

SCOMM

125:14

Legislative Forum: Success For ALL Students

November 13, 2001

Session Notes

These session notes are provided by the Alaska Department of Education & Early Development to participants of the Legislative Forum. The forum was co-sponsored by the Alaska Department of Education & Early Development, the State Board of Education & Early Development, the Senate Health, Education and Social Services Committee, House Health, Education and Social Services Committee and the House Special Committee on Education.

The session notes consist of audience comments and questions as captured by the session recorder. Also attached are copies of presenter handouts.

Accountability / Testing Overview:

- The content review committee had a wide variety of representatives
- Test results do go to teachers, but may be delayed
- School districts are providing the data from the assessments to teachers to inform instruction
- State should consider extending the school year to accommodate testing days
- Use of national tests vs. state developed tests - issues of test security. Alaska exam needs to measure Alaska performance standards and align with Alaska curriculum
- Testing days could be add-on inservice days where only kids who would take the test would go to school
- Teachers could rotate proctoring students on testing days with informing their instruction with data
- There is public confusion with the alternative vs. alternate assessment - consider changing titles
- Public wants test results to get to schools and families sooner - norm referenced should come back in 20 days, others 60 days - but need more money for sooner
- Some students are feeling positive about the HSGQE and passing tests - indicating their readiness to move forward
- Concern with the use of "small schools" data - reports go to schools, but are not publicly reported due to FERPA when fewer than 10 students are involved
- Wants test results back for interventions
- Keep an eye on the purpose of assessment - to develop students who are able to read, write and compute to work or further education
- Some people don't like the idea of moving test to late January or early February due to conflicts with holidays
- Terra Nova aligned to Alaska standards, same test vendor as the HSGQE
- Multiple indicators - class level, state level, district level

Designator Progress Report:

- Use of "0's" for kids who don't participate – fairness for schools, accountability for all kids
- Transiency – schools have different definitions, like 30 days, 1 year etc.
- Schools want to be held accountable for kids that they have been teaching
- Don't have a student tracking system yet
- Parental participation issues – certainly a contributor to student success, but indicators weren't strong enough to include
- Designator system should be at the school level and should be used to direct resources
- Transiency issues would be reflected in growth rates
- Socio-economic status (SES) and success – key is to look at outcomes
- All kids can make progress towards meeting standards, even low SES. The question is – are the financial resources in the right place?
- School Discipline definitely has an effect on learning. Could be reflected in school content or school quality for designator system
- Hard to come up with adequate indicators
- Not a strong correlation between physical school building and success/performance
- Dual Process –designator & accreditation (school climate etc.)
- Public pressure to improve has a strong effect. Need to balance welfare of adults, students and institutional strength. Provide focused technical assistance, "take-over" would be last step (with distinguished educators) since it has had limited success in other states
- Rural schools may not have all options, like school transfers if schools deemed in crisis
- Money should be spent on students and education and not tests
- Alaska will determine "cost benefit" of system
- Designator system is a school accountability system not a teacher accountability system
- Designator system – premature
- Need to make sure we look at Texas, North Carolina etc.

Lessons Learned:

- Goals set, then aligned with curriculum
- Focus on learning: inputs vs. outputs
- Roles change in a performance-based system
- Professional development – other agendas, such as trainings on blood borne pathogens, may dilute focus on learning
- Accountability is only a small subset of what we value in education
- Assessment tools are extremely complex
- Need to pay attention to quality assessments
- If assessments are in place that measure important standards, it is o.k. to “teach to the test”
- Continuous teacher learning is key to the success of any reform effort
- How do we address full breadth of Alaska standards since tests only deal with a subset? We need time to address
- Losing teachers due to lack of functional mentoring programs
- Teacher mentors need training and time to work with mentees
- Need “tests worth teaching to” We are focused on narrow areas, but we don’t want to lose the focus on other important content areas
- Important to get information from the assessments to teachers in useful ways
- Need to recruit good teachers and administrators
- Need more time in school year for collaboration
- Leadership is essential, and is a state issue – should have leadership academies, money, incentives, supply and demand
- School leadership is important – need mentorship and professional development
- Principals need to move from managers to instructional leaders to have school success
- Need to deal with the risk of being an instructional leader
- Need support to make the transition
- Higher education can help better prepare administrators
- For assessment system or report card - Can look at other indicators to address full breadth of school accountability, like how the community views the school, the number of civic organizations students are involved in
- Higher Education’s linkages to K-12 schools – need much higher level of integration, like Florida
- Enhanced teacher education programs – progress made in Alaska
- Teacher retirement goes up when accountability comes in
- Move into discussion of how schools become more successful
- Presenting policy options for discussion
- Mentor teachers need to be out of their classrooms – find the time “renewing”
- Reduce teacher turnover – signing options don’t necessarily work
- Characteristics of good schools – few disciplinary problems, teachers have say, community supports

Community/Family Involvement/ASSETS:

- Plugging information in assets etc. into school designators
- Community involvement critical to school success, but where does the responsibility for families lie? We want communities to accept responsibility.
- Issue of positive parental consent may inhibit data collection for assets information
- Some communities seeing positive results for asset development now – probably will take more than 3 years for most of state to see results
- Asset movement attracts parents – changing some behavior & encouraging communities
- First-time identifying what makes successful students, employees, parents, teachers etc.
- Put some more resources behind efforts like assets
- Research indicates it doesn't exclusively rest on parents: other relationships important
- Assets are about adults – ways adults can change situations for kids

Results of Closing Exercise

School Designators

Clear interest in support for moving the date of implementation of school designators to 2004 -- this extension will provide time for the department and state-wide committee to expand and refine the indicators to be used in the school designator system. There was strong interest / support that the assessments be based on more than just performance on the once-a-year state mandated tests.

1	Designators without support for the schools/teachers will only chase quality teachers away
0	Credibility of measures and opportunity for improvement
0	Do school improvement plans before implementing "labels"
23	Move date of implementation of school designators to 2004 to align with the HSGQE
12	Need multiple assessments, standards-based curriculum, not just performance on HSGQE
0	Train proctors for testing
8	Need to include student employability standards
0	Incorporate assets model as a part of the school designator system
1	Rename school designator to essential skills designator

Testing

Clear interest expressed in providing additional days to move testing, in-service, and professional development outside of the 180 days of instruction, and for providing additional time for testing, collaboration and professional development.

8	Professional development time to collaborate with test results, design instruction and assessments
2	Provide teachers with a tool to translate test results into specific standards that have and have not been met by each student
2	Provide benchmark data to students, parents and teachers within 30 days of testing date
3	Extend days for testing – more representation in test planning
21	Move all testing, in-service and professional development outside of the 180 days of instruction

Community Development

Significant interest and support expressed for furthering local and regional partnerships and collaboration with businesses and community groups and organizations, and for incorporating ASSETS in some fashion into the school programs or into the school profiles.

7	Find out what assets our kids have and find ways to get them more assets
8	Partner local and regional businesses with each school for support and technical expertise sharing
5	Make sure all community health and social services organizations are full partners for school success
7	Include asset measure/information in school/community profile

Lower 48 Ideas

General agreement expressed that the state can or should do more in support of first year teachers and administrators. Two ideas expressed were – development of a statewide mentoring program and forgiveness of ACPE loans.

10	Develop a statewide induction (mentoring) model for all first year teachers and administrators
3	Signing bonus, moving expenses, any incentive that will encourage teachers to train, work and stay in Alaska
2	Implement Distinguished Educators and Technical Assistance Centers
9	Forgive all ACPE loans to teachers that complete 3 years of teaching in Alaska

ETC Category

General agreement expressed that every student deserved the opportunity to work with quality teachers, administrators and support staff.

6	More money for staff development
4	Extend "Gates" model to more districts
14	Give every kid a chance to work with quality teachers, administrators and other school staff
0	Institutionalize the profession of teachers mentors

Improving Student Learning in High-Stakes Testing Environments

What Are We Learning?

Bill McDiarmid
Boeing Professor of Education
University of Washington

- Standards with stakes testing – response to political & public pressure to improve student learning
- Policymakers use available policy instruments
-> testing & accountability
- Generate additional concerns: How to address achievement gaps
 - White vs. students of color
 - Rich vs. poor

Tension in High-Stakes Testing

- State assessment is not the only assessment
- Onus on families & teachers, not university educators & policymakers
- Many state assessments do not allow for national comparison
 - Requires states to also require norm-referenced test for comparative purposes
 - Lose more instructional time to testing

What is likely to happen?

- Pressure to change the test
 - Stakeholders (realtors, organized groups, newspapers, etc.) pressure policymakers to change assessment (Shields et al., 1999)
- Parent & student resistance to testing grows (e.g., New York, Mass.)

What is likely to happen?

- Many schools respond by focusing on test-taking skills, narrow curriculum

(Hon, 2000; Koretz et al., 1996; Koretz, 2000; McDermid & Kelly, 1997; Shields et al., 1999)

What is likely to happen?

- Demoralizes, exhausts some teachers (Whitford & Jones, 2000)
- Teacher retirements increase (KDE, 1998)
- Testing "irregularities"

What Do We Know About Teacher Responses?

Stages of Teacher Responses

- **Awareness/Knowledge of Reforms & Expectations:** Why this stuff?
- **Resistance:** I'm Already Doing It! Regression not Progression, Test is the Problem
- **Uncertainty:** How do I know when I'm doing it? What do the standards mean?
- **Reconciliation/Resignation:** I need to change these specific things in my practice
- **Learning:** What else do I need to know? Where can I learn this?
- **Refinement/Mastery**

(McDiarmid 1994)

What have we learned about helping schools address high-stakes testing & accountability?

What Have We Learned About Improving Student Performance on State Assessments?

- **Reformers:** ...
- **Schools:** ...

What have we learned about the Importance of Resources

- Technical assistance
 - Regional Service Centers
 - Distinguished Educators (DEs)
 - Elementary Resource Teachers (ERTs)
 - STAR Program
 - Technology specialists
 - Writing portfolio leaders & network
 - Math portfolio leaders & network

What have we learned about the Kentucky Standards

- High-achieving schools align goals with
 - Curriculum
 - Professional Development (revision of state law & regs)
 - Principal leadership (KLA)

(Kannapel & Coe, 2000; Kelly, 1998)

What have we learned about the Kentucky Standards

- Effectiveness of Distinguished Educators due to
 - Creation of school-wide, comprehensive improvement plans (involves community)
 - Curriculum aligned with state content standards
 - Restructuring to meet goals

(Davis, 1999)

What have we learned from Kentucky?

- Critical role of districts
 - Districts can provide leadership in PD & SI
 - Needs identified by teachers
 - Relate needs to what we know about SI & PD
 - Key role of district PD coordinator

(David, McDiarmid, & Corcoran, 2000)

What have we learned from Kentucky?

- Research grounded in policy makers to inform policymaking
- Key role of Policymakers: Roundtable - neutral ground

Evolution of Professional Development

- Initial Presumption: Standards-based PD will follow
- Demand was for
 - Information on reforms & expectations
 - How to prepare students for new assessments (open ended responses, writing portfolios, etc.)
 - How to remedy problems identified on assessments (weak math scores=PD on how to raise scores)
- Underlying issue not addressed: teacher knowledge of the content in the standards.

(McDiarmid & Corcoran, 2000)

Evolution of Kentucky Teacher Professional Development

- Most recent policies:
 - Reorganized Regional Service Centers around content areas
 - Summer Subject-Matter Academies
 - State support for teachers to pursue NBPTS certification
 - State support for MS teachers to pursue mathematics training
- Summary: Recognized that market would not provide needed opportunities

(McDiarmid & Corcoran, 2000)

What do we know about states?

- NAEP scores higher in states with:
 - Higher pupil expenditures
 - Lower pupil-teacher ratio in lower grades
 - Higher percentage of teachers reporting adequate resources for teaching
 - More children in public prekindergarten programs
 - Lower teacher turnover

(Grissmer et al., 2000)

Intervention in low performing schools (LPS)

- LPS need more than assistance with curriculum & instruction
- Improvement requires curricular focus & daily collaboration
- If teachers don't believe students can achieve, won't change practices
- Both community and teacher buy-in critical
- Strong district & school-level leadership *sine qua non*

(David, 1998)

Needs Identified by Alaska School Districts

- Time for teacher PD, student contact, planning
- Staff development focus on standards & assessment
- Teacher preparation in academic discipline & standards & assessment
- Attracting & keeping quality teachers & administrators
- Align local curriculum to state standards

From Girdwood Summit, 9/00

Cautionary Tales from Other States

- Policymakers respond to criticism from various groups by:
 - Making tests even more complex
 - Using scores for purposes not designed to address
- Teachers lack resources for...
 - Rethinking how students' learning is assessed
 - Aligning curriculum with standards
 - Learning new skills & knowledge related to standards
 - Changing practice

Cautionary Tales from Other States

- Presumption that schools have the inherent capacity & resources to develop & implement comprehensive school improvement plans
 - Key element: School leaders who know how to collaborate with teachers & community

Key Questions for Alaska

- How does the state support schools as they confront assessment results?
- How do we help schools & districts avoid common pitfalls, such as...?
 - PD narrowly focused on teaching test-taking skills
 - Focusing instruction exclusively on remediation
 - Narrowing the curriculum to the test
 - Failing to involve the community
- How do we close achievement gap between Alaska Natives & non-Native? How do we build on strengths of Native learners?

What is needed?

- Capacity in the state to provide technical assistance to low-performing schools (must be sustained)
- Research on efforts to improve student learning & dissemination of findings
- Creation of a statewide professional development framework: Where to invest scarce resources?
 - Balance individual teacher learning needs with school needs
- Identify gaps in PD & SI resources & capacities -
-> to identify role for the State.

What is needed?

Native Support

- Filmora: ... only...
 - Teach students English directly - not everyone just "pick it up"
 - Socio-cultural context: Impersonality of schools as institutions
- Teachers who ...
 - Are committed to literacy instruction
 - Know about bilingual & ESL
 - Appreciate the genius & wisdom of Alaska Native culture
 - Reject idea that teaching to standards conflicts with teaching about Native history, culture, & language

What is the problem?

- Support program for beginning teachers
- Career ladder with financial incentives
- Closer collaboration between school districts and programs

What is the solution?

- Improved teacher recruitment
- Compensation: COLA 1996-2000
- Improved opportunities for professional growth & development
- Housing
- Non-local teachers: Better preparation for rural communities
- Principal & district leadership major factors
- Scariest: Most highly educated & highest test scores leave first

Overview of Proposed Alaska School Designator System

Brian Gong
Center for Assessment

Presentation to the Legislative Forum
Anchorage, AK November 13, 2001

Alaska's School Accountability Statute

- Assign performance designation: "Distinguished," "Successful," "Deficient," or "In Crisis"
- Based on multiple student measures, including student achievement
- Each public school in each district
- Annually, beginning August 2002
- Consequences for designation of Deficient or In Crisis: school improvement plan, technical assistance from state upon request, annual monitoring; report to state board
- Provides for development of other assistance, appeals process; may have recognition program

NOVEMBER 11, 2001

1

An extensive process

- Department convened broadly representative School Designator Committee
- Department hired consultant firm with national experience
- Department has Technical Review Panel
- State School Board's regulations undergo public process

NOVEMBER 11, 2001

2

Most states have some form of school accountability

- 48 states have state assessment; over 40 have school and/or district accountability system on books
- Focused on "outputs, not inputs"
- Focused on standards
- Responsive to federal requirements (Title I, IDEA)
- Intent is equity and quality for students; raise general level of public education capacity
- Must attend to issues of validity, fairness, credibility, usefulness

NCEA 1001 11-01

4

Proposed School Designator System

- Two main aspects: status and growth
- Indicators used for ratings: state benchmark exams in reading, math, and writing; HSGQE, norm-referenced tests, dropout/persistence, graduation rate, early primary assessment, post-graduation success, local assessments (e.g., portfolios, district end-of-course tests, performance exhibitions)

NCEA 1001 11-01

5

Some Rationale

- Why status?
- Why growth?
- Why the emphasis on student performance measures?
- Why the current emphasis on tests?

NCEA 1001 11-01

6

Overview of Calculations - Status

- Each student given "points" based on achievement on state tests
 - (e.g., Advanced = 140 points; Proficient = 100; Below Proficient = 60; Not Proficient = 20; Did not participate = 0) [does not include exempted students][Note: points for illustration only]
- School score = average of points
 - 100 indicates all students Proficient, on average
 - Lower score indicates more students farther from Proficient

MSDEA 00211-01

7

Overview of Calculations - Growth

- Each student in school receives score
 - E.g., Grade 3 in Year 1
- Scores compared with scores of succeeding class
 - E.g., Grade 4 in Year 2
- Amount of student growth calculated and compared to "one year's standard growth"
 - E.g., school score of 100 = all students achieved one year's standard growth between grades 3 and 4, on average
- Use quasi-longitudinal measuring because do not have state-level student ID numbering system

MSDEA 00211-01

8

Proposed Reported Outcomes

- School designation and confidence statement
- Status score
- Growth score
- Total score
- Scores by grade/test
- Additional details for schools and public upon request/website

MSDEA 00211-01

9

Sample Reported Outcomes

DRAFT Alaska School Designator Report				
School Name: [REDACTED]			School Year: 2011-2012	
Student Performance				
Designation: 100				
Status Score: 100				
Growth Score: 100				
Total Score: 100				
Indicator	Status		Growth	
	N	Score	N	Score
Kindergarten Reading	10	100	10	100
Grade 3 Reading	10	100	10	100
Grade 4 NWEA	10	100	10	100
Grade 5 Reading	10	100	10	100
Grade 6 NWEA	10	100	10	100
Grade 7 NWEA	10	100	10	100
Grade 8 Reading	10	100	10	100
Grade 9 NWEA	10	100	10	100
Grade 10 Reading	10	100	10	100
Grade 11 Reading	10	100	10	100
Grade 12 Reading	10	100	10	100
Postsecondary Success	10	100	10	100
Local Assessment	10	100	10	100

NCIEA ESEA 11.01

10

Some issues

- Detailed development and modeling
- Valid and Fair
- Assistance and Consequences
- Interaction of school accountability with high school student accountability
- Unique Alaska technical challenges
- Phase-in schedule and completeness
- Unknown impact of federal ESEA law

NCIEA ESEA 11.01

11

Contact information

Mark Leal
Assessments & Student
Information
Alaska Department of
Education and Early
Development
(907) 465-8691
Mark_Leal@eed.state.ak.us

Brian Gong
Center for Assessment
Portsmouth, NH
(603) 766-7900
bgong@nciea.org
www.nciea.org

NCIEA ESEA 11.01

12

**Accountability
Constructive Approaches for Improving Education**

**Presentation to
Alaska Legislative Forum: Success for All Students
November 13, 2001**

Dewayne Matthews
Education Commission of the States

1

The underlying assumption of standards-based reform—quite a radical one, if taken seriously—is that *all* students are capable of meeting high expectations.

- Education Week

2

Accountability is now part of the educational landscape

- all 50 states test students to see what they've learned
- 45 states publish report cards on individual schools, based largely on test scores.
- More than half the states publicly rate their schools, or at least identify low-performing ones.
- 14 states have the legal authority to close, take over, or replace the staff in schools they have identified as failing.
- 18 states require students to pass a test in order to graduate from high school.

3

But, approaches toward accountability are changing

- Using accountability to fix blame is not productive
- Simple report cards mask enormous differences between the performance of schools
- Data can be a powerful tool for improving education
- Data has to be disaggregated to be useful

4

Second generation accountability systems

- Texas (Just for the Kids)
- Florida, Washington
- North Carolina
- Standard and Poors (Pennsylvania, Michigan)

5

Characteristics of second generation accountability systems

- Public reporting of data
- Allowing the public to *interact* with the data
- Disaggregating the data by school, ethnicity, income, and other variables
- Creating longitudinal databases through student identifiers
- Using the data to identify outstanding performance

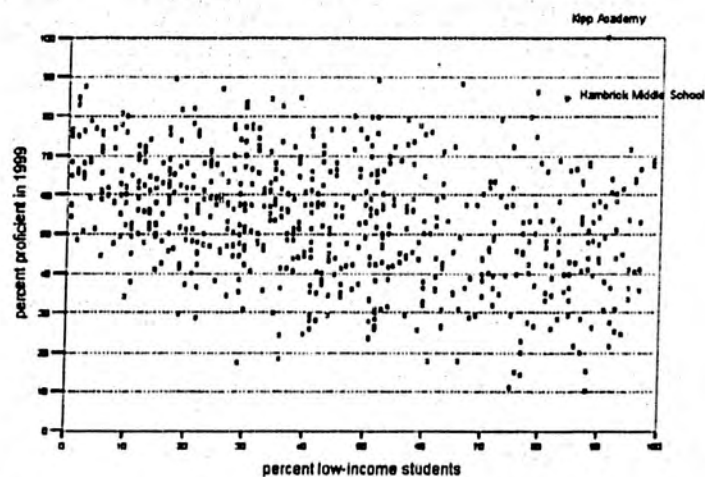
6

What can you do with data?

Some real world examples

7

4th Grade Passing, Not Proficient Students Who Reach Proficiency by 8th Grade



Schools with at least 200 students, no more than 15% in special education, and at least 15 students in the selected group.
Results are for 8th grade students enrolled in the same school at least two years.

July 1999 PLS 1999 - 1999 PLS 1999 .dgg

8

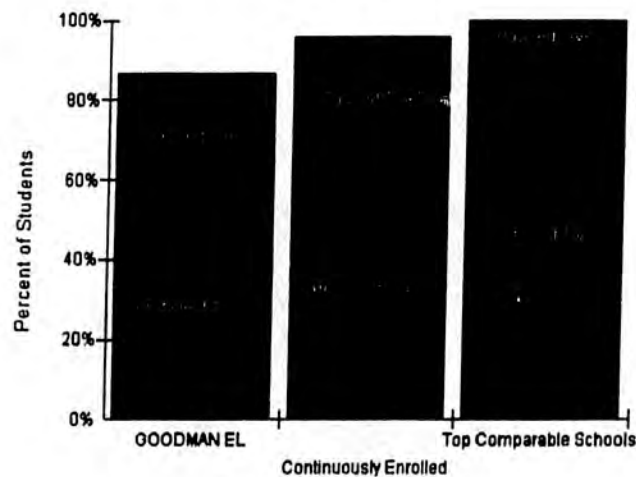
Top Ten Comparable Schools for Grade 05 Mathematics 2000

Combined English & Spanish TAAS Results		Stable Eligible Students		School-Wide		Counts for Selected Grade				School Size	How Selective is the Group?	
Campus ID	22001119	Percent Proficient	Percent Passing	Percent Low-Income	Percent Limited English Proficient	Total Students	Less Special Ed & Absent	All Eligible	Stable Eligible (2.8 yrs)		Eligible/ All in Grade	Stable Eligible
Your School:												
Campus Name	GOODMAN EL (EE-06)	65.22	95.65	68.5	31.2	97	(15)	82	46	686	24.54	56.1
Campus ID (District)												
ROWIE EL (PK-05)												
PHARR-SAN JUAN-ALAMO ISD		100	100	81	31.8	64	(8)	56	39	539	87.5	69.64
THURPIN EL (PK-05)												
MCALLEN ISD		93.55	100	91	69.7	48	(7)	41	31	445	85.42	75.61
PHARR EL (EE-05)												
PHARR-SAN JUAN-ALAMO ISD		93.82	100	75.3	42.3	79	(4)	75	43	542	94.94	57.33
J.W. CACERES EL (EE-05)												
DONNA ISD		92.86	96.43	82.2	39.2	71	(3)	68	28	459	95.77	41.18
MOFTINGSIDE EL (PK-05)												
BROWNSVILLE ISD		91.43	100	94.9	61	162	(21)	141	105	998	87.04	74.47
FIELDS EL (PK-05)												
MCALLEN ISD		91.3	100	70.7	52.4	43	(5)	38	23	328	88.37	60.53
GARZA-PENA EL (EE-05)												
PHARR-SAN JUAN-ALAMO ISD		90.24	100	92.3	54.7	76	(10)	66	41	622	86.84	62.12
YOUNG EL (EE-05)												
PASADENA ISD		90	100	71.2	37.1	74	(10)	64	30	525	86.49	46.88
ASCARATE EL (PK-06)												
YSLETA ISD		89.47	100	88.2	38.9	65	(7)	58	38	534	89.23	65.52
SORENSEN EL (EE-05)												
PHARR-SAN JUAN-ALAMO ISD		89.29	100	86.9	39.2	56	(6)	50	28	360	89.29	56
Average Percent Proficient Top 10		92.12		Selection of Comparison Schools: 3 year cohort						Number in pool: 240		
				Magnet Schools Excluded		Baseline TLL Year None		Grade Size >=40%				
Average Percent Passing Top 10			99.75	Equal or Greater % Students Low Income & LEP		Equal or Fewer % Students Special Education		# Eligible >=10 Students				

Top comparable schools had equal or greater percentages of economically disadvantaged and limited English proficient students.

11

GOODMAN EL, ARLINGTON ISD
Grade 05 Mathematics 2000



12

Accountability is about performance

Performance-based accountability focuses everything that goes on in the education system -- policy, administration and practice -- directly on teaching and learning through the following interconnected processes: defining goals, allocating authority, providing incentives, building capacity, measuring progress, reporting results and enforcing consequences.

15

In a performance-based accountability system

- The state role changes from ensuring compliance with regulations and processes to measuring results, providing incentives, imposing sanctions and providing assistance to build school capacity.
- The district role becomes one of support and technical assistance. In return for greater accountability, schools and professional staff ideally receive more flexibility and autonomy to make strategic decisions.
- State officials can prescribe outcomes and leave choices about instructional methods and practices to professional educators in the schools.

16

How can schools improve their performance?

- One word -- focus
- High performing schools are focused on student learning, and specifically on assuring that all students learn
- Leadership is critical to maintaining this focus
- With the school focused on student learning, community members and leaders also can focus on helping schools to improve performance
- High performing schools are highly collaborative – across grade levels, across disciplines, and with the community

17

Accountability systems focused on performance can promote community involvement in schools

- The community is informed about the performance of the schools
- School boards and community leaders can focus on helping schools to improve their performance
- Communities can have a sense of how good their schools can be

18

11/7/01

Legislative Forum: Success for All Students

**Sponsored by the Department of Education & Early Development,
State Board of Education & Early Development,
Senate Health, Education and Social Services Committee,
House Health, Education and Social Services Committee
and the House Special Committee on Education
Tuesday November 13th
Anchorage Downtown Marriott, 820 West 7th Avenue**

- | | |
|----------|--|
| 9:00 am | Welcome and Introductory Comments <ul style="list-style-type: none">• Welcome, Commissioner Holloway and Representative Dyson• Introduction, Facilitator Lisa O'Brien, Alaska Training and Consulting |
| 9:15 am | Testing Overview <ul style="list-style-type: none">• Dr. Ed McLain and Mark Leal, Department of Education & Early Development• Dr. Nick Stayrook, Fairbanks North Star Borough School District• Comments from business person and student on Content Review Team |
| 10:00 am | Progress Report on Alaska's School Reform: school designators progress report <ul style="list-style-type: none">• Dr. Ed McLain, Department of Education & Early Development• Dr. Brian Gong, Center for Assessment |
| 10:40 am | Break |
| 10:55 am | Lessons Learned from Other States <ul style="list-style-type: none">• Dr. Bill McDiarmid, Institute of Social and Economic Research |
| 11:40 am | Accountability: Constructive Approaches for Education Improvement <ul style="list-style-type: none">• Dr. Dewayne Matthews, Education Commission of the States |
| 12:25 pm | Working Lunch: Facilitated Discussion on Above Issues |
| 1:45 pm | Community/Family Involvement, a Crucial Factor in Successful Schools <ul style="list-style-type: none">• Carl Rose, Association of Alaska School Boards for ASSETS, ICE and QSII |
| 3:00 pm | Alaska Examples of Promising Practices Panel <ul style="list-style-type: none">• Panel consisting of Superintendents, Principals, Teachers, Parents, and a Gates Foundation representative discussing examples of education reform that appear to be working |
| 4:15 pm | Facilitated Discussion of Possible Policies and Ideas to Continue Reform |
| 5:00 pm | Closing Remarks: Facilitator identifies areas of consensus |

See all 3 pages

Education Forum RSVP List - Hosts, Presenters, Other Invitees

Co-Hosts	Accepted	Staff Person Accepted	Declined or Did Not Reply	
Shirley Holloway	1			
Susan Stitham	1			
Senator Lyda Green	1			
Representative Con Bunde	1			
Representative Fred Dyson	1			
Presenters:				
Lisa O'Brien, Facilitator	1			
Carl Rose, AASB	1			
Darroll Hargraves, ACSA	1			
Ernie Hall, State Board of Education	1			
Bill McDiarmid, Boeing Chair, U of W	1			
Dewayne Matthews, ECS	1			
Ed McLain, Dep. Comm. DoE	1			
Mark Leal, DoE Assessment	1			
Nick Stayrook, Fbx NSB School District	1			
Brian Gong, Sch. Designator Contractor	1			
Kenny Bryant? (Phillips)	1			
Nicholai Joekey	1			
Darroll Hargraves' Panel Members	7			
Staff:				
Beth Nordlund	1			
Hans Neidig	1			
Karen McCarthy	1	also Patti Swenson	1	
Wes Keller	1			
Terri Campbell	1			
DoE Invitees:				
Mike Abbott, Governor's Office	0	Leslie Riddle	1	
Bruce Scandling, Governor's Office	1			
Loyola McManus, Elem Principals Assoc	0	Unknown	1	
Carol Kane, Secondary Principals Assoc	1		1	
Rich Kronberg, NEA	1			
Janice Loudon, PTA President	0	Unknown	1	
Esther Ilutsik, AK Native Adv. Cmte.	0			
Cecilia Martz, Ret. Indigenous Prof Assoc	0			
Dorothy M. Larson, AK Native Higher Ed.	0		dnr	
Susan Anderson, CIRI Foundation	0	Paneen Peterson	1	
Gloria O'Neill, Cook Inlet Tribal Council	1			
Frank Hill, AFN Co-Director	1			
Andy Ebona, Sp. Staff Ass't. for Gov.	0			
Will Mayo, Sr, Rural Policy Adv. For Gov.	0		dnr	
Wendy Redman, UA Rep.	0		dnr	
Barbara Gerard, Charter School Assoc.	1			
Kathleen Castle, ABEC	1			
Terrence Shanigan, Sch. Bus. Partner.	1			
Faye Nieto, Parents' Inc.	0	Sanja Boling	1	
Karen Pearson, Dir. Div Public Health	1			
SUBTOTAL	38		7	45

dnr = did not respond

1 = accepted

0 = declined

11/8/2001 9:47 AM

Committee Members, Representatives Staff RSVP List

Cmte Members & Representatives (do not double count)	Accepted	Declined or Did Not Reply	Staff Person	Accepted	Declined or Did Not Reply
House Sp Cmte on Ed					
Porter	0	declined			
Green	1				
Wilson	1				
Stevens	1				
Joule	1				
Guess	1				
House HESS					
Coghill	1				
Kohring	0	declined	Sharron Odell	1	
Cissna	1		Rob Earl	1	
Senate HESS					
Leman	1				
Ward	0	dnr			
Wilken	0	declined			declined
Davis	1				
Other Legislators					
Berkowitz	1		Phelan Straube	1	
Chenault	1				
Crawford	0	declined	Jennifer Adzina	1	
Croft	0	declined	Peggy Wilcox	1	
Davies	1				
Fate	0	declined			
Foster	0	declined			declined
Halcro	1				
Harris	0	declined			
Hayes	0	dnr			
Hudson	0	declined			
James	0	declined			
Kapsner	1				
Kerttula	0	declined			
Kookesh	0	declined			
Kott	0	declined	Denise Henderson	1	
Lancaster	1				
Masek	0	declined			
McGuire	0	declined	Sue Mossgrove	1	
Meyer	0	declined	Suzanne Cunningham	1	
Morgan	0	declined			
Moses	0	declined	Tim Benintendi	0	may attend, won't eat
Mulder	1		Dale Anderson	1	
Murkowski	0	declined	Robin Phillips	1	
Ogan	0	declined			declined
Rokeberg	1				
Scalzi	0	declined			
Whitaker	0	declined			
Williams	0	declined	Nelda Stewart & Mike	2	
SUBTOTAL	17			12	29

dnr = did not respond

1 = accepted

0 = declined

Non-Committee Senators and Staff RSVP List

Non-Committee Senators (do not double count)	Accepted	Declined or Did Not Reply	Staff Person	Accepted	Declined or Did Not Reply	
Austerman	0	declined				
Cowdery	0	declined	Chrystal Moore	1		
Donley	0	declined				
Ellis	0	declined	Shawna Thomas	1		
Elton	0	declined				
Halford	0	declined				
Hoffman	0	declined				
Kelly	0	declined	Kris Knauss	1		
Lincoln	1					
Olson	1					
Phillips	0	declined	Janet Oates	1		
Stevens	1					
Taylor	0	declined				
Therriault	0	declined				
Torgerson	0	declined				
SUBTOTAL	3			4		7

dnr = did not respond
 1 = accepted
 0 = declined

Testing Overview - DoE Presentation

STATEWIDE SPRING 2001 HSGQE GRADE 10

HSGQE Student Test Results: Spring 2001 Compared to Spring 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹	October 1 Enrollment	Participation Rate ²
Spring 2000	6,178	74.6%	2,098	25.4%	10,217	81.0%
Spring 2001	5,469	65.9%	2,831	34.1%	10,110	82.1%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹	October 1 Enrollment	Participation Rate ²
Spring 2000	3,924	47.6%	4,319	52.4%	10,217	80.7%
Spring 2001	4,039	46.6%	4,625	53.4%	10,110	85.7%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹	October 1 Enrollment	Participation Rate ²
Spring 2000	2,717	33.3%	5,454	66.7%	10,217	80.0%
Spring 2001	3,807	44.0%	4,852	56.0%	10,110	85.6%

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

SPRING 2001 HSGQE GRADE 10

Results by Special Population

Grade 10

READING*	Proficient		Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	349	34.2%	672	65.8%
Limited English Proficient ²	142	25.0%	425	75.0%
Migrant ³	181	44.1%	229	55.9%
Disabled ⁴	118	21.1%	441	78.9%
Gifted ⁵	255	99.2%	2	0.8%

WRITING*	Proficient		Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	217	20.3%	851	79.7%
Limited English Proficient ²	90	15.3%	500	84.7%
Migrant ³	105	24.7%	320	75.3%
Disabled ⁴	26	4.3%	578	95.7%
Gifted ⁵	245	97.2%	7	2.8%

MATHEMATICS*	Proficient		Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	194	18.5%	856	81.5%
Limited English Proficient ²	94	15.9%	498	84.1%
Migrant ³	107	25.7%	309	74.3%
Disabled ⁴	53	8.9%	545	91.1%
Gifted ⁵	248	97.6%	6	2.4%

* Students may be classified in more than one special population category.

1. Low Income students served under Title I, Part A of the Elementary and Secondary Education Act, Free and Reduced Lunch Program; or Temporary Assistance for Needy Families (TANF, formerly AFDC).
2. Limited English Proficient are students whose first or dominant language is not English and who are served under the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act.
3. Migrant students are transient students served under Title I, Part C of the Elementary and Secondary Education Act.
4. Disabled students are those served under the Individuals with Disabilities Education Act or Section 504 of the Vocational Rehabilitation Act.
5. Gifted students are academically talented students served under Chapter 52, Article 3 of the Alaska Administrative Code.

SPRING 2001 HSGQE GRADE 11

Results by Special Population

Grade 11

READING*	Proficient		Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	52	13.0%	348	87.0%
Limited English Proficient ²	30	10.5%	255	89.5%
Migrant ³	17	9.6%	161	90.4%
Disabled ⁴	22	9.2%	216	90.8%
Gifted ⁵	1	50.0%	1	50.0%

WRITING*	Proficient		Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	70	12.3%	497	87.7%
Limited English Proficient ²	38	10.5%	323	89.5%
Migrant ³	41	15.3%	227	84.7%
Disabled ⁴	12	3.4%	341	96.6%
Gifted ⁵	6	100.0%	0	0.0%

MATHEMATICS*	Proficient		Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	88	14.0%	542	86.0%
Limited English Proficient ²	39	10.3%	339	89.7%
Migrant ³	48	15.8%	255	84.2%
Disabled ⁴	25	6.4%	364	93.6%
Gifted ⁵	8	80.0%	2	20.0%

* Students may be classified in more than one special population category.

1. Low Income students served under Title I, Part A of the Elementary and Secondary Education Act, Free and Reduced Lunch Program; or Temporary Assistance for Needy Families (TANF, formerly AFDC).
2. Limited English Proficient are students whose first or dominant language is not English and who are served under the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act.
3. Migrant students are transient students served under Title I, Part C of the Elementary and Secondary Education Act.
4. Disabled students are those served under the Individuals with Disabilities Education Act or Section 504 of the Vocational Rehabilitation Act.
5. Gifted students are academically talented students served under Chapter 52, Article 3 of the Alaska Administrative Code.

SPRING 2001 HSGQE GRADE 10

Results by Race and Gender

READING	Proficient		Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	571	36.9%	976	63.1%	2,054	75.0%
American Indian	67	59.3%	46	40.7%	123	91.9%
Asian-Pacific Islander	263	52.0%	243	48.0%	580	86.7%
Black, Not Hispanic	138	43.9%	176	56.1%	362	86.7%
Hispanic	120	52.2%	110	47.8%	266	86.1%
White	4,233	78.0%	1,194	22.0%	6,589	82.1%
Male	2,592	61.4%	1,630	38.6%	5,271	80.1%
Female	2,813	71.3%	1,135	28.7%	4,839	81.6%

WRITING	Proficient		Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	371	23.0%	1,243	77.0%	2,054	78.2%
American Indian	51	43.2%	67	56.8%	123	95.9%
Asian-Pacific Islander	201	39.1%	313	60.9%	580	88.1%
Black, Not Hispanic	93	29.1%	227	70.9%	362	88.4%
Hispanic	84	33.5%	167	66.5%	266	94.0%
White	3,191	56.3%	2,479	43.7%	6,589	85.7%
Male	1,682	37.8%	2,762	62.2%	5,271	84.3%
Female	2,307	56.6%	1,771	43.4%	4,839	84.3%

MATHEMATICS	Proficient		Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	366	22.7%	1,245	77.3%	2,054	78.1%
American Indian	41	34.5%	78	65.5%	123	96.7%
Asian-Pacific Islander	202	38.3%	325	61.7%	580	90.3%
Black, Not Hispanic	64	20.1%	255	79.9%	362	88.1%
Hispanic	74	30.0%	173	70.0%	266	92.5%
White	3,018	53.5%	2,626	46.5%	6,589	85.3%
Male	2,037	46.4%	2,353	53.6%	5,271	83.3%
Female	1,732	42.0%	2,396	58.0%	4,839	85.3%

NOTE: Students who have not specified a Race/Ethnicity Code or Gender Code are not included in these tables.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

SPRING 2001 HSGQE GRADE 11

Results by Race and Gender

READING	Proficient		Not Proficient		October 1, 2000 Enrollment
	Count	Percentage ¹	Count	Percentage ¹	
Alaska Native	75	13.1%	496	86.9%	1,719
American Indian	7	35.0%	13	65.0%	113
Asian-Pacific Islander	19	14.2%	115	85.8%	512
Black, Not Hispanic	25	26.0%	71	74.0%	340
Hispanic	8	14.0%	49	86.0%	257
White	213	42.0%	294	58.0%	5,815
Male	184	22.9%	618	77.1%	4,460
Female	171	28.6%	427	71.4%	4,426

WRITING	Proficient		Not Proficient		October 1, 2000 Enrollment
	Count	Percentage ¹	Count	Percentage ¹	
Alaska Native	110	13.4%	712	86.6%	1,719
American Indian	5	10.2%	44	89.8%	113
Asian-Pacific Islander	33	14.4%	196	85.6%	512
Black, Not Hispanic	28	17.1%	136	82.9%	340
Hispanic	17	18.1%	77	81.9%	257
White	385	28.2%	979	71.8%	5,815
Male	299	17.9%	1,368	82.1%	4,460
Female	293	26.2%	824	73.8%	4,426

MATHEMATICS	Proficient		Not Proficient		October 1, 2000 Enrollment
	Count	Percentage ¹	Count	Percentage ¹	
Alaska Native	146	15.3%	809	84.7%	1,719
American Indian	14	22.2%	49	77.8%	113
Asian-Pacific Islander	53	21.1%	198	78.9%	512
Black, Not Hispanic	25	12.0%	183	88.0%	340
Hispanic	24	19.5%	99	80.5%	257
White	552	28.8%	1,364	71.2%	5,815
Male	384	22.0%	1,365	78.0%	4,460
Female	449	24.4%	1,393	75.6%	4,426

NOTE: Students who have not specified a Race/Ethnicity Code or Gender Code are not included in these tables.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

SPRING 2001 BENCHMARKS

Total Numbers and Percentages of Students Scoring Above and Below Proficiency

		Grade 3					
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		October 1 Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
READING	2000	7,220	72.5%	2,740	27.5%	10,706	93.0%
	2001	7,065	71.2%	2,855	28.8%	10,700	92.7%
WRITING	2000	4,851	48.8%	5,084	51.2%	10,706	92.8%
	2001	5,302	53.5%	4,617	46.5%	10,700	92.7%
MATHEMATICS	2000	6,453	65.0%	3,478	35.0%	10,706	92.8%
	2001	6,550	66.3%	3,326	33.7%	10,700	92.3%

		Grade 6					
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		October 1 Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
READING	2000	6,958	69.9%	3,001	30.1%	10,574	94.2%
	2001	6,912	69.4%	3,043	30.6%	10,623	93.7%
WRITING	2000	7,180	72.2%	2,760	27.8%	10,574	94.0%
	2001	7,265	73.0%	2,687	27.0%	10,623	93.7%
MATHEMATICS	2000	6,161	62.2%	3,752	37.8%	10,574	93.7%
	2001	6,241	62.9%	3,681	37.1%	10,623	93.4%

		Grade 8					
Subject	Test Year	Advanced/Proficient		Below/Not Proficient		October 1 Enrollment	Participation Rate ²
		Count	Percentage ¹	Count	Percentage ¹		
READING	2000	7,993	83.2%	1,613	16.8%	10,575	90.8%
	2001	7,824	82.5%	1,660	17.5%	10,377	91.4%
WRITING	2000	6,479	67.5%	3,125	32.5%	10,575	90.8%
	2001	6,420	67.9%	3,040	32.1%	10,377	91.2%
MATHEMATICS	2000	3,724	39.0%	5,815	61.0%	10,575	90.2%
	2001	3,711	39.5%	5,675	60.5%	10,377	90.5%

1 Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

2 Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

SPRING 2001 BENCHMARKS GRADE 3

Total Numbers and Percentages of Special Population Students Scoring Above and Below Proficiency

READING *	Advanced/Proficient		Below/Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	2,085	54.8%	1,722	45.2%
Limited English Proficient ²	509	43.5%	660	56.5%
Migrant ³	254	45.1%	309	54.9%
Disabled ⁴	420	37.2%	708	62.8%
Gifted ⁵	369	98.9%	4	1.1%

WRITING *	Advanced/Proficient		Below/Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	1,408	36.9%	2,407	63.1%
Limited English Proficient ²	375	32.1%	794	67.9%
Migrant ³	163	29.0%	400	71.0%
Disabled ⁴	250	21.9%	889	78.1%
Gifted ⁵	363	97.8%	8	2.2%

MATHEMATICS *	Advanced/Proficient		Below/Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	1,914	50.4%	1,887	49.6%
Limited English Proficient ²	519	44.4%	651	55.6%
Migrant ³	264	46.6%	303	53.4%
Disabled ⁴	416	36.6%	720	63.4%
Gifted ⁵	365	99.2%	3	0.8%

* Students may be classified in more than one special population category.

1. Low Income students served under Title I, Part A of the Elementary Secondary Education Act, Free and Reduced Lunch Program; or Temporary Assistance for Needy Families (TANF, formerly AFDC).
2. Limited English Proficient are students whose first or dominant language is not English and who are served under the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act.
3. Migrant students are transient students served under Title I, Part C of the Elementary and Secondary Education Act.
4. Disabled students are those served under the Individuals with Disabilities Education Act or Section 504 of the Vocational Rehabilitation Act.
5. Gifted students are academically talented students served under Chapter 52, Article 3 of the Alaska Administrative Code.

SPRING 2001 BENCHMARKS GRADE 6

Total Numbers and Percentages of Special Population Students Scoring Above and Below Proficiency

READING *	Advanced/Proficient		Below/Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	1,615	50.7%	1,571	49.3%
LEP ²	385	35.5%	700	64.5%
Migrant ³	241	35.8%	433	64.2%
Disabled ⁴	372	33.5%	738	66.5%
Gifted ⁵	649	99.2%	5	0.8%

WRITING *	Advanced/Proficient		Below/Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	1,771	55.8%	1,400	44.2%
LEP ²	486	45.0%	595	55.0%
Migrant ³	305	45.1%	371	54.9%
Disabled ⁴	372	33.5%	739	66.5%
Gifted ⁵	646	99.2%	5	0.8%

MATHEMATICS *	Advanced/Proficient		Below/Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	1,394	43.7%	1,796	56.3%
LEP ²	339	31.1%	752	68.9%
Migrant ³	247	36.3%	434	63.7%
Disabled ⁴	301	27.0%	812	73.0%
Gifted ⁵	639	99.5%	3	0.5%

* Students may be classified in more than one special population category.

1. Low Income students served under Title I, Part A of the Elementary Secondary Education Act, Free and Reduced Lunch Program; or Temporary Assistance for Needy Families (TANF, formerly AFDC).
2. Limited English Proficient are students whose first or dominant language is not English and who are served under the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act.
3. Migrant students are transient students served under Title I, Part C of the Elementary and Secondary Education Act.
4. Disabled students are those served under the Individuals with Disabilities Education Act or Section 504 of the Vocational Rehabilitation Act.
5. Gifted students are academically talented students served under Chapter 52, Article 3 of the Alaska Administrative Code.

SPRING 2001 BENCHMARKS GRADE 8

Total Numbers and Percentages of Special Population Students Scoring Above and Below Proficiency

READING *	Advanced/Proficient		Below/Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	1,498	62.4%	903	37.6%
LEP ²	432	53.9%	369	46.1%
Migrant ³	320	56.3%	248	43.7%
Disabled ⁴	441	47.5%	487	52.5%
Gifted ⁵	642	99.4%	4	0.6%

WRITING *	Advanced/Proficient		Below/Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	1,080	45.1%	1,315	54.9%
LEP ²	289	36.4%	506	63.6%
Migrant ³	224	40.4%	330	59.6%
Disabled ⁴	191	20.6%	736	79.4%
Gifted ⁵	634	98.8%	8	1.2%

MATHEMATICS *	Advanced/Proficient		Below/Not Proficient	
	Count	Percentage	Count	Percentage
Low Income ¹	450	18.8%	1,938	81.2%
LEP ²	111	14.0%	682	86.0%
Migrant ³	123	22.2%	431	77.8%
Disabled ⁴	75	8.2%	840	91.8%
Gifted ⁵	602	95.9%	26	4.1%

* Students may be classified in more than one special population category.

1. Low Income students served under Title I, Part A of the Elementary Secondary Education Act, Free and Reduced Lunch Program; or Temporary Assistance for Needy Families (TANF, formerly AFDC).
2. Limited English Proficient are students whose first or dominant language is not English and who are served under the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act.
3. Migrant students are transient students served under Title I, Part C of the Elementary and Secondary Education Act.
4. Disabled students are those served under the Individuals with Disabilities Education Act or Section 504 of the Vocational Rehabilitation Act.
5. Gifted students are academically talented students served under Chapter 52, Article 3 of the Alaska Administrative Code.

SPRING 2001 BENCHMARKS GRADE 3

Total Numbers and Percentages of Students Scoring Above and Below Proficiency by Race/Ethnicity and Gender

READING	Advanced/Proficient		Below/ Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	1,157	47.5%	1,280	52.5%	2,630	92.7%
American Indian	100	75.2%	33	24.8%	202	65.8%
Asian-Pacific Islander	403	69.0%	181	31.0%	595	98.2%
Black, Not Hispanic	315	66.3%	160	33.7%	498	95.4%
Hispanic	234	64.3%	130	35.7%	386	94.3%
White	4,631	82.7%	972	17.3%	6,190	90.5%
Male	3,333	67.9%	1,579	32.1%	5,426	90.5%
Female	3,702	74.6%	1,261	25.4%	5,381	92.2%

WRITING	Advanced/Proficient		Below/ Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	753	31.0%	1,674	69.0%	2,630	92.3%
American Indian	66	49.6%	67	50.4%	202	65.8%
Asian-Pacific Islander	328	56.3%	255	43.7%	595	98.0%
Black, Not Hispanic	214	44.9%	263	55.1%	498	95.8%
Hispanic	172	47.1%	193	52.9%	386	94.6%
White	3,628	64.7%	1,982	35.3%	6,190	90.6%
Male	2,296	46.7%	2,622	53.3%	5,426	90.6%
Female	2,990	60.3%	1,967	39.7%	5,381	92.1%

MATHEMATICS	Advanced/Proficient		Below/ Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	1,172	48.4%	1,248	51.6%	2,630	92.0%
American Indian	89	65.9%	46	34.1%	202	66.8%
Asian-Pacific Islander	364	62.3%	220	37.7%	595	98.2%
Black, Not Hispanic	227	47.8%	248	52.2%	498	95.4%
Hispanic	195	54.5%	163	45.5%	386	92.7%
White	4,303	77.1%	1,280	22.9%	6,190	90.2%
Male	3,224	65.7%	1,683	34.3%	5,426	90.4%
Female	3,298	67.0%	1,625	33.0%	5,381	91.5%

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

SPRING 2001 BENCHMARKS GRADE 6

Total Numbers and Percentages of Students Scoring Above and Below Proficiency by Race/Ethnicity and Gender

READING	Advanced/Proficient		Below/ Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	941	40.3%	1,395	59.7%	2,517	92.8%
American Indian	114	71.7%	45	28.3%	159	100.0%
Asian-Pacific Islander	379	67.9%	179	32.1%	585	95.4%
Black, Not Hispanic	299	65.3%	159	34.7%	492	93.1%
Hispanic	214	67.3%	104	32.7%	358	88.8%
White	4,802	81.8%	1,072	18.2%	6,368	92.2%
Male	3,336	66.3%	1,698	33.7%	5,430	92.7%
Female	3,547	72.6%	1,339	27.4%	5,192	94.1%

WRITING	Advanced/Proficient		Below/ Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	1,091	46.8%	1,242	53.2%	2,517	92.7%
American Indian	114	72.2%	44	27.8%	159	99.4%
Asian-Pacific Islander	417	75.4%	136	24.6%	585	94.5%
Black, Not Hispanic	321	70.1%	137	29.9%	492	93.1%
Hispanic	225	70.3%	95	29.7%	358	89.4%
White	4,930	83.9%	945	16.1%	6,368	92.3%
Male	3,345	66.5%	1,685	33.5%	5,430	92.6%
Female	3,891	79.6%	996	20.4%	5,192	94.1%

MATHEMATICS	Advanced/Proficient		Below/ Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	885	37.8%	1,455	62.2%	2,517	93.0%
American Indian	93	60.0%	62	40.0%	159	97.5%
Asian-Pacific Islander	343	61.7%	213	38.3%	585	95.0%
Black, Not Hispanic	231	50.7%	225	49.3%	492	92.7%
Hispanic	160	50.2%	159	49.8%	358	89.1%
White	4,387	75.0%	1,460	25.0%	6,368	91.8%
Male	3,190	63.7%	1,821	36.3%	5,430	92.3%
Female	3,027	62.1%	1,848	37.9%	5,192	93.9%

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.

SPRING 2001 BENCHMARKS GRADE 8

Total Numbers and Percentages of Students Scoring Above and Below Proficiency by Race/Ethnicity and Gender

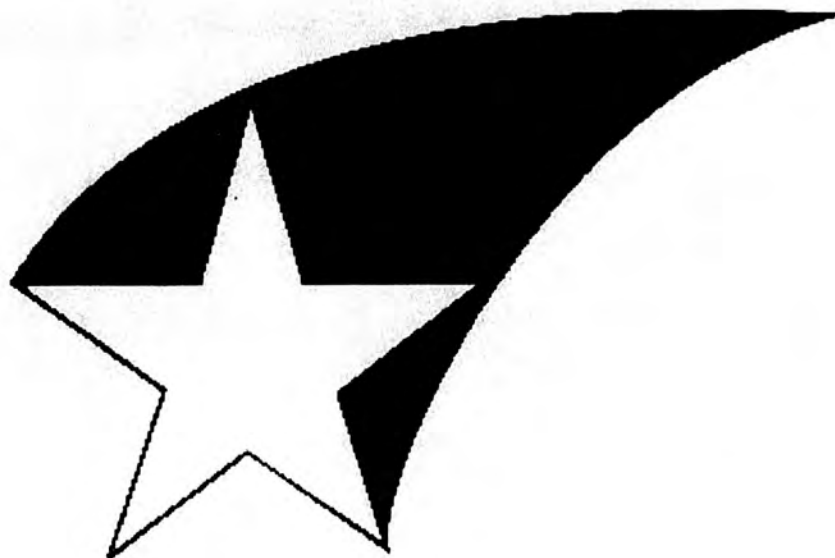
READING	Advanced/Proficient		Below/ Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	1,188	58.2%	852	41.8%	2,372	86.0%
American Indian	105	79.5%	27	20.5%	125	105.6%
Asian-Pacific Islander	461	81.4%	105	18.6%	591	95.8%
Black, Not Hispanic	318	77.4%	93	22.6%	434	94.7%
Hispanic	251	82.0%	55	18.0%	339	90.3%
White	5,341	92.0%	464	8.0%	6,384	90.9%
Male	3,842	79.4%	997	20.6%	5,367	90.2%
Female	3,950	85.9%	647	14.1%	5,010	91.8%

WRITING	Advanced/Proficient		Below/ Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	818	40.4%	1,208	59.6%	2,372	85.4%
American Indian	80	60.6%	52	39.4%	125	105.6%
Asian-Pacific Islander	384	68.3%	178	31.7%	591	95.1%
Black, Not Hispanic	236	57.6%	174	42.4%	434	94.5%
Hispanic	193	63.1%	113	36.9%	339	90.3%
White	4,592	79.2%	1,208	20.8%	6,384	90.9%
Male	2,903	60.1%	1,928	39.9%	5,367	90.0%
Female	3,493	76.2%	1,088	23.8%	5,010	91.4%

MATHEMATICS	Advanced/Proficient		Below/ Not Proficient		October 1, 2000 Enrollment	Participation Rate ²
	Count	Percentage ¹	Count	Percentage ¹		
Alaska Native	373	18.5%	1,643	81.5%	2,372	85.0%
American Indian	27	20.8%	103	79.2%	125	104.0%
Asian-Pacific Islander	231	41.4%	327	58.6%	591	94.4%
Black, Not Hispanic	83	20.3%	326	79.7%	434	94.2%
Hispanic	86	28.6%	215	71.4%	339	88.8%
White	2,867	49.8%	2,886	50.2%	6,384	90.1%
Male	1,889	39.5%	2,896	60.5%	5,367	89.2%
Female	1,808	39.7%	2,748	60.3%	5,010	90.9%

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1, 2000 enrollment.



***A Work Plan:
2002-2006***

**To Implement
Alaska's Public School
Accountability Initiative
For Improving
Student Achievement**

**Alaska Department of Education
& Early Development**

March 2001

A Work Plan: 2002-2006

For the State of Alaska and Alaska's Local School Districts For Effective Implementation of Alaska's Public School Accountability Initiative for Improving Student Achievement March 2001

The public schools of the State of Alaska have seized the challenge of the Quality Schools Initiative as legislated in 1997 and 1998. The challenge is no less than a complete overhaul of Alaska's public schools so that all students are able to meet higher academic standards. The challenge also requires school boards and school personnel to be accountable for student results.

This is an enormous undertaking, one quite different than Alaska's public schools have faced at any time in its history. We will not achieve this lofty goal tomorrow or next year. To reach the goal requires at every level a commitment to systemic and fundamental changes to our system of public schools. It requires much more than just fixing a high school exam. It also requires a deep commitment to adequately funding our schools in order to build the capacity of our teachers and principals to carry out this monumental goal. It will take until 2006 to complete all the tasks outlined in the attached work plan.

Every task in the work plan is driven by student achievement data obtained since the Alaska high school and benchmark exams were first administered in March 2000. From the data we have learned the State of Alaska and local school districts need to accomplish the following:

- Verify Student Standards, State Exams & Passing Scores
- Resolve Issue of Special Need Students
- Align Curriculum to State Reading, Writing & Math Performance Standards
- Upgrade & Align Performance Standards to Classroom Instructional Material
- Build Through Professional Development the Capacity of Teachers to Teach in Standards- and Data-driven Schools
- Build Through Professional Development Leadership Capacity for Superintendents & Principals to Administer in Standards- and Data-driven Schools
- Design & Implement Academic Intervention Strategies for Students Not Meeting Benchmark or High School Exam Standards
- Develop & Implement Core Courses in Small Schools with Expert Teachers in Reading, Writing & Math
- Identify School Models that Work in Alaska & Other States & Design Strategies to Assist Low- Performing Schools
- Strengthen Legal Validity of Alaska High School Graduation Qualifying Exam
- Build, Field Test & Implement School Designator System

Finally, every task in the work plan needs to be in place to ensure each student meets the higher standards and experiences success. Anything less does a disservice to our students and our system of public schools. It will also undermine the confidence Alaskans have in their public schools by placing unrealistic expectations on them without providing the necessary time and resources.

In summary, Alaska needs to complete each task outlined in the work plan. And we believe it will take until 2006, with appropriate funding, to do so. Only then will students be academically prepared to meet Alaska's new higher standards, take the high school test with confidence and do well.

A Work Plan: 2002-2006

To Implement Alaska's Public School Accountability Initiative For Improving Student Achievement
Department of Education & Early Development
March 2001

Category	Time Frame	State Responsibility	School District Responsibility	Discussion
Verify Student Standards, State Exams & Passing Scores	2002-2004	Review the high school standards and state exit exam. Review may lead to revised performance standards, revised test, and/or revised passing scores. Business community and high school students will be represented at every level of review process.	Secure volunteer, expert teachers and members of the business community to assist state in its review of high school exam.	Review began Feb. 2001. Some adjustment to test emphasis appears necessary to truly align exams with agreed upon foundational/essential skills.
	2002-2004	Review the benchmark examinations in grades 3, 6, and 8. Review might lead to revised performance standards, revised test, and/or different proficiency scores.	Recruit and secure volunteer, expert teachers to assist state in its review of benchmark exams.	Uses same review process as used for high school exam.

Category	Time Frame	State Responsibility	School District Responsibility	Discussion
Resolve Issue of Special Need Students	2002-2004	Continue to work with special education community to determine fair and defensible approaches for ensuring special education students meet standards and are not left academically behind. Study, analyze and recommend to governor and legislature alternate approaches that effectively serve the students. Business community, parents of children experiencing disabilities and advocacy agencies will be represented in review process.	Assist state in developing a recommendation to the legislature regarding potential alternate routes to a high school diploma for special needs students.	Possible options: different diplomas and different routes leading to the same diploma. Delay in effective date would allow time for strategies to be determined.
	2002-2004	Determine whether to award alternate diplomas to special students, a) limited English proficient, b) special education, c) and transient students, such as military dependents and others who come to Alaska late in their high school careers. Statute amendment required.	Recruit volunteer experts to assist state to determine how to respond to the unique needs of special population students.	

Category	Time Frame	State Responsibility	School District Responsibility	Discussion
	2004- Then Annually	Monitor and report to the legislature the effectiveness of agreed upon procedures for special population students.	Implement new procedures for special population students.	
Align Curriculum to State Reading, Writing & Math Performance Standards	2002-2004	Partner with organizations to produce prototype curricula aligned to the performance standards.	Align curriculum and lesson plans to state standards.	Funding vehicle may be 4 AAC 33.300-.330 (Quality Schools Grants). Requires increases in foundation program funding for five years.
Upgrade & Align Performance Standards to Classroom Instructional Material	2002-2006		Provide students with sufficient and up-to-date study materials that are aligned with performance standards.	A standards-based curriculum requires students to have appropriate classroom tools, such as new textbooks, software and other materials. This is recommended by the Governor's Task Force on School Funding. The recommendation requires an appropriation to ensure that instructional materials are matched to curriculum in a timely manner.

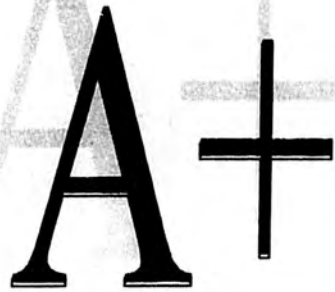
Category	Time Frame	State Responsibility	School District Responsibility	Discussion
Build Through Professional Development the Capacity of Teachers to Teach to Standards	2002-2006	Secure expert teacher trainers to be available to schools on contract. Organize, train and deploy trainers.	Identify expert teachers, including state-supported Quality Schools Consultants, to train teachers in standards-based instruction.	Demand will grow as accountability system matures. Currently in operation and ongoing. Uses federal funds to assist financially.
	2002-2006	Create and implement Center for School Excellence for low-performing schools.	Low-performing schools identify, design and implement appropriate teacher training and school/community improvement plans.	Provides training for teachers in low performing schools. This is a recommendation of the Governor's Task Force on School Funding. Requires appropriation.
	2002-2006	Create partnerships with Alaska Staff Development Network and other agencies to train teachers to teach in standards-based schools	Identify teacher training needs and schedule teachers for specific training.	Many teachers have not received direct training on teaching in standards-based schools.
	2002-2006	Create partnerships with Alaska universities and colleges to train teachers to teach in standards-based schools.	Partner with universities to give university students opportunities to mentor in school districts.	Many college education students have not received training on teaching in standards-based schools.

Category	Time Frame	State Responsibility	School District Responsibility	Discussion
	2002-2004	Update and create new standards-based support materials for teachers, such as teacher guides, practice tests, test procedure manuals, and participation guidelines for special need students to help prepare students for the high school and benchmark exams	Review and advise the state in the development of standards-based support materials. Train teachers how to effectively use state-developed support materials	
Build Through Professional Development Leadership Capacity for Superintendents and Principals to Administer Standards-Based Schools	2002-2006	Participate with Alaska universities, colleges and leadership training organizations to ensure that programs offered are research-based	Collaborate, plan and host with the state and various training institutions school-leaders- in-training for development of practical experiences designed to reflect the best practices toward improving student achievement. Review and advise the state in the development of standards-based support materials. Train school administrators how to effectively use state-developed support materials	The development of quality school leaders is a complex undertaking that requires partnerships to be effective.

Category	Time Frame	State Responsibility	School District Responsibility	Discussion
Design & Implement Academic Intervention Strategies for Students Not Meeting Benchmark or High School Exam Standards	2002-2004	Gather and analyze data to determine why some schools are not demonstrating improvements in student performance	Analyze student achievement data and target specific areas for improvement. Implement strategies that are proven to work.	Some data will be provided by Opportunity to Learn surveys administered to teachers and students with state exams.
	2002-2006	A student data unit within the proposed EED Center for School Excellence would track individual student performance.	Identify low-performing students early in their schooling. Seek partnerships with other agencies, including assistance from the Center for School Excellence, to develop and implement intervention strategies.	Focus interventions on students who have not passed benchmark or high school exams, and who need intervention based on developmental profiles conducted for each child in kindergarten or first grade. This is a recommendation of the Governor's Task Force on School Funding. Appropriation required over five years.
	2002-2006	Give school districts appropriate additional resources to develop and implement student intervention strategies.	Develop and implement intervention activities, such as summer school, tutoring, after school studies, etc. for students who are not meeting standards.	This is a recommendation of the Governor's Task Force on School Funding. Appropriation required.

Category	Time Frame	State Responsibility	School District Responsibility	Discussion
Develop & Implement Core Courses in Small Schools with Expert Teachers in Reading, Writing & Math	2002-2006	Create highly trained reading, writing, and math teachers in small high schools through distance delivered courses in reading, writing and math.	Plan and implement courses in reading, writing and math that target special skills utilizing distance delivery.	This program is for schools with populations of 50 students and below. This is a recommendation of the Governor's Task Force on School Funding, and would require an appropriation.
Identify School Models that Work in Alaska & Other States & Design Strategies to Assist Low-Performing Schools	2002-2006	Create a Center for School Excellence. Appropriation required for five years. Statutory authorization possibly required.	Identify low-performing students early in students' schooling. Require districts to develop improvement and intervention plans that include assistance from the Center for School Excellence and other agencies.	Provides technical help for teachers in low performing schools. This is a recommendation of the Governor's Task Force on School Funding and would require an appropriation.
Strengthen Legal Validity of Alaska High School Graduation Qualifying Exam	2002-2006	Give students the opportunity to complete the sequence of benchmark examinations in grades 3, 6, and 8 before they face the high school exam	Administer the benchmark examinations according to state procedures in grades 3, 6, and 8 before students face the high school exam and provide needed intervention activities	Class of 2006 will have the opportunity to take the grades 6 and 8 benchmark exams and receive academic interventions as needed.

Category	Time Frame	State Responsibility	School District Responsibility	Discussion
Build, Field Test & Implement School Designator System	2001-2003	Develop, field test and implement a system to designate schools as distinguished, successful, deficient or in crisis.	Volunteer and cooperate in development, field testing and implementation of school designator system.	As mandated in AS 14.03.123.
	2003-2006	Designate schools as distinguished, successful, deficient or in crisis. Identify low-performing schools, require improvement plans and legislated partnership with the State Board of Education & Early Development.	Recognize the school designator system as a part of the state's total school accountability system and require low-performing schools to develop and evaluate improvement plans that address identified areas of need.	Continuous review cycle of high school and benchmark exams, and 2006 high stakes timeline will give more reliable data appropriate to ranking of schools.



A Strategy for Year Two Funding

**From the
Education Funding Task Force**

Prepared October 19, 2001

Executive Summary

This report presents Year 2 recommendations of the Education Funding Task Force.

Appointment and Charge

On December 8, 2000, Governor Tony Knowles appointed the Education Funding Task Force "as the next step toward fulfilling the goals of his Quality Schools Initiative." The Governor asked the task force to develop a five-year funding plan and report back to him and the State Board of Education & Early Development by February 1, 2001.

Guiding Principles

1. Alaska adopted the Quality Schools Initiative with the belief that *ALL* children can reach higher standards. Furthermore, the Quality Schools Initiative offers the promise that no child will be left behind. This is an enormous undertaking and is the first time Alaska has made such a promise to all children.
2. In conducting its work, the task force followed a four-point framework: Quality, Performance, Fairness, and Accountability.
3. The goal was to increase student performance through a variety of new programs tied directly to holding schools accountable for increased student performance.

Findings

1. Adequate state funding has not been provided so that schools are able to maintain an appropriate level of education services, including
 - a. updating appropriate and necessary instructional materials,
 - b. aligning curriculum and lesson plans,
 - c. maintaining facilities,
 - d. providing direct student intervention,
 - e. meeting the needs of Alaska's unique and increasingly diverse student population, and
 - f. providing competitive salaries and benefits to attract and retain teachers.
2. As a result, it is likely that many students have not had the opportunity to meet higher state academic standards.

Recommendations

The task force framed its discussions, and ultimately its recommendations, around two major factors: increased student performance, and increased school accountability. After examining extensive data and concluding that Alaska's schools needed a substantial increase in financial support above existing levels, the task force issued its report and recommendations on February 1, 2001.

The Governor and the State Board of Education & Early Development endorsed the report and all recommendations therein. Legislation was introduced to implement most of the recommendations. The Legislature passed legislation that made significant progress towards implementing task force recommendations, focusing on funding within the foundation formula, Learning Opportunity grant funding, and a District Cost Factor study.

The task force reconvened in September 2001, and decided to renew its efforts to seek approval of a multi-year effort to improve Alaska's schools. Below is a summary of the original task force recommendations, what was approved by the Legislature, and what the task force recommends in Year 2.

1. **Funds need to be appropriated through the foundation program** The task force recommended a \$164 increase in the per student allocation, with a 1.5% increase in each additional year. The recommended \$164 per student increase included a \$115 per ADM increase in the base student allocation and a \$49 per ADM increase in Quality School Grants. The total cost of this recommendation would have been \$34.6 million in Year 1. The Legislature approved a total increase of \$26.3 million, which was comprised of a \$70 per ADM increase in the base student allocation and an unadjusted \$93 per ADM Learning Opportunity Grant. The latter amount is outside the Foundation Program.

Year 2 recommendation: The base student allocation in the foundation program should increase by \$108 per student, with approximately a 1.5% increase each additional year. Year 2 costs total \$22.9 million. Total per student increase over the five-year period would be \$365. This funding is needed to update instructional materials, align curriculum to state standards, increase teacher salaries, to maintain facilities, keep up with the costs of serving special needs students, and provide direct intervention programs for students not meeting standards.

A+

2. **Funds need to be appropriated outside the foundation program** The task force recommended funding additional programs over five years outside the foundation program to address the specific needs of students at risk of not passing the High School Graduation Qualifying Examination or not meeting proficiency levels on the standards-based Benchmark Examinations at grades three, six, and eight. The cost is estimated at \$7 million for the first year, increasing slightly each year to \$8.6 million in year five. Programs include rewards for exemplary schools, creating a center to analyze data, perform research and assist low performing schools, and to provide distance delivered core courses to small high schools. Budget amendments were forwarded in the last legislative session to implement and fund these recommendations, but not approved.

Year 2 recommendation: The additional programs and funding continue to be recommended in full.

3. **Funding is needed to attract and keep new teachers** The task force recommended that the state implement a student loan assumption program as key to attracting and retaining teachers. This program will cost \$800,000 in the first year, increasing annually as more teachers are attracted into the schools. In addition, the task force recommended investigating placing all teachers in Tier One of the Teacher Retirement System. Introduction of legislation to implement and fund this program is pending.

Year 2 recommendation: The task force continues to recommend the establishment of a student loan assumption program.

4. **The task force recommended suspending the reduction of the funding floor** in the foundation program pending the outcome of the new district cost factor study. Legislation was introduced in the last session to implement and fund this recommendation, but was not approved.

Year 2 recommendation: The task force continues to recommend suspending the reduction in the foundation program pending the completion of the district cost factor study.

Conclusions

The task force recommends an increase of \$32.7 million in year two of its five-year plan. If all recommendations are funded, year five spending will be \$73.6 million more than we are spending in FY2002, excluding new enrollment. The

A+

task force continues to strongly recommend that, with any new funds, schools be held accountable for measurable gains in student performance.

The task force reiterated its firm belief in the promise of the Quality Schools Initiative, which is based on high quality academic standards and clear accountability measures for schools and students.

The task force recognized that schools need the understanding and support of their communities to accomplish their mission successfully and continues to recommend that schools, working in conjunction with parents, teachers, business, communities, and state and local agencies, develop clearer policies on student attendance and other student behaviors key to academic success.

The task force has renewed its offer to help the Governor and the State Board of Education & Early Development and the Legislature to secure funding for the recommendations described in this report.

A+

Education Funding Task Force DRAFT Year Two Budget Recommendations DRAFT

Recommendations Requiring Legislation		YEAR 1	YEAR 1	YEAR 2
Purpose		FY2002 Requested	FY2002 Funded	FY2003 Requested
Increase School Funding – Base Student Allocation The task force recommended the Base Student Allocation be increased from \$3,940 to \$4,055. The legislature funded an increase to the Base Student Allocation at \$4,010. Therefore, the task force recommends the difference be rolled into the year two requests to stay on target with the original five-year plan.		24,322.5	14,000.0	10,322.5
The task force recommended the Base Student Allocation be increased from \$4,010 to \$4,118 as recommended for year two. The increase will take effect in FY2003.				12,677.5
Increase School Funding – Direct Student Intervention Program The task force recommended that the Quality School Grants be increased from \$16 to \$65 per adjusted ADM for direct student intervention programs. The legislature funded intervention programs at a level higher than the task force had recommended outside the formula program. Intervention programs have the same type of regional cost differences as regular school programs and should be distributed based on formula adjustments. The task force recommends that these funding be moved within the funding formula increasing the intervention grant amount from \$16 to \$74 per adjusted ADM. The task force also recommends renaming the Quality School Grant Program to the Learning Opportunity Grant Program. This name change better describes the program and the intent that these funds be used for direct student intervention programs that improve student achievement. This change will not have a fiscal impact in FY2003.		10,363.3	12,372.0	
SB36 Supplemental Funding Floor Fix Suspends provision of the current formula which funds enrollment growth in some districts at only 60% of the amount paid to other districts until FY2004 when district cost factor study is complete.		1,149.5	0.0	1,200.0
Teacher Loan Assumption - pending introduction		800.0	0.0	800.0
Subtotal Fiscal Notes		36,635.5	26,372.0	25,000.0
Operating Budget Requests		FY2002 Requested	FY2002 Funded	FY2003 Requested
District Cost Factor Study recommended by Education Funding Task Force. Funded through Legislative Budget & Audit.		350.0	350.0	0.0
Non-statutory Education Funding Task Force recommendations-incentives for exemplary schools (2,000.0), Center for School Excellence (2,000.0), and assistance for low performing schools (2,000.0).		6,000.0	0.0	6,000.0
Education Funding Task Force recommendation for distance delivered core courses to small high schools.		1,000.0	0.0	1,000.0
Education Funding Task Force recommendation to increase department capacity for data collection, research, and analysis.		730.0	0.0	730.0
Subtotal Operating Budget Request		8,080.0	350.0	7,730.0
Total Task Force Recommendations		44,715.5	26,722.0	32,730.0

**Governor's Education Funding Task Force Recommendations
Year 2
An A+ Report Update**

The Department of Education & Early Development held a teleconference on September 5, 2001, with the Governor's Education Funding Task Force to discuss year two recommendations. The task force members discussed education legislation that was passed during the 2001 legislative session and how it compared to the task force first year recommendations to the Governor. The task force concluded that the Legislature should be commended for considering its first year recommendations, and for making substantial progress towards their implementation. The task force is recommending that the Governor propose legislation that will implement the second year recommendations of the task force as outlined in the A+ report dated February 1, 2001. Following is an outline of the Governor's Education Funding Task Force recommendations for the FY2003 legislative budget process. A spreadsheet that estimates the cost of the Education Funding Task Force recommendations as outlined below is included on page 5 of this report.

Recommendations Requiring Legislation

The Education Funding Task Force A+ report update recommends that the base student allocation, AS 14.17.470, be increased to \$4,118 for FY2003. It is projected that this increase will cost approximately \$22.9 million. Districts will use the increased funds for items such as instructional materials, curriculum alignment, and support for special needs students as detailed in the original A+ report.

The funding task force is recommending that the Quality School Grant amount in AS 14.17.480 be increased from \$16 to \$74 per student, and that the \$12.4 million currently appropriated for the Learning Opportunity Grants be used to fund this increase. The task force commends the Legislature for its increased appropriation for Learning Opportunity Grants last session, and further recommends that the Quality School Grant Program be renamed the *Learning Opportunity Grant Program*. This is important for four reasons:

1. It integrates funds into funding formula.
2. It provides reoccurring grant revenue through the funding formula.
3. It requires school districts to be accountable in order to receive funding.

4. It allocates funds among districts equitably based on the funding formula.

The task force recommends that these funds be made available on an ongoing basis through the foundation program so districts have the ability to plan and budget these revenues on a reoccurring basis for direct intervention programs to improve student achievement. The task force believes that this proposal is consistent with the original A+ recommendation by making the funds reoccurring, distributed on the adjusted student and is instructionally based. The name change also acknowledges the legislature for recognizing the need for targeted funding to improve student achievement.

The task force continues to recommend that the state implement a student loan assumption program as being key to attracting and retaining teachers. The program would be available to all new teachers in Alaska, regardless of the postsecondary school where teachers earned their teaching degree or the entities from which teachers borrowed their student loans. Loans would be repaid at the rate of \$2,000 per year up to a maximum of \$10,000. Teachers would need to teach for five consecutive years in order to realize the maximum benefit under this plan. The task force estimated a first year cost of \$800,000, and the same amount, cumulative, over the remaining four years of the plan.

Operating Budget Request (Does not require separate legislation)

The Education Funding Task Force recommends the following budgetary request intended to target funding to improve student achievement outside the foundation funding formula. For a complete description of each proposal please refer to the A+ report dated February 1, 2001.

Incentives for High Performing Schools Based on the state school designator system, schools identified as distinguished would earn financial incentives. Awards would range from \$10,000 to \$100,000 annually depending on the type and size of school. The task force recommends \$2 million in funding for the first year of the plan. With \$400,000 increases cumulative annually, year five funding would be \$3.6 million.

Center For School Excellence The Center for School Excellence will provide technical assistance to schools; analyze data on school improvement and student achievement, and conduct research to determine the effectiveness of efforts to improve instruction for all students. The center would place a priority on low-performing schools. The center would be formed using a consortium model and be comprised of school districts, the Department of Education & Early

A+

Development, public and private Alaska universities, employers, professional education organizations and other entities. While the center would have only a modest number of full-time staff, the training cadre would be supplemented with contract staff matched to the particular need of the school requesting assistance. The task force recommends funding the center at \$2 million in the first year with \$200,000 annual increases.

Assistance for Low Performing Schools Schools designated as low performing would be able to access funds based on a plan of improvement approved by the State Board of Education & Early Development. Awards would range from \$10,000 to \$100,000 annually depending on the type and size of school. The task force recommends funding this program at \$2 million the first year and decreasing the appropriation by \$200,000 each year over the remaining four years of the plan.

Distance Delivered Courses Distance delivered core courses based on state standards need to be offered to high schools with fewer than 50 students. Courses developed and offered through competitive grants would support students and teachers in these high schools. The courses would enable students to have better access to subject matter specialists while still having on-site teachers serve as facilitators and coaches to make sure students get the extra help they need. These courses would be offered free to qualifying schools. The task force recommends funding this competitive grant program at \$1 million per year.

Increased Capacity for Data Collection and Analysis The task force recommends the legislature increase the Department of Education & Early Development's capacity to gather data from schools that will be used by the department and the Center for School Excellence for analysis and research. The results of the research and analysis will be used to assist schools to improve student achievement and to assist the department in the assignment of the school designators. The task force recommends funding this activity at \$730,000 per year.

Conclusion – Continuous Improvement

The task force members would like to thank the Governor and the Alaska Legislature for their consideration of, and substantial progress towards, implementing the first year recommendations of the February 1, 2001, A+ report. This report is intended to supplement the February 1, 2001, A+ report to the Governor and members of the State Board of Education & Early Development. The Education Funding Task Force continues to believe the recommendations

A+

outlined in this proposal are essential to afford every student in Alaska the opportunity to excel and meet high student achievement.

The Education Funding Task Force also applauds the Governor and the Alaska Legislature for the school construction and major maintenance funding appropriated for FY2002 and for following the statutorily required priority list. While the task force was not directed to address school construction and major maintenance funding needs, its members do recognize the need and importance of safe and healthy school environments so students can meet Alaska's high academic standards. The task force members encourage the Alaska Legislature to provide funding to address FY2003 school construction and major maintenance funding needs at a level comparable to the FY2002 funding level.

The Education Funding Task Force encourages the Governor, the State Board of Education & Early Development, and the Alaska Legislature to look favorably on the recommendations presented and aggressively seek the additional programs and funds outlined in this report.

School Designators -

Sec. 14.03.123. School accountability.

(a) Beginning in August 2002, and during each of the following 12-month periods, the department shall assign each public school in each district the performance designation of distinguished, successful, deficient, or in crisis based on multiple student measures, including student achievement. The state board of education shall establish this process by regulation.

(b) A public school assigned a performance designation of deficient or in crisis shall develop a school improvement plan under (e) of this section. The department shall inform the governing body of each district of the performance designation assigned to each public school in the district.

(c) The state board shall adopt regulations to allow a district to appeal the performance designation assigned to a public school in that district.

(d) The department may establish a program of special recognition for those public schools that achieve a distinguished performance designation.

(e) A public school that receives a designation of deficient or in crisis shall prepare a school improvement plan to improve student performance based on a process established by the state board of education. The public school shall undertake an improvement process under that plan to lead to a designation of successful or distinguished. The school improvement plan must be prepared with the maximum feasible public participation of the community, including, if appropriate, interested individuals, teachers, parents, parent organizations, students, tribal organizations, local government representatives, and other community groups. The district shall consult with and assist the public school in the preparation of the school improvement plan. The school improvement plan must be approved by the local school board. The commissioner may provide technical assistance to a public school or the district at any time during the preparation and implementation of the school improvement plan on the request of an interested person and the approval of the district.

(f) Beginning August 1, 2002, and periodically during each of the following 12-month periods, the department shall monitor the progress of the implementation of each school improvement plan prepared under (e) of this section.

(g) The department may use existing staff or contract with one or more qualified persons to assist a public school that is deficient or in crisis under this section to improve student performance. Qualified persons to provide assistance under this section include educators, business leaders, members of the governing body of that district, and community leaders. The provisions of AS 36.30 do not apply to a contract awarded under this subsection.

(h) Notwithstanding any other provisions in this title, if the performance designation of a public school has continued to be deficient or in crisis for two consecutive school years, the chief school administrator, if the district employs a chief school administrator, the president of the governing body, and the principal of the public school shall, at a public meeting of the state board of education, present a written report on the performance of that public school.

(i) The state board of education shall develop, by regulation, measures that may be progressively implemented by the commissioner to assist a public school to improve student performance in accordance with this section.

(j) In this section, "district" has the meaning given in AS 14.17.990 .

Background info for School Designators presentation

NOTES OF THE SCHOOL DESIGNATORS COMMITTEE MEETING

March 28-29, 2001

Place: Hammond Room, Centennial Hall, Juneau, AK

Participants: Andy Baker, Ron Erickson, Kitty Farnham, Elaine Griffin, Karla Griswold, Mari Anne Gross, Lucy Hope, David Holmquist, Dee Hubbard, Richard Mauer, Teri Regan, Sophie Shield, Christopher Simeon, John Weise.

Consultants: Brian Gong, Center for Assessment

EED Staff: Bruce Johnson, Richard Smiley, Erik McCormick, Nick Stayrook

Deputy Commissioner Bruce Johnson presented an update of recently introduced legislation. Much of the focus in the Alaska Legislature is on the High School Graduation Qualifying Examination (HSGQE). Bills have been introduced in both the House and Senate that would allow the State Board of Education & Early Development to establish a procedure for granting waivers to the HSGQE for certain special populations, allow more flexibility in dealing with special education students and delay the effective date of the HSGQE.

An overview was given of the progress of the Department's Continuous Renewal Cycle. At the first meeting of the Content Review committee, the decision was made that the Alaska Performance Standards are appropriate and do not need revision. However, the committee decided that levels of performance expected on the HSGQE were deemed inappropriate in some cases, particularly on the mathematics test. At the second meeting to be held on April 19 and 20 in Anchorage the committee will review all of the test questions in the Alaska HSGQE item bank and decide which items measure basic competencies and which items measure higher level skills. Future versions of the HSGQE will be constructed using only those items that measure basic competencies.

The remainder of the meeting was spent reviewing the design of the School Designator System and seeking to resolve the issues that remained open from earlier meetings. The following is a summary of the discussions and decisions:

Inclusion of Students – It is essential that the system includes as many students as possible and appropriate. This will provide a basis for comparable scores over time. It will also provide an incentive to help all students benefit from enhanced educational services reflected in the school designations. The Alaska assessment system provides that almost all students will be assessed. These guidelines make it fairly straightforward to include virtually every student in the school designator system

- The School Designator System will include all students except:
 - o LEP students who have not been enrolled in an English-language program for at least two years are not included in assessment nor accountability.

Why not these students?

- Special education students who participate in the assessment with modifications, as specified on their IEPs. Note that these modifications should not be specified only for use in tests; they should be the same enhancements provided for students in their regular daily instructional settings.

- These students will be included in the SDS:

- Special education students who participate in the regular assessment (with or without accommodations),
- Special education students who participate in the alternate assessment.
- Students who do not complete a test (i.e., are absent) will get zero (0) points in the SDS status score.
- Students who do complete a scorable test but who are at the "Not Proficient" level will receive 20 points. This is to provide an incentive for schools to get students to participate in the assessment and accountability system.
- Students who are enrolled in the school on the day of testing should participate in the assessment.

These are the severely cognitively disabled.

Use of Attendance – The SDS Committee recommended not including attendance for use in calculating the SDS designations, although attendance rate may be reported. The primary reasons for not including attendance in the ratings were

- a) In general, schools in Alaska report high average attendance rates (about 92%);
- b) Few schools were low enough in attendance to benefit substantially from improvement in attendance (fewer than 10% were less than 85%);
- c) Attendance was seen by some SDS Committee members as an "input" that should be left to the discretion of the local school/district; and
- d) The SDS Committee members recognized there were substantial differences between schools in circumstances, policies, and practices regarding how to count attendance (e.g., traveling for sports or other events, whether homework and instruction were required).

Growth Expectations – The SDS Committee discussed several ways growth might be measured and reported, and how growth expectations might be set. The Committee recommended that growth be calculated and reported in relation to "one year's normal growth" at each grade level. A figure of 1.0 would represent one year's normal growth; a number higher than 1.0 would recommend more than one year's normal growth, and a number less than 1.0 would mean the student or class of students had made less than one year's normal growth, e.g., was falling further behind "grade level." (Note that a growth figure of 1.0 does *not* mean that all students are "on grade level" or at the desired performance level of proficiency. It does mean that over one year's time the students made sufficient progress to score at the equivalent level on the next year's (harder) test.

The Department anticipated awarding a new contract to an assessment contractor in early April. One important task for the assessment contractor will be to create a definition of "normal growth" across grades. Nick Stayrook, representing EED, will work with the contractor and the Technical Review Committee on this task.

Assignment of School Designations – The SDS Committee discussed two ways to create rules for assigning school designations. The Committee favored a matrix, where specific combinations of status and growth would result in a particular school designation. The Committee did not favor a purely mathematical formula that would combine status and growth indices because it appeared that such a formula would likely be more complicated and less sensitive to desired outcomes (e.g., a requirement that less growth be required of schools with high status). The Committee also felt a “top bar” and “bottom bar” were not necessary if the matrix approach were used.

Variant Grade Ranges – The proposed SDS growth model requires test scores from at least two consecutive grades (e.g., grades 3 and 4). Some schools will not meet this requirement. The SDS Committee discussed the possible extent of this problem and how to address it within the school designator system. The SDS Committee recommended that schools without at least two consecutive grades be “paired” and share the same designation. That is, a school without sufficient test grades would be “paired” with the school to which its students feed. Preliminary data indicated that a small proportion of schools would be affected by this rule. The Department will analyze how many and which schools would be affected in the year 2001.

Small Schools – The SDS Committee discussed the fact that designations based on smaller numbers of students would be less reliable than designations based on larger numbers of students. To address this issue, the Committee recommended that:

1. An indication of possible error, (e.g., confidence intervals) be published with each school designation, regardless of school size;
2. Rolling averages be created of three years’ data for schools with a total number of students accountable lower than a designated threshold. If, at the start of the system, a school were below this threshold, it would be in the averaging group; if it were above the threshold, it would be in the single year group. A school would need to have its number of students above/below the threshold for three consecutive years to change groups.

It may be possible for a school to have both the “Variant Grade Span” and “Small Schools” provisions apply to it.

High School Rating System – The SDS Committee recommended that:

1. An NRT be required in grade 9;
2. All students enrolled in grade 10 be required to take the HSGPE.
3. Districts be contacted regarding the possibility of tracking data from grade 8 to grade 9. Since over half the high schools in the state are K-12 institutions, and the three largest districts can track students within their districts, this may be possible.

With the above provisions, the SDS Committee envisioned a high school system that could incorporate both status and growth, similar to the K-8 SDS. The Committee identified these possible indicators to be included in high school designations:

1. Status on grade 9 NRT
2. Status on grade 10 HSGPE (percent passing)
3. Status on HSGPE at end of grade 12 (percent passing)
4. Growth from grade 8 to 9;
5. Growth from grade 9 to 10 (using the HSGPE scale score)
6. Dropout in grades 9, 10, 11, and 12

Time Schedule – The SDS Committee discussed the timelines required to send recommendations to the Department in the fall, so that the Department could send draft regulations to the Board in December 2001. The Board needs to have final regulations in place in spring 2002 so the Department can issue school designations in fall 2002 and report to the legislature in January 2003.

Summary – A summary of the recommendations by the SDS Committee is included in the attached PowerPoint presentation. (This presentation was made to the Alaska state Board of Education on March 29, 2001 by EED staff and Brian Gong from the Center for Assessment. EED staff, Gong, and members of the SDS Committee responded to questions from the Board.

Next Meeting – The members of the SDS Committee agreed that to meet again, most likely in an audio conference in early summer, and in early fall. The audio conference would be held after more was settled regarding the growth model in the meeting of the Technical Review Committee and when staff from the Center for Assessment have gathered more districts' data to analyze. The fall meeting would focus on settling on cutpoints and final recommendations; this should be informed by more data analyses using 2001 data, which should be available to EED and the Center for Assessment in late summer.

PRINTER FORMAT

The Miami Herald[Back to story](#)

Published Friday, November 9, 2001

State may tie schools' grades to individual students' work

BY STEVE HARRISON AND HOLLY STEPPhstepp@herald.com

Florida schools will have to make sure that most, if not all, of their students are learning more each year if they expect to continue to earn -- and keep -- top grades in the state's A-plus accountability system.

Under a major overhaul proposal released Wednesday by the Florida Department of Education, individual students' progress will be tracked from year to year to help determine a school's letter grade.

Every student must either improve or maintain his score on the state's Florida Comprehensive Assessment Test for the school to earn maximum points toward its final grade.

Schools also will have to pay particular attention to the scores of their lowest-performing students, whose gains, or losses, will now have more weight in the grading formula.

The changes will be voted on in December by the state Board of Education, made up of the governor and the Cabinet, and would apply to the school grades issued early next summer.

A-plus letter grades determine whether schools receive extra money, teachers receive bonuses, and students in failing schools receive vouchers to attend private schools. It also determines whether schools are freed from some state regulations or need more oversight.

The move raises the stakes for the school grading system and puts Florida in a small group of states that have tied accountability to individual student performance. Only Texas and Tennessee use yearly progress to judge its schools and teachers.

State education officials said the changes reflect the state's goal for academic progress for all students.

"We have seen remarkable progress since 1993, where only 30 percent of fourth-graders scored at 3 or above in writing," said Gerry Richardson, director of evaluation and reporting for the education department.

"Now we have 90 percent testing at that level, and we think it's important that we constantly strive for higher levels of achievement for all of our students."

In a smaller component of the changes, the state also released new score ranges for the five student achievement levels for the math and reading FCAT. They will take affect this spring when the test is given, and a more rigorous score range will take affect in 2004.

While the changes won't necessarily mean that every student will have to perform better than in previous years on the FCAT, it does mean that teachers and principals will have to make sure that none of their students fall too far behind.

Currently, a school's grades are based on how well its students perform on the Florida Comprehensive Assessment Test, which was originally given in grades 4, 5, 8 and 10.

But the FCAT was expanded last year to all grades between third grade and 10th grade, enabling the state to start measuring "annual learning gains" for individual students this year.

That has been a major goal of Gov. Jeb Bush, who pushed through the wide-ranging education law as soon as he became governor.

Under the new criteria, a school would earn points for students' progress on the FCAT. The scores range from 100 to 500, which translate to levels 1 to 5.

Students have progressed if they increased their level; if they increased their scores by a point if they were in level 1 or 2; if they maintained the same level compared with the previous year if they were already in levels 3, 4 or 5.

In many cases, the test scores of the best students often mask those of students who are struggling to master the basic skills, resulting in higher overall school grades.

Educators worry that without tracking individual students, struggling students will continue to flounder.

State testing chief Thomas Fisher said looking at student progress may be a "sobering" experience for some schools.

"They may find that while they are doing well overall, there are pockets of students who aren't making much progress," Fisher said.

So far, the changes have drawn a mixed response from South Florida educators.

Miami-Dade Schools spokesman Alberto Carvalho said the district was generally encouraged by and supports the changes.

"I think they are reflective of the concerns and suggestions made by superintendents and schools districts," Carvalho said.

Anne Dilgen, Broward schools' director of student assessment said she didn't think the changes made the school grading process any easier or more difficult.

"It's just different," Dilgen said.

© 2001 The Miami Herald and wire service sources. All Rights Reserved.
<http://www.miami.com/herald>

Chicago Sun-Timeswww.suntimes.com**Back to regular view**<http://www.suntimes.com/output/news/cat-nws-skul09.html>**Print this page**

City schools' report cards to reveal more

*November 9, 2001***BY ANA MENDIETA STAFF REPORTER**

Parents and administrators will be able to track down different aspects of the academic performance of every Chicago public school in new report cards that were unveiled Thursday by Schools CEO Arne Duncan.

The new report cards will not only show the students' scores on standardized tests, they will also look at the the students' average gain in reading and math from one year to the next; the percentage of fully certified teachers, and the percentage of high school graduates who pursue further education or training.

"While I agree that test scores are important, I don't believe test scores taken alone present a true and complete picture of the performance of any school or school system," Duncan said at a news conference at John Hay Community Academy, 1018 N. Laramie. "I believe it is equally important to acknowledge progress whenever and however it happens, however incremental."

Those schools experiencing gains in student achievement--even if small--should be recognized and rewarded, Duncan said in reference to Hay, where students have consistently gained more than one year in reading and math for the past eight years, according to principal Sandra Crosby.

"Hopefully this new reporting procedure will reflect the instructors who can move students one or two grade levels up. That is an enormous thing to do," said School Board President Michael Scott.

For the first time, the school system will collect data on the percentage of teachers who are fully certified and are teaching in their fields, according to Phil Hansen, the schools' accountability chief.

Systemwide, about 7 percent of full-time teachers hold temporary certificates that temporarily or indefinitely waive certification tests, Hansen said.

The Sun-Times reported that last school year, 15 percent of Chicago teachers had less than full certificates.

The elementary school report cards also will include the attendance and mobility rate of each school, the percentage of low-income students, students with disabilities, English language learners and the percentage of students meeting promotion criteria in June.

The high school report cards will show the at- or above-average student scores on the Test for Academic Proficiency (TAP), taken by freshmen and sophomores; the Prairie State Exams, taken by juniors, and the Chicago Academic Standards Exams (CASE), subject tests taken by freshmen and sophomores.

School officials will survey high school seniors next spring to find out their career intentions after graduation.

"Our goal is to send high school graduates to higher education. K through 12 is a starting point, not an ending point," Duncan said.

The report cards will be available next July on the Chicago Public Schools' Web page (www.cps.k12.il.us) and at each individual school.

Copyright © The Sun-Times Company

All rights reserved. This material may not be published, broadcast, rewritten, or redistributed.

APTE Home Page
Project Information

1st pg of grant abstract written
by Bill McDiarmid according to Betty Meyer

Introduction: The Alaska Partnership for Teacher Enhancement

The Alaska Partnership for Teacher Enhancement proposes to dramatically redesign the teacher preparation program at the University of Alaska Anchorage (UAA). At UAA, the new partnership includes the colleges of Arts and Sciences and of Health, Education, and Social Welfare; the Provost's Office; and the Institute of Social and Economic Research. Other partners are the University of Alaska President's Office in Fairbanks, the Anchorage School District, three rural school districts (Kashunamiut, Lower Kuskokwim, and Yupiit), the Alaska Department of Education and Early Development, the Anchorage Education Association, and General Communications, Inc. The three rural districts serve primarily Alaska Native students in the state's poorest region; the Anchorage School District includes eight schools where more than 50 percent of students qualify for free lunches. Together, these four districts enroll nearly 60 percent of all Alaska students and include nearly half of all enrollments in high-need schools. UAA enrolls more undergraduates and trains more teachers than any other institution in Alaska.

The proposed redesign entails broadening the range of participants involved in preparing teachers, as well as intensifying and expanding clinical experiences for preservice teachers. Up to now, few collaborations have taken place within UAA or among UAA, schools, businesses, and the Alaska Department of Education and Early Development. After the disruptions created by the merger with Anchorage Community College a decade ago, UAA is consolidating its programs and has stabilized enrollment. Although state funding of higher education rose just 2 percent in the past decade, compared with a U.S. average of 42 percent, the university is intent on upgrading its programs, especially in teacher education, where it has moved to a post-baccalaureate, MAT program for all prospective secondary students, and in Fall 1999 will begin to require academic majors of all elementary candidates.

The president of the University of Alaska has designated improvements in teacher preparation as his top priority and, to improve the chances of securing a Partnership Grant, has committed scarce resources to provide the required matching funds and the faculty resources necessary for a high-quality program. Since the 1999 Alaska Legislature's appropriation failed to fund his instructional program priorities, he has internally reallocated resources to provide the match. This speaks to the university system's commitment to this project and to improving teacher education. At the same time, this project offers the perfect vehicle for realizing the president's goals: teacher preparation that is more responsive to the needs of Alaska's neediest schools, focused on improving teachers' subject-matter preparation, designed as a true campus-wide responsibility, and organized as a partnership with K-12 schools, the Alaska Department of Education and Early Development, businesses, and others in the state. In short, in spite of budgetary limits, a more propitious moment to reconstruct teacher preparation to better serve the needs of Alaska's students may not soon present itself.

The Alaska Policy Context

Shrinking state revenues, precipitated by low oil prices and declining production, make the challenges Alaska schools face even more formidable. Unlike any other state, school funding in Alaska declined throughout the 1990s, as the legislature cut budgets in the face of growing deficits. More ominously, a recent change in the state's school funding formula has jeopardized some of Alaska's neediest schools. As enrollments burgeoned in urban areas, some citizens and policymakers lobbied to redirect funding from rural to urban schools, culminating in Senate Bill 36 passed in 1998 (Berman, Hull, and McDiarmid, in press). This has contributed to a divisive and unproductive "us vs. them" mentality between urban and rural schools and residents.



DeWayne Matthews will talk about these types of programs.

Yesterday (November 8), Secretary Paige joined educators, business leaders, and policymakers in announcing the establishment of the National Center for Education Accountability, a collaborative effort to improve learning through the effective use of school and student data and the identification of best practices.

The Center is a joint venture of Just for Kids, an Austin-based nonprofit organization that uses accountability data to examine and improve school performance; the University of Texas at Austin; and the Education Commission of the States, an interstate compact that helps state officials shape education policies.

Associates will go into the schools, talk with teachers and administrators about their challenges, and observe the daily instructional strategies and leadership practices that have garnered success.

"I would suggest that this time of change is an excellent chance for every school to examine its teaching methods, identify those that do not work, and replace them with better ones," the Secretary said. "Once accountability systems are in place in states around the country, I think parents and communities will have less patience for failing schools."

FOR MORE INFORMATION, PLEASE GO TO

<http://www.ecs.org/ecsmain.asp?page=/clearinghouse/30/83/3083.htm>

Secretary Paige's remarks are available at <http://www.ed.gov/Speeches/11-2001/011108.html>

**FOR IMMEDIATE RELEASE****Date: November 8, 2001****Contact: Kim Moyer, 303-299-3680; Janet Spence, 214-378-4803; Don Hale, 512-471-3151, 512-657-9896 cell; Audrey Duff, 202-354-8205, 202-213-1066 cell****e-Mail: kmoyer@ecs.org, jspence@LuceWilliams.com,****Donhale@mail.utexas.edu, aduff@pstrategies.com****FAX: 303-296-8332****ECS Web Site: www.ecs.org****NEWS****National Center for Educational Accountability
Established To Achieve Excellence in Public Schools**

WASHINGTON, D.C. — November 8, 2001. A distinguished coalition of educators, businesspersons and policymakers announced today the establishment of the National Center for Educational Accountability, a collaborative effort to improve learning through the effective use of school and student data and the identification of best practices.

The National Center for Educational Accountability is a joint venture of Just for the Kids, an Austin, Texas-based nonprofit organization that uses state accountability data to examine and improve school performance; the University of Texas at Austin; and the Education Commission of the States (ECS), an interstate compact that helps state policymakers shape education policies. The collaboration unites a proven education accountability reporting and research model with the research strengths of a major university, and the leadership and policy expertise of a prestigious organization in a joint effort to elevate the quality of public education in this country.

"Through this partnership, the lessons learned in many states will serve as a foundation for an innovative research and development program that will influence state and federal education policy," said Larry R. Faulkner, president of the University of Texas at Austin. "We expect this to be the country's most influential center working on education accountability."

The National Center for Educational Accountability will build on the model of the successful Just for the Kids program begun in Austin in 1995 by attorney and civic leader Tom Luce, who will chair the center's board of directors. After years of research and working with educators, Just for the Kids developed an Internet-based school information system to drive improvement in public schools. The keystone for the program's efforts is academic performance data — facts about student performance that provide the only effective way to identify areas of improvement and low performance.

"Coordinating the school improvement efforts of Just for the Kids, the University of Texas at Austin and the Education Commission of the States will be a significant step in raising academic standards across the country," Luce said. "This partnership will expand the knowledge of educators, policymakers and the public in how to use school and student information to identify educational best practice. Just for the Kids is very pleased to be part of this historic effort to improve student achievement."

As its Texas mentor program has done, the National Center for Educational Accountability will marry the science of data analysis with the human element of classroom interaction to identify classroom successes, develop cutting-edge educational resources and build policy models that will be made available to education leaders nationwide. The center employees and associates will go into the schools, talk with teachers and administrators about their challenges and observe first-hand the daily instructional strategies and leadership practices that have garnered success.

"The National Center for Educational Accountability Board of Directors is a roll call of nearly two dozen of the nation's most accomplished business leaders and policymakers, many of whom have departed the halls of commerce and government to make education improvement their life's work," said Luce. "They are men and women who share the conviction that attaining the highest degree of excellence in public education is the single most consequential factor in America's future."

"In an era when educators and education policymakers are sharply focused on accountability, it is imperative that we take full-length, motion-picture looks at student achievement to improve teaching and learning," said Ted Sanders, ECS president. "Taking snapshot glances doesn't help us learn what brings about success. This joint venture among the University of Texas at Austin, Just for the Kids and the Education Commission of the States brings together three entities that can have a tremendous impact on improving education for all of our nation's children."

###

The Education Commission of the States (ECS) is a national, nonprofit organization that helps governors, legislators, state education officials and others identify, develop and implement public policies to improve student learning at all levels. A nonpartisan organization, ECS was formed in 1965 and is located in Denver, Colorado.

**FOR IMMEDIATE RELEASE****May 30, 2001****Contact: Sherry Freeland Walker, 303-299-3626; Josie Canales, 303-299-3646****e-mail: swalker@ecs.org; canales@ecs.org****FAX: 303-296-8332****ECS Web Site: www.ecs.org****ECS Names Vice President for State Services**

DENVER -- Dewayne Matthews has been named vice president for state services of the Education Commission of the States. His appointment becomes effective June 11.

Matthews currently is with the Western Interstate Commission for Higher Education (WICHE), where he is director of programs and services.

With ECS, he will direct and coordinate efforts to provide services and products to the states. "My focus will be on strengthening ECS' role in the states," Matthews said. "The key is understanding the rapidly changing environment for education policymaking and helping policymakers be effective in this kind of environment."

Matthews has been with WICHE for nine years, serving most of that time as senior program director for student exchange and state relations. From 1989 to 1992, he was with the National Center for Postsecondary Governance and Finance at Arizona State University. Before that, he was executive director of the New Mexico Commission on Higher Education and policy analyst with the New Mexico Legislative Education Study Committee.

State Services is one of three ECS divisions that work together to provide a range of products and services to member states and territories.

Matthews joins two other newly appointed ECS vice presidents. Robert Palaich directs the Policy Studies and Programs division, which identifies, studies and provides heightened visibility for education trends and issues that are of greatest concern to ECS constituents. He previously was ECS division director for K-16 Policy and director of Constituent Services.

Kathy Christie is vice president for information management and ECS Clearinghouse. With ECS since 1989, she previously was director of the Information Clearinghouse.

"Dewayne's selection, and that of the other two vice presidents, rounds out our leadership team and positions ECS to better identify and meet the needs of our state and territorial members," said Ted Sanders, ECS president. "We encourage state policymakers to take advantage of the assistance that we can provide to help them make sound education policy decisions in their states."

###

The Education Commission of the States (ECS) is a national, nonprofit organization that helps governors, legislators, state education officials and others identify, develop and implement public policies to improve student learning at all levels. A nonpartisan organization, ECS was formed in 1965 and is located in Denver, Colorado

Dr. Dewayne
Matthews.



Quality Schools / Quality Students

Linking a Shared Vision with Successful Practices

Taking aim on results-focused reform

Education reform in Alaska has taken many forms. Quality Schools/Quality Students – QS2 is designed to help re-engineer schools by focusing on the achievement gap – Where the School Is vs. Where the School Wants to Be. Closing this gap is guided by informed decisions focused on:

- ❖ Assessing and examining student achievement
- ❖ Aligning curriculum and instruction to standards
- ❖ Building staff and school board capacity
- ❖ Developing community engagement and support
- ❖ Redirecting and securing resources
- ❖ Holding systems accountable for results

What is QS2?

QS2 is a comprehensive school improvement service that will assist school districts and their local communities in raising student achievement to meet or exceed state standards by linking a shared vision for education with successful practices. This is made possible via a strategic planning process that brings all efforts under one umbrella.

QS2 will focus on developing:

- ❖ Leadership
- ❖ Programs and Staff
- ❖ Community, Parent and Student Engagement
- ❖ Resources

Participating Districts

Continued services are currently being provided to the initial "demonstration districts" comprised of Denali Borough, Kake and St. Mary's. Three additional districts, Alaska Gateway, Kodiak Island and Yupiit, have been selected to receive direct services this year. Current plans call for a total of nine districts to be involved at any one time.

All Alaskan districts will ultimately benefit. The AASB website will incorporate a QS2 component so that other districts may replicate the QS2 process for themselves, and activities will be regularly reported via the monthly Commentary.

How QS2 Works

Step #1 — District Application

Boards interested in becoming a QS2 district make application during the spring. Following conditional acceptance, an AASB staff member will brief the district staff and board on all facets for qualifying as a QS2 district.

Step #2 — District Inventory

QS2 consultants conduct an "inventory" from which a district will be able to identify priorities. The inventory results help create a "snapshot" of the district's current state particularly focused on student achievement and the factors that influence achievement.

The inventory is similar to a management review. The inventory team serves as visiting colleagues, not as evaluators. No individual in the school is being evaluated. Instead, the review team conducts in-depth interviews with board members, administrators, teachers, community members, parents, and students. The interviews are designed to

ascertain school strengths and weaknesses, how decisions are made within the schools, how the community is involved, what work has been done to meet state standards, and lots more.

Step #3 — Strategic Planning

Strategic planning is an essential step for the QS2 process in the district. Strategic planning helps to establish a vision for the district and develops specific action plans based on an analysis of objective data that benefit student learning in quantifiable ways. Using the "inventory" and the action plans a district will be able to identify priorities and track progress on strategic planning goals.

Step #4 — Implementing Best Practices

Areas identified as "in need of improvement" will be the basis of a customized plan of professional assistance and guidance. Assistance will be research-based and provided by Alaskans identified as experts in their field. QS2 is intended to provide measurable results.



Best Practices

QS2 Offers Districts Assistance & Training in the Following Areas

Leadership

- ❖ Board Development, Board Standards
- ❖ Advisory Board Development
- ❖ Administrative Team & Skill Building
- ❖ Policy Development & Maintenance

Programs and Staff

- ❖ Content Standards/Curriculum Alignment/Instruction/Assessment
- ❖ Professional Development
- ❖ Program Evaluation
- ❖ Staff Evaluation/Teacher Standards
- ❖ Business Partnerships

Community, Parents and Students

- ❖ Asset Building
- ❖ Community Engagement
- ❖ Local Agency Collaboration

Resources

- ❖ Lobbying Assistance
- ❖ Business Partnerships
- ❖ Coalition Building-State and Local
- ❖ Grant Writing
- ❖ Financial Management



Who is AASB?

The Association of Alaska School Boards is a non-profit organization that serves as a source of assistance, information, and liaison for school boards and the districts they represent.

QS2 Partners

The QS2 service is being designed and guided by the Association of Alaska School Boards with contributions and a broad base of support from education and community leaders throughout Alaska. Partners include:

- ❖ Northwest Regional Education Laboratory;
- ❖ Dr. Shirley Holloway, Commissioner of Education;
- ❖ Jerry Covey, former Commissioner of Education;
- ❖ The Alaska Center for Excellence;
- ❖ The University of Alaska; and
- ❖ Many Alaskan educators and School Board members.

Costs

QS2 is available to districts ready to show a three-year commitment to the full service, including Strategic Planning, AASB direct services and contracted services by education specialists. The cost will vary depending upon the needs of the individual district. AASB is seeking grant support and districts will be assisted with finding resources in addition to their own contribution of local human and financial resources.

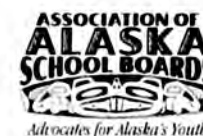
Investing in Alaska's Future

QUALITY SCHOOLS / QUALITY STUDENTS



Comprehensive School Improvement:

**Building on Sound Academics,
Applied Learning, and Strong Communities**



Focusing on Results

From AASB Commentary, October 2001 Vol. XXXI No. 10

Could it be that the typical Alaska school still puts its faith in process, not in results? Mike Schmoker, Association for Supervision and Curriculum Development (ACSD) contributing author, references the **"disease of being accountable only for process and procedures"** when describing the culture that exists in most schools. Typically, he outlines, schools implement a range of elaborate processes – such as site-based management, cooperative learning, and whole language instruction – without adequately monitoring the impact (how is student learning impacted). History teaches us that translating theory into practice, while important, is not enough. We need to be vigilant in framing the impact we are having on student achievement.

Mr. Schmoker admonishes those of us working in public schools for failing to concern ourselves with carefully selected results – and a more precise understanding of which processes most favor them. In short, schools can no longer celebrate accomplishing the goal such as simply hardwiring our schools for technology, for it is the result that such technology has on student achievement that truly matters. Accountability in Alaska, as determined by our public and legislature, is now focused on improvement in student learning.

[Regarding QS2].... Strategic plans currently evolving include student learning objectives that focus on students demonstrating proficiency on the state assessment program involving benchmark exams and the high school graduation qualifying exams. These targeted objectives are backed by solid processes included in the action steps that include the alignment of curriculum, the involvement of parents and community members as partners in the education of the community's youth, and the focus of resources toward this outcome of increasing student learning. Processes, in many Alaskan school districts, are beginning to be recognized as a necessary step but not the end goal.

The Power of an Untapped Resource

Exploring Youth Representation
on Your Board or Committee



The Power of An Untapped Resource

Exploring Youth Representation on Your Board or Committee



This booklet was created by Alaskan youth for any board that is interested in expanding the representation of their board, "growing their own" board members for tomorrow, and/or empowering the youth in their community. From native corporation boards, to adolescent health committees, to the state school boards association, Alaskans are witnessing a trend - Alaskans are committed to working with youth.

A greater number of Alaskan youth want to participate in the governance of their communities, despite traditional board membership being viewed by many youth as baffling, boring, and/or burdensome. An increasing number of previously adult only boards are soliciting youth involvement.

These Alaskan boards benefit from youth membership by youths' creative thinking, different point of view, and direct questioning. If done correctly, youth gain leadership skills and valuable life experience. In order to be successful, young people cannot simply be "plopped" onto a board and expected to perform. They, like any new adult member, require training and mentoring in Boardsmanship. It cannot be assumed that every new member understands how boards operate, the rules of the meetings, the culture of the board, how Roberts Rules of Order work, public relations, politics of decision making, and so on.

A young person who serves on a board, is properly trained and mentored, and attends all the meetings can influence decision-making. We all benefit by having young people exposed to the "way things are done" in a democratic society. Isn't it time for your board to "tap the power of youth?"

This booklet lists some basic criteria for creating an effective board that includes youth representation. The ideas and experiences contained in this booklet have been collected from youth that serve on boards throughout Alaska.

Preparing Your Board for Youth Involvement:

Assessing your readiness

Boards tend to work effectively with youth if, prior to including youth members, they have the following qualities:

- ◆ Willing to be flexible with meeting times in order to accommodate school schedules.
- ◆ Willing to reframe their culture from: doing things to and for youth; to working with youth.
- ◆ Willing to give up some time related efficiency while new members are becoming comfortable with the culture of the board and the use of Robert's Rules of Order.
- ◆ Willing to make some adjustment to the way the board supports its members. (i.e. paying young people in advance for their expenses, providing snacks at meetings, and/or explaining the young person's role to parents.)



Preparing Your Board for Youth Members:

Once your board has decided it is willing to make adjustments and accommodations for youth representatives, some of the following actions would be appropriate for your board to take:

- ◆ Propose the idea of having younger members on your board. Remember change is often feared, be persistent and let the other members get comfortable with the idea.
- ◆ Have a vision for what the board could achieve by youth representation and share it with your board members.
- ◆ Counter the stories you hear about "kids these days" with positive examples of youth in your community.
- ◆ Set meetings at times that would be convenient for youth to attend.
- ◆ Personally invite youth to come attend the meeting as a guest.
- ◆ Stay positive and resolute. Boards are often comprised of the busiest men and women in a community. Understand that any change in the culture of the board will cause shifts that will be uncomfortable for everyone involved. The youth will be more readily welcomed if less drastic changes occur.

Creating a position:

Once your board has agreed to have youth representation, a few logistics are necessary. Of course each board culture will determine the extent of the youth's role and involvement. Here are some things to consider:

- ◆ If your board is a publicly elected board, for legal reasons you will need to limit your youth representation to an advisory capacity. This will mean that you will need to reach outside of normal board operations to show your youth members that you value their input and opinions.
- ◆ If your board is not governed by state or federal statute and is in control of its own by-laws, you can most likely invite a youth to have many of the same "member privileges" as the adults on the board.
- ◆ When creating a position you may need to adjust your by-laws or board structure to accommodate the newly created position.

Choosing youth representatives/members:

When deciding how the youth member(s) will be chosen, it is a good idea to consider the following questions:

- ◆ Is it legally allowable to have youth members chosen in the same way as adult members? (If this is possible it is probably best to have consistency in the way all members are selected.)
- ◆ Will the youth be representing a constituency on your board? If so, should that group select your new member?
- ◆ If you are a voting board, is it necessary to select two youth members in order to have an odd number of members on your board for voting?

Considering legal issues:

Looking at the issues and topics that your board deals with will help you determine many things, including the extent of youth involvement and where you should look for new members.

- ◆ If your board deals with liability issues, confidentiality, conflict of interest hearings, employee contracts, and/or student discipline issues it is a good idea for your board to have a conversation with a lawyer to determine the appropriate level of youth involvement in these sensitive matters. In many cases, the youth representative is excused from attending these portions of the meetings or hearings.

Recruiting youth:

It is one thing to create the opportunity for youth representation on your board, it is quite another to find a youth with the talent, time, and inclination to join your board. It is best to do a broad-based search and identify several candidates who could best serve your board. Following an interview process, you can select the appropriate candidate.

- ◆ Make a list of youth that you personally know through church, school, and/or neighborhood. Invite each member of your board to do this as well.
- ◆ Consider asking the heads of youth-serving organizations to compile a list of recommended youth. (Examples are: recreation centers, cultural centers, churches, sports leagues, and youth courts.) Ask the school counselors, administrators, teachers, club sponsors, coaches, and PTA's for their list of recommendations as well.
- ◆ Create an application and ask questions that pertain to the issues of your board. Be careful not to make the application a barrier to recruitment. Understand that this will probably be the first application of this kind completed by the youth.
- ◆ Designate a contact person within your organization. This will help your board evaluate applicants and will allow consistency when dealing with the youth applicants.
- ◆ Make sure the process is open enough to attract a diverse group of qualified candidates. An easy way to ensure this is working with multiple schools from different areas of your community.
- ◆ Sell the benefits of involvement: a learning opportunity, a way to contribute to the community, "real world" experience, and most importantly an opportunity to have a voice for their age group.



Selecting qualified applicants:

If you want to select the best candidate, allow your process to bring out the best in your applicants, rather than "weed them out." This will take some intentional effort, but you will be rewarded with a deeper understanding of each candidate.

- ◆ Conduct interviews with applicants. Make these interviews at youth friendly times and locations.
- ◆ Ask for references. A conversation with a parent, teacher or religious leader can help you evaluate the traits and qualifications of each candidate.
- ◆ Search for evidence of the positive contributions each applicant would make. Look for diversity, a desire to advocate, and a confident voice.



Determining Responsibilities:

You may wonder why this category follows selection, rather than precedes it. It is because too many times boards go searching for "that perfect match" rather than finding an "engaging youth" and working to accommodate him/her to the culture of the board.

After selecting the youth, have a discussion with your board about the responsibilities of your new member. Consider this a continually evolving list because as your youth gains confidence and competence, the board will need to consider some adjustments.

Some possibilities for youth member responsibilities include:

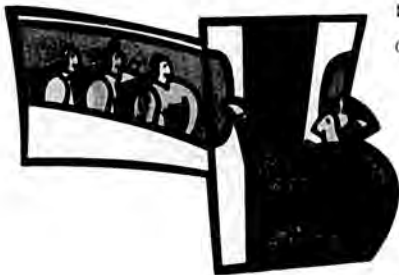
- ◆ Place a member report at the beginning of each meeting. This will allow your youth members to share their involvement in board projects and report back from any other groups or subcommittees they may be a part of.
- ◆ Nominate youth to serve as co-chairs of your board and/or as members of your smaller subcommittees
- ◆ Assign youth to meaningful, but needed tasks such as minute-taking and/or contacting other organizations for the board.

Educating the youth member:

- ◆ Provide the new board member with the history of the board, previous issues, past actions taken and other useful information. The more your new members know the more they will be effective and thoughtful members of your board.
- ◆ When you give your new member the information they need, include a copy of the minutes from their previous meeting. This will acquaint them with the flow of your meetings and the intricacies of Roberts Rules of Order, if you use them.
- ◆ Provide your new members with a copy of the agenda and any needed materials before your meeting so they can review the information and become prepared.
- ◆ Be patient. The new member's learning curve is probably straight up.
- ◆ Make certain your new members know members of the board on a personal level. This simple action will make youth members feel much more comfortable and connected to your board.
- ◆ Advise your board in advance of who your new members are and when they will begin attending meetings.
- ◆ Have an open dialog about appropriate meeting dress. Will the new members dress up, or will the board chose to move in a more casual direction?
- ◆ Hold meetings at times that are convenient for your new members. Take into consideration factors such as school. Sometimes these times are not convenient for other board members, so try and reach a compromise.

Completing the details:

- ◆ Provide transportation to and from your meetings for your new members. A car ride or bus, cab, and airfare should be provided if needed.
- ◆ Call the parent/guardian of your new member to compliment them on their kid. This is an excellent time to build the important link to the home. Provide the parents with all the necessary information including name and phone numbers of your organization. Make sure that when you hang up the phone everyone involved feels supported and validated.
- ◆ A representative from your board should contact the school and workplace to inform them of the student's selection and any absence that will occur as a result. These telephone calls are an excellent opportunity to ask people to congratulate the students for their selection



Organizational ADULT Checklist:

(Adapted from 14 Points by Youth on Board).

Adults can use this simple checklist to assess your board's ability to have meaningful youth representation. This tool could help everyone involved comprehend the necessary adjustments and to measure their commitment. It is important to note that we are not implying that every board meet all of these criteria.

Key

1. Yes = We do this already – no need for further action.

2. To Consider = We think we need to consider this or have further questions.

1. 2.

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | Does my board have the time and resources to make a commitment to effective youth representation? |
| ☐ | ☐ | Have you amended the by-laws or created policies stating that young people will be a permanent part of governing your organization? |
| ☐ | ☐ | Is your board clear about why you are involving young people in governance? |
| ☐ | ☐ | Is the board willing to adjust their culture to make things youth-friendly? |
| ☐ | ☐ | Have you outlined recruitment criteria for new members? (e.g. motivation, diversity, competence, quality of past experiences, etc.) |
| ☐ | ☐ | Is there a mentor or coaching system in place? |
| ☐ | ☐ | Do you have a system in place for youth members to train new youth members? |
| ☐ | ☐ | Are young people included in all issues, not just those affecting their age group? |
| ☐ | ☐ | Does your board culture promote open discussion? |
| ☐ | ☐ | Is there time for all members (including youth) to speak at meetings? |
| ☐ | ☐ | Are young people's terms of office equal to those of adults? |
| ☐ | ☐ | Do young people have equal voting status and/or does your representative substantially influence governance of the organization? |
| ☐ | ☐ | Do young people have access to the resources needed to participate in your board's work? (e.g., long distance phone cards, faxes, computers, and copy machines) |
| ☐ | ☐ | Is there informal time to network with other members? |
| ☐ | ☐ | Are young people encouraged to keep in touch with their peers about their governance role? |
| ☐ | ☐ | Is there a place where young people can voice their concerns outside the meeting environment? |
| ☐ | ☐ | Do adults ask the youth representative(s) how they can better work together and take these recommendations seriously? |
| ☐ | ☐ | If youth are confused about an issue, do you respond and guide them to the information they need? |
| ☐ | ☐ | Is equal weight given to youth member opinions? |
| ☐ | ☐ | Do board members take the initiative to get to know all the members (including youth) of your board on a personal level? |
| ☐ | ☐ | Does the board provide training for young people on speaking up in adult groups? |
| ☐ | ☐ | Do you offer training for young people and adults in general governance skills? |

Organizational YOUTH Checklist:

Youth can use this simple checklist to assess your ability to provide meaningful youth representation. This tool could help everyone involved comprehend the necessary adjustments and to measure their commitment. It is important to note that we are not implying that every board meet all of these criteria.

Key

1. Yes

2. To Consider

1. 2.

- ☐ ☐ Do I have motivation, ability and knowledge to put in the time to understand the issues of the board?
- ☐ ☐ **Am I aware of my job description and what the board expects of me?**
- ☐ ☐ Has the board communicated the specific objectives they have for me as a youth member?
- ☐ ☐ **Have I either identified or been assigned a mentor for my board role?**
- ☐ ☐ Do I have the motivation, ability and knowledge needed to make a contribution to the board?
- ☐ ☐ **Do I work to know individual board members on a social level?**
- ☐ ☐ Am I aware of the written and unwritten agenda and flow of the board meetings?
- ☐ ☐ **Do I demonstrate my willingness to learn through my words and actions?**
- ☐ ☐ Am I aware of the needs, public positions, and opinions of the group(s) I represent?
- ☐ ☐ **Do I have the motivation, ability and knowledge to correspond with my community and the group(s) I represent about my governance activities?**
- ☐ ☐ Do I have the motivation, ability and knowledge to take leadership roles on committees and/or the board when possible?
- ☐ ☐ **Am I willing to ask questions that give me insight and understanding of the board's activities?**
- ☐ ☐ When receiving feedback, information, and answers to questions, I recognize the expertise and experience of the adults on my board?
- ☐ ☐ **Am I willing to give my time and attention to all board issues rather than just the ones that effect me and those I represent?**
- ☐ ☐ Do the adult members of the board hold any stereotypes about young people?
- ☐ ☐ **Do I hold any stereotypes about adult board members?**
- ☐ ☐ Have the adult board members received training that allows them to consider their assumptions about "kids these days"?
- ☐ ☐ **Does the board show its appreciation for the good work that you are doing and have done?**
- ☐ ☐ Am I mentoring other potential student representatives who may replace me?

Ladder of youth representation on boards:¹

Youth/Adult Shared Decisions

This is the goal. The board is so comfortable with the competence and ideas of the youth representative that the entire board works together, equally implementing youth or adult ideas.

Youth-initiated ideas

This board is progressing and allowing the youth to get an idea and then act upon it. The board sees it as the "youth thing" which is different from the "adult thing." And, although the adults provide assistance, guidance, and support - it remains the "kid's thing."

Consulted and/or Assigned

The youth has a role on the board and is kept informed on all the issues. But the youth is treated as a "kid" and not a member. In the consulted role, at least one board member asks the youth for his/her opinion. Basically on this rung, adults propose and the youth provide reactions, revisions, and refinements.

Tokenism

The board wants youth representation and puts the youth in the spotlight: a great deal, but does not have the time, skills, or culture to allow the youth to be an active participant in the decision making process. This is when youth are given a role or responsibility, but they have little power, either because they are outnumbered, or because, the roles they have been given have very little influence.

Decoration

While more than a gimmick - your board feels the need to have youth representation, but does not have any desire to get anything more than insignificant input from the youth. Youth are not allowed to have a meaningful role.

Manipulation

The most base level - where your board simply wants to be a part of the youth representation movement. This occurs when the board's image benefits by having youth representation, but the youth is only there to "rubber stamp" the actions of the board

¹ Excerpted with permission from "Benefits of Youth Partnerships" by the Seven Circles Coalition Youth Adult Partnerships Project in Sitka, Alaska.

For Youth Board Members:

The essence of local decision making is based upon civility, personal relationships, and respect. Once the adults on the board reach out to the youth, it is up to us (the youth) to reach back – and really stretch in order to make the connection. Here are a few things for us to consider when being selected to be on a board.

1. Be confident with yourself. By whatever means, you have been selected, appointed or voted onto the board. You belong there. Sure, it will take you a few months to get comfortable in your position, just listen, watch, and learn.
2. Find a guide. There is an old saying that you can't be a guide unless you are on the journey, so find a guide, coach, or mentor who you feel comfortable with, who has some experience with the board, and who is willing to learn alongside you.
3. Be a leader. You are now in a leadership role – use this role to advance the fact that youth are capable, intelligent, and mature. People are watching you and you are now seen as an example of all youth. This does not mean that you have to be all nervous and change your whole personality. It does mean that you will be held to a higher standard than some of the youth who are not at the table.
4. Stay interested and curious. Sometimes the issues that a board faces are not that interesting – to anyone. However, the work of a board is to do all the work it is responsible for and it is up to you to take responsibility for your learning and contribution. If you look bored, the adults will have a difficult time taking you seriously.
5. Show up. Attend all the meetings, find out the dates, times, and locations. Mark them in your calendar. If you don't want to be treated as a token youth, don't act like one.
6. Use the power you have. Speak up, if you feel like you have some ideas about how to improve the flow of the meeting, the dialogue between members, and the agenda topics. Use your politeness skills to not offend members and they will listen. It is also important to know that you are one of many people, don't expect the board to do everything you say. To be treated like an equal means that your ideas are considered to be as valuable as all the others, not more so.
7. Do something. Of course you are busy. School, extracurricular activities, work, family obligations, other service commitments – your schedule is packed. However, if you want to be a leader, you will have to take on some projects and deliver what you promise through action. Get on a working subcommittee, take on a project, do some in-depth investigation of an issue or two for the board. The bottom line is that you get respect by making contributions through action.
8. The only dumb question is when you ask the same question more than three times. Everyone will understand that you are learning the lingo of Boardmanship. So, feel free to ask questions. In case you have so many questions that you would actually slow the meetings down to a crawl, jot your questions on a notepad and get your answers during the breaks. The board members will expect you to learn the lingo – so make certain that you are learning as you go. Study their language, use their language, and soon it will become second nature for you as well.

Resources:

Youth/Adult Partnerships

Provides information and consultation on getting youth and adults to work together in meaningful ways in Southeast Alaska.

Seven Circles Coalition. SEARHC

Sitka, AK 99835

(907) 966-8753

Youth on Board

Provides training, consultation, and publications to involve young people in decision making.

58 Day Street

PO Box 440322

Somerville, MA 02144

(617) 623-9900 x1242

<http://www.youthonboard.org>



National Center for Nonprofit Boards

Dedicated to increasing the effectiveness of nonprofit organizations by strengthening their boards of directors.

1828 L Street, NW, Suite 900

Washington, DC 20036-5104

(800) 883-6262

<http://www.ncnb.org>

National 4-H Council, At the Table

Advances the youth in governance movement on a national level.

7100 Connecticut Ave.

Chevy Chase, MD 20815

(301) 961-2972

<http://www.fourhcouncil.edu>

Community Partnerships With Youth, Inc.

Offers a training curriculum and provides training to young people about their role as trustee, or as partners in the governance process.

6319 Constitution Drive

Fort Wayne, IN 46804

(219) 436-4402

<http://www.cpyinc.org>

For a printable version of this publication you can contact the Association of Alaska School Boards web site at http://www.aasb.org/publications/untapped_resource.pdf

About the Author

Hans Bernard is the longest serving youth representative to a school board in America. His three consecutive one-year terms on the Anchorage School board is unprecedented. Hans has presented at three National School Boards Association



national conferences and spoken to several Association of Alaska School Boards statewide audiences. Hans has been a full voting member and subcommittee chair of Alaska's state Adolescent Health Advisory Committee for three years. A Chugiak High School senior at Eagle River, Hans will graduate the spring of 2001 and attend Willamette University in Salem, Oregon.



AASB
316 West 11th Street
Juneau, Alaska 99801-1510

Phone: (907) 586-1083
Fax: (907) 586-2995
Email: aasb@aasb.org
Website: <http://www.aasb.org>



Division of Maternal, Child, & Family Health
3601 C Street, Suite 934
Anchorage, Alaska 99524

Phone: (907) 269-3425
Fax: (907) 269-3432
Website: http://www.hss.state.ak.us/dph/dph_home.htm

Notes

Purpose

The Alaska Initiative for Community Engagement (AK-ICE) will give Alaskans, at the local level, the information, tools, and assistance to become intentionally engaged in the shared responsibility for educating Alaska's children and youth. This initiative will result in higher numbers of students passing the Alaska High School Qualifying Exam, and also reduce the number of Alaskan youth who consume alcohol, use illegal drugs, and tobacco.

Over ten years of national research, by the Search Institute (Minnesota), has shown the more developmental assets teenagers have the more likely they are to succeed in school, be racially tolerant, help others, and not use alcohol, drugs or engage in early sexual activity. Vincent et al (1987) demonstrated the powerful effect of a coordinated school, parent, media and community based program in changing teenage risk behaviors.

After comparing national and Alaskan Assets data, Alaskans are concerned because too few of our high school youth have the number of assets necessary to excel in school and avoid health-compromising behaviors. Academic and social skills are difficult, if not impossible to develop in the school environment alone. The book, *Helping Kids Succeed - Alaskan Style*, based on the Search Institute Asset framework, provides clear evidence that youth development is best accomplished when all sectors (family, school, faith, health, business, arts and youth groups) engage in the social and academic development of a teenager.

How

Student achievement will be increased through an integrated, four-component approach utilizing the developmental asset framework. AK-ICE will promote the shared responsibility that parents, families, schools, and community members have to ensure their kids success in school and in life. We are developing demonstration projects that parallel the community sectors highlighted in *Helping Kids Succeed-Alaskan Style*. They are: Parents and extended family; School staff; Faith Communities; Any community member; and Traditional Ways. These projects will serve to engage each of these sectors in the intentional increase in the number of assets in the youth they are responsible for. These tools will be easily available to statewide and national audiences.

Training and technical assistance: A statewide coordinator and two trainers will develop, create, and deliver community presentations, youth/adult skill building workshops and provide specific technical assistance and sustained personal coaching to individuals working with schools, school boards, parents and community groups.

Resources: Materials will be developed that augment and reinforce the research found in the book, *Helping Kids Succeed-Alaskan Style*. Promotional materials will be developed and distributed statewide: posters, pamphlets, parent-child communication tools, a one half hour video, and a reprint of the current Alaskan assets book. Educational materials will be developed and distributed statewide: at least 50 meaningful, experiential, and assets based activities, a community development simulation tool, the Assets card game, and a monthly electronic newsletter.

Media: In our leadership role in Alaska's Spirit of Youth Foundation, we will use the available media to promote the positive actions of the hundreds of Alaskan youth who will be nominated for the annual awards. In order to leverage resources, we will work with small newsletter and information bulletin producers to spread the assets message in cost effective ways.

Coordination: Facilitating, networking and resource sharing across communities. Convening an annual conference and coordinating statewide communications. A list-serve and website will include local community contacts, downloadable parent exercises, teacher/classroom exercises, and other asset-based resources.

When / Where

In 2000, AASB proposed this systemic statewide project. It builds upon the grassroots excitement and interest in *Helping Kids Succeed - Alaskan Style* that began in 1995.

Summary of AK-ICE Projects

Began August 2001

Training and Technical Assistance: Salaries and benefits for one full-time coordinator and two full-time trainers and providers of ongoing technical assistance.
Resources: Reprinting the necessary copies of the book *Helping Kids Succeed - Alaskan Style*, plus development and printing of promotional materials, community development tools, a youth impact statement, the assets card game, video production, and distribution costs.

Media: Coordinating youth recognition efforts with the Spirit of Youth Foundation and post regular asset updates in local community/agency-based newsletters and other sources of communications. Work with local newspapers to help them identify and connect to "Communities/People of Promise."

Coordination and facilitation: AASB will coordinate AK-ICE, secure and furnish office space, purchase telecommunications equipment, contract with consultants, manage financial resources, and oversee the quality of the initiative.

Web-Based Clearinghouse: Using technology to disseminate and make readily available all resources, tools, and information created for AK-ICE to Alaskan and national audiences. A reporter/web master will constantly keep the information current, relevant, and user friendly.

Demonstration Projects.

Parents and extended family: Initiation of an Alaskan book which places the asset building language in early childhood development, training materials for early childhood educators, educational pieces for day care providers and their client families, and support the AK PTA initiative of six types of communication between the home and school.

School staff: Coordinating efforts with the Anchorage School District to lead Anchorage ICE and deliver trainings, create classroom instructional pieces, develop materials for food service professionals, custodians, bus drivers, and school volunteers.

Faith Communities: Initiation of Alaska Faith Communities Concerned for Children (AFCCC) to promote the idea of a self sustaining association to promote child, family, and community welfare throughout Alaska. Develop promotional materials, meet with faith community leaders, and assist interested parties in associating.

Any community member: Initiate promotional materials and educational resources for the Alaska Municipal League, the Alaska Realtor's Association, Lion's Clubs, Rotaries, and other community service groups regarding asset building in their communities.

Traditional ways: Develop culturally appropriate resources for "Yuuyaraq" (the Yupik word for becoming a whole human being). Yuuyaraq is being developed by the communities in rural Alaska and will serve as an example to other bush Alaskan communities regarding culturally relevant asset building.

Project Evaluation

The Association of Alaska School Boards (AASB) in conjunction with our partners, will meet all of the requirements of the US Department of Education.

Alaska ICE has three primary evaluative components. The first is an increase in the number of students who pass the high school qualifying exam. The second is to see an increase in the number of developmental assets in the youth in the community, and the third will be to show a measurable improvement in adults' perceptions of teens.

- (1) Increase in the number of students who pass the high school qualifying exam.
- (2) Increase the number of developmental assets in the youth in the community.
- (3) Show a measurable improvement in adults' perceptions of teens.

Fiscal Agent

Association of Alaska School Boards is a 501(c)3 organization representing all of the local school boards in Alaska. Its membership is responsible for 100 percent of the students who attend Alaska's public schools.

Money Awarded

MONEY AWARDED IN 2000 FEDERAL APPROPRIATION THROUGH THE FUND FOR THE IMPROVEMENT OF EDUCATION: \$2,000,000

Key Partners and Supporters

Association of Alaska School Boards, Alaska Department of Health and Social Services, the Spirit of Youth Foundation, and the Anchorage School District.

Contact

Carl Rose, Executive Director, Association of Alaska School Boards (907) 586-1083.



Association of Alaska School Boards,
316 West 11th Street, Juneau, Alaska 99801-1510

Phone: (907) 586-1083
Email: aasb@aasb.org

Fax: (907) 586-2995
Web site: <http://www.aasb.org>



for Community Engagement Alaska - a model for the Nation

Promoting the shared responsibility for Alaska's students to demonstrate academic success, civil behavior, racial tolerance and reduction of risk behaviors.

