum with state education performance standards.

School District	Stages of School District Curricula Alignment with the Alaska State Performance Standards								
	All Curricula Aligned	Some Curricula Aligned Aligned Curricula are:			Currently Aligning Curricula In the following areas:			No Curricula Aligned	Comments
		Math	Reading	Writing	Math	Reading	Writing		
Copper River	X								Science has been aligned. Copper River is currently working on aligning social studies and health, which should be complete this fall. They have interweaved the cultural and technology standards into all curricula.
Cordova	X								
Craig	X								
Delta/Greely	X								Curriculum has been aligned in language arts, but materials and textbooks have not been purchased yet. Science is currently being aligned.
Denali	X								Health, science, social studies, vocation education and art are currently being aligned.
Dillingham	X								Curriculum development needs to move to the State level in order for districts to concentrate on training and implementation. Small districts generally do not have the expertise to develop a usable curriculum without State guidance or templates to follow. They spend a great deal of time trying to decipher the requirements. The State set the standards, why not the curriculum?
Fairbanks	X								Art and social studies are aligned. They are currently working on aligning health and PE.
Galena	X								Many schools are using Galena's work as a model. Galena's curricula are aligned with State Standards and learning outcomes are aligned with the HSGQE and Benchmarks.

Response to AS 14.03.078 Report

(5) Each school district's and each school's progress in aligning curriculum with state education performance standards.

School District	Stages of School District Curricula Alignment with the Alaska State Performance Standards								
	All Curricula Aligned	Some Curricula Aligned Aligned Curricula are:			Currently Aligning Curricula In the following areas:			No Curricula Aligned	Comments
		Math	Reading	Writing	Math	Reading	Writing		
Haines	X								Math and language arts have been aligned for several years and every fall they are realigned. They are currently working on aligning curricula in health, science, history and world language.
Hoonah									No data available, district did not respond to inquiries.
Hydaburg					X	X	X		Curricula has been aligned, and aligned curricula is now being reviewed.
Iditarod	X								Health is being aligned.
Juneau	X								As far as content goes, all of Juneau's curricula is aligned. As for instruction and assessment, which are part of the curricula, there is constant, on-going realignment.
Kake			X	X	X				All curricula has been aligned; however, in math they are lacking some resources and materials to fully implement the alignment.
Kashunamiut					X	X	X		
Kenai Peninsula	X								Kenai began the alignment process through the regular curriculum adoption (every 6 years) cycle. 3-4 years ago they cross referenced their actual documents with the State Standards.
Ketchikan		X				X	X		

Response to AS 14.03.078 Report

(5) Each school district's and each school's progress in aligning curriculum with state education performance standards.

School District	Stages of School District Curricula Alignment with the Alaska State Performance Standards								
	All Curricula Aligned	Some Curricula Aligned Aligned Curricula are:			Currently Aligning Curricula In the following areas:			No Curricula Aligned	Comments
		Math	Reading	Writing	Math	Reading	Writing		
Klawock					X	X	X		
Kodiak Island					X	X	X		Science, social studies, health, vocational education and PE have been aligned. They are currently working on fine tuning the alignment of math, reading and writing.
Kuspuk	X								Kuspuk is working on aligning their assessments. Next year focus will be on aligning science, social studies, and health. The district will consult with other school districts, see what worked and adapt accordingly.
Lake & Peninsula	X								
Lower Kuskokwim	X								LKSD has started integrating the three core content performance standards into their vocational education program. Teachers have been asked to address the performance standards in other content areas, but as a district the three core content performance standards have not been aligned with science, social studies, etc.
Lower Yukon	X								Currently, LYSD is aligning vocational education.
Mat-Su									No data available, district did not respond to inquiries.
Nenana	X								Nenana is currently working on aligning curricula in social studies, history and geography. Science will be aligned next year. With math and language arts, they have exceeded Alaska State Performance Standards, and are now looking at national standards.
Nome					X	X	X		

Response to AS 14.03.078 Report
(5) Each school district's and each school's progress in aligning curriculum with state education performance standards.

School District	Stages of School District Curricula Alignment with the Alaska State Performance Standards								
	All Curricula Aligned	Some Curricula Aligned Aligned Curricula are:			Currently Aligning Curricula In the following areas:			No Curricula Aligned	
		Math	Reading	Writing	Math	Reading	Writing		
North Slope	X								
Northwest Arctic	X								Resources were purchased in language arts and math, which adhere to standards very closely. Social studies and science resources were purchased to follow standards at the elementary and secondary levels. They are currently aligning Voc Ed resources. A modification of graduation requirements to increase math requirements to 3 in being considered.
Pelican					X	X	X		
Petersburg	X								They implemented a comprehensive system of Curriculum Mapping, which maps each class at each grade level taught throughout the district.
Pribilof									No data available, district did not respond to inquiries.
St. Mary's	X								
Sitka	X								
Skagway					X	X	X		Alignment is almost complete. The elementary level has been aligned. At the secondary level, new classes are being developed for this fall. They are aligning the curricula of the new classes before they go to the school board for approval.

Response to AS 14.03.078 Report

(5) Each school district's and each school's progress in aligning curriculum with state education performance standards.

School District	Stages of School District Curricula Alignment with the Alaska State Performance Standards								
	All Curricula Aligned	Some Curricula Aligned Aligned Curricula are:			Currently Aligning Curricula In the following areas:			No Curricula Aligned	Comments
		Math	Reading	Writing	Math	Reading	Writing		
Southeast Island	X								
Southwest Region	X								In addition to aligning curricula with the State Standards, they have also aligned their curricula to local student outcomes, which was determined with considerable community input several years ago.
Tanana					X	X	X		A company had created software that was aligned to the standards for language arts and math, but it was not user friendly and with a reduced staff, it was too difficult to operate. They are now developing ILPs that are aligned to the standards, this should be completed by this fall. They are looking at the Chugach model to see what worked and will adopt accordingly.
Unalaska	X								They are currently working on aligning curricula in science, social studies, vocational education, and Aleut culture and language.
Valdez	X								Valdez has all of its curricula aligned and is on a regular schedule to revisit and realign all areas of curricula. Brochures are produced to inform parents where the district is in terms of meeting and surpassing State Standards.
Wrangell					X	X	X		Wrangell will complete the realignment of writing by the end of this year, then focus on realigning math and reading.
Yakutat	X								Science, world language, healthy living, and vocational education are currently being aligned.
Yukon Flats	X								Yukon Flats has adopted the State Standards and curricula which is aligned to those standards. They are regularly reviewing each subject area to improve them as well as keeping standards in mind. The largest weak area is staff development and accountability regarding teaching to the standards.

Response to AS 14.03.078 Report

(5) Each school district's and each school's progress in aligning curriculum with state education performance standards.

School District	Stages of School District Curricula Alignment with the Alaska State Performance Standards								
	All Curricula Aligned	Some Curricula Aligned Aligned Curricula are:			Currently Aligning Curricula In the following areas:			No Curricula Aligned	Comments
		Math	Reading	Writing	Math	Reading	Writing		
Yukon/Koyukuk	X								Vocational education is aligned. YKSD is currently working on aligning other areas.
Yupiit					X	X	X		Yupiit is taking great care in ensuring that the curricula alignment meets both State and Cultural Standards.
ACS	X								
Mt. Edgecumbe					X	X	X		Curricula was aligned, and now is in the process of revisiting, realigning and refining. Recently they adopted CarnegieLearning for their math program and a new reading program. With new curriculum, refinements need to be made.

Response to AS 14.03.078(6)

A description of the efforts by the department to assist a school that receives a designation of deficient or in crisis.

Schools in the state are not scheduled to be designated by this legislation until August 2002. The administration is requesting a delay in the implementation of this provision until 2004 to allow the department to:

- Align state programs with the new requirements of the federal Elementary and Secondary Education Act;
- Collect the data necessary to measure growth of school district indicators used to determine designators;
- Build capacity of the Department of Education & Early Development to effectively collect, analyze, and use the data to identify and assist low performing schools.

The Department of Education & Early Development is preparing an infrastructure to assist schools that are designated as low performing. Based on recommendations from the Governor's Task Force on School Funding, the administration has introduced HB 378 and SB 275. These bills would create a Center for Excellence in Schools whose primary functions are research, the promotion of effective school improvement and collaboration strategies, and working with schools identified by the state as low performing. Additionally, these bills would provide \$2 million to assist schools identified as low performing, utilizing resources to assist schools to develop and implement a plan to match identified school improvement needs to research-proven best educational practices and resources.

Response to AS 14.03.078(7)

A description of intervention efforts by each school district and school for students who are not meeting state education standards.

This past year, FY2001, the Alaska State Legislature made available to school districts not only the Quality Schools Grant, but also the Learning Opportunities Grant, which enabled the districts to better help students performing below grade level. Through these grants, districts implemented intervention strategies to assist students in raising their achievement levels.

The most improvement in student achievement came in the subject of reading. Thirty districts implemented some sort of reading intervention, and all of them reported gains in student reading scores. Three districts specifically worked with children in primary grades. Three others bought new reading materials, while 2 districts developed and administered new reading assessments. Reading specialists were hired by 4 districts, and 4 districts provided staff with professional development in reading instruction. One Anchorage school purchased more library books for each classroom. Two-thirds of the children at that elementary school increased their reading scores. In Mat-Su, one school instituted 30 minutes of silent reading a day, and reading levels went up by an average of 1.5 years in 5th grade.

Summer school was offered by 25 districts, and 13 reported gains in student test scores. Many others reported a high number of students passing their summer classes, and an improved attitude shown by students who attended summer school. Hydaburg's primary summer school students increased their phonetic performance by 22%. In Juneau, 84% of the secondary summer school students met district CORE requirements in language arts and math. In Nenana, reading scores of summer school students gained 28%, and math scores increased 36%.

Tutoring students before and after school was an intervention strategy used by 23 districts. Fifteen reported significant gains in test scores. Other areas of improvement were grades, homework completion, retention of material and attendance. The tutoring arrangements varied from district to district. Some hired classroom teachers as tutors, others used aides and still others had older students helping younger ones. Tutoring occurred in small groups as well as one-on-one. A group of students participating in after school tutoring in the Iditarod School District increased their reading Benchmark scores by 13.3% and their writing scores by 24%. Petersburg held after school tutoring in math, and 87% of the students passed the High School Graduation Qualifying Exam (HSGQE) that had previously failed it. In a similar situation in Skagway, 67% of the students who had previously failed, passed the HSGQE. Eight middle schools in Anchorage that offered tutoring reported grade improvement for the participants.

Small group instruction and/or individualized instruction during the school day were intervention strategies used by 8 districts. Cordova City Schools used this method to help students who tested below average on the CAT-5. Eighty-seven percent of those students improved their performance so they are now at or above average. In a Mat-Su school, small group reading instruction helped 64.7% of the students increase their reading levels.

A small number of districts created special classes for students who failed portions of the HSGQE. Others required those students to attend tutoring sessions or classes that taught better study skills. Although not all participating students passed all parts of the HSGQE, many districts reported significant improvement in scores, particularly in math.

Response to AS 14.03.078(7)

A description of intervention efforts by each school district and school for students who are not meeting state education standards.

Math was an area of focus for 22 districts. Nineteen of those districts reported improved student performance. In addition to math tutoring and summer school math, other intervention strategies included improved instruction, smaller class size, CarnegieLearning Cognitive Tutor Algebra I for high school students, and the use of new software programs. The Yukon-Koyukuk School District provided math consultants for teachers. They worked with individual teachers in their classrooms. As a result, math scores increased 7.1 percentile points district wide. Many schools in the Bering Strait School District implemented CarnegieLearning Cognitive Tutor Algebra 1. Teachers reported better test scores, higher grades, and more enthusiasm by their students.

From the reports sent in, it is evident that the funds from the Quality Schools and Learning Opportunity Grants provided school districts the opportunity to work effectively with low performing students and raised their level of achievement. In FY02, districts are continuing to use intervention strategies that were successful the previous year and they are grateful for these funds.

Attached is:

- A table summarizing the various strategies used by districts in FY2001,
- A quick reference factsheet specifying which districts implemented the four most popular strategies, and
- A complete report detailing each district's intervention strategies.

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

Quality Schools Initiative Intervention Strategies Used by School Districts	
2000-2001 Intervention Strategy	Number of Participating School Districts
Reading	
Reading Assessment of Students	2
Reading Materials Purchased	3
Early Elementary Reading	3
Professional Development Focus on Reading	4
Reading Specialists	4
Other Reading Focused Interventions	14
Total Reading Focused Interventions	30
Math	
Math Assessment of Students	1
CarnegieLearning Cognitive Tutor Algebra I	3
Other Math Focused Interventions	18
Total Math Focused Interventions	22
Writing	
Writing Assessment of Students	1
Trait-based Writing Instruction	2
Other Writing Focused Interventions	13
Total Writing Focused Interventions	16
Summer School	25
Tutoring Before and After School	23
New Software and Computers	13
Standards-based Curriculum Alignment & Focus	11
Small Group & One-on-One Instruction During School Day	8
Personal Education Plans	6
Special Education Focus	5
Remediation	5
Additional Staff - Aides	4
Study Skills	4
Interdisciplinary Teaching Materials, Supplies	4
Teacher Collaboration	4
Additional Staff - Teachers	3
HSGQE Focus	3
Community/Parent Involvement	2
Bilingual Program Development	2
Advising and Counseling for Students	2
Home/School Program Development	2
Established Regional Testing Centers (ACS)	1

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

School District	Grant Allocations for 2000-2001	Before and After School Tutoring	Summer School	New Software and Computers	Curriculum Alignment
Alaska Gateway	\$65,844		X	X	
Aleutian Region	\$9,284				X
Aleutians East	\$42,343				
Anchorage	\$5,667,079	X	X	X	
Annette Island	\$38,081				
Bering Strait	\$243,209	X	X	X	
Bristol Bay	\$31,562				
Chatham	\$30,711	X	X		
Chugach	\$24,940				
Copper River	\$89,210	X	X		
Cordova	\$56,219			X	
Craig	\$79,923				
Delta/Greely	\$96,532	X			X
Denali	\$38,557	X			
Dillingham	\$67,818				
Fairbanks	\$1,780,236		X		
Galena	\$395,712				
Haines	\$46,059				
Hoonah	\$26,667		X		
Hydaburg	\$12,642		X		
Iditarod	\$72,118	X	X		
Juneau	\$637,517	X	X		
Kake	\$21,445				X
Kashunamiut	\$42,437	X			
Kenai Peninsula	\$1,149,974	X	X		
Ketchikan	\$278,797			X	
Klawock	\$21,946			X	
Kodiak Island	\$337,938	X	X		

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

School District	Grant Allocations for 2000-2001	Before and After School Tutoring	Summer School	New Software and Computers	Curriculum Alignment
Kuspuk	\$61,711	X			
Lake & Peninsula	\$65,209				X
Lower Kuskokwim	\$497,192	X	X		
Lower Yukon	\$263,105		X	X	X
Mat-Su	\$1,536,776	X	X	X	
Nenana	\$189,990		X	X	
Nome	\$91,185	X			
North Slope	\$262,543	X	X		
Northwest Arctic	\$293,344				X
Pelican	\$2,801				
Petersburg	\$78,190				
Pribilof	\$19,274	X			
St. Mary's	\$20,773			X	
Sitka	\$187,141		X		X
Skagway	\$15,632	X	X		
Southeast Island	\$32,551				X
Southwest Region	\$105,001				
Tanana	\$8,917	X			
Unalaska	\$46,703				X
Valdez	\$106,430	X			X
Wrangell	\$56,283	X	X	X	X
Yakutat	\$22,297	X			
Yukon Flats	\$45,789		X		
Yukon/Koyukuk	\$73,301				
Yup'it	\$61,924	X	X	X	
ACS	\$155,476		X		
Mt. Edgecumbe	\$38,483		X	X	
Total:	\$15,742,821	23 districts	24 districts	13 districts	11 districts

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Alaska Gateway	\$41,208	High School Graduation Qualifying Exam (HSGQE) Practice Tests	65 students	On the HSGQE, 37 students passed reading with an increase of 6% passing, 26 passed writing with an increase of 8% passing, and 22 passed math with an increase of 11% passing.	
		CarnegieLearning Algebra I Tutorial Programs at 2 sites	5 students	2 of the 5 students using CarnegieLearning Algebra I, who failed the HSGQE math portion previously, passed.	
		Trait-Based Writing Instruction	311 students		Results to be used as baseline for 2002 and beyond.
		Plato Learning Tutor, a computer remediation program. (Pilot)	4 students	2 of 4 students, who failed the HSGQE previously, passed.	
		Math Camp	15 students grades 5-6	15 of 15 students completed the camp.	
		Family Math Nights	22 students	22 of 22 students completed Math Night.	
Aleutian Region	\$9,434	Professional development in State Standards and Benchmarks, modifying the curriculum to be more learner focused, instructional improvement and assessment, and rubric implementation.	All students		The staff worked hard and made significant progress in developing a stronger curriculum, such efforts will result in meaningful learning for students.
Aleutians East	\$29,776	Inservice training for staff in Multi-sensory Teacher Approach (MTA) to use phonics and kinesthetic activities to increase reading and speaking ability. Specifically the area of decoding was targeted.	299 students	97 students received a pre and post test. On the Woodcock Reading Test students gained an average of 1.98 points.	This data is hard to quantify after only 1 year or less of instruction and use of MTA. They used students at King Cove School, which had the lowest reading/literacy scores. Students showed an average reading level growth of 2 years. Because of this, they decided to train teachers at all 6 sites to use this approach. The Woodcock Reading Test must be individually administered and they did not do that with every student in the district. They did test every student at King Cove.

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS

District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Anchorage	\$3,328,662	Elementary Reading Initiative focused on: 1)instructional interventions with struggling readers, 2)professional development to provide a balanced literacy program, and 3)increasing reading materials.	4,158 students in grades K-3	1,792 students achieved proficiency (43%). This was determined through San Diego Quick, letter/letter sound assessment, benchmark assessment, and Durell.	While 43.1% (1,792 out of 4,158) of students targeted achieved proficiency, 50.6% (2,104 out of 4,158) have yet to achieve proficiency and 6.3% of students (262 out of 4,158) left the district.
		Staff development. "Promoting Success for Bilingual Students: Develop an Understanding of 2nd Language Acquisition and Learn Practical Classroom Strategies All Teachers Can Use" was offered to all elementary classroom teachers and specialists.	In the 3rd grade, 218 students in reading, 296 in writing, 236 in math. In the 6th grade, 201 in reading, 191 in writing, 241 in math.		This training brings a consistent level of understanding regarding 2nd language acquisition to ALL elementary teachers in the district as well as effective teaching strategies to support these students.
		Instructional interventions	All students who were identified as potentially struggling in reading, writing or math in grades K-3.		2002 Benchmark results will reflect the success of this intervention.
		Reading Mastery Program, which is a research-based, direct instruction reading curriculum that is effective at teaching both reading decoding and reading comprehension skills and strategies.	2,050 students	Curriculum was purchased, and all special education teams were trained in the use of the Reading Mastery curriculum.	Beginning in the fall of 2001, the new curriculum will be used in all elementary schools. All trained staff have signed a "commitment contract" in which they pledge to utilize the curriculum appropriately and to measure student achievement regularly. This will be measurable in the March 2002 exams.
		Elementary summer school offered at 4 geographically diverse sites for students who are at risk of not achieving proficiency on Benchmark Exams and who are at least one year below grade level in reading, writing and/or math.	779 students	In grades 3-6, students gained an average of 12.25%, with a range of 10-15%, on the Gates-MacGinitie reading test. In grades 1-6, students gained an average of 20%, with a range of 14-27%, on the Summer Success Math Assessment.	752 students in grades 1-6 attended elementary summer school. Of that 752, 80 students did not complete the program. Assessments indicate that participating students made strong gains in achievements.

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Anchorage cont'd		6 middle schools held summer school programs in reading, writing, and math.	753 students	At site 1, 492 of 621 students (79%) completed the program with an average gain on the Gates-MacGinitie of 11% in reading and 10% in math. In the writing assessment students went up 1 level of 4 on the average. At the 5 other sites, students satisfactorily completed the class work involved in an intensive review of reading, writing, and math skills.	Students participated and completed the program. The skills mastered during this program should have a positive impact on class work and scores on future standardized tests.
		8 middle schools held before school and after school programs in the subjects of reading, writing and math.	289 students	At site 1, 67% of the students scored proficient or above on the Benchmarks. At site 2, students successfully demonstrated mastery of 70% of the materials in reading, writing, and math. At the 6 other sites, students satisfactorily completed the class work involved in an intensive review of reading, writing, and math skills.	Additional assistance in writing, reading, and math improved grades and should have a positive impact on standardized test scores in the future.
		Mini library sets for each classroom at one site where reading is taught	800 students	470 students participated in the DRP assessment in both the fall and spring. Of those, 67% increased their reading scores with 18% raising their skill level by one or more grade levels.	The additional reading libraries contribute to reading classes which should have a positive impact on scores on future standardized tests.
		4 sites held school wide reading classes	1,085 students	At sites 1 and 2, on the DRP, 6th grade students gained an average of 6 percentile points, 7th grade students gained an average of 7 percentile points and 8th grade students gained an average of 5 percentile points. At sites 3 and 4, students kept logs on books read and completed individual vocabulary lists of over 100 words per student. Most students showed .5-1.0 years growth on the Gates MacGinitie.	Students increased reading levels, comprehension, vocabulary, and higher level thinking skills. The skills mastered during this class should have a positive impact on class work and scores of future standardized tests.

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(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Anchorage cont'd		Specialized academic elective class provided intensive instruction for math students. Computer software was purchased for each teacher to target individual students' needs.	120 students	Students satisfactorily completed the individualized program.	Math needs specific to the individual student were targeted and corrected. This should improve their math skills and have a positive impact on standardized test scores.
		Middle School Older Learner Transition Program (MOTP). An intensive one semester program of math, reading, and writing skills .	22 8th grade students	Students completed class work with average grades above 70%. The math assessment indicated 1 student above the 10th grade level, 1 student above the 9th grade level, and 1 above the 8th. The majority of the remainder of the students increased at least one grade level in math during the semester.	Students received assistance to overcome deficiencies in reading, writing, and math, and were given the opportunity to be promoted to high school with earned high school credit. This was a very intense, virtually self-contained program, which was aimed at a specific student with difficulties. The instruction should have a positive impact on standardized test scores.
		Elementary, middle and high school staff development in the Lindamood-Bell intensive reading intervention program.	450 students		Next year every middle school in the district will have at least 1 teacher trained in the Lindamood-Bell program. Students who do not respond to the usual reading instruction strategies will receive the Lindamood-Bell program. This will improve their reading skills and have a positive impact on standardized test scores.
Annette Island	\$27,286	Hire an additional part-time teacher to reduce the student teacher ratio from 1 to 32 to 1 to 16.	32 students	Students progressively went from "needs improvement" and "emerging skills" to next level. Students with established skills became more proficient in subject area.	

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(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Bering Strait	\$174,359	Intensive before and after school tutoring programs	Over 250 students	At site 1, out of 64 students, 18 improved in reading and 20 improved in math on the CAT-5. At site 2, out of 6 students, 5 improved in reading and 3 improved in math on the CAT-5. At site 3, out of 8 students, 1 improved in reading and 1 improved in math on the CAT-5. At site 4, out of 44 students, 14 improved in reading and 11 in math on the CAT-5. At site 5, out of 35 students, 18 improved in reading and 6 in math on the CAT-5. At site 6, out of 45 students, 19 improved in reading and 18 improved in math on the CAT-5. At site 7, out of 14 students, 5 improved in reading and 7 in math on the CAT-5. At site 8, out of 25 students, 7 increased in reading and 8 in math on the CAT-5. At site 9, out of 8 students, 1 improved in reading on the CAT-5. At site 10, out of 9 students, 4 improved in reading and 3 in math on the CAT-5.	
		Carnegie Learning Cognitive Tutor Algebra I			Results were positive and they should have at least 8 or 9 schools on board with the program this fall.
		Summer school			
		District Educational Conference	All students		Teachers and administrators developed a common vocabulary for focusing on students' reading skills.
Bristol Bay	\$22,599	A certified reading specialist worked with the students two to three times a week to increase reading and comprehension skills.	13 fourth grade students, 8 fifth grade students and 15 middle school students	The fourth grade students increased an average of 192 Lexile points, the fifth grade students increased an average of 242 Lexile points, and the middle school students increased an average of 192 Lexile points.	All targeted students were chosen based on the CAT-5, Benchmarks and teacher referral. All students' skill levels were assessed by the SRI Lexile Scores.
		The classroom teacher focused on the skills identified for each student through the Brigance Math Assessment.	11 fourth and 22 fifth grade students	In the targeted areas, the students increased their skill level an average of 15% in the fourth grade and 10% in the fifth grade.	The Brigance Math assessment was administered in the fall and spring.

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(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS

District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Chatham	\$21,762	High school math tutoring, after school hours.	15 students	For students who attended at least 70% of the time, the average scoring on homework and tests increased 83% and 75% respectively.	Few students attended regularly though the teacher reported that classroom work did improve for those participating in at least 70% of the tutoring sessions.
		Emergent Level Reading and Writing after school tutoring sessions.	5 students	Students gained an average of 4.85% on a district reading assessment.	The teacher reported greatly increased students' confidence and development of pre-reading skills among all students who participated.
		After school "Homework Club" tutoring for elementary students in grades 3-6.	24 students	In March, the targeted students turned in less than 60% of homework on time. In May, the same students turned in more than 60% of homework on time.	Participation started slowly, going from 8 students in March to 21 students in May.
		"Homework Hotline" to assist students with completing homework.	8 students who failed chemistry	Of the students utilizing the "Homework Hotline", all passed chemistry.	Students called in for assistance or went in to work with the teacher.
		Reading and writing remedial tutoring sessions.	4 students	The students gained an average of 1.8% on a district reading assessment.	All 4 students demonstrated more confidence in reading ability, increased enthusiasm for reading and writing due to one on one encouragement and help. 2 students attended all sessions, while the other 2 participated about 1/2 the time.
		MS/HS "Homework Club" for students in grades 7-12. Sessions held before and after school hours.	14 students	In February, students received 60% or lower in one or more subjects. In April, 25% of students increased their grades.	Teachers and parents reported the extra tutoring assistance helped students complete homework and led to higher grades in the classroom.
		After school tutoring in reading and math.	3 students	In January, students tested below proficient. In May, students gained an average of .5 grade level.	
		After school tutoring in math, reading, and English.	5 students	In October, students tested below proficient on the CAT-5. In May, students gained an average of 7.2% on the CAT-5.	One student missed fourteen of her homework assignments each of the last two quarters, with no homework assignments missed the last quarter. Another student was not able to read the CAT-5 in 2000 and completed the assessment in 2001, scoring at the 13th percentile. Two students raised their reading percentiles in the CAT-5 by 8 and 7 percentiles respectively in the 20001 assessments.

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District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Chatham cont'd		After school tutoring in reading and writing.	2 students	In October, students had 33 and 13 miscues at the 4th grade level. In April, they had 11 and 9 miscues at the 4th grade and 33 miscues at the 5th grade level.	Teacher noted improvement of both students over the tutoring period in both reading and writing skills. Each student went from missing 8-15 of the Dolch Reading Sight words to getting all 220 by the end of the tutoring sessions. Students were taught and began to use the Aim Higher reading strategies in the daily reading. Writing assignments are now completed with 1/2 to full page lengths, while earlier both students had trouble with writing two or more sentences.
		After school tutoring in reading, writing, math, and test taking skills.	10 students	On the CAT-5, students gained 9 percentage points to 52% in math, 3.3 percentage points to 46.6% in reading, and 20.5 percentage points to 34.7% in language arts.	8 of 10 students attended consistently. Teachers reported students increased classroom grades in reading and math. 7 of the 10 students reported growth that averaged a 24 percentile gain from the 2000 test results.
		After school tutoring in reading.	2 students	Student 1 advanced from 67 words/min to 112 words/min on the timed reading at independent level. Student 2 advanced from 51 words/min to 80 words/min on the timed reading at independent level.	
		Summer program for grades 3-5	13 students	Students gained an average of 0.3 points on the STAR Math Assessment. An average of 7 new objectives were mastered in math, with a range of 3-18 objectives attained by individual students. Students gained an average of 0.5 points on the STAR Reading Assessment. An average of 5.7 new objectives mastered in reading, with a range of 3.20 by individual students.	Reading comprehension scores reported each student is working at independent levels. Comprehension scores ranged from 71% to 98%. Accelerated Math and Reader Programs and STAR Math and Reading Assessments are ongoing in regular and tutoring programs.
Chugach	\$12,532	District wide analytical assessments in reading, writing and math.	170 students	Of the students who were identified on the State benchmark and HSGQE as below or not proficient, 91% advanced a development level in one or more content areas.	

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QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Copper River	\$57,473	Two teachers each taught two one-hour sessions of reading a day using multi-sensory strategies in the areas of reading, writing and spelling.	9 2nd grade students; 8 3rd grade students; 12 4th grade students; 6 5th grade students; 7 6th grade students.	The benchmark assessments were given to the 3rd and 6th grade students where six 3rd grade students passed in reading and math and five 6th grade students passed in reading. In spelling, an average increase of 1.3 grade levels was obtained by all students involved. All students showed significant gains in reading fluency.	In September, students were given the Slingerland Test of Specific Language Disabilities, the Morrison-McCall Spelling, and the Silvoroli Reading Inventory. In May, they were given the same tests plus the 3rd and 6th grade benchmark assessments.
		Four special education aides at three schools worked one-on-one with targeted students.	54 students total; 20 at Kenny Lake, 16 at Copper Center, and 18 at Glennallen Elementary	At Kenny Lake, 18 students improved at least one grade level in reading and spelling. All students showed growth, but most did not show a full year's growth in reading or spelling.	
		Before school tutoring	6 kindergarten students	Of the 6 students identified, all but one is now functioning at the 1st grade level. The one student below grade level has just qualified for special education needs.	
		Teacher training in student advocacy and advisement	210 students		District adopted student advisement program. Students will be arranged 7-8 and 9-12, with 9 advisees across grade levels. Advisors will serve students and families in the registration process and expand service during the year.
		Summer school	40 students	Students improved their word recognition by an average of 47%, with a range of 35-59%. Students increased their sight word recognition by an average of 39%, with a range of 21-72%.	

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QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS

District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Cordova	\$36,359	Extra math help in a small group setting at the high school level using Carnegie Learning Algebra I.	15 students who failed the HSGQE	1 student of 11 passed the HSGQE Math and 3 students of 4 passed the class.	A majority of the 10 students who did not pass the HSGQE came within 20 points of passing the math portion.
		Small group settings and individualized instruction at the elementary level.	31 students who tested below average on the CAT-5.	87% of students, 27 of 31, who tested below average on the CAT-5 in September, passed in May.	
Craig	\$32,053	Lower class size in first grade.	32 students	14 out of 22 students with comparison scores on the IOWA increased their score by at least 12 points.	Of the 22 comparison scores available 5 students scored below the 50th percentile; two of these students made gains of at least 12 points.
Delta-Greeley	\$62,143	ESL classes for home/school students	15 students	The average ESL home/school students this year compared to the average ESL student last year, gained 7.04 points in reading and 14 points in language, but fell 2.55 points in math.	
		After school tutoring for grades 7-12	8 students grades 6-8		Due to the sixth and eighth grade students not taking the CAT/5 tests this year, there is not enough information to do a comparison. No high school students took advantage of the after school tutoring.
		Staff training and collaboration	All district students	Aligned reading and science curriculum to State Standards.	
Denali	\$27,612	After school tutoring program in math, reading, and writing.	29 students at three sites.	Many students showed growth on the HSGQE.	There was a positive result of the tutoring as demonstrated by test scores; however, sometimes the growth was not enough to move them from "not pass" to "pass".
		Staff training and development for learning disabilities.	6 students with disabilities.	1 student who was reading at the 2nd grade level, is now reading at the 3rd grade level. Another student, who in the 3rd grade read at the 1st grade level, in the 4th grade reads at the 3rd grade level. 3 students progressed in the Visualizing and Verbalizing program sentence by sentence imaging oral and written language.	Training in the Lindamood-Bell techniques is part of a three-year plan to train special education teachers. Final data will be available after the three years.
		Resources, materials, and supplies to implement integrated, interdisciplinary teaching.	112 students grades K-12	Teachers used classroom designed rubrics for each teaching unit. 93% of students demonstrated proficient or advanced knowledge on classroom designed rubrics.	

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QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Dillingham	\$45,857	Middle school reading program	32 students	5 of the 32 students (16%) tested out. 3 of the 5 stayed in the class to raise their reading level. 22 of the 32 students (69%) raised their reading level.	
		High school reading program	44 students	12 students (27%) tested out and 10 students (23%) raised their reading level.	
Fairbanks	\$1,087,835	Summer school, grades 1-11	912 students	871 or 95.5% of students completed summer school	
		Elementary Reading Improvement Initiative (ERII)	736 students	ERII students as a group showed +1.06 grade equivalent growth in reading skills; expected growth is +0.7. +1.06 represents significant growth in reading skills.	
Galena	\$227,188	Individual prescriptive programs were written using the PEAK Learning System, that leads to success with identified students who have or are expected to fail the Benchmarks or HSGQE.	200 students	There was a 2.4 percentage point increase in the advanced/proficient level on the 3rd grade Benchmark for math from 2000 to 2001. The results of the 3rd grade reading Benchmark stayed the same from 2000 to 2001. All other Benchmarks in the advanced./proficient level declined an average of 3.26 percentage points, with a range of .8 to 6.4.	
Haines	\$31,223	Remedial reading class A	17 students	2 students scored above 70% on the word recognition pre-test; 4 scored above 70% on the post test. Overall average increased 31 points from 26% to 57%.	The test used was the Brigance Inventory Word Recognition Test.
		Remedial reading class B	13 students	10 scored at 70% or below grade level on passage composition pre-test; 3 scored 70% or below on post test.	The test used was the Brigance Inventory Passage Composition Test
		High school HELP Class	29 students		Students learned academic support skills, such as time management and study strategies.
		Direct one-on-one instruction	1 student	The student gained one grade level on the PIAT reading recognition and one half a grade level in reading comprehension.	Staff believes this not to be an accurate assessment, as student did not want to be assessed and said that she was not going to do well. On days when she chooses to be cooperative, and on another assessment earlier in the year, she was reading at a beginning 3rd grade level.

Response to AS 14.03.078 Report

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QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Hoonah	\$19,294	Summer school	114 students	80 students of 114 (70%) completed three summer school sessions.	
Hydaburg	\$8,953	Summer school for students in grades K-2	7 students	The average test score on the teacher-made K-2 phonetics assessment increased 22 percentage points, from 70% to 92 %.	
Iditarod	\$50,578	After school tutoring program	35 K-8 students	Increase of 13.3% in reading and 24% increase in writing on Benchmark 1. Benchmark 2, minimal or no increase; Benchmark 3, 11.5% increase in reading, 7.6% increase in writing.	
		Summer reading/writing/study skills camp	30 students		The district will analyze and compare the spring 2002 Benchmark, HSGQE and CAT 6 data with spring 2001 testing data to acquire the results.
		Math pilot program	100% of K-12 students	Benchmark 1, increase of 24.2% in math. Benchmark 2, minimal or no increase, Benchmark 3, 4.3% increase in math.	
Juneau	\$387,456	Focused instruction for reading, writing, and math	919 3-5 grade students; 1,353 9-11 grade students	Students made significant gains in reading on the 6th grade State tests.	
		CORE writing assessment	2,064 students	Students made significant gains on State Tests at 3rd, 6th, and 8th grade levels.	
		CORE math assessment/Math cadre/Classroom assessment database	1,676 students in Math assessment and 2,506 students in Classroom assessment database	Students made significant gains on State Benchmarks at 6th, 8th, and high school levels, and a slight gain at 3rd grade.	
		Tutoring assistance	50 students	Comparison of available data shows that 50% of students improved their grades and/or were able to meet CORE as a result of the tutorial received.	
		Elementary summer school	328 students	95% of students completed program and made progress towards CORE	
		High school summer school	69 students	58 students, 84%, were able to meet CORE requirement for language arts and math as a result of the summer school program.	

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Kake	\$12,953	Specialized Standards-based English and math high school class	7 students who all failed the State exit exam.	5 students passed State exit reading exam; 5 passed State exit writing exam; 2 passed State exit math exam.	
		Remedial high school English classes	11 students who received low scores on the CAT 5 tests.	3 of 11 students no longer need remedial instruction.	
		Direct junior high reading instruction	4 students	Reading grade levels improved between 1.5 to 2 grade levels.	
		Remedial math classes	18 students	An average of 10% improvement in test scores. Range of improvement was 6-24%. 2 students no longer need remedial math instruction.	
Kashunamiut	\$26,068	Tutoring after school in all academic areas	15 students	5 additional sections of the HSGQE passed.	
		Continuation of Formula 3 Reading	165 students	The mean normal curve equivalent in total reading increased by 5.1 points.	
		Home/school coordinator visitations	314 students	The visitations resulted in better attitudes, more parental involvement, and better grades.	
Kenai	\$711,887	Reading and math remedial and foundational courses and instruction for grades 7-11 at 4 sites.	173 students	At site 1, 14 of 15 students (93%) showed improvement on the STAR Math test. 2 of 5 students (40%) who had failed the HSGQE passed after the tutoring. At site 2, 8 of 15 7th grade students (53%) achieved 7th grade level proficiency, 6 of 13 8th grade students (46%) achieved 8th grade level proficiency	
		Before school, after school tutoring, and small group instruction in math at 9 sites.	425 students	On the Curriculum-based Measurement (CBM), students gained an average of 18.35%. On the Computer Curriculum Corporation assessment (CCC), students gained an average of 41.2%. On the Computation Test, students gained an average of 11.92, from 15.75 to 27.67 out of 39. On the STAR, students gained an average of 60%, from 2.8 to 4.7. On the Benchmarks, students who achieved proficient or advanced, increased by 44%. On the HSGQE, 51% passed who had previously failed.	

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Kenai cont'd		Before school, after school tutoring and small group instruction in reading at 9 sites	148 students	On the CBM, students gained an average of 45.257%. On the CCC, students gained an average of 36.5%. On the STAR, average scores increased by 1.5 grade equivalent. On the Benchmarks, students who achieved proficient or advanced, increased by 33%.	
		Before school, after school tutoring and small group instruction in writing at 9 sites.	156 students	On the CBM, students scores increased by 10.1. On the Analytical Writing Assessment (AWA) Rubric, 11 of 14 students (78.6%) passed with a 3.0 or higher. Average language arts grades went up by .5 grade points. On the Gates MacGinitie, the average student percentile ranking increased by 14.6 points. On the Benchmarks, students who achieved proficient or advanced, increased by 85%.	
		Summer school	11 students	All students tested at 50 percentile or above.	
		Site remediation pilots in grades 4-12.	212 students	Students gained an average of 240 points on the Scholastic Reading Inventory (SRI), 1.8 years on the Gates MacGinitie, 2 years on the JJ Basic Reading Inventory (BRI), and their average words read correctly increased by 36.	
		2.5 first grade teachers to lower class size to 18:1.	80 students	Class size was reduced to 18:1.	
		Personalized education planning, communication. Counselors working with at risk students and parents.	38 students	57% of students had plans. 50% of students with plans raised grades.	
		Reading assessment/intervention in grades K-3 at 14 sites.	400 students	Students achieved significant gains on Dynamic Indicators of Basic Early Literacy Skills (DIBELS), CMB, and Benchmarks.	

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS

District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Ketchikan	\$180,231	Upgrade library materials with alternative level of instructional materials, some focus on cultural selections and access of updated research.	720 students	Students who used the library materials showed a gain in STAR assessments	
		Upgrade software and memory at middle school and high school for better access to internet sources.	1,020 students	200 4th grade students, 202 8th grade students, and 187 10th grade students passed "All the Write Type", educational software.	Assessments tied to curriculum and State Standards for technology. Students at middle school and high school better able to log on to HSGQE examples.
		Reading running record development for elementary schools	1,129 students	No assessment, projects ongoing.	
		.5 elementary position added to address at risk students at the kindergarten level.	90 students	22 students passed the Gates-MacGinitie Assessment	
		Professional library for staff development, alternative strategies, and materials.	All district students	No assessment, however teachers acquired skills in alternative strategies for instructional purposes with at risk students.	
		Staff development in intervention strategies.	All district students	No assessment, however staff learned strategies for working with at risk students.	
Klawock	\$16,061	10 computers purchased for: a) Carnegie Learning math program and b) Accelerated Math.	a) 15 students; b) 64 students	a) The percentage of students who achieved "proficient" or "advanced proficient" status increased by 33%. b) The percentage of students who achieved "proficient" and "advanced proficient" increased in grades 3 and 6, but declined in grade 8.	
		State Summit Meeting focusing on Standards-based instruction.	192 students	Students achieved higher scores on the State Benchmarks and HSGQE.	

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Kodiak	\$207,571	After school reading, writing, and math assistance	475 students in grades 1-12	Most students showed improvement in their grades by at least one-half of a grade and slight improvement on standardized tests.	Teacher and parent reports showed much improvement in students' class participation, completion of class work and homework, a greater desire to attend school, and enhanced self-esteem due to academic success.
		Use of classroom aides to provide small group work and individual instruction in reading, writing, and math.	265 students in grades K-5,	Slight improvement has continued to be noted in students' grades and assessment scores, with a reading, writing, and math concentration. For a good majority of the students, core content skills were retained as opposed to any regression in these areas. Small groups and one-on-one assistance allowed for better student focus and on-task attention.	
		Summer enhancement program	Students in grades pre K-12	Most students either maintained skill knowledge or showed improvement on skill development in the core content areas. More than 95% of parents and teachers report that the student's enjoy the program, look forward to attending, have increased levels of self-esteem, and exhibit a greater desire to achieve to more challenging expectations	
		Professional Development Opportunities	2,800 students in grades K-12.	100% of participating teachers benefited from the multitude of learning opportunities available to them. Emphasis was placed on helping all teachers become teachers of reading, writing, and math, thus reinforcing these core skills with all students and throughout all content areas.	
		Student academic mentors	30 students in grades 10-12	Students receiving assistance under this activity reported that they were able to learn and retain reading, writing, and/or math skills through the individualized attention.	Exemplary high school students who passed all three areas of the HSGQE and exhibit proficiency in these core content areas were hired to work one-on-one as a peer mentor with lower-performing students.

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(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Kodiak cont'd		Administration of HSGQE and Benchmarks.	Approximately 1,100 students in grades 3, 6, 8, and 10-12.	KIBSD was able to effectively administer the HSGQE to all students in grades 10-12, including the rural sites.	Costs were expended to pay for airfare, proctor stipends, postage, and the like. Some funds were also expended to pay for similar costs associated with the administration of the State Benchmarks.
Kuspuk	\$47,748	Comprehensive literacy program	22 kindergarten students	The spring 2001 average Concepts About Print score increased 1.5 points to 10.9 from the fall 2000 score of 9.4 points.	
		Individualized Literacy Profile	97 students in grades 1-3	The Literacy Coordinator helps teachers determine appropriate activities and strategies to help the student with his/her particular difficulties. The methods and resources used are also noted on the profile which summarizes what reading strategies were attempted and the results of those efforts.	District assessment results, State mandated test results, and classroom observation are placed on each students' Individualized Literacy Profile. This provides information as to the reading strengths and weaknesses of each student.
		The Literacy Coordinator is an itinerant instructor who coordinates the various components of the literacy plan at each site	193 students in grades 1-10	According to the Woodcock Diagnostic Reading Battery, students who would find reading material at their age level difficult to extremely difficult, fell 10 percentage points, from 58% to 48%.	
Lake and Peninsula	\$51,616	Inservice training for teachers	305 students in grades 4-12	The results of the CAT 5 showed a gain in reading, language arts, and math in all grade levels except 8th and 10th grade. In the 8th grade, there was a negative gain in all sections. In the 10th grade there was a negative gain in reading and math.	Curriculum revised to align with Alaska Performance Standards in reading, writing, and math

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(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS

District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Lower Kuskokwim	\$343,146	Three week summer reading camp	40 students targeted, 31 students participated.	Using the LKSD Reading Performance Assessment, the students gained an average of 2.5 points. All students, with the exception of one, made gains in their reading score over the course. The exception stayed the same. 16 students made a gain of 2 or more points, 4 students made a gain of 5 or more points.	14 parents participated as volunteers over the three week course for a total of 80 volunteer hours.
		Goodnews Bay after school and summer school program	30 students targeted, 22 students participated.	61% of students gained 4 or more points.	All students who participated made gains in reading scores.
		Kasigluk-Akiuk after school program	41 students	16 students (39%) moved out of the at risk classification for reading.	
		Kasigluk-Akiuk summer school program	14 students	Average gain of 11 NCE points, 9 students gained 10 or more NCE points.	
		Bethel Alternative Boarding School Summer Math Program	24 targeted, 19 participated	18 students completed Geometry course and earned 1 semester credit.	
Lower Yukon	\$175,543	Adopted Accelerated Reading and Accelerated Math.	2,038 students	CAT 5 test scores improved 2 National Percentiles.	
		Teacher inservice training for improvement of instruction.	2,038 students	CAT 5 test scores improved 2 National Percentiles.	
		Alignment of curriculum with local assessment instrument.	2,038 students	CAT 5 test scores improved 2 National Percentiles.	
		Hired 2 reading specialists that coordinate activities and programs.	2,038 students	CAT 5 test scores improved 2 National Percentiles.	
		Summer school with 2 sessions	36 students	Increased student interest in college-oriented programs. Boarding home model used that exposes students to a college setting.	
		Sponsored Curriculum institute for 10 days in June.	2,038 students		Increased awareness of strategies for improving instruction.
Mat-Su	\$853,524	District wide "Math Matters in Mat-Su" summer school	1600 students	Mat-Su plans to track student achievement with Benchmarks in the Spring.	If the student passes the math portion of the HSGQE s/he will receive .5 math credit. Otherwise, students will receive .5 elective credit. The point being that students who pass the math portion of the exam have met the standard.

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(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS

District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Mat-Su cont'd		District wide technology program to provide students with demonstrated limited reading abilities access to the general education curriculum.	92 students		The specialized software program, Write Out Loud (WOL) allows students to access any teacher materials or passages from books. What You Need Now (WYNN) is a text-to-speech program that has been very beneficial to many students. Students with limited reading ability are then able to succeed within regular education without more extensive accommodations or modification from special education.
		Professional development for teachers: Book Share "Strategies that Work" Teaching comprehension to enhance understanding.	135 students	Implemented 2 strategies learned in Book Share Group and Readings, into the classroom. Students gained an average of 5%, from 85% to 90%, on the CAT-5.	
		Small group/pullout second dose reading using direct instruction	105 students	68 of 105 students, 64.7%, increased their reading level ranging from .5 to 3 years.	
		Small group/pullout program with close monitoring of student growth.	43 2nd grade students	Total reading on CAT 5 test is the 70th percentile for 43 2nd graders.	
		Direct instruction and other phonics methods	19 1st grade students	On the phonemic segmentation assessment, the DIBELS, 17 of 19 students (89.5%) passed the target. On the DIBELS nonsense words assessment, 12 of 19 students (63%) passed the target.	
		Everyday Math Program	12 students in grades K-6 with an emphasis on 3rd grade; 24 students in a 6th grade class.	An increase of 14% of students passed the 3rd grade Benchmark. In the 6th grade, an increase of 10% of students achieved the advanced level.	
		6 Traits of Writing Program used at 2 sites.	652 students	At one site, there was an average gain of .1% on the Writing Assessment. Greatest gains in grades 1-4. Teachers emphasized conventions trait, which led to an increase of .2%. At another site, students gained an average of 10 percentage points on the Benchmark exams.	
		Individualized Math (Accelerated Math)	12 students	6 month gain on Star Math test in a 5 week period. 29% gain on end of year test.	

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District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Mat-Su cont'd		Computer Assisted Editing Practice (Perfect Copy)	In the 5th grade, 21 students, 7 of which were at risk of not passing written language. In the 4th grade, 27 students, 4 of which were at risk of not passing written language.	In the 3rd grade, there was an average gain of 1.47% on the Paper Format Editing test. The 7 at risk students gained 1.2%. In the 4th grade, there was an average gain of 3.96% on the Paper Format Editing test. The 4 at risk students gained 4.8%.	
		Silent reading time, 30 minutes or more daily	9 5th grade students; 9 3rd grade students	In the 5th grade, there was an average growth of 1 year and 6 months during the school year. Growth ranged from 1 month to 4 years. In the 3rd grade, there was an average growth of 9 months in 7 months time. Growth ranged from 0 to 1 year, 6 months.	
		Reading tutoring and other strategies to increase reading competency at 3 sites.	81 students	At site 1, 10 of 16 students (63%) passed the class. At site 2, 67% of students scored "proficient" or "advanced proficient" on the writing portion of the State Benchmarks. At site 3, students achieved an increase of 44% on the DIBELS phonetic awareness section.	All students showed significant gains in their reading abilities and/or their phonetic awareness as indicated in the results of the tests given.
		Writing tutoring and other strategies to increase writing competency.	570 students	According to the Benchmark Exams, students gained an average of 10% on the writing portion.	
		Teacher/staff collaboration occurred at 9 sites.	219 students	Math and reading levels of students show at least 1 to 2 years growth in achievement. Test taking skills improved, lesson design changes allowed all students to complete projects.	
Nenana	\$53,499	Summer school in the subjects of reading and math.	15 students	In overall test scores, students involved gained 28% in reading and 36% in math.	
		Title I emphasis on reading K-12 and language arts.	20 students who scored below the 50 percentile on the CAT 5 test and Benchmarks.	Title I students' reading and language arts scores increased an average of 2%.	

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District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Nenana cont'd		Purchase of laptop computers.	45 students who showed low performance and attendance.	The resulting effect has been an increase in attendance thereby correlating into increased GPA or student learning. Of the 45 students targeted, 40 passed all of their classes.	
Nome	\$59,148	Tutoring	83 students	The Summary National Percentile of the Mean Normal Curve Equivalent score for students in grade 4 increased in Total Language by 8 points, Total Math by 8 points and on Total Battery by 6 points compared to the Summary National Percentile score of grade 3 last year. The Total Reading score remained the same.	
North Slope Borough	\$175,412	Supplemental math support	202	Increasing numbers of students are passing the math section of the HSGQE	
		Supplemental reading support	159 students	The district wide average increased by .5% from 39.7% to 40.2%.	
		Supplemental writing support	188 students	On 6-trait assessments students gained .24 points from 2.79 to 3.03 on a 5 point scale.	
		Summer school	300 students		Students improved reading, writing, and math skills.
		Community Learning Center activities	2,172 students		71% of enrolled students attended CLC activities, which included classes and tutoring in math, reading and writing. There was an average daily attendance rate of 99% for computer-assisted tutoring and an average daily attendance rate of 49% for general tutoring.

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District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Northwest Arctic	\$194,102	Staff development provided Standards-based instructional skills, including communicating, reasoning, and teaching problem solving. Purchase of intervention program materials.	171 2nd grade students	On the Northwest Evaluation Association Measure of Academic Progress (NWEA), students grew an average of 12 RIT scale points in math. The NWEA norm growth is 17.8 RIT scale points in math.	Students increased their experience with standardized testing.
			202 3rd grade students	In math, students grew an average of 9 RIT scale points on the NWEA, while the norm growth for this age is 11.9.	Students have progressed significantly in the area of functions and relationships when compared to the norm group.
			202 4th grade students	In math, students grew an average of 5 RIT scale points on the NWEA, while the norm growth for this age is 8.7.	Students have progressed significantly in the area of functions and relationships when compared to the norm group.
			184 5th grade students	In math, students grew an average of 8 RIT scale points on the NWEA, while the norm growth for this age is 8.	Students have progressed significantly in the area of functions and relationships when compared to the norm group.
			185 6th grade students	In math, students grew an average of 12 RIT scale points on the NWEA, while the norm growth for this age is 7.1.	Students have progressed significantly in the area of functions and relationships when compared to the norm group.
			199 7th grade students	In math, students grew an average of 8 RIT scale points on the NWEA, while the norm growth for this age is 6.6.	Students have progressed significantly in the area of functions and relationships when compared to the norm group.
			159 8th grade students	In math, students grew an average of 9 RIT scale points on the NWEA, while the norm growth for this age is 6.7.	Students have progressed significantly in the area of functions and relationships when compared to the norm group.
			180 9th grade students	In math, students grew an average of 10 RIT scale points on the NWEA, while the norm growth for this age is 7.6.	Students have progressed significantly in the area of functions and relationships when compared to the norm group.
			128 10th grade students	In math, students grew an average of 8 RIT scale points on the NWEA, while the norm growth for this age is 7.4.	Students have progressed significantly in the area of functions and relationships when compared to the norm group.
			108 11th grade students	In math, students grew an average of 4 RIT scale points on the NWEA, while the norm growth for this age is not available.	Students have progressed significantly in the area of functions and relationships when compared to the norm group.

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(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Pelican	\$3,122	Classroom aide with focus on State Performance Standards and test taking skills.	16 students	Of 16 students, the average reading score on the CAT-5 increased 1.9 points, the average language score increased 6.2 points, and the average math score decreased 2.9 points.	50% showed improvement in reading, 69% showed improvement in language, and 56% showed improvement in math.
			4 students	On the State Benchmarks, students 1 and 2 demonstrated proficiency in all 3 Performance Standards. Student 3 demonstrated proficiency in writing. Student 4 demonstrated proficiency in reading and writing.	There was no early assessment.
			3 students	One student passed the math portion of the HSGQE who had not passed it previously. No additional students passed the writing portion.	The average math score on the HSGQE increased by 56 points. The average reading score of non-passing students increased by 26 points.
Petersburg	\$49,850	After school tutoring in math	15 students	13 students (87%) passed the HSGQE who had not passed it before.	
		Summer school	45 students	37 students (82%) passed the summer school classes, while 8 students (18%) dropped out.	
		Classroom aide in primary class to work with small groups in reading	24 students	Students gained an average of .8 on the Gates-MacGinitie test.	
Pribilof Island	\$15,674	Certified teacher providing after school hours tutoring.	4 3rd grade students; 7 4th grade students; 4 6th grade students; 8 7th/8th grade students; 12 9th-12th grade students		Student attendance was not consistent. There were no significant changes in the final quarter grades. As a result PISD eliminated the program for the 2001-2002 school year and have extended the school day for all students.

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(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

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District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
St. Mary's	\$13,091	Professional development in reading and writing methods for certified staff.	All district students		All staff participated; as a result completed 2 school wide Standards-based units focusing on school climate and careers.
		Ongoing site study group to discuss basic skills development strategies.	All district students		Staff reported improved collaboration and cohesiveness toward a common goal.
		Staff travel to attend Accelerated Reading regional inservice.	All district students		Reading specialist attended inservice with LYSD in Mt. Village. Information shared with staff will help all teachers implement this program better.
		Purchase of Accelerated Reading materials to expand current collection.	All district students		Library circulation has increased significantly this past school year which staff attributes to the AR program.
Sitka	\$120,644	Summer School	151 students	All students maintained, and most gained, especially in math.	
		Professional development in Standards and assessments, interactive reading and writing, technology training, science inquiry training, learning processes in early childhood education.	475 students	At the 3rd grade Benchmarks, there was a gain of 7%, 11%, and 7% of advanced/proficient students in reading, writing, and math respectively. At the 6th grade Benchmark, there was an gain of 2%, 5%, and -1% of advanced/proficient students in reading, writing, and math respectively. At the 8th grade Benchmark, there was an gain of 4%, 8%, and 14% of advanced/proficient students in reading, writing, and math respectively.	
		High School reading program	121 students	10% increase in passing rate on HSGQE Reading Exam.	
Skagway	\$11,259	Summer school	30 K-8th grade students	The kindergarten students who are in the first grade now are the top readers in their level and are also doing well in math.	

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District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Skagway cont'd		After school tutoring	131 students	In the second grade students gained an average of .22 reading grade levels. In the third grade, students gained an average of .307 reading grade levels. In the fourth grade, students gained an average of .32 reading grade levels. In the fifth grade, students gained an average of .17 reading grade levels. In the sixth grade, students gained an average of .18 reading grade levels.	
		Tutoring class aimed at students not passing the HSGQE	6 students	4 of 6 students (67%) passed the HSGQE on retakes.	
Southeast Island	\$25,906	Personal Objective Plans for students	All district students	100% of students completed at least one POP.	All students demonstrated growth towards mastery of objectives.
		Training for staff on Multiple Intelligences and effective tutoring strategies	47 students	On the HSGQE, 3 additional students passed the math portion, 5 additional students passed the reading portion, and 6 additional students passed the writing portion.	
		"Skills" classes for students			
		Curriculum alignment to Life Assets and Work Skills (LAWS) curriculum spectrum.	114 students in reading, 99 students in writing, and 149 students in math.	In reading, students advanced 31 levels. In writing, students advanced 14 levels. In math, students advanced 132 levels.	
Southwest Region	\$72,762	One to One Reading	100% of the students targeted.	Because of the time involved to administer the Ekwall Reading Inventory test, it is only administered once a year. This was the year for collecting the baseline data.	Star Reading Inventory will be purchased that will assess students progress in reading which will allow teachers and administrators to chart progress in reading more than once a year.
		Fast Forward	All students at New Stuyahok and Togiak's 5th and 6th grade students.	No significant changes in student achievement.	New Stuyahok students were the control group and Togiak was the experimental group. There was not a significant increase in scores for the students of New Stuyahok, so it was decided not to purchase the program to implement district wide.

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District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Southwest Region cont'd		Spencer Kaggan Cooperative Learning Workshop	100% of the student population.		100% of the teaching staff implemented one new teaching strategy per month utilizing cooperative learning activities.
		Full time reading specialist at Manokotak School	144 students K-12	Because of the time involved to administer the Ekwall Reading Inventory test, it is only administered once a year. This was the year for collecting the baseline data.	
Tanana	\$8,220	Reading tutor	14 students	Reading grade score vs. actual grade placement improved by 13% of one grade level.	
		Alternative small group instruction	5 students	60% improvement rate of successful course completion, school behavior adaptation, and attendance.	
Unalaska	\$28,327	Curriculum coordinator	320 students		New reading, writing and math curriculum is being designed to aid students, parents, and teachers in meeting the diverse needs and expectations of the students. Our Standards-based curriculum will be aligned with district and State assessment.
Valdez	\$63,640	Curriculum alignment	438 students K-6	On the Gates MacGinitie Test, students in grades 1-6 gained an average of .83 grade levels, with a range of .31 to 1.29. On the CAT-5 Test, students in 3 of 4 grades achieved at least a 10% gain in total class scores. 1 grade scored 9 percentile points lower this year than last. Both 2000 and 2001 scores are higher than the 1999 Total Reading Score. On the Benchmarks, 3rd and 6th grade students achieved 72% and 71% proficiency in reading. 51% and 86% proficiency in writing, and 69% proficiency in math.	
		Tutoring support			
		Academic assistance in reading			
		Testing materials			

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Wrangell	\$35,329	Curriculum Standards Alignment	488 students		This group, the Standards/Portfolio Committee, directs inservice for the entire district.
		Night School	Students in grades 6-12	Students worked independently with night school tutor in the subjects of math, language arts. Attendance was good.	Improved grades of individual students. It is believed that students will also improve scores on the Benchmarks. Students are not required to attend, so 100% of students who participated did so voluntarily.
		Summer school	43 students	Students worked with teachers in groups not larger than four where they learned to produce a better product and to peer tutor.	Global improvement was seen.
		College courses for staff members on the writing process	120 students	Teachers are better trained in the writing process and transferred what they learned to their classrooms.	Global improvement was seen.
		ARCTIC training for staff	60 students	Teachers improved skills in methods and technology and transferred what they learned to their classrooms.	
		Geography Bee	105 students	Students went to the State Competition.	It was an honor for students to score high enough to be selected for state competition and it set a good example for other students.
		Spelling Bee	105 students	Students went to the State Competition.	
		Purchased parts of the SRA Corrective Reading Program.	488 students	Students are individually assessed on an on-going basis.	Teachers saw improvement in reading scores.
		Membership to Alaska Staff Development Network and registration for teacher training.	488 students		Better trained teachers in the classrooms.
Yakutat	\$11,638	After school tutoring	20 students	On the State Benchmark, 2 additional students scored proficient in reading, 1 student had a negative gain in writing, and 5 additional students scored proficient in math. On the San Diego Quick exam, the average level of students increased by one grade level.	
		Classroom aide	23 students	35% of students passed math who had not passed before and 29% passed writing who had not passed before.	

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
Yukon Flats	\$38,528	Fort Yukon summer school	21 students	Students achieved a 2.9 mean percentage gain in language arts and a 5.75 mean percentage gain in math.	
		Arctic Village summer school	16 students	Students achieved a 6.82 mean standard score gain in reading and a 14.40 mean standard score gain in math.	
Yukon-Koyukuk	\$51,295	Quality Schools Math Consultants provided professional development for teachers with a follow-up visit at each site to work directly with the teachers' students. This provided on-site staff development for individual teachers with the students they instruct. Multi-grade and cross curricular instructional application for the teachers in their own classrooms was provided by the two Quality Schools Consultants. Accelerated Math program and materials purchased for each site to help individualize student learning for those at risk of failing the State Benchmarks.	160 students K-6	Increase of 7.2 percentile points from the 2000 school year in math.	
			102 students grades 7-12	Increase of 6.8 percentile points from the 2000 school year in math.	
			262 students K-12	District wide math scores increased 7.1 percentile points from the 2000 school year.	
			44 students grades 10-12	7% of the students, or 3 out of 44 students, passed the math section of the HSGQE; whereas, only 1 had passed the previous year. Of the 44 students, 15 had taken the exam and on an average those students retaking the exam increased their math score by 32.8 points, with one student passing.	
		Itinerant reading specialist purchased materials to use while traveling to sites to provide support for teachers and students in reading.	89 students K-3	Increase of 2.1 percentile points from the 2000 school year in reading.	
Yupik	\$38,084	Individualized instruction using SuccessMaker Educational software. The intervention took place during school hours in Tuluksak, after school hours in Akiachak and Akiak, and during summer school at all 3 sites.	222 students grades K-8 with 5 in high school	For students who participated on a regular basis, gains of 1/2 year and more were recorded.	Gains made by students were minimal due to several factors; (1) for several students after school and summer school attendance was sporadic, (2) the district had many difficulties with the Internet connectivity and the programs were not always available for students use, and (3) students had little time with the intervention.

Response to AS 14.03.078 Report

(7) A description of intervention efforts by each school district and school for students who are not meeting state education performance standards.

QUALITY SCHOOLS GRANT REPORT 2000 - 2001 AS REPORTED BY ALASKA SCHOOL DISTRICTS					
District	Grant Funds	Intervention Strategies			Comments
		Strategy	No. of Students	Results/Evidence	
ACS	\$88,875	Summer school math courses	150 students	60% of active students completed the course and received high school credit.	
		Identification of students needing additional HSGQE skills practice	2,500 students	Enrollment in summer school courses focused on HSGQE skills. Skills increased by 25%.	
		Establishment of regional test centers	800 students	Participation of eligible students increased by 15%.	
		School wide tracking process	800 students		Developed unified tracking system for Benchmark progress.
Mt. Edgecumbe	\$23,139	Summer school	120 students	Repeat test takers scored better the second time by an average of 26.68 points on the reading portion of the HSGQE. 82% of repeat test takers improved their scores.	
		Developed ILP's and IIRP's	40 students	Repeat test takers improved their writing scores by an average of 22.27 points on the HSGQE. 70% of these test takers improved their performance.	
		All math staff trained in Carnegie Learning program	240 students	Repeat test takers improved their math scores by an average of 26.19 points during the second round of the HSGQE. 86% of these test takers improved their performance.	
		Select teachers specializing in reading and content areas (math/science/English)	80 students	Repeat test takers scored better by an average of 26.68 points on the reading portion of the HSGQE. 82% of repeat test takers improved their scores during round 2.	
		MEHS contracts with UAS to provide literacy building as well as elective courses	100 students per day	Repeat test takers improved their writing scores by an average of 22.27 points on the HSGQE. 70% of these test takers improved their performance.	This helps keep motivation up and class size down.
		Literacy building courses designed to develop reading, writing, and math skills	60 students	Repeat test takers scored better the second time by an average of 26.68 points on the reading portion of the HSGQE. 82% of repeat test takers improved their scores.	
Total	\$9,549,534				

Response to AS 14.03.078 (8)
**The number and percentage of turnover in certificated personnel
and superintendents**

Information regarding turnover in certificated personnel and superintendents is contained in the following two documents:

Document 1- Is a report of turnover of personnel for the 2001/2002 school year reported by school district.

Document 2- Is a report of turnover of personnel for the 2001/2002 school year reported by school.

Both reports are based on audited data supplied by districts. Both documents report turnover by the following categories (groups): Administration, Program, Superintendent, Support, and Teacher. **Document 3** indicates the jobs included under each category.

Document 1

Alaska Department of Education and Early Development Office of Data Management

Turnover in Certificated Personnel in Alaskan School Districts for the 2001-2002 School Year Based on Self-Reported District Data

District	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Alaska Gateway Schools	2	0	0.0%	3	3	100.0%	1	0	0.0%	1	0	0.0%	33	5	15.2%
Aleutian Region Schools	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	6	2	33.3%
Aleutians East Borough Schools	2	2	100.0%	2	1	50.0%	1	0	0.0%	1	1	100.0%	38	12	31.6%
Alyeska Central School	0	0	N/A	2	0	0.0%	0	0	N/A	1	1	100.0%	20	3	15.0%
Anchorage Schools	131	22	16.8%	46	9	19.6%	1	0	0.0%	391	48	12.3%	2863	346	12.1%
Annette Island Schools	2	2	100.0%	0	0	N/A	1	1	100.0%	2	0	0.0%	27	10	37.0%
Bering Strait Schools	22	8	36.4%	6	2	33.3%	1	0	0.0%	11	3	27.3%	171	51	29.8%
Bristol Bay Borough Schools	1	0	0.0%	0	0	N/A	1	0	0.0%	2	0	0.0%	22	1	4.5%
Chatham Schools	2	1	50.0%	1	0	0.0%	1	0	0.0%	1	0	0.0%	23	2	8.7%
Chugach Schools	1	0	0.0%	1	0	0.0%	1	0	0.0%	0	0	N/A	14	5	35.7%
Copper River Schools	5	0	0.0%	2	0	0.0%	1	0	0.0%	4	2	50.0%	43	5	11.6%
Cordova City Schools	3	2	66.7%	2	0	0.0%	1	1	100.0%	1	0	0.0%	35	6	17.1%
Craig City Schools	3	1	33.3%	3	2	66.7%	1	0	0.0%	3	0	0.0%	35	9	25.7%
Delta/Greely Schools	1	0	0.0%	1	1	100.0%	0	0	N/A	1	0	0.0%	42	5	11.9%
Denali Borough Schools	2	1	50.0%	3	1	33.3%	1	0	0.0%	1	0	0.0%	27	7	25.9%
Dillingham City Schools	3	2	66.7%	1	1	100.0%	1	0	0.0%	4	0	0.0%	42	11	26.2%
Fairbanks North Star Borough Schools	66	25	37.9%	31	22	71.0%	1	0	0.0%	132	52	39.4%	911	106	11.6%
Galena City Schools	7	1	14.3%	3	3	100.0%	1	0	0.0%	9	3	33.3%	63	14	22.2%
Haines Borough Schools	2	0	0.0%	1	0	0.0%	1	0	0.0%	2	0	0.0%	30	3	10.0%
Hoonah City Schools	2	1	50.0%	2	1	50.0%	1	1	100.0%	0	0	N/A	23	2	8.7%
Hydaburg City Schools	1	0	0.0%	1	1	100.0%	1	0	0.0%	0	0	N/A	11	6	54.5%
Iditarod Area Schools	3	2	66.7%	5	2	40.0%	1	1	100.0%	3	0	0.0%	31	13	41.9%
Juneau Borough Schools	14	6	42.9%	6	3	50.0%	1	0	0.0%	12	1	8.3%	349	44	12.6%
Kake City Schools	1	0	0.0%	0	0	N/A	1	0	0.0%	0	0	N/A	14	1	7.1%
Kashunamiut Schools	1	1	100.0%	3	1	33.3%	1	0	0.0%	0	0	N/A	25	7	28.0%
Kenai Peninsula Borough Schools	39	5	12.8%	17	5	29.4%	1	0	0.0%	77	13	16.9%	635	60	9.4%
Ketchikan Gateway Borough Schools	8	3	37.5%	4	0	0.0%	1	0	0.0%	11	3	27.3%	143	14	9.8%
Klawock City Schools	1	1	100.0%	0	0	N/A	1	1	100.0%	1	0	0.0%	17	4	23.5%
Kodiak Island Borough Schools	10	4	40.0%	8	8	100.0%	1	0	0.0%	22	11	50.0%	193	30	15.5%
Kuspuk Schools	4	3	75.0%	1	1	100.0%	1	1	100.0%	1	1	100.0%	47	18	38.3%
Lake & Peninsula Borough Schools	4	2	50.0%	2	1	50.0%	1	1	100.0%	7	2	28.6%	51	20	39.2%
Lower Kuskokwim Schools	32	7	21.9%	6	2	33.3%	1	0	0.0%	16	4	25.0%	279	63	22.6%

Turnover in Certificated Personnel in Alaskan School Districts for the 2001-2002 School Year
Based on Self-Reported District Data

District	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Lower Yukon Schools	15	9	60.0%	7	4	57.1%	1	1	100.0%	12	3	25.0%	139	43	30.9%
Matanuska-Susitna Borough Schools	42	7	16.7%	11	6	54.5%	1	0	0.0%	115	16	13.9%	787	92	11.7%
Mt. Edgecumbe High School	2	2	100.0%	1	1	100.0%	1	1	100.0%	2	1	50.0%	14	2	14.3%
Nenana City Schools	4	2	50.0%	0	0	N/A	2	1	50.0%	3	0	0.0%	34	10	29.4%
Nome City Schools	4	2	50.0%	2	1	50.0%	1	1	100.0%	3	0	0.0%	51	13	25.5%
North Slope Borough Schools	17	5	29.4%	5	4	80.0%	0	0	N/A	18	11	61.1%	194	56	28.9%
Northwest Arctic Borough Schools	16	6	37.5%	8	5	62.5%	0	0	N/A	10	3	30.0%	166	48	28.9%
Pelican City Schools	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	3	2	66.7%
Petersburg City Schools	2	1	50.0%	1	0	0.0%	1	0	0.0%	6	0	0.0%	48	2	4.2%
Pribilof Schools	0	0	N/A	1	1	100.0%	0	0	N/A	1	1	100.0%	13	8	61.5%
Saint Mary's Schools	0	0	N/A	0	0	N/A	1	0	0.0%	0	0	N/A	14	2	14.3%
Sitka Borough Schools	7	4	57.1%	0	0	N/A	1	1	100.0%	9	1	11.1%	105	4	3.8%
Skagway City Schools	1	1	100.0%	1	1	100.0%	1	1	100.0%	1	0	0.0%	14	5	35.7%
Southeast Island Schools	1	0	0.0%	0	0	N/A	1	0	0.0%	0	0	N/A	24	8	33.3%
Southwest Region Schools	8	5	62.5%	7	2	28.6%	0	0	N/A	10	5	50.0%	66	27	40.9%
Tanana Schools	0	0	N/A	1	0	0.0%	1	1	100.0%	0	0	N/A	8	6	75.0%
Unalaska City Schools	3	1	33.3%	0	0	N/A	1	0	0.0%	3	0	0.0%	30	4	13.3%
Valdez City Schools	3	0	0.0%	2	0	0.0%	1	0	0.0%	4	0	0.0%	60	4	6.7%
Wrangell City Schools	2	0	0.0%	0	0	N/A	1	0	0.0%	2	0	0.0%	32	1	3.1%
Yakutat City Schools	1	0	0.0%	0	0	N/A	1	0	0.0%	1	1	100.0%	19	8	42.1%
Yukon Flats Schools	4	4	100.0%	3	2	66.7%	1	0	0.0%	2	0	0.0%	35	7	20.0%
Yukon/Koyukuk Schools	5	2	40.0%	5	1	20.0%	1	0	0.0%	8	3	37.5%	50	21	42.0%
Yupit Schools	4	0	0.0%	3	1	33.3%	1	0	0.0%	3	2	66.7%	37	13	35.1%
Statewide Totals:	517	153	29.6%	221	99	44.8%	48	14	29.2%	930	192	20.6%	8206	1271	15.5%

Notes:

1. This report is based on self-reported survey data collected October 1, 2001.
2. N/A is used in the turnover column when no staff were reported in the related job group (the total count for that job group equals 0).
3. Turnover is defined, for this report, as New Hires (defined as individuals who are currently working in the indicated job group in the indicated district who did not work in the same job group and district the previous year) / Total Count (defined as the count of individuals currently working in the job group in the

Document 2

Alaska Department of Education and Early Development
Office of Data Management

Turnover in Certificated Personnel in Alaskan Public Schools for the 2001-02 School Year

Based on Self-Reported District Data

District	School Name	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
		Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Alaska Gateway	Alaska Gateway School District Office	0	0	N/A	1	1	100.0%	1	0	0.0%	1	0	0.0%	4	1	25.0%
Alaska Gateway	Alaska Gateway Corresp./Alt.	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Alaska Gateway	Dot Lake School	0	0	N/A	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A
Alaska Gateway	Eagle Community School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Alaska Gateway	Mentasta Lake School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	0	0.0%
Alaska Gateway	Tanacross School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Alaska Gateway	Tetlin School	0	0	N/A	1	1	100.0%	0	0	N/A	0	0	N/A	3	2	66.7%
Alaska Gateway	Tok School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	15	1	6.7%
Alaska Gateway	Walter Northway School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	2	40.0%
Aleutian Region	Aleutian Region School District Office	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Aleutian Region	Adak School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	3	100.0%
Aleutian Region	Nikolski School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Aleutian Region	Yakov E. Netsvetov School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Aleutians East	Aleutians East Borough School District Office	0	0	N/A	1	1	100.0%	1	0	0.0%	1	1	100.0%	0	0	N/A
Aleutians East	Akutan School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Aleutians East	Cold Bay School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Aleutians East	False Pass School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Aleutians East	King Cove School	1	1	100.0%	1	0	0.0%	0	0	N/A	0	0	N/A	15	4	26.7%
Aleutians East	Nelson Lagoon School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Aleutians East	Sand Point School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	15	5	33.3%
Alyeska Central	Alyeska Central School	0	0	N/A	2	0	0.0%	0	0	N/A	1	1	100.0%	20	3	15.0%
Anchorage	Anchorage School District Office	10	4	40.0%	42	11	26.2%	1	0	0.0%	51	38	74.5%	53	24	45.3%
Anchorage	Abbott Loop Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	25	6	24.0%
Anchorage	Airport Heights Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	17	2	11.8%
Anchorage	Alpenglow Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	31	5	16.1%
Anchorage	Alternative Career Education	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%	9	2	22.2%
Anchorage	Aquarian Charter School	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%	13	4	30.8%
Anchorage	Aurora Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	20	3	15.0%
Anchorage	Avail School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	0	0.0%
Anchorage	Bartlett High School	5	3	60.0%	0	0	N/A	0	0	N/A	8	1	12.5%	95	12	12.6%
Anchorage	Baxter Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	27	6	22.2%
Anchorage	Bayshore Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	2	66.7%	27	5	18.5%
Anchorage	Bear Valley Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	24	2	8.3%

Turnover in Certificated Personnel in Alaskan Public Schools for the 2001-02 School Year

Based on Self-Reported District Data

District	School Name	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
		Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Anchorage	Benson Secondary/S.E.A.R.C.H.	1	1	100.0%	0	0	N/A	0	0	N/A	2	0	0.0%	17	2	11.8%
Anchorage	Birchwood ABC Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	23	2	8.7%
Anchorage	Booth Memorial Home	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	1	33.3%
Anchorage	Bowman Elementary	2	2	100.0%	0	0	N/A	0	0	N/A	5	2	40.0%	33	2	6.1%
Anchorage	Campbell Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	2	0	0.0%	26	4	15.4%
Anchorage	Central Middle School of Science	2	0	0.0%	0	0	N/A	0	0	N/A	4	0	0.0%	43	8	18.6%
Anchorage	Charter North Hospital	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Anchorage	Chester Valley Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	18	5	27.8%
Anchorage	Chinook Elementary	2	1	50.0%	0	0	N/A	0	0	N/A	2	0	0.0%	29	2	6.9%
Anchorage	Chugach Optional Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	13	3	23.1%
Anchorage	Chugiak Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	28	8	28.6%
Anchorage	Chugiak High School	5	1	20.0%	0	0	N/A	0	0	N/A	5	1	20.0%	93	5	5.4%
Anchorage	Clark Middle School	2	0	0.0%	0	0	N/A	0	0	N/A	4	1	25.0%	64	13	20.3%
Anchorage	College Gate Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	27	2	7.4%
Anchorage	Creekside Park Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	3	2	66.7%	29	9	31.0%
Anchorage	Denali Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	0	0.0%	30	5	16.7%
Anchorage	Dimond High School	5	0	0.0%	0	0	N/A	0	0	N/A	10	0	0.0%	106	12	11.3%
Anchorage	Eagle River Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	0	0.0%	24	2	8.3%
Anchorage	East High School	5	1	20.0%	1	1	100.0%	0	0	N/A	8	1	12.5%	104	19	18.3%
Anchorage	Fairview Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	33	9	27.3%
Anchorage	Family Partnership Charter School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	0	0.0%
Anchorage	Fire Lake Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	18	2	11.1%
Anchorage	Girdwood School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	11	1	9.1%
Anchorage	Gladys Wood Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	2	100.0%	26	4	15.4%
Anchorage	Goldenview Middle School	2	0	0.0%	0	0	N/A	0	0	N/A	6	1	16.7%	52	11	21.2%
Anchorage	Government Hill Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	1	25.0%	24	4	16.7%
Anchorage	Gruening Middle School	2	0	0.0%	0	0	N/A	0	0	N/A	4	0	0.0%	37	9	24.3%
Anchorage	Hanshaw Middle School	2	1	50.0%	0	0	N/A	0	0	N/A	6	0	0.0%	56	11	19.6%
Anchorage	Homestead Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	22	3	13.6%
Anchorage	Huffman Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	25	2	8.0%
Anchorage	Inlet View Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	2	1	50.0%	17	3	17.6%
Anchorage	Jesse Lee Home	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Anchorage	Kasuun Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	3	0	0.0%	29	7	24.1%
Anchorage	Kincaid Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	28	5	17.9%
Anchorage	King Career Center	2	1	50.0%	0	0	N/A	0	0	N/A	3	0	0.0%	37	4	10.8%
Anchorage	Klatt Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	1	25.0%	24	4	16.7%
Anchorage	Lake Hood Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	27	6	22.2%

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Anchorage	Lake Otis Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	25	2	8.0%
Anchorage	Maplewood Group Home	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Anchorage	McKinley Heights	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Anchorage	McLaughlin Youth Center	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	18	4	22.2%
Anchorage	Mears Middle School	2	1	50.0%	0	0	N/A	0	0	N/A	5	2	40.0%	58	9	15.5%
Anchorage	Mirror Lake Middle School	2	1	50.0%	0	0	N/A	0	0	N/A	4	0	0.0%	39	6	15.4%
Anchorage	Mountain View Elementary	2	2	100.0%	0	0	N/A	0	0	N/A	3	0	0.0%	31	15	48.4%
Anchorage	Mt. Iliamna Elementary	1	0	0.0%	2	0	0.0%	0	0	N/A	9	1	11.1%	20	1	5.0%
Anchorage	Mt. Spurr Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	2	0	0.0%	13	3	23.1%
Anchorage	Muldoon Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	3	0	0.0%	31	9	29.0%
Anchorage	North Star Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	41	11	26.8%
Anchorage	North Star Hospital	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Anchorage	Northern Lights ABC K-8 School	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	28	5	17.9%
Anchorage	Northwood Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	3	1	33.3%	20	4	20.0%
Anchorage	Nunaka Valley Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	18	7	38.9%
Anchorage	Ocean View Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	28	7	25.0%
Anchorage	O'Malley Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	23	3	13.0%
Anchorage	Orion Elementary School	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	20	4	20.0%
Anchorage	Polaris K-12 School	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	26	3	11.5%
Anchorage	Providence Heights	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Anchorage	Plarmigan Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	27	6	22.2%
Anchorage	Rabbit Creek Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	22	5	22.7%
Anchorage	Ravenwood Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	22	7	31.8%
Anchorage	Rogers Park Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	30	8	26.7%
Anchorage	Romig Middle School	2	1	50.0%	0	0	N/A	0	0	N/A	5	1	20.0%	52	6	11.5%
Anchorage	Russian Jack Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	5	2	40.0%	30	6	20.0%
Anchorage	S.A.V.E. High School	1	1	100.0%	0	0	N/A	0	0	N/A	2	0	0.0%	13	2	15.4%
Anchorage	Sand Lake Elementary	2	1	50.0%	0	0	N/A	0	0	N/A	2	0	0.0%	30	10	33.3%
Anchorage	Scenic Park Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	2	66.7%	27	3	11.1%
Anchorage	Service High School	5	2	40.0%	0	0	N/A	0	0	N/A	6	2	33.3%	111	22	19.8%
Anchorage	Spring Hill Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	24	6	25.0%
Anchorage	Steller Secondary School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	15	2	13.3%
Anchorage	Susitna Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	30	6	20.0%
Anchorage	Taku Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	1	50.0%	26	10	38.5%
Anchorage	Trailside Elementary	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%	27	5	18.5%
Anchorage	Tudor Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	32	16	50.0%
Anchorage	Turnagain Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	0	0.0%	21	4	19.0%

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Anchorage	Ursa Major Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	0	0.0%	28	5	17.9%
Anchorage	Ursa Minor Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	14	4	28.6%
Anchorage	Village Charter School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	6	4	66.7%
Anchorage	Wendler Middle School	2	1	50.0%	0	0	N/A	0	0	N/A	7	3	42.9%	61	15	24.6%
Anchorage	West High School	5	2	40.0%	0	0	N/A	0	0	N/A	6	1	16.7%	88	15	17.0%
Anchorage	Whaley Center	2	1	50.0%	1	1	100.0%	0	0	N/A	68	13	19.1%	29	11	37.9%
Anchorage	William Tyson Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	5	2	40.0%	31	9	29.0%
Anchorage	Williwaw Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	5	2	40.0%	35	8	22.9%
Anchorage	Willow Crest Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	0	0.0%	33	6	18.2%
Anchorage	Wonder Park Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	31	4	12.9%
Annette Island	Annette Island School District Office	0	0	N/A	0	0	N/A	1	1	100.0%	0	0	N/A	0	0	N/A
Annette Island	Leask Middle School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	5	4	80.0%
Annette Island	Metlakatla High School	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	9	2	22.2%
Annette Island	Richard Johnson Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	13	6	46.2%
Bering Strait	Bering Strait School District Office	3	1	33.3%	6	2	33.3%	1	0	0.0%	3	2	66.7%	9	4	44.4%
Bering Strait	Aniguiin School	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	9	3	33.3%
Bering Strait	Anthony A. Andrews School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	11	5	45.5%
Bering Strait	Brevig Mission School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	9	0	0.0%
Bering Strait	Diomedes School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	6	4	66.7%
Bering Strait	Gambell School District Office	2	2	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	14	9	64.3%
Bering Strait	Hogarth Kingeekuk Memorial H.S.	2	1	50.0%	0	0	N/A	0	0	N/A	1	0	0.0%	16	8	50.0%
Bering Strait	James C. Isabell School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	8	1	12.5%
Bering Strait	Koyuk-Malemute School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	9	4	44.4%
Bering Strait	Martin L. Olson School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	6	2	33.3%
Bering Strait	Shaktolik School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	9	2	22.2%
Bering Strait	Shishmaref School	1	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	16	3	18.8%
Bering Strait	Tukumgalinguq School	2	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	17	3	17.6%
Bering Strait	Unalakleet School District Office	2	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	18	6	33.3%
Bering Strait	Wales School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	4	57.1%
Bering Strait	White Mountain School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	2	28.6%
Bristol Bay	Bristol Bay Borough School District Office	0	0	N/A	0	0	N/A	1	0	0.0%	2	0	0.0%	0	0	N/A
Bristol Bay	Bristol Bay High School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	12	1	8.3%
Bristol Bay	Naknek Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	8	0	0.0%
Bristol Bay	South Naknek Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Chatham	Chatham School District Office	1	0	0.0%	1	0	0.0%	1	0	0.0%	0	0	N/A	2	2	100.0%
Chatham	Angoon School	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	12	1	8.3%
Chatham	Cube Cove School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%

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Chatham	Gustavus School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	5	1	20.0%
Chatham	Klukwan School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Chatham	Tenakee Springs School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Chugach	Chugach School District Office	1	0	0.0%	1	0	0.0%	1	0	0.0%	0	0	N/A	3	0	0.0%
Chugach	Chenega Bay School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	3	100.0%
Chugach	Chugach Extension Corresp.	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Chugach	Tatitlek Community School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	2	66.7%
Chugach	Whittier Community School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Copper River	Copper River School District Office	3	0	0.0%	2	0	0.0%	1	0	0.0%	4	2	50.0%	2	0	0.0%
Copper River	Chistochina School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Copper River	Copper Center School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	5	1	20.0%
Copper River	Copper River Corresp.	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Copper River	Gakona Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Copper River	Glennallen Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	8	1	12.5%
Copper River	Glennallen Jr/Sr High School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	15	3	20.0%
Copper River	Kenny Lake School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	9	0	0.0%
Copper River	Lottie Sparks Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Copper River	Slana School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Cordova	Cordova City School District Office	1	1	100.0%	0	0	N/A	1	1	100.0%	0	0	N/A	0	0	N/A
Cordova	Cordova Jr/Sr High School	1	1	100.0%	1	0	0.0%	0	0	N/A	1	0	0.0%	18	5	27.8%
Cordova	Mt. Eccles Elementary	1	0	0.0%	1	0	0.0%	0	0	N/A	0	0	N/A	17	1	5.9%
Craig	Craig City School District Office	0	0	N/A	1	0	0.0%	1	0	0.0%	0	0	N/A	1	1	100.0%
Craig	Craig Correspondence	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Craig	Craig Elementary	1	0	0.0%	1	1	100.0%	0	0	N/A	1	0	0.0%	13	3	23.1%
Craig	Craig High School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	9	1	11.1%
Craig	Craig Middle School	1	1	100.0%	0	0	N/A	0	0	N/A	1	1	100.0%	8	8	100.0%
Craig	PACE Charter	0	0	N/A	1	1	100.0%	0	0	N/A	0	0	N/A	4	4	100.0%
Delta/Greely	Delta/Greely School District Office	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Delta/Greely	Delta Charter Cyber School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	7	0	0.0%
Delta/Greely	Delta Greely Corresp./Alt.	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	1	33.3%
Delta/Greely	Delta Junction Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	16	4	25.0%
Delta/Greely	Delta Junction Jr/Sr High School	0	0	N/A	1	1	100.0%	0	0	N/A	1	0	0.0%	15	3	20.0%
Delta/Greely	Healy Lake School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Denali	Denali Borough School District Office	0	0	N/A	1	0	0.0%	1	0	0.0%	1	0	0.0%	1	0	0.0%
Denali	Anderson School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	1	14.3%
Denali	Cantwell School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	1	33.3%
Denali	Tri-Valley School	1	0	0.0%	2	1	50.0%	0	0	N/A	0	0	N/A	16	5	31.3%

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Dillingham	Dillingham City School District Office	0	0	N/A	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Dillingham	Dillingham Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	23	8	34.8%
Dillingham	Dillingham Middle/High School	2	1	50.0%	1	1	100.0%	0	0	N/A	3	0	0.0%	19	3	15.8%
Fairbanks	Fairbanks North Star Borough School District Office	21	19	90.5%	24	15	62.5%	1	0	0.0%	14	7	50.0%	16	8	50.0%
Fairbanks	Alternative Learning Systems	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Fairbanks	Anderson Elementary	0	0	N/A	0	0	N/A	0	0	N/A	3	1	33.3%	23	2	8.7%
Fairbanks	Anne Wien Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	25	1	4.0%
Fairbanks	Arctic Light Elementary	2	1	50.0%	1	1	100.0%	0	0	N/A	3	1	33.3%	41	13	31.7%
Fairbanks	Badger Road Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	25	3	12.0%
Fairbanks	Barnette Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	27	2	7.4%
Fairbanks	Ben Eielson Jr/Sr High School	3	1	33.3%	0	0	N/A	0	0	N/A	5	2	40.0%	35	7	20.0%
Fairbanks	Chinook Charter School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	6	2	33.3%
Fairbanks	Crawford Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	28	6	21.4%
Fairbanks	Denali Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	25	1	4.0%
Fairbanks	Fairbanks Youth Facility	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	6	1	16.7%
Fairbanks	Guided Independent Study	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	3	1	33.3%
Fairbanks	Howard Luke Academy	2	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	10	1	10.0%
Fairbanks	Hunter Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	3	3	100.0%	27	7	25.9%
Fairbanks	Hutchison Career Center	1	0	0.0%	1	1	100.0%	0	0	N/A	2	1	50.0%	9	3	33.3%
Fairbanks	Joy Elementary	1	0	0.0%	1	1	100.0%	0	0	N/A	4	2	50.0%	25	4	16.0%
Fairbanks	Ladd Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	2	50.0%	27	4	14.8%
Fairbanks	Lathrop High School	3	0	0.0%	0	0	N/A	0	0	N/A	10	3	30.0%	78	17	21.8%
Fairbanks	New Beginnings Charter School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Fairbanks	Nordale Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	3	75.0%	24	1	4.2%
Fairbanks	North Pole Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	24	2	8.3%
Fairbanks	North Pole High School	3	0	0.0%	0	0	N/A	0	0	N/A	7	2	28.6%	52	10	19.2%
Fairbanks	North Pole Middle School	2	1	50.0%	1	1	100.0%	0	0	N/A	4	1	25.0%	45	16	35.6%
Fairbanks	Pearl Creek Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	28	2	7.1%
Fairbanks	Randy Smith Middle School	2	0	0.0%	1	1	100.0%	0	0	N/A	5	3	60.0%	29	4	13.8%
Fairbanks	Ryan Middle School	3	2	66.7%	1	1	100.0%	0	0	N/A	5	3	60.0%	38	6	15.8%
Fairbanks	Salcha Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	2	1	50.0%	4	0	0.0%
Fairbanks	Tanana Middle School	2	0	0.0%	1	1	100.0%	0	0	N/A	6	3	50.0%	35	10	28.6%
Fairbanks	Ticasuk Brown Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	2	50.0%	25	2	8.0%
Fairbanks	Two Rivers Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	9	1	11.1%
Fairbanks	University Park Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	6	3	50.0%	29	4	13.8%
Fairbanks	Weller Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	2	66.7%	29	6	20.7%
Fairbanks	West Valley High School	4	0	0.0%	0	0	N/A	0	0	N/A	9	3	33.3%	70	14	20.0%

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District	School Name	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
		Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Fairbanks	Woodriver Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	5	1	20.0%	28	2	7.1%
Galena	Galena City School District Office	2	1	50.0%	3	3	100.0%	1	0	0.0%	0	0	N/A	0	0	N/A
Galena	Galena Elementary	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%	12	4	33.3%
Galena	Galena Jr/Sr High School	2	2	100.0%	0	0	N/A	0	0	N/A	2	1	50.0%	11	6	54.5%
Galena	Interior Distance Education of AK (IDEA)	1	0	0.0%	0	0	N/A	0	0	N/A	4	3	75.0%	32	7	21.9%
Galena	Project Education Residential School	2	1	50.0%	0	0	N/A	0	0	N/A	2	2	100.0%	8	5	62.5%
Haines	Haines Borough School District Office	0	0	N/A	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Haines	Haines Correspondence	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Haines	Haines Elementary	1	0	0.0%	1	0	0.0%	0	0	N/A	0	0	N/A	14	1	7.1%
Haines	Haines High School	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	11	1	9.1%
Haines	Haines Junior High School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Haines	Mosquito Lake Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Hoonah	Hoonah City School District Office	0	0	N/A	1	1	100.0%	1	1	100.0%	0	0	N/A	0	0	N/A
Hoonah	Hoonah Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	10	0	0.0%
Hoonah	Hoonah Jr/Sr High School	1	0	0.0%	1	0	0.0%	0	0	N/A	0	0	N/A	13	2	15.4%
Hydaburg	Hydaburg City School District Office	1	0	0.0%	1	1	100.0%	1	0	0.0%	0	0	N/A	1	0	0.0%
Hydaburg	Hydaburg Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	6	5	83.3%
Hydaburg	Hydaburg Jr/Sr High School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Iditarod	Iditarod Area School District Office	1	1	100.0%	5	2	40.0%	1	1	100.0%	3	0	0.0%	1	0	0.0%
Iditarod	Blackwell School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Iditarod	David-Louis School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	4	80.0%
Iditarod	Distance Learning/Corresp. Ctr.	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Iditarod	Holy Cross School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	2	40.0%
Iditarod	Innoko River School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	2	50.0%
Iditarod	Lime Village School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Iditarod	McGrath School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	8	1	12.5%
Iditarod	Takotna School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	2	66.7%
Iditarod	Top of the Kuskokwim School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Juneau	Juneau Borough School District Office	3	3	100.0%	5	2	40.0%	1	0	0.0%	11	1	9.1%	9	4	44.4%
Juneau	Auke Bay Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	23	3	13.0%
Juneau	Dzantik'i Heeni Middle School	2	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	45	7	15.6%
Juneau	Floyd Dryden Middle School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	43	8	18.6%
Juneau	Gastineau Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	22	4	18.2%
Juneau	Glacier Valley Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	24	2	8.3%
Juneau	Harborview Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	32	4	12.5%
Juneau	Johnson Youth Center	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Juneau	Juneau Community Charter School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	0	0.0%

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Juneau	Juneau District Corresp. School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Juneau	Juneau-Douglas High School	3	1	33.3%	0	0	N/A	0	0	N/A	0	0	N/A	79	13	16.5%
Juneau	Mendenhall River School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	34	8	23.5%
Juneau	Riverbend Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	30	3	10.0%
Juneau	Yaakoosge Daakahidi Alt. H.S.	0	0	N/A	1	1	100.0%	0	0	N/A	0	0	N/A	5	2	40.0%
Kake	Kake City School District Office	1	0	0.0%	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Kake	Kake Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	7	0	0.0%
Kake	Kake High School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	7	1	14.3%
Kashunamiut	Kashunamiut School District Office	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A
Kashunamiut	Chevak School	1	1	100.0%	2	1	50.0%	1	0	0.0%	0	0	N/A	25	7	28.0%
Kenai Peninsula	Kenai Peninsula Borough School District Office	2	1	50.0%	5	1	20.0%	1	0	0.0%	25	8	32.0%	17	3	17.6%
Kenai Peninsula	Aurora Borealis Charter School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	5	0	0.0%
Kenai Peninsula	Chapman School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	14	1	7.1%
Kenai Peninsula	Connections	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Kenai Peninsula	Cooper Landing School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Kenai Peninsula	Fireweed Academy	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Kenai Peninsula	Homer Flex School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Kenai Peninsula	Homer High School	2	0	0.0%	1	0	0.0%	0	0	N/A	3	0	0.0%	32	0	0.0%
Kenai Peninsula	Homer Middle School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	16	3	18.8%
Kenai Peninsula	Hope School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Kenai Peninsula	Kachemak Selo School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	5	1	20.0%
Kenai Peninsula	Kalifornsky Beach Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	27	6	22.2%
Kenai Peninsula	Kenai Alternative High School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	1	20.0%
Kenai Peninsula	Kenai Central High School	2	1	50.0%	3	1	33.3%	0	0	N/A	4	0	0.0%	34	3	8.8%
Kenai Peninsula	Kenai Middle School	2	0	0.0%	1	1	100.0%	0	0	N/A	2	0	0.0%	30	5	16.7%
Kenai Peninsula	McNeil Canyon Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	10	0	0.0%
Kenai Peninsula	Moose Pass School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Kenai Peninsula	Mt. View Elementary	1	0	0.0%	1	0	0.0%	0	0	N/A	1	1	100.0%	23	1	4.3%
Kenai Peninsula	Nanwalek School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	0	0.0%
Kenai Peninsula	Nikiski Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	15	3	20.0%
Kenai Peninsula	Nikiski Middle/Senior High School	2	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	28	1	3.6%
Kenai Peninsula	Nikolaevsk School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	8	0	0.0%
Kenai Peninsula	Ninilchik School	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	13	0	0.0%
Kenai Peninsula	North Star Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	15	0	0.0%
Kenai Peninsula	Paul Banks Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	15	0	0.0%
Kenai Peninsula	Port Graham School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	1	33.3%
Kenai Peninsula	Razdolna School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	0	0.0%

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Kenai Peninsula	Redoubt Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	26	2	7.7%
Kenai Peninsula	Sears Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	20	0	0.0%
Kenai Peninsula	Seward Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	22	3	13.6%
Kenai Peninsula	Seward High School	1	0	0.0%	1	0	0.0%	0	0	N/A	2	0	0.0%	16	2	12.5%
Kenai Peninsula	Seward Middle School	1	1	100.0%	0	0	N/A	0	0	N/A	1	1	100.0%	11	11	100.0%
Kenai Peninsula	Skyview High School	3	1	33.3%	2	1	50.0%	0	0	N/A	3	0	0.0%	37	7	18.9%
Kenai Peninsula	Soldotna Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	5	2	40.0%	26	5	19.2%
Kenai Peninsula	Soldotna High School	2	0	0.0%	2	0	0.0%	0	0	N/A	3	0	0.0%	33	1	3.0%
Kenai Peninsula	Soldotna Middle School	2	0	0.0%	1	1	100.0%	0	0	N/A	3	0	0.0%	33	1	3.0%
Kenai Peninsula	Spring Creek School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	3	75.0%
Kenai Peninsula	Sterling Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	15	0	0.0%
Kenai Peninsula	Susan B English School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	2	28.6%
Kenai Peninsula	Tebughna School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	4	100.0%
Kenai Peninsula	Tustumena Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	16	2	12.5%
Kenai Peninsula	Voznesenska Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	10	3	30.0%
Kenai Peninsula	West Homer Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	19	1	5.3%
Ketchikan	Ketchikan Gateway Borough School District Office	0	0	N/A	2	0	0.0%	1	0	0.0%	2	1	50.0%	1	1	100.0%
Ketchikan	Houghtaling Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	1	50.0%	24	6	25.0%
Ketchikan	Ketchikan Charter School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	7	3	42.9%
Ketchikan	Ketchikan Correspondence	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Ketchikan	Ketchikan High School	2	1	50.0%	0	0	N/A	0	0	N/A	3	1	33.3%	37	5	13.5%
Ketchikan	Point Higgins School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	18	1	5.6%
Ketchikan	Revilla Jr/Sr High School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Ketchikan	Schoenbar Middle School	1	1	100.0%	1	0	0.0%	0	0	N/A	1	0	0.0%	23	4	17.4%
Ketchikan	Valley Park Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	13	2	15.4%
Ketchikan	White Cliff Elementary	1	1	100.0%	1	0	0.0%	0	0	N/A	2	0	0.0%	14	1	7.1%
Klawock	Klawock City School District Office	0	0	N/A	0	0	N/A	1	1	100.0%	1	0	0.0%	1	0	0.0%
Klawock	Klawock City School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	16	10	62.5%
Kodiak Island	Kodiak Island Borough School District Office	1	1	100.0%	6	6	100.0%	1	0	0.0%	11	6	54.5%	11	6	54.5%
Kodiak Island	Akhiok School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Kodiak Island	Chiniak School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Kodiak Island	Danger Bay School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Kodiak Island	East Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	1	50.0%	26	3	11.5%
Kodiak Island	Karluk School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Kodiak Island	Kodiak High School	3	3	100.0%	1	1	100.0%	0	0	N/A	4	2	50.0%	46	9	19.6%
Kodiak Island	Kodiak Island Corresp.	0	0	N/A	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A
Kodiak Island	Kodiak Middle School	2	1	50.0%	0	0	N/A	0	0	N/A	1	1	100.0%	25	4	16.0%

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Kodiak Island	Larsen Bay School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Kodiak Island	Main Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	19	2	10.5%
Kodiak Island	North Star Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	1	50.0%	21	3	14.3%
Kodiak Island	Old Harbor School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	7	2	28.6%
Kodiak Island	Ouzinkie School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	6	2	33.3%
Kodiak Island	Peterson Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	1	50.0%	19	3	15.8%
Kodiak Island	Port Lions School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	6	2	33.3%
Kuspuk	Kuspuk School District Office	1	1	100.0%	1	1	100.0%	1	1	100.0%	1	1	100.0%	2	0	0.0%
Kuspuk	Aniak High School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	2	28.6%
Kuspuk	Aniak Middle School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	1	33.3%
Kuspuk	Auntie Mary Nicoli Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	7	4	57.1%
Kuspuk	Crow Village Sam School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	4	2	50.0%
Kuspuk	George Morgan Jr/Sr H.S.	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	3	42.9%
Kuspuk	George Willis School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Kuspuk	Gusty Michael School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Kuspuk	Jack Egnaty Sr. School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Kuspuk	Johnnie John Sr. School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Kuspuk	Joseph S. & Olinga Gregory Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Kuspuk	Zackar Levi Elementary	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	6	4	66.7%
Lake & Peninsula	Lake & Peninsula Borough School District Office	0	0	N/A	2	1	50.0%	1	1	100.0%	4	1	25.0%	1	0	0.0%
Lake & Peninsula	Chignik Bay School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Lake & Peninsula	Chignik Lagoon School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	5	3	60.0%
Lake & Peninsula	Chignik Lake School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	4	3	75.0%
Lake & Peninsula	Dena'ina School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Lake & Peninsula	Egegik School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Lake & Peninsula	Igiugig School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Lake & Peninsula	Kokhanok School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	6	4	66.7%
Lake & Peninsula	Lake and Peninsula Corresp.	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Lake & Peninsula	Levelock School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	2	66.7%
Lake & Peninsula	Meshik School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	3	75.0%
Lake & Peninsula	Newhalen School	0	0	N/A	0	0	N/A	0	0	N/A	3	2	66.7%	7	0	0.0%
Lake & Peninsula	Nondalton School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	0	0.0%
Lake & Peninsula	Perryville School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	2	66.7%
Lake & Peninsula	Pilot Point School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Lake & Peninsula	Tanalian School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Lower Kuskokwim	Lower Kuskokwim School District Office	4	1	25.0%	6	2	33.3%	1	0	0.0%	13	3	23.1%	14	4	28.6%
Lower Kuskokwim	Akiuk School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	3	60.0%

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Based on Self-Reported District Data

District	School Name	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
		Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Lower Kuskokwim	Akula Elitnavuk School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	1	14.3%
Lower Kuskokwim	Anna Tobeluk School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	11	4	36.4%
Lower Kuskokwim	Arviq School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Lower Kuskokwim	Ayaprun Elitnavuk Yup'ik Immersion	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	13	2	15.4%
Lower Kuskokwim	Ayaprun School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	8	1	12.5%
Lower Kuskokwim	Bethel Alternative Boarding School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	3	60.0%
Lower Kuskokwim	Bethel Regional High School	2	2	100.0%	0	0	N/A	0	0	N/A	2	1	50.0%	30	8	26.7%
Lower Kuskokwim	Bethel Youth Facility	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	0	0.0%
Lower Kuskokwim	Chaptnguak School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	9	4	44.4%
Lower Kuskokwim	Chief Paul School	2	1	50.0%	0	0	N/A	0	0	N/A	0	0	N/A	15	2	13.3%
Lower Kuskokwim	Dick R Kiunya School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	8	2	25.0%
Lower Kuskokwim	Eek School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	0	0.0%
Lower Kuskokwim	Joann A. Alexie Memorial School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	6	4	66.7%
Lower Kuskokwim	Kilbuck Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	24	3	12.5%
Lower Kuskokwim	Kuinerrarmiut Elitnavuk	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	13	2	15.4%
Lower Kuskokwim	Kwethluk Community School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	15	5	33.3%
Lower Kuskokwim	Kwigillingok School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	4	57.1%
Lower Kuskokwim	Lewis Angapak School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	6	4	66.7%
Lower Kuskokwim	Mikeinguut Elitnavuk	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	18	2	11.1%
Lower Kuskokwim	Nelson Island Area School District Office	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	13	3	23.1%
Lower Kuskokwim	Nightmute School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	2	40.0%
Lower Kuskokwim	Nuniwaarmiut School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	1	20.0%
Lower Kuskokwim	Paul T. Albert School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	8	1	12.5%
Lower Kuskokwim	Qugcuun School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Lower Kuskokwim	Rocky Mountain School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	2	40.0%
Lower Kuskokwim	William N. Miller School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	7	2	28.6%
Lower Kuskokwim	Z. John Williams School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	11	4	36.4%
Lower Yukon	Lower Yukon School District Office	4	2	50.0%	7	4	57.1%	1	1	100.0%	6	3	50.0%	0	0	N/A
Lower Yukon	Alakanuk School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	14	4	28.6%
Lower Yukon	Emmonak School	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	17	5	29.4%
Lower Yukon	Hooper Bay School	2	1	50.0%	0	0	N/A	0	0	N/A	1	0	0.0%	27	10	37.0%
Lower Yukon	Ignatius Beans School	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	17	13	76.5%
Lower Yukon	Kotlik School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	12	4	33.3%
Lower Yukon	Marshall School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	8	3	37.5%
Lower Yukon	Pilot Station School	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	15	7	46.7%
Lower Yukon	Pitkas Point School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	2	50.0%
Lower Yukon	Russian Mission School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	9	3	33.3%

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District	School Name	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
		Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Lower Yukon	Scammon Bay School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	11	2	18.2%
Lower Yukon	Sheldon Point School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	3	60.0%
Matanuska-Susitna	Matanuska-Susitna Borough School District Office	1	0	0.0%	10	5	50.0%	1	0	0.0%	23	4	17.4%	26	14	53.8%
Matanuska-Susitna	Academy Charter School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	12	5	41.7%
Matanuska-Susitna	Beryozava School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Matanuska-Susitna	Big Lake Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	23	4	17.4%
Matanuska-Susitna	Burchell High School	2	0	0.0%	1	1	100.0%	0	0	N/A	3	2	66.7%	12	4	33.3%
Matanuska-Susitna	Butte Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	19	5	26.3%
Matanuska-Susitna	Colony High School	3	2	66.7%	0	0	N/A	0	0	N/A	6	4	66.7%	50	6	12.0%
Matanuska-Susitna	Colony Middle School	2	2	100.0%	0	0	N/A	0	0	N/A	5	2	40.0%	36	14	38.9%
Matanuska-Susitna	Corresp. Study School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	9	0	0.0%
Matanuska-Susitna	Cottonwood Creek Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	0	0.0%	25	3	12.0%
Matanuska-Susitna	Finger Lake Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	1	33.3%	24	4	16.7%
Matanuska-Susitna	Glacier View School	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%	5	0	0.0%
Matanuska-Susitna	Goose Bay Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	25	3	12.0%
Matanuska-Susitna	Houston Jr./Sr. High School	2	0	0.0%	0	0	N/A	0	0	N/A	4	0	0.0%	32	5	15.6%
Matanuska-Susitna	Iditarod Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	2	0	0.0%	21	7	33.3%
Matanuska-Susitna	Larson Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	2	2	100.0%	23	23	100.0%
Matanuska-Susitna	Mat-Su Youth Facility	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Matanuska-Susitna	Meadow Lakes Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	24	6	25.0%
Matanuska-Susitna	Midnight Sun Family Learning Center	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	0	0.0%
Matanuska-Susitna	Palmer High School	3	1	33.3%	0	0	N/A	0	0	N/A	5	2	40.0%	45	9	20.0%
Matanuska-Susitna	Palmer Middle School	2	1	50.0%	0	0	N/A	0	0	N/A	3	1	33.3%	41	9	22.0%
Matanuska-Susitna	Pioneer Peak Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	3	0	0.0%	26	3	11.5%
Matanuska-Susitna	Sherrod Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	3	0	0.0%	24	6	25.0%
Matanuska-Susitna	Snowshoe Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	4	3	75.0%	23	6	26.1%
Matanuska-Susitna	Susitna Valley High	1	0	0.0%	0	0	N/A	0	0	N/A	4	1	25.0%	17	0	0.0%
Matanuska-Susitna	Sutton Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	7	1	14.3%
Matanuska-Susitna	Swanson Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	23	1	4.3%
Matanuska-Susitna	Talkeetna Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	8	0	0.0%
Matanuska-Susitna	Tanaina Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	4	1	25.0%	31	3	9.7%
Matanuska-Susitna	Teeland Middle School	2	2	100.0%	0	0	N/A	0	0	N/A	4	4	100.0%	31	31	100.0%
Matanuska-Susitna	Trapper Creek Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	1	20.0%
Matanuska-Susitna	Valley Pathways	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%	14	2	14.3%
Matanuska-Susitna	Wasilla High School	3	1	33.3%	0	0	N/A	0	0	N/A	8	2	25.0%	65	16	24.6%
Matanuska-Susitna	Wasilla Middle School	2	0	0.0%	0	0	N/A	0	0	N/A	5	0	0.0%	41	2	4.9%
Matanuska-Susitna	Willow Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	15	2	13.3%

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Mt. Edgecumbe	Mt. Edgecumbe High School	2	2	100.0%	1	1	100.0%	1	1	100.0%	2	1	50.0%	14	2	14.3%
Nenana	Nenana City School District Office	1	1	100.0%	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Nenana	CyberLynx Corresp. School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	14	7	50.0%
Nenana	Nenana City School	3	2	66.7%	0	0	N/A	0	0	N/A	2	0	0.0%	20	3	15.0%
Nome	Nome City School District Office	0	0	N/A	1	1	100.0%	1	1	100.0%	0	0	N/A	0	0	N/A
Nome	Anvil City Science Academy	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Nome	Leonard Seppala High School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Nome	Nome Correspondence	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Nome	Nome Elementary	2	1	50.0%	1	0	0.0%	0	0	N/A	1	0	0.0%	26	3	11.5%
Nome	Nome Youth Facility	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Nome	Nome-Beltz Jr/Sr High	2	2	100.0%	0	0	N/A	0	0	N/A	2	0	0.0%	21	7	33.3%
North Slope	North Slope Borough School District Office	2	1	50.0%	5	4	80.0%	0	0	N/A	6	4	66.7%	2	1	50.0%
North Slope	Alak School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	17	4	23.5%
North Slope	Barrow High School	2	1	50.0%	0	0	N/A	0	0	N/A	2	1	50.0%	25	7	28.0%
North Slope	Eben Hopson Middle School	2	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	24	6	25.0%
North Slope	Harold Kaveolook School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	9	3	33.3%
North Slope	Ipalook Elementary	3	1	33.3%	0	0	N/A	0	0	N/A	4	3	75.0%	48	10	20.8%
North Slope	Kali School	1	1	100.0%	0	0	N/A	0	0	N/A	1	1	100.0%	8	6	75.0%
North Slope	Meade River School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	10	5	50.0%
North Slope	Nuiqsut Trapper School	1	1	100.0%	0	0	N/A	0	0	N/A	1	1	100.0%	16	11	68.8%
North Slope	Nunamiut School	1	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	10	3	30.0%
North Slope	Tikigaaq School	2	1	50.0%	0	0	N/A	0	0	N/A	1	0	0.0%	25	6	24.0%
Northwest Arctic	Northwest Arctic Borough School District Office	2	0	0.0%	7	4	57.1%	0	0	N/A	4	0	0.0%	5	3	60.0%
Northwest Arctic	Ambler School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	9	3	33.3%
Northwest Arctic	Aqqaluk High/Noorvik Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	16	4	25.0%
Northwest Arctic	Buckland School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	12	7	58.3%
Northwest Arctic	Davis-Ramoth School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	18	6	33.3%
Northwest Arctic	Deering School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Northwest Arctic	June Nelson Elementary	2	1	50.0%	1	1	100.0%	0	0	N/A	2	1	50.0%	36	8	22.2%
Northwest Arctic	Kiana School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	11	3	27.3%
Northwest Arctic	Kobuk School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	3	2	66.7%
Northwest Arctic	Kotzebue Middle/High School	2	2	100.0%	0	0	N/A	0	0	N/A	3	2	66.7%	23	10	43.5%
Northwest Arctic	McQueen School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	9	4	44.4%
Northwest Arctic	Napaqtugmiut School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	11	4	36.4%
Northwest Arctic	NW Arctic Dist Wide Corresp.	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Northwest Arctic	Shungnak School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	8	1	12.5%
Pelican	Pelican City School District Office	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A

Turnover in Certificated Personnel in Alaskan Public Schools for the 2001-02 School Year

Based on Self-Reported District Data

District	School Name	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
		Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Pelican	Pelican School	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	3	2	66.7%
Petersburg	Petersburg City School District Office	0	0	N/A	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Petersburg	Mitkof Middle School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	10	1	10.0%
Petersburg	Petersburg High School	1	0	0.0%	1	0	0.0%	0	0	N/A	3	0	0.0%	17	0	0.0%
Petersburg	Rae C. Stedman Elementary	1	1	100.0%	0	0	N/A	0	0	N/A	3	0	0.0%	21	2	9.5%
Pribilof	Pribilof School District Office	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Pribilof	St. George School	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%	3	3	100.0%
Pribilof	St. Paul School	0	0	N/A	1	1	100.0%	0	0	N/A	0	0	N/A	10	5	50.0%
Saint Mary's	Saint Mary's School District Office	0	0	N/A	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Saint Mary's	St. Mary's School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	14	2	14.3%
Sitka	Sitka Borough School District Office	1	1	100.0%	0	0	N/A	1	1	100.0%	0	0	N/A	1	0	0.0%
Sitka	Baranof Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	22	1	4.5%
Sitka	Blatchley Middle School	2	2	100.0%	0	0	N/A	0	0	N/A	4	1	25.0%	25	3	12.0%
Sitka	Keet Gooshi Heen Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	29	2	6.9%
Sitka	Pacific High School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	2	N/A
Sitka	Sitka Corresp.	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Sitka	Sitka High School	2	1	50.0%	0	0	N/A	0	0	N/A	1	0	0.0%	28	0	0.0%
Skagway	Skagway City School District Office	1	1	100.0%	1	1	100.0%	1	1	100.0%	0	0	N/A	1	1	100.0%
Skagway	Skagway City School	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%	13	5	38.5%
Southeast Island	Southeast Island School District Office	1	0	0.0%	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Southeast Island	Hollis School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Southeast Island	Howard Valentine School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Southeast Island	Hyder School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Southeast Island	Kasaan School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Southeast Island	Naukati School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	2	50.0%
Southeast Island	Port Alexander School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Southeast Island	Port Protection School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Southeast Island	SE Island Corresp.	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Southeast Island	Thorne Bay School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	10	5	50.0%
Southwest Region	Southwest Region School District Office	1	0	0.0%	7	2	28.6%	0	0	N/A	8	4	50.0%	1	0	0.0%
Southwest Region	Aleknagik School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	4	2	50.0%
Southwest Region	Chief Ivan Blunka School	2	1	50.0%	0	0	N/A	0	0	N/A	0	0	N/A	14	5	35.7%
Southwest Region	Clarks Point School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Southwest Region	Koliganek School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	7	1	14.3%
Southwest Region	Manokotak School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	13	7	53.8%
Southwest Region	Portage Creek School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Southwest Region	Togiak School	2	2	100.0%	0	0	N/A	0	0	N/A	1	1	100.0%	19	13	68.4%

Turnover in Certificated Personnel in Alaskan Public Schools for the 2001-02 School Year

Based on Self-Reported District Data

District	School Name	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
		Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Southwest Region	Twin Hills School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Southwest Region	William "Sonny" Nelson School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	4	1	25.0%
Tanana	Tanana School District Office	0	0	N/A	0	0	N/A	0	1	N/A	0	0	N/A	0	0	N/A
Tanana	Maudrey J. Sommer School	0	0	N/A	1	0	0.0%	1	0	0.0%	0	0	N/A	7	5	71.4%
Tanana	Yukon River Academy Correspondence	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Unalaska	Unalaska City School District Office	1	0	0.0%	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Unalaska	Unalaska Elementary	2	1	50.0%	0	0	N/A	0	0	N/A	0	0	N/A	15	1	6.7%
Unalaska	Unalaska Jr/Sr High School	0	0	N/A	0	0	N/A	0	0	N/A	3	0	0.0%	15	3	20.0%
Valdez	Valdez City School District Office	0	0	N/A	2	0	0.0%	1	0	0.0%	2	0	0.0%	19	3	15.8%
Valdez	George H Gilson Jr. H.S.	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	0	0.0%
Valdez	Hermon Hutchens Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	27	0	0.0%
Valdez	Valdez High School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	9	1	11.1%
Wrangell	Wrangell City School District Office	0	0	N/A	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Wrangell	Evergreen Elementary	1	0	0.0%	0	0	N/A	0	0	N/A	0	0	N/A	13	0	0.0%
Wrangell	Stikine Middle School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	7	0	0.0%
Wrangell	Wrangell High School	1	0	0.0%	0	0	N/A	0	0	N/A	2	0	0.0%	12	1	8.3%
Yakutat	Yakutat City School District Office	0	0	N/A	0	0	N/A	1	0	0.0%	0	0	N/A	0	0	N/A
Yakutat	Icy Bay School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%
Yakutat	Yakutat School	1	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	18	7	38.9%
Yukon Flats	Yukon Flats School District Office	1	1	100.0%	3	2	66.7%	1	0	0.0%	1	0	0.0%	2	0	0.0%
Yukon Flats	Arctic Village School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	5	0	0.0%
Yukon Flats	Beaver School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Yukon Flats	Circle School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	3	1	33.3%
Yukon Flats	Far North School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Yukon Flats	Fort Yukon School	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	15	5	33.3%
Yukon Flats	John Fredson School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	3	2	66.7%
Yukon Flats	Stevens Village School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Yukon Flats	Tsuk Taih School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	1	0	0.0%
Yukon Flats	Yukon Flats Correspondence	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A
Yukon/Koyukuk	Yukon/Koyukuk School District Office	0	0	N/A	5	1	20.0%	1	0	0.0%	2	0	0.0%	3	3	100.0%
Yukon/Koyukuk	Allakaket School	1	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	5	3	60.0%
Yukon/Koyukuk	Andrew K. Demoski School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	9	4	44.4%
Yukon/Koyukuk	Bettles Field School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Yukon/Koyukuk	Ella B. Verneti	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	0	0.0%
Yukon/Koyukuk	Gladys Dart School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%
Yukon/Koyukuk	Jimmy Huntington School	1	1	100.0%	0	0	N/A	0	0	N/A	2	1	50.0%	5	2	40.0%
Yukon/Koyukuk	Johnny Oldman School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	1	50.0%

Turnover in Certificated Personnel in Alaskan Public Schools for the 2001-02 School Year
Based on Self-Reported District Data

District	School Name	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
		Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover	Total Count	New Hires	Turnover
Yukon/Koyukuk	Kaltag School	1	1	100.0%	0	0	N/A	0	0	N/A	1	0	0.0%	6	2	33.3%
Yukon/Koyukuk	Merrelline A Kangas School	1	1	100.0%	0	0	N/A	0	0	N/A	0	0	N/A	4	2	50.0%
Yukon/Koyukuk	Minto School	0	0	N/A	0	0	N/A	0	0	N/A	1	1	100.0%	8	1	12.5%
Yukon/Koyukuk	Wiseman/Coldfoot School	0	0	N/A	0	0	N/A	0	0	N/A	0	0	N/A	2	2	100.0%
Yupiit	Yupiit School District Office	1	0	0.0%	3	1	33.3%	1	0	0.0%	0	0	N/A	0	0	N/A
Yupiit	Akiachak School	1	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	14	6	42.9%
Yupiit	Akiak School	1	0	0.0%	0	0	N/A	0	0	N/A	1	0	0.0%	10	5	50.0%
Yupiit	Tuluksak School	1	0	0.0%	0	0	N/A	0	0	N/A	1	1	100.0%	13	3	23.1%

Notes:

1. This report is based on self-reported survey data collected October 1, 2001.
2. The current database design is unable to code personnel to multiple sites. All certified staff working at multiple sites are captured in the district office data.
3. N/A is used in the turnover column when no staff were reported in the related job group (the total count for that job group equals 0).
4. Turnover is defined, for this report, as New Hires (defined as individuals who are currently working in the indicated job group in the indicated school who did not work in the same job group and school the previous year) / Total Count (defined as the count of individuals currently working in the job group in that school).
5. The following are programs that are sometimes reported as schools. They have not been included in this report.
 - Alaska School for the Deaf & Hard of Hearing
 - Anchorage Corrections
 - Anchorage Outreach/Private
 - Part Time Students

Employment Categories

Superintendent GroupJob Code Description

1 Superintendent

Admin. GroupJob Code Description

2 Asst. Superintendent
 3 Principal
 4 Asst. Principal
 7 Consultant
 8 Dir. Personnel
 9 Dir. Maint./Facilities
 18 Manager
 19 Finance Manager
 22 Spec. Asst to Superintendent
 23 Supervisor
 47 Public Information Coordinator
 50 Admin. Assistant
 51 Business Manager

Program GroupJob Code Description

5 Director/Coordinator
 6 Coordinator
 17 Director Fed. Programs
 32 Bilingl/Bicult Coord
 34 Correspondence Prog. Coord
 36 Student Services Coord.
 37 Director of Community Ed.
 38 Director Special Ed.
 42 Director Sec. Ed.
 53 Other Professional
 70 Staff Developer
 71 Director Voc. Ed.

Support GroupJob Code Description

10 Curriculum Specialist
 11 Counselor
 12 Librarian/Media Prof.
 20 Nurse
 24 Psychologist
 25 Psychometrist
 26 Speech Therapist
 27 Physical Therapist
 28 Occupation Therapist
 29 Audiologist
 45 Child Study Spec.
 46 Computer Op./Programmer

Teacher GroupJob Code Description

13 Remedial Specialist
 14 Head Teacher
 15 Teacher
 16 Visiting or Itinerant Teacher

Response to AS 14.03.078 (9)

The number of teachers by district and by school who are teaching outside the teacher's area of endorsement but in areas tested by the high school competency examination

Information regarding the number of teachers who are teaching outside their area of endorsement is contained in the attached report labeled **Document 4**. This report is based on self-reported data supplied by districts regarding teacher assignment. Teacher assignment data was compared with endorsement information contained in the Teacher Certification database. It is important to note that the data contained in this report is incomplete. Because of the way that some districts supplied information to the department we are not able to provide a more complete picture. The Department will change the way this information is collected from districts. Changes to the collection instrument for the 2002/2003 school year are noted in **Document 5**.

Synopsis of Teacher Endorsement Report

There are 3477 teachers identified as "S" secondary or "B" both (elementary and secondary).

1057 (30%) of the 3477 teachers are reported as multi-grade. Because of the method of data collection, subject taught information is not specified for multi grade teachers.

2420 (70%) of the 3477 teachers are not reported as multi-grade.

Of the 2420 "S" or "B" teachers (not identified as multigrade), 242 are identified as teaching math and 269 as language arts.

Of the 242 math teachers, 153 (63%) are endorsed in math, 89 (37%) are teaching outside their endorsed areas.

Of the 269 language arts teachers, 196 (73%) are endorsed in language arts, 73 (27%) are teaching outside their endorsed areas.

Document 4

**Department of Education and Early Development
Office of Data Management**

**Secondary Math and Language Arts Teachers Teaching Outside Their Area of Endorsement
Report Based on Teacher Assignments as Reported by Districts and Compared to Teacher Certification Data Base**

District	School	Language Arts			Math		
		Not Endorsed in this Area	Endorsed in this Area	Total Count	Not Endorsed in this Area	Endorsed in this Area	Total Count
Alaska Gateway Schools	Alaska Gateway School District Office	*	*	*	*	*	*
	Alaska Gateway Corresp./Alt.	*	*	*	*	*	*
	Dot Lake School	*	*	*	*	*	*
	Eagle Community School	*	*	*	*	*	*
	Mentasta Lake School	*	*	*	*	*	*
	Tetlin School	*	*	*	*	*	*
	Tok School	0	1	1	0	1	1
	Walter Northway School	*	*	*	*	*	*
Alaska Gateway Total		0	1	1	0	1	1
Aleutian Region Schools	Aleutian Region School District Office	0	0	0	0	0	0
	Adak School	*	*	*	*	*	*
	Nikolski School	*	*	*	*	*	*
	Yakov E. Netsvetov School	*	*	*	*	*	*
Aleutian Region Total		*	*	*	*	*	*
Aleutians East Borough Schools	Aleutians East School District Office	*	*	*	*	*	*
	Akutan School	*	*	*	*	*	*
	Cold Bay School	*	*	*	*	*	*
	False Pass School	*	*	*	*	*	*
	King Cove School	0	1	1	1	2	3
	Nelson Lagoon School	*	*	*	*	*	*
	Sand Point School	0	1	1	1	1	2
Aleutians East Borough Total		0	2	2	2	3	5
Alyeska Central School	Alyeska Central School	1	3	4	1	3	4
Alyeska Central Total		1	3	4	1	3	4
Anchorage Schools	Anchorage School District Office	*	*	*	0	1	1
	Alternative Career Education	*	*	*	*	*	*
	Avail School	*	*	*	*	*	*
	Bartlett High School	*	*	*	*	*	*
	Benson Secondary/S.E.A.R.C.H.	*	*	*	*	*	*
	Booth Memorial Home	*	*	*	*	*	*
	Charter North Hospital	*	*	*	*	*	*
	Chugiak High School	*	*	*	*	*	*
	Dimond High School	*	*	*	*	*	*
	East High School	*	*	*	*	*	*
	Family Partnership Charter School	*	*	*	*	*	*
	Jesse Lee Home	*	*	*	*	*	*
	King Career Center	*	*	*	*	*	*
	McKinley Heights	*	*	*	*	*	*
	McLaughlin Youth Center	*	*	*	*	*	*
	North Star Hospital	*	*	*	*	*	*
	Polaris K-12 School	*	*	*	*	*	*
	Providence Heights	*	*	*	*	*	*
	S.A.V.E. High School	*	*	*	*	*	*

**Secondary Math and Language Arts Teachers Teaching Outside Their Area of Endorsement
Report Based on Teacher Assignments as Reported by Districts and Compared to Teacher Certification Data Base**

District	School	Language Arts			Math		
		Not Endorsed in this Area	Endorsed in this Area	Total Count	Not Endorsed in this Area	Endorsed in this Area	Total Count
	Service High School	*	*	*	*	*	*
	Steller Secondary School	*	*	*	*	*	*
	West High School	*	*	*	*	*	*
	Whaley Center	*	*	*	*	*	*
	Anchorage Total	*	*	*	0	1	1
Annette Island Schools	Annette Island School District Office	0	0	0	0	0	0
	Metlakatla High School	0	1	1	0	1	1
	Annette Island Total	0	1	1	0	1	1
Bering Strait Schools	Bering Strait School District Office	*	*	*	*	*	*
	Aniguiin School	*	*	*	*	*	*
	Anthony A. Andrews School	*	*	*	*	*	*
	Brevig Mission School	*	*	*	*	*	*
	Diomedea School	*	*	*	*	*	*
	Gambell School District Office	*	*	*	*	*	*
	Hogarth Kingeekuk Memorial H.S.	*	*	*	*	*	*
	James C. Isabell School	*	*	*	*	*	*
	Koyuk-Malemute School	*	*	*	*	*	*
	Martin L. Olson School	*	*	*	*	*	*
	Shaktoolik School	*	*	*	*	*	*
	Shishmaref School	*	*	*	*	*	*
	Tukumgailinguq School	*	*	*	*	*	*
	Unalakleet School District Office	*	*	*	*	*	*
	Wales School	*	*	*	*	*	*
	White Mountain School	*	*	*	*	*	*
	Bering Strait Total	*	*	*	*	*	*
Bristol Bay Borough Schools	Bristol Bay School District Office	0	0	0	0	0	0
	Bristol Bay High School	0	2	2	5	0	5
	Bristol Bay Total	0	2	2	5	0	5
Chatham Schools	Chatham School District Office	0	0	0	0	0	0
	Angoon School	0	1	1	0	1	1
	Cube Cove School	*	*	*	*	*	*
	Gustavus School	*	*	*	*	*	*
	Tenakee Springs School	*	*	*	*	*	*
	Chatham Total	0	1	1	0	1	1
Chugach Schools	Chugach School District Office	*	*	*	*	*	*
	Chenega Bay School	*	*	*	*	*	*
	Chugach Extension Corresp.	*	*	*	*	*	*
	Tatitlek Community School	*	*	*	*	*	*
	Whittier Community School	*	*	*	*	*	*
	Chugach Total	*	*	*	*	*	*
Copper River Schools	Copper River School District Office	0	0	0	0	0	0
	Copper River Corresp.	*	*	*	*	*	*
	Glennallen Jr/Sr High School	0	2	2	0	2	2
	Kenny Lake School	0	2	2	0	1	1
	Slana School	*	*	*	*	*	*
	Copper River Total	0	4	4	0	3	3
Cordova City Schools	Cordova School District Office	0	0	0	0	0	0

Secondary Math and Language Arts Teachers Teaching Outside Their Area of Endorsement
Report Based on Teacher Assignments as Reported by Districts and Compared to Teacher Certification Data Base

District	School	Language Arts			Math		
		Not Endorsed in this Area	Endorsed in this Area	Total Count	Not Endorsed in this Area	Endorsed in this Area	Total Count
	Cordova Jr/Sr High School	1	2	3	2	2	4
	Cordova Total	1	2	3	2	2	4
Craig City Schools	Craig School District Office	0	0	0	0	0	0
	Craig Correspondence	*	*	*	*	*	*
	Craig High School	2	1	3	3	1	4
	PACE Charter	*	*	*	*	*	*
	Craig Total	2	1	3	3	1	4
Delta/Greely Schools	Delta/Greely School District Office	0	0	0	0	0	0
	Delta Charter Cyber School	*	*	*	*	*	*
	Delta Greely Corresp./Alt.	*	*	*	*	*	*
	Delta Junction Jr/Sr High School	5	1	6	1	3	4
	Healy Lake School	*	*	*	*	*	*
	Delta/Greely Total	5	1	6	1	3	4
Denali Borough Schools	Denali School District Office	0	0	0	0	0	0
	Anderson School	4	0	4	4	0	4
	Cantwell School	*	*	*	*	*	*
	Tri-Valley School	0	2	2	1	1	2
	Denali Total	4	2	6	5	1	6
Dillingham City Schools	Dillingham School District Office	0	0	0	0	0	0
	Dillingham Middle/High School	0	2	2	2	1	3
	Dillingham Total	0	2	2	2	1	3
Fairbanks North Star Borough Schools	Fairbanks School District Office	0	0	0	0	0	0
	Alternative Learning Systems	1	0	1	0	1	1
	Ben Eielson Jr/Sr High School	2	6	8	1	5	6
	Fairbanks Youth Facility	*	*	*	*	*	*
	Guided Independent Study	0	0	0	0	0	0
	Howard Luke Academy	1	2	3	2	1	3
	Hutchison Career Center	0	0	0	0	0	0
	Lathrop High School	4	13	17	0	10	10
	New Beginnings Charter School	*	*	*	*	*	*
	North Pole High School	0	9	9	1	8	9
	West Valley High School	0	11	11	0	10	10
	Fairbanks Total	8	41	49	4	35	39
Galena City Schools	Galena School District Office	0	0	0	0	0	0
	Galena Jr/Sr High School	0	1	1	0	1	1
	Interior Distance Education of AK (IDEA)	*	*	*	*	*	*
	Project Education Residential School	1	1	2	0	1	1
	Galena Total	1	2	3	0	3	3
Haines Borough Schools	Haines School District Office	0	0	0	0	0	0
	Haines Correspondence	*	*	*	*	*	*
	Haines High School	1	1	2	0	1	1
	Haines Total	1	1	2	0	1	1
Hoonah City Schools	Hoonah School District Office	0	0	0	0	0	0
	Hoonah Jr/Sr High School	2	2	4	1	1	2
	Hoonah Total	2	2	4	1	1	2
Hydaburg City Schools	Hydaburg School District Office	0	0	0	0	0	0
	Hydaburg Jr/Sr High School	0	1	1	1	0	1

**Secondary Math and Language Arts Teachers Teaching Outside Their Area of Endorsement
Report Based on Teacher Assignments as Reported by Districts and Compared to Teacher Certification Data Base**

District	School	Language Arts			Math		
		Not Endorsed in this Area	Endorsed in this Area	Total Count	Not Endorsed in this Area	Endorsed in this Area	Total Count
Hydaburg Total		0	1	1	1	0	1
Iditarod Area Schools	Iditarod School District Office	*	*	*	*	*	*
	Blackwell School	*	*	*	*	*	*
	David-Louis School	*	*	*	*	*	*
	Distance Learning/Corresp. Ctr.	*	*	*	*	*	*
	Holy Cross School	*	*	*	*	*	*
	Innoko River School	*	*	*	*	*	*
	Lime Village School	*	*	*	*	*	*
	McGrath School	*	*	*	*	*	*
	Takotna School	*	*	*	*	*	*
	Takotna Training Ctr. Charter School	*	*	*	*	*	*
	Top of the Kuskokwim School	*	*	*	*	*	*
		*	*	*	*	*	*
Iditarod Total		*	*	*	*	*	*
Juneau Borough Schools	Juneau School District Office	1	0	1	0	0	0
	Johnson Youth Center	*	*	*	*	*	*
	Juneau District Corresp. School	*	*	*	*	*	*
	Juneau-Douglas High School	3	11	14	2	9	11
	Yaakoosge Daakahidi Alt. H.S.	0	1	1	0	1	1
Juneau Total		4	12	16	2	10	12
Kake City Schools	Kake School District Office	0	0	0	0	0	0
	Kake High School	1	2	3	3	1	4
Kake Total		1	2	3	3	1	4
Kashunamiut Schools	Kashunamiut School District Office	0	0	0	0	0	0
	Chevak School	0	1	1	0	2	2
Kashunamiut Total		0	1	1	0	2	2
Kenai Peninsula Borough Schools	Kenai School District Office	0	1	1	0	0	0
	Connections	*	*	*	*	*	*
	Homer Flex School	*	*	*	*	*	*
	Homer High School	1	5	6	1	3	4
	Hope School	*	*	*	*	*	*
	Kachemak Selo School	*	*	*	*	*	*
	Kenai Alternative High School	*	*	*	*	*	*
	Kenai Central High School	1	3	4	1	3	4
	Nanwalek School	*	*	*	*	*	*
	Nikiski Middle/Senior High School	3	3	6	5	4	9
	Nikolaevsk School	2	0	2	1	1	2
	Ninilchik School	0	2	2	1	1	2
	Port Graham School	0	0	0	0	0	0
	Razdolna School	0	0	0	0	0	0
	Seward High School	0	3	3	0	2	2
	Skyview High School	0	5	5	0	4	4
	Soldotna High School	1	6	7	5	4	9
	Spring Creek School	*	*	*	*	*	*
	Susan B English School	1	0	1	1	0	1
	Tebughna School	*	*	*	*	*	*
	Voznesenka Elementary	1	0	1	*	*	*
		*	*	*	*	*	*
		*	*	*	*	*	*
		*	*	*	*	*	*
		*	*	*	*	*	*
		*	*	*	*	*	*
		*	*	*	*	*	*
		*	*	*	*	*	*
		*	*	*	*	*	*
Kenai Peninsula Total		10	28	38	15	22	37

**Secondary Math and Language Arts Teachers Teaching Outside Their Area of Endorsement
Report Based on Teacher Assignments as Reported by Districts and Compared to Teacher Certification Data Base**

District	School	Language Arts			Math		
		Not Endorsed in this Area	Endorsed in this Area	Total Count	Not Endorsed in this Area	Endorsed in this Area	Total Count
Ketchikan Gateway Borough Schools	Ketchikan School District Office	0	0	0	0	0	0
	Ketchikan Correspondence	*	*	*	*	*	*
	Ketchikan High School	1	5	6	3	3	6
	Revilla Jr/Sr High School	1	0	1	0	1	1
	Ketchikan Total	2	5	7	3	4	7
Klawock City Schools	Klawock School District Office	0	0	0	0	0	0
	Klawock City School	0	1	1	1	1	2
	Klawock Total	0	1	1	1	1	2
Kodiak Island Borough Schools	Kodiak Island School District Office	0	0	0	0	0	0
	Akhiok School	*	*	*	*	*	*
	Chiniak School	*	*	*	*	*	*
	Danger Bay School	*	*	*	*	*	*
	Karluk School	*	*	*	*	*	*
	Kodiak High School	4	4	8	2	4	6
	Kodiak Island Corresp.	*	*	*	*	*	*
	Larsen Bay School	*	*	*	*	*	*
	Old Harbor School	*	*	*	*	*	*
	Ouzinkie School	*	*	*	*	*	*
	Port Lions School	*	*	*	*	*	*
	Kodiak Island Total	4	4	8	2	4	6
Kuspuk Schools	Kuspuk School District Office	*	*	*	*	*	*
	Aniak High School	0	1	1	*	*	*
	Crow Village Sam School	*	*	*	*	*	*
	George Morgan Jr/Sr H.S.	*	*	*	*	*	*
	George Willis School	*	*	*	*	*	*
	Gusty Michael School	*	*	*	*	*	*
	Jack Egnaty Sr. School	*	*	*	*	*	*
	Johnnie John Sr. School	*	*	*	*	*	*
	Kuspuk Total	0	1	1	*	*	*
Lake & Peninsula Borough Schools	Lake & Peninsula School District Office	*	*	*	*	*	*
	Chignik Bay School	*	*	*	*	*	*
	Chignik Lagoon School	*	*	*	*	*	*
	Chignik Lake School	*	*	*	*	*	*
	Dena'ina School	*	*	*	*	*	*
	Egegik School	*	*	*	*	*	*
	Igiugig School	*	*	*	*	*	*
	Kokhanok School	*	*	*	*	*	*
	Lake and Peninsula Corresp.	*	*	*	*	*	*
	Levelock School	*	*	*	*	*	*
	Meshik School	*	*	*	*	*	*
	Newhalen School	*	*	*	*	*	*
	Nondalton School	*	*	*	*	*	*
	Perryville School	*	*	*	*	*	*
	Pilot Point School	*	*	*	*	*	*
	Tanalian School	*	*	*	*	*	*
	Lake & Peninsula Total	*	*	*	*	*	*
Lower Kuskokwim Schools	Lower Kuskokwim School District Office	2	1	3	1	0	1

**Secondary Math and Language Arts Teachers Teaching Outside Their Area of Endorsement
Report Based on Teacher Assignments as Reported by Districts and Compared to Teacher Certification Data Base**

District	School	Language Arts			Math		
		Not Endorsed in this Area	Endorsed in this Area	Total Count	Not Endorsed in this Area	Endorsed in this Area	Total Count
	Akiuk School	*	*	*	*	*	*
	Akula Elitnavik School	*	*	*	*	*	*
	Anna Tobeluk School	*	*	*	*	*	*
	Arviq School	*	*	*	*	*	*
	Ayaprun School	*	*	*	*	*	*
	Bethel Alternative Boarding School	*	*	*	*	*	*
	Bethel Regional High School	2	2	4	1	1	2
	Bethel Youth Facility	*	*	*	*	*	*
	Chaptnguak School	*	*	*	*	*	*
	Chief Paul School	*	*	*	*	*	*
	Dick R Kiunya School	1	0	1	*	*	*
	Eek School	*	*	*	*	*	*
	Joann A. Alexie Memorial School	*	*	*	*	*	*
	Kuinerrarmiut Elitnaviat	0	1	1	*	*	*
	Kwethluk Community School	0	1	1	*	*	*
	Kwigillingok School	*	*	*	*	*	*
	Lewis Angapak School	1	0	1	*	*	*
	Nelson Island Area School District Office	*	*	*	*	*	*
	Nightmute School	*	*	*	*	*	*
	Nuniwaarmiut School	*	*	*	*	*	*
	Paul T. Albert School	*	*	*	*	*	*
	Qugcuun School	*	*	*	*	*	*
	Rocky Mountain School	*	*	*	*	*	*
	William N. Miller School	*	*	*	*	*	*
	Z. John Williams School	*	*	*	*	*	*
Lower Kuskokwim Total		6	5	11	2	1	3
Lower Yukon Schools	Lower Yukon School District Office	0	0	0	0	0	0
	Alakanuk School	*	*	*	*	*	*
	Emmonak School	0	1	1	*	*	*
	Hooper Bay School	*	*	*	*	*	*
	Ignatius Beans School	0	1	1	0	1	1
	Kotlik School	*	*	*	*	*	*
	Marshall School	*	*	*	*	*	*
	Pilot Station School	*	*	*	*	*	*
	Pitkas Point School	*	*	*	*	*	*
	Russian Mission School	*	*	*	*	*	*
	Scammon Bay School	0	1	1	*	*	*
	Sheldon Point School	*	*	*	*	*	*
	Lower Yukon Total	0	3	3	0	1	1
Matanuska-Susitna Borough Schools	Mat-Su School District Office	1	0	1	0	0	0
	Beryozava School	*	*	*	*	*	*
	Burchell High School	0	3	3	0	2	2
	Colony High School	0	8	8	0	6	6
	Corresp. Study School	*	*	*	*	*	*
	Glacier View School	*	*	*	*	*	*
	Houston Jr./Sr. High School	0	4	4	0	3	3
	Mat-Su Youth Facility	*	*	*	*	*	*

Secondary Math and Language Arts Teachers Teaching Outside Their Area of Endorsement
Report Based on Teacher Assignments as Reported by Districts and Compared to Teacher Certification Data Base

District	School	Language Arts			Math		
		Not Endorsed in this Area	Endorsed in this Area	Total Count	Not Endorsed in this Area	Endorsed in this Area	Total Count
	Palmer High School	0	7	7	1	5	6
	Susitna Valley High	0	3	3	3	2	5
	Valley Pathways	2	2	4	0	2	2
	Wasilla High School	0	7	7	0	5	5
Matanuska-Susitna Total		3	34	37	4	25	29
Mt. Edgecumbe High School	Mt. Edgecumbe High School	1	2	3	2	1	3
Mt. Edgecumbe Total		1	2	3	2	1	3
Nenana City Schools	Nenana School District Office	0	0	0	0	0	0
	CyberLynx Corresp. School	*	*	*	*	*	*
	Nenana City School	2	1	3	4	0	4
Nenana Total		2	1	3	4	0	4
Nome City Schools	Nome School District Office	0	0	0	0	0	0
	Leonard Seppala High School	*	*	*	*	*	*
	Nome Correspondence	*	*	*	*	*	*
	Nome Youth Facility	*	*	*	*	*	*
	Nome-Beltz Jr/Sr High	0	5	5	0	3	3
Nome Total		0	5	5	0	3	3
North Slope Borough Schools	North Slope School District Office	0	0	0	0	0	0
	Alak School	0	0	0	0	1	1
	Barrow High School	3	4	7	3	2	5
	Harold Kaveolook School	*	*	*	*	*	*
	Kali School	*	*	*	*	*	*
	Meade River School	*	*	*	*	*	*
	Nuiqsut Trapper School	*	*	*	*	*	*
	Nunamiut School	0	0	0	1	0	1
	Tikigaaq School	1	0	1	1	0	1
North Slope Total		4	4	8	5	3	8
Northwest Arctic Borough Schools	Northwest Arctic School District Office	*	*	*	*	*	*
	Ambler School	*	*	*	*	*	*
	Aqqaluk High/Noorvik Elementary	*	*	*	*	*	*
	Buckland School	*	*	*	*	*	*
	Davis-Ramoth School	*	*	*	*	*	*
	Deering School	*	*	*	*	*	*
	Kiana School	*	*	*	*	*	*
	Kotzebue Middle/High School	1	2	3	1	1	2
	McQueen School	*	*	*	*	*	*
	Napaagtugmiut School	*	*	*	*	*	*
	NW Arctic Dist Wide Corresp.	*	*	*	*	*	*
	Shungnak School	*	*	*	*	*	*
Northwest Arctic Total		1	2	3	1	1	2
Pelican City Schools	Pelican School District Office	*	*	*	*	*	*
	Pelican School	*	*	*	*	*	*
Pelican Total		*	*	*	*	*	*
Petersburg City Schools	Petersburg School District Office	0	0	0	0	0	0
	Petersburg High School	1	2	3	1	2	3
Petersburg Total		1	2	3	1	2	3
Pribilof Schools	Pribilof School District Office	*	*	*	*	*	*

**Secondary Math and Language Arts Teachers Teaching Outside Their Area of Endorsement
Report Based on Teacher Assignments as Reported by Districts and Compared to Teacher Certification Data Base**

District	School	Language Arts			Math		
		Not Endorsed in this Area	Endorsed in this Area	Total Count	Not Endorsed in this Area	Endorsed in this Area	Total Count
	St. George School	*	*	*	*	*	*
	St. Paul School	*	*	*	*	*	*
Pribilof Total		*	*	*	*	*	*
Saint Mary's Schools	Saint Mary's School District Office	0	0	0	0	0	0
	St. Mary's School	0	1	1	2	0	2
Saint Mary's Total		0	1	1	2	0	2
Sitka Borough Schools	Sitka School District Office	0	0	0	0	0	0
	Pacific High School	*	*	*	*	*	*
	Sitka Corresp.	*	*	*	*	*	*
	Sitka High School	1	4	5	0	3	3
Sitka Total		1	4	5	0	3	3
Skagway City Schools	Skagway School District Office	0	0	0	0	0	0
	Skagway City School	0	1	1	1	1	2
Skagway Total		0	1	1	1	1	2
Southeast Island Schools	Southeast Island School District Office	*	*	*	*	*	*
	Hollis School	*	*	*	*	*	*
	Howard Valentine School	*	*	*	*	*	*
	Hyder School	*	*	*	*	*	*
	Kasaan School	*	*	*	*	*	*
	Naukatl School	*	*	*	*	*	*
	Port Alexander School	*	*	*	*	*	*
	Port Protection School	*	*	*	*	*	*
	SE Island Corresp.	*	*	*	*	*	*
	Thorne Bay School	*	*	*	*	*	*
Southeast Island Total		*	*	*	*	*	*
Southwest Region Schools	Southwest Region School District Office	*	*	*	*	*	*
	Chief Ivan Blunka School	*	*	*	1	0	1
	Koliganek School	*	*	*	1	0	1
	Manokotak School	*	*	*	*	*	*
	Togiak School	*	*	*	1	0	1
Southwest Region Total		*	*	*	3	0	3
Tanana Schools	Tanana School District Office	*	*	*	*	*	*
	Maudrey J. Sommer School	*	*	*	*	*	*
	Yukon River Academy Correspondence	*	*	*	*	*	*
Tanana Total		*	*	*	*	*	*
Unalaska City Schools	Unalaska School District Office	0	0	0	0	0	0
	Unalaska Jr/Sr High School	0	2	2	1	0	1
Unalaska Total		0	2	2	1	0	1
Valdez City Schools	Valdez School District Office	1	0	1	0	1	1
	Valdez High School	0	2	2	0	1	1
Valdez Total		1	2	3	0	2	2
Wrangell City Schools	Wrangell School District Office	0	0	0	0	0	0
	Wrangell High School	0	1	1	0	2	2
Wrangell Total		0	1	1	0	2	2
Yakutat City Schools	Yakutat School District Office	0	0	0	0	0	0
	Icy Bay School	0	0	0	0	0	0
	Yakutat School	2	2	4	5	0	5

**Secondary Math and Language Arts Teachers Teaching Outside Their Area of Endorsement
Report Based on Teacher Assignments as Reported by Districts and Compared to Teacher Certification Data Base**

District	School	Language Arts			Math		
		Not Endorsed in this Area	Endorsed in this Area	Total Count	Not Endorsed in this Area	Endorsed in this Area	Total Count
Yakutat Total		2	2	4	5	0	5
Yukon Flats Schools	Yukon Flats School District Office	*	*	*	*	*	*
	Arctic Village School	*	*	*	*	*	*
	Beaver School	*	*	*	*	*	*
	Circle School	*	*	*	*	*	*
	Far North School	*	*	*	*	*	*
	Fort Yukon School	*	*	*	*	*	*
	John Fredson School	*	*	*	*	*	*
	Stevens Village School	*	*	*	*	*	*
	Tsuk Taih School	*	*	*	*	*	*
	Yukon Flats Correspondence	*	*	*	*	*	*
Yukon Flats Total		*	*	*	*	*	*
Yukon/Koyukuk Schools	Yukon/Koyukuk School District Office	2	0	2	*	*	*
	Allakaket School	0	*	*	*	*	*
	Andrew K. Demoski School	0	*	*	*	*	*
	Bettles Field School	0	*	*	*	*	*
	Ella B. Verneti	0	*	*	*	*	*
	Gladys Dart School	0	*	*	*	*	*
	Jimmy Huntington School	0	*	*	*	*	*
	Johnny Oldman School	0	*	*	*	*	*
	Kaltag School	*	*	*	1	0	1
	Merrelaine A Kangas School	*	*	*	*	*	*
	Minto School	0	1	1	*	*	*
	Wiseman/Coldfoot School	*	*	*	*	*	*
	Yukon/Koyukuk Total		2	1	3	1	0
Yupit Schools	Yupit School District Office	1	0	1	0	0	0
	Akiachak School	0	0	0	0	1	1
	Akiak School	2	0	2	1	1	2
	Tuluksak School	0	1	1	3	1	4
Yupit Total		3	1	4	4	3	7
Grand Total		73	196	269	89	153	242

* Insufficient data

Notes:

1. This report is based on unaudited survey data collected October 1, 2001.
2. The current database design is unable to code personnel to multiple sites. All certified staff working at multiple sites are captured in the district office data.
3. The following are programs that are sometimes reported as schools. They have not been included in this report
 - Alaska School for the Deaf & Hard of Hearing
 - Anchorage Corrections
 - Anchorage Outreach/Private
 - Part Time Students

Data Collection Changes Related to SB133

Changes to be made to the Certified Staff Accounting for the 2002-03 year

Why make the change?	Data Collection Change	Objective
SB133 requirement to report number and percentage of turnover in certificated personnel.	add a Yes/No column "Was this person employed in this job class (same Job Code) at the same site last year"?	greatly simplify tracking turnover.
SB133 requirement to report number of teachers by district and school who are teaching outside the teacher's area of endorsement but in areas tested by the high school competency examination.	We want <u>all</u> middle and high school teachers to identify the subject area(s) they teach. To accomplish this we will remove all secondary multi-grade codes (130, 140) from the Teacher Assignment Codes. Redefine code 113 (elementary multi-grade) to show that it is <u>only</u> for multi-grade classrooms with grades between PreK-6. Add two new columns to accommodate Lowest and Highest grade taught. EXAMPLES: Specialists teaching a range of grades (eg. elem. music teacher) would have a teacher assignment code of 34 (music), show Lowest grade=KG, Highest grade=5th to indicate they teach grades KG, 1, 2, 3, 4 and 5. A teacher teaching an elementary multi-grade class would have a teacher assignment code of 113 and show Lowest grade=1, Highest grade=2 to indicate they teach a 1/2 combined class.	remove the opportunity for districts to report all their teaches as multi-grade. This change will allow us to get much more accurate numbers on teachers by subject or grade level.
In house database change	move the school codes from the "Staff" table (allows only one school per person), to the "Staff Assignment" table (will allow multiple sites per person).	In the past, all FTEs for personnel working at multiple sites were moved to the district office code and were lost to the individual sites. By making this in-house change all personnel will be able to be listed at as many sites as necessary. Their FTE for each site will reflect the amount of time spent at that site. This change will allow us to capture all these FTEs at the appropriate sites and more accurately show student/teacher ratios (and other calculation based on teacher FTEs) at each site.
SB133 and a request from the Voc. Ed. DEED staff	review, add and delete Teacher Assignment Codes.	Align the codes to better reflect what is currently being taught.

Example of new Certified Staff Accounting Layout for 2002-03

New elements are highlighted in yellow

Alaska's Best School District Certified Staff Report for 2002-2003 Update

Due Date: October 15, 2002

THIS REPORT SHOULD REFLECT YOUR STAFFING ON OCTOBER 1.

District ID	School Number	LastName	FirstName	MI	Soc Sec #	Birthdate	Gender	Race	Degree Earned	Recognized Expert	Limited Certificate	Salary	Years Experience	Elem. or Sec. or Both	Job Code	Same Job Code	Teacher Assignment	Lowest Grade	Highest Grade	FTE	FY
Alaska's Best School District (District Office)																					
59	590000	Jones	Susan	K	000-00-0001	2/4/39	F	1	2	N	N	\$53,395.00	34	B	6	N	0			100	2003
59	590000	Anderson	Mark		000-00-0002	9/1/47	M	3	5	N	N	\$83,000.00	4	B	2	Y	0			100	2003
59	590000	Andrews	Mary	V.	000-00-0003	10/17/55	F	1	3	N	N	\$58,113.00	18	B	5	Y	0			100	2003
59	590000	Karlito	David	I.	000-00-0004	11/28/53	M	6	3	N	N	\$95,000.00	1	B	1	N	0			100	2003
59	590000	Sam	Louise	I.	000-00-0005	2/13/76	F	6	2	N	N	\$43,000.00	1	B	53	Y	0			100	2003
Jefferson School																					
59	590010	Jorganson	John		000-00-0007	11/2/74	M	1	2	N	Y	\$39,184.00	3	E	15	Y	194	3	4	100	2003
59	590010	Pedersen	Dane		000-00-0008	9/17/71	M	1	2	N	N	\$36,777.00	1	B	15	Y	35	K	12	7	2003
59	590010	Pedersen	Dane		000-00-0008	9/17/71	M	1	2	N	N	\$36,777.00	1	S	15	Y	25	9	12	8	2003
59	590010	Pedersen	Dane		000-00-0008	9/17/71	M	1	2	N	N	\$36,777.00	1	S	15	Y	20	9	12	13	2003
59	590010	Pedersen	Dane		000-00-0008	9/17/71	M	1	2	N	N	\$36,777.00	1	S	15	Y	9	9	12	13	2003
59	590010	Pedersen	Dane		000-00-0008	9/17/71	M	1	2	N	N	\$36,777.00	1	S	15	Y	29	9	12	59	2003
59	590010	Estrata	Maria		000-00-0009	1/24/54	F	6	2	N	N	\$43,301.00	5	E	15	Y	105	5	5	100	2003
59	590010	Erickson	Robert		000-00-0010	11/19/53	M	1	2	N	N	\$42,229.00	2	E	15	Y	59	K	6	100	2003
59	590010	Faulkner	Susan		000-00-0011	6/23/76	F	1	2	N	N	\$36,777.00	1	E	15	Y	107	7	7	50	2003
59	590010	Faulkner	Susan		000-00-0011	6/23/76	F	1	2	N	N	\$36,777.00	1	E	15	Y	108	8	8	50	2003
Madison School																					
59	590020	Meiners	Ted		000-00-0012	2/7/66	M	1	2	N	N	\$40,171.00	3	E	15	Y	113	7	8	100	2003
59	590020	Larson	Beth		000-00-0013	3/6/74	F	1	2	N	N	\$40,171.00	1	B	11	Y	0			100	2003
59	590020	Jackson	Sandra		000-00-0014	8/7/76	F	1	2	N	N	\$39,184.00	3	E	15	Y	195	9	12	14	2003
59	590020	Jackson	Sandra		000-00-0014	8/7/76	F	1	2	N	N	\$39,184.00	3	E	15	Y	63	10	12	86	2003
59	590020	Hernandez	Donna	G.	000-00-0015	10/31/45	F	6	2	N	N	\$49,130.00	14	E	15	Y	106	6	6	100	2003
59	590020	Zecker	Frances	N.	000-00-0016	11/25/54	F	6	2	N	N	\$42,229.00	4	E	15	Y	113	1	2	100	2003
59	590020	Strickland	Benjamin		000-00-0017	7/27/50	M	1	2	N	N	\$36,777.00	1	E	15	Y	104	4	4	100	2003
59	590020	Conrad	Karen	M.	000-00-0018	6/6/70	F	1	2	N	N	\$38,224.00	1	S	15	Y	59	9	12	100	2003

Teacher Assignment Code Changes

Old Codes		New Codes	
Code	Description	Code	Description
1	Agriculture	1	Natural Resources
6	Business Ed	6	Business and Management Services
65	Community Ed		Removed
9	Computer/Technology Educ.	9	Information Technology Services
73	Consum./Homak. (VE)	26	Family and Consumer Science
68	Cooperative Education	68	Health Occupations
181	Deaf	59	Special Education
187	Deaf-Blind	59	Special Education
66	Distrib Ed. (VE)	6	Business and Management Services
184	Emotionally Disturbed	59	Special Education
53	Fish Hatchery	1	Natural Resources
107	Grade 7		Removed
108	Grade 8		Removed
109	Grade 9		Removed
24	Graphics	24	Media and Graphic Arts
180	Hard of Hearing	59	Special Education
26	Home Economics	26	Family and Consumer Science
58	Homebound (SE)	59	Special Education
29	Indust Arts	29	Industrial and Engineering Technology
196	Learning Disabled	59	Special Education
30	Marine Science	1	Natural Resources
33	Math		Removed
50	Media Production	24	Media and Graphic Arts
179	Mentally Retarded	59	Special Education
140	Multi Grade (Elem/Sec)		Removed
130	Multi Grade (Sec)		Removed
188	Multihandicapped	59	Special Education
74	Occup. Prep H.E. (VE)	26	Family and Consumer Science
67	Office Occupations	6	Business and Management Services
185	Orthopedically Impaired	59	Special Education
186	Other Health Impaired	59	Special Education
51	Photography	24	Media and Graphic Arts
56	Recreation Therapist		Removed from teacher assignment codes (added to Job Codes as # 30)
49	Res Rm (SE)	59	Special Education
48	Self Cont (SE)	59	Special Education
182	Speech/Language Impaired	59	Special Education
62	Trades & Indus. (VE)	29	Industrial and Engineering Technology
183	Visually Handicapped	59	Special Education
55	Wk Study Coord	55	Work Experience Coordinator
New		199	Year Book
New		98	Early Childhood Special Education Teacher
New		201	General Math (Grades 6-8)
New		202	Pre-algebra
New		203	Algebra I
New		204	Algebra II
New		205	Geometry
New		206	Pre-calculus
New		207	Calculus
New		208	Calculus Advanced Placement
New		209	Advanced Math other than those listed

What is the Department of Education & Early Development doing to get Benchmark and HSGQE test results to classroom teachers in a timely manner?

The Alaska State Board of Education & Early Development has passed regulations specifying that test results be provided to teachers in a timely manner.

4 AAC 06.758. High School Graduation Qualifying Examination Results indicates that:

(e) Within 15 days or before the end of the school year, whichever is earlier, after receiving test results from the commissioner or test publisher, a district shall distribute

(1) class and individual student results to each teacher, for the teacher's classes and students; and

(2) an individual student's results to the student's parents.

4 AAC 06.738. Standards-Based Test Results indicates that :

(d) Within 20 days or before the end of the school year, whichever is earlier, after receiving test results from the commissioner or test publisher, a school district shall distribute

(1) class and individual student results to each teacher, for the teacher's classes and students; and

(2) individual student results to each student's parents.

In addition, the department has consistently stressed the need to use results from state assessments to focus instruction and the importance of getting test scores into the hands of teachers. This message has been communicated at statewide presentations at Principals Conferences, Superintendents Conferences, and at statewide training for test coordinators. The Commissioner and Deputy Commissioner have conveyed the importance of getting test scores to teachers in quarterly audioconferences with Superintendents and Principals. The Commissioner followed-up this message with a memo to all Superintendents. The memo is attached.

How long does it take right now to get results to the districts?

In general test results are returned to districts ten weeks after the testing window. The two factors that lengthen the time between the testing administration and the reporting of results are consolidating and shipping test

materials and scoring. Currently, once the tests have been administered, schools package and send materials to districts for verification, consolidation and shipping. In general Districts send materials to the test contractor one to two weeks following the testing window. For the Fall 2001 administration of the HSGQE (October 2-4) CTB/McGraw-Hill received documents for scoring from 68% of the districts by October 29.

The scoring time is extended for the Benchmark Tests and HSGQE due to the inclusion of short and extended constructed response items on the tests. As soon as the contractor has received the test booklets they are scanned for scoring. Multiple-choice items are machine scored and each constructed response item is read and scored by hand. In order to effectively manage the scoring process the contractor does not begin the hand scoring process until the bulk of test materials have been returned and scanned into the scoring system.

What is the Department of Education & Early Development doing to speed that up?

The Department of Education & Early Development has worked with CTB/McGraw-Hill to reduce the turn around time for scoring and reporting of results from the Benchmark and HSGQE. Efforts have been taken to reduce the shipping time from districts by developing more efficient shipping plans. In order to address difficulties in the shipping process several remote schools send materials directly from school sites rather than having the materials consolidated and shipped from the district. The Department and CTB/McGraw-Hill have begun discussing the feasibility of electronic reporting of results to districts and schools. In addition, the Department and contractor are investigating the possibility of online testing.

The Department of Education & Early Development is also working to ensure that districts send materials for scoring to the test contractor in a timely manner. At the request of the Department, after each administration, the contractor is submitting a list indicating when documents were received for scoring from each district. For the Fall 2001 testing window, the test contractor did not receive materials for scoring from nine districts until November. The Department will work with these districts to improve their efforts in this area.

The Department is considering moving the testing window to late January in 2004. Moving the test window will allow assessment results to be available to schools and districts in early April. This change will allow districts and schools to make use of the data to focus summer programs and for planning and student scheduling in the coming school year. Because the demand for scoring is

reduced during the winter months the contractor has indicated that districts could receive results eight weeks after the test window.

We would be happy to discuss these issues with you in greater detail. Please contact Mark Leal at 465-8691 if you have additional questions.

TONY KNOWLES, GOVERNOR

Department of Education & Early Development

Office of the Commissioner

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801 West Tenth Street, Suite 200
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(907) 465-2800
(907) 465-4156 Fax

To: Superintendents

From: Shirley J. Holloway, Ph.D.
Commissioner

Date: January 28, 2002

Subject: Reporting Test Scores to Teachers

The State Board of Education & Early Development at its November 26, 27, and 28 meeting took unanimous action to request me to write you a memorandum stressing the importance of providing your teachers with test scores of the students whom they teach.

It is important that teachers receive these scores in a timely manner so teachers can identify the academic needs of their students. An important element of the standards and assessment portion of the school accountability movement that Alaska has embarked upon requires instructional personnel to be able to quickly identify low students not meeting standards and to develop intervention strategies appropriate for them. We cannot meet our goal of helping every child achieve standards if this critical reporting link is not made.

Teachers, primarily in Alaska's largest school districts, have expressed concern to members of the State Board about not receiving from their central offices test results for their students. This memorandum is to remind you of your obligation to comply with state regulations that govern the reporting of exam results. The regulations follow.

For the High School Graduation Qualifying Exam:

4 AAC 06.758 (e) Within 15 days or before the end of the school year, whichever is earlier, after receiving test results from the commissioner or test publisher, a district shall distribute

- (1) class and individual student results to each teacher, for the teacher's classes and students; and
- (2) an individual student's results to the student's parents.

Memorandum, Test Score Distribution
January 28, 2002
Page 2 of 2

For the Alaska Benchmark Exams at the 3rd, 6th and 8th grades:

4 AAC 06.738(d) Within 20 days or before the end of the school year, whichever is earlier, after receiving test results from the commissioner or test publisher, a school district shall distribute

- (1) class and individual student results to each teacher, for the teacher's classes and students; and
- (2) individual student results to each student's parents.

For the state mandated norm referenced exams at the 4th, 5th, 7th and 9th grades:

4 AAC 06.735(e) A school district shall distribute in a timely manner

- (1) classroom and individual student results to the attendance area administrators for the attendance area;
- (2) individual student results to a teacher, for the teacher's classroom, and
- (3) individual student results to a parent, for the parent's child.

I appreciate that most districts are in compliance with the reporting requirements. I thank you for your commitment to comply with this important aspect of the statewide school improvement initiative. For more information, please contact the department's Director of Assessment Mark Leal at 465-8691.

cc: State Board of Education & Early Development
School Board Presidents
Mark Leal, Director of Assessment

**State Board of Education Meeting
DEED Recommendations on Waivers and Appeals
February 11, 2002**

Commissioner Holloway opened this section of the meeting by saying that the continuum of opinion on waivers and appeals is very far apart.

Dr. McLain opened the meeting by saying he had received comments from us and from Senator Lyda Green. (Beth Nordlund told me that Senator's Green's response indicated her disagreement with the testimony we offered at the November 5 meeting. She wrote that our testimony did not reflect legislative the intent of SB 133 regarding special education students.)

Students Who Passed a Competency Test in Another State:

It will be a "mammoth task" to define which states ought to receive reciprocity. His analysis of legislative intent is that reciprocal tests must be high stakes exit exams, as that is what was meant in SB 133 by "competency test."

A Board member asked if Dept. of Defense schools would have reciprocity, even though they don't have exit exams. And what about US Territories, such as Guam? The answer was that DoD schools don't have exit exams, but transfers from overseas to Alaska are extremely rare, as are those from US Territories. The follow up question was whether students in this situation could get waivers under "rare and unusual?" The bottom line is that students must have passed a high stakes test in reading, English, and math with comparable standards to the AK test.

Dr. McLain added that he hopes to provide information to the Legislature on the staff costs to evaluate other states' exams.

Students Arriving Late:

Any student arriving in an Alaskan high school who had never attended an Alaskan school of any type after the first day of the year in which they intend to graduate (allows 5th year seniors) would get a waiver.

The student would still be required to take the test if he/she is enrolled when the test is administered, and would qualify for a waiver only if he/she failed.

Students with Rare and Unusual Circumstances:

The circumstances must be those over which the student has no control and cannot change.

The Board said that the intent behind the first two bullets in the recommendations (page 10) are so clear and unambiguous that districts could deal with them. Issues under Bullet #3 would be for the Appeals Board.

Regarding the alternate assessment for the severely cognitively disabled, there has been discussion. Districts currently have internal criteria to decide if students deserve diplomas. Dr. McLain expects significant public comment on that point when the proposed regulations go out.

The "alternative assessment" regular IEP students will be re-named in regulation "Optional Assessment" to avoid the confusion with the "alternate assessment" that is for the severely cognitively disabled. They chose this new name because IEP students have the option to take a different assessment. No statutory change will be required. The definition will be in regulation.

**State Board of Education Meeting
DEED Recommendations on Waivers and Appeals
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Page 2**

The Optional Assessment will be for IEP students who have failed the regular test even with accommodations and modifications. The Department is not yet ready to talk about what the Optional Assessments would look like other than significant modifications. They will report back to the Board at a later date.

Will the diploma for passing an Optional Assessment look the same as diplomas for those who have passed the HSGQE? Yes. Commissioner Holloway then added that her recollection, based on their lawyer's advice is that the language of SB 133 would allow districts to always add stickers to transcripts to describe the kind of test that was passed even past the Interim Testing period. Section 3(f) of the bill appears to give the Department the authority to do that in regulation.

The only type of student who will not get a diploma is the student who does not have an IEP or 504 Plan who cannot pass the test.

A question that remained unanswered was, "What do we do if a student does not pass the test because the school has been designated to be in crisis?"

Dr. McLain received a recommendation that there be a requirement that any student who received a waiver due to rare and unusual circumstances could reasonably have passed the test had the circumstance not existed.

There will be no eligibility for a waiver under this provision for students with poor attendance, extended absences, visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, or economic differences.

Dr. McLain expects that the definition for "severe and sudden illness or physical disability in the student's last semester" will be tightened during the public comment period.

Districts will be able to refuse diplomas to severely cognitively disabled students because they are doing it now using strict internal criteria. However, some districts do provide diplomas to these students.

Appeals:

The main question was whether the Legislature or the Governor would introduce a bill to set the appeals process in motion.

The Board suggested that the Appeal Board be comprised not only of people from different regions (which they think should be better defined), cultural diversity should also be a requirement.

Dr. McLain hopes to have cost estimates for the appeals process in his final report on February 15.

Beth Nordlund wondered if the committee would ask the Department to discuss the February 15 report during the Feb. 20 hearing.