

02/10/16

**PRESENTATION:
STATE BOARD OF
EDUCATION AND
EARLY
DEVELOPMENT
ANNUAL REPORT**

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STATE BOARD OF EDUCATION AND EARLY DEVELOPMENT ANNUAL
REPORT</SUBJECT><COMM>HEDC29</COMM></TARGET>

Guiding Principles

The Alaska State Board of Education & Early Development will:

- Provide leadership that supports high expectations for Alaska's students and educational system.
- Support ideas and initiatives that are actionable.
- Establish trust and credibility among every stakeholder and partner involved in the process of improving student achievement.
- Be honest and transparent.



Members of the State Board of Education & Early Development

James Fields

State Board Chair, REAA Representative

Sue Hull

First Vice-Chair, Fourth Judicial District

Barbara Thompson

Second Vice-Chair, Public-at-Large

Kathleen Yarr

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Third Judicial District

Dr. Keith Hamilton

Public-at-Large

LTC Chris Nall

Military Advisor

Alec Burris

Student Advisor

Alaska State Board of Education Strategic Priorities



**EDUCATION
& EARLY DEVELOPMENT**

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Strategic Priorities—Detail

Strategic Focus

Student achievement must be the focus of Alaska's education system. Ensuring that students are prepared to succeed in a rapidly changing world respects the public funds invested and secures Alaska's future. With student achievement as its highest priority, in June 2015 the State Board of Education & Early Development began the process of revising its strategic plan to guide its leadership as well as the actions of the Alaska Department of Education & Early Development. Informed by the perspectives of superintendents, legislators, and school board members, the State Board established three priorities as the foundation of its strategic plan.

Alaska's neediest schools replace, on average, **1 out of 4** teachers annually.

PRIORITY 1

Empower local control of educational decisions.

Alaska maintains a strong commitment to local governance of public schools. The Department of Education & Early Development strives to support districts and to facilitate improvement without unnecessary or intrusive mandates to local governance, while recognizing its responsibility to monitor compliance with state and federal law.

- Facilitate strong partnerships with and among school districts, educational organizations, and other education stakeholders in pursuit of educational excellence.
- Improve the process for input and feedback regarding State Board decisions.
- Scrutinize existing state mandates to eliminate unnecessary and/or unfunded mandates when possible and be able to fully justify any additional mandates imposed on school districts.

67% of surveyed superintendents responded that EED should **facilitate improvement** without unnecessary or intrusive mandates that undermine local governance.

PRIORITY 2

Modernize the state's educational system. Young people learn best when the school system adapts to each student instead of the student adapting to the system. Expanding beyond one-size-fits-all education to multiple options and increased flexibility can personalize education to meet individual needs and better prepare students for the workplace or post-secondary education. Innovative approaches to education, including effective use of technology, may accelerate learning while cutting costs and expanding opportunity.

- Increase and incentivize options and flexibility to personalize the educational experience for students.
- Promote innovative use of technology in order to increase access to high-quality coursework, improve efficiency, and amplify learning.
- Encourage and support innovative approaches to expand opportunity to overcome Alaska's educational challenges.

An education focused on students' needs and interests can increase student achievement including **78%** Alaska's five-year graduation rate.

PRIORITY 3

Ensure high-quality educators for Alaska's children. Teachers and school leaders are two of the most important in-school contributors to student achievement. Every student deserves to be taught by skillful, effective teachers and every teacher deserves the support of skillful, dedicated administrators. The recruitment, retention, and continuous improvement of teachers and administrators are an ongoing challenge for Alaska's public schools. The State Board of Education & Early Development is committed to partnership and leadership toward ensuring high-quality educators for Alaska's students.

- Develop state policy strategies for improving recruitment of high-quality teachers and administrators.
- Advocate for mentoring/coaching programs to support early-career teachers and administrators.
- Partner with the University of Alaska to improve teacher preparation, recruitment, and retention.
- Identify partnering opportunities to support ongoing, high-quality professional learning for teachers and administrators.



Oral Report to the Legislature

James Fields, Chair, State Board of Education & Early Development

AS 14.07.168. Report to the legislature

Under state law, the board annually presents a report to the legislature that includes: 1) a summary of the resolves and rationales in support of policy decisions; 2) program and curriculum changes made, discussed, or recommended; and 3) additional information relevant to efforts made to improve and maintain the public education system.

Strategic Priorities

In 2015, the State Board of Education & Early Development developed strategic priorities to guide the board in its leadership role and focus the department's actions on student achievement as the highest priority. Informed by the perspectives of superintendents, legislators, and school board members, the State Board established three priorities as the foundation of its plan: 1) empower local control of educational decisions; 2) modernize the state's educational system; and 3) ensure high-quality educators for Alaska's children.

Resolutions

In December the State Board approved three resolutions: 1) Supporting no change to the minimum student count for school funding; 2) supporting repeal of the minimum expenditure for instruction; and 3) recommending funding of cooperative arrangement grants as provided in AS 14.14.115.

Significant regulations

In keeping with empowering local control, the State Board adopted regulations to permit an alternate route for obtaining an administrator certificate with a superintendent endorsement. The board's intent was to encourage a larger pool of applicants for superintendent positions, in light of the many annual vacancies among superintendents. Many rural districts supported the certificate. The new certificate contains many requirements to ensure quality.

The State Board raised educators' fees for certification in order to fully cover the annual cost (approximately \$300,000) of operating the Professional Teaching Practices Commission.

In keeping with empowering local control, the State Board repealed the requirement for school districts to administer early literacy assessments to students in kindergarten through third grade. The state no longer funds such assessments. Without repeal, the assessment requirement would be an unfunded mandate. Districts favored the repeal.

In keeping with empowering local control, the State Board adopted a regulation to allow advanced nurse practitioners to diagnose fetal alcohol spectrum disorder and other health impairments in determining a student's eligibility for special education. Previously, only physicians were allowed to make that determination, which placed a burden on districts. The regulation was requested by health practitioners and vetted by the state's chief medical officer.

Board Officers and New Members

The State Board elected James Fields as Chair, Sue Hull as First Vice-Chair, and Barbara Thompson as Second Vice-Chair, effective July 1, 2015, through June 30, 2016. John Harmon of Palmer and Dr. Keith Hamilton of Soldotna were appointed to the board. Alec Burris of Wasilla joined the State Board in July 2015 as student advisor for a one-year term.

Charters

The State Board approved requests for all eight charters, new or renewed, that it received. All such requests had been approved first by the applicants' local school board.

Alaska Measures of Progress

The written report to the legislature reflects events in 2015. Since then, the department has decided to not use the Alaska Measures of Progress assessments after this school year. Federal law requires us to give an assessment this spring. The department will prepare an RFP for a new test vendor for the following years. Superintendents and other stakeholders will be consulted in the process.

The Every Student Succeeds Act

The new federal education law, the Every Student Succeeds Act, returns to the states some of the control over their schools that was lost in No Child Left Behind. Alaska intends to work with stakeholders to build a school accountability system that meets the needs of parents, students, educators, and the public.

The State Board will consider removing from state regulations the former federal requirement that school districts incorporate data about student achievement in educator evaluations. Using

such data sounds like a good idea, but implementing its use in a fair and valid way would be an enormous and time-consuming task for districts. The districts would have to generate valid before-and-after data about student achievement for all subjects, including the many subjects that don't use standardized tests.

Beyond that, the Every Student Succeeds Act allows the states more flexibility in the type of assessment, more freedom in creating a school accountability system, and more local control over corrective measures for low-performing schools.

The department will be working with stakeholders on the state's plan to operate under the new law. The plan is due at the end of October 2016.

The department will convene an advisory committee to develop options for the state plan. The committee will include members from urban and rural districts and at least one member each from education, parent, business, nonprofit, and Alaska Native organizations. The public will be able to comment on the options, on the draft plan, and on the revised draft plan.

The Alaska Statewide Mentor Project

The Alaska Statewide Mentor Project, a partnership of the department and the University of Alaska, has been serving school districts since the 2004-2005 school year. One of its main goals is to improve teacher retention, particularly in rural districts, so that students can benefit from experienced teachers.

Since the project began, mentors have served in 52 of Alaska's 54 districts in over 80% of Alaska's approximately 500 public schools. For 2015-16, 30 mentors are serving 328 early career teachers in 188 schools within 28 school districts. The state funds 12 mentors (nine full-time, three part-time) in 23 rural districts. The remaining mentors are funded through external sources. A federal grant funds a study that evaluates the effectiveness of ASMP in five urban districts; it supports fourteen mentors (10 urban and four rural). The remaining four rural mentors are funded through two other federal grants. See <http://www.alaskamentorproject.org/>

The State Libraries, Archives & Museums Division

The State Libraries, Archives & Museums Building, now under construction, will place the Alaska State Museums, the Alaska State Archives, and the Alaska State Libraries in one facility at the site of the current State Museum. The new building is scheduled to open in April 2016. See <http://lam.alaska.gov/slam>.

Libraries, Archives & Museums benefits lifelong and K-12 education. Examples are:

- Live Homework Help offers live tutoring for students in grades 4 to early college, seven days a week, from noon to 2 a.m.

- In Alaska's Digital Pipeline are hundreds of full-text online books, magazines, newspapers and other research resources for students.
- Many school districts' Alaska Native language materials are scanned and available online.

Graduation and dropout rates

In 2015, the preliminary five-year graduation rate was 78.3%. This refers to a cohort of students who were 9th-graders five school years previously. Many graduated in four years, but others needed all or part of a fifth year. The five-year rate reflects more accurately than the four-year rate the percentage of 9th-graders that do get a diploma.

Alaska's four-year rate in 2015 was 75.6%, up from 71.2% in 2014. With the repeal of the Alaska High School Graduation Qualifying Exam, more students are receiving a diploma.

Preliminary information for the 2014-2015 school year shows a grade 7-12 dropout rate of 3.68% compared to 4.0% in 2013-2014. The dropout rate generally has declined from 6.0% in 2004-2005.

National Assessment of Educational Progress

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

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

NAEP's definition of proficiency is rigorous. In NAEP, *basic* refers to partial mastery of the subject. *Proficient* refers to competency in challenging material, including knowledge, application, and analytical skills. *Advanced* is superior performance. In no state did more than 54% of students score proficient on any of the NAEP tests.

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

Alaska is about at the national average in 4th-grade and 8th-grade math. Alaska is notably below the national average in 4th-grade reading but only a little below in 8th-grade reading.

State Board of Education & Early Development

Report to the Alaska Legislature

January 2016



State Board of Education & Early Development

James Fields, Chair

Sue Hull, First Vice-Chair

Barbara Thompson, Second Vice-Chair

Kenny Gallahorn

Kathleen Yarr

Dr. Keith Hamilton

John Harmon

Alec Burris, student advisor

LTC Chris Nall, military advisor

Table of Contents

| | |
|---|------------|
| Education clause..... | 1 |
| Board mission statement | 1 |
| AS 14.07.168 Report to the legislature | 1 |
| Strategic Priorities | 2 |
| Resolutions Summary | 2 |
| Regulations and Other Board Actions | 2-6 |
| Significant Steps..... | 7 |
| Implementing Standards and Assessments | 7-10 |
| The Every Student Succeeds Act | 10-11 |
| Renewal of Alaska’s federal waiver from No Child Left Behind..... | 11 |
| Alaska Statewide Mentoring Project..... | 11-12 |
| Other Department Functions..... | 12 |
| Mt. Edgecumbe High School | 12 |
| Alaska State Council on the Arts | 12 |
| The Division of Libraries, Archives and Museums | 12-13 |
| Alaska Professional Teaching Practices Commission..... | 13 |
| School and Student Data | 14 |
| School Accountability System | 14 |
| Graduation and Dropout Rates..... | 14-15 |
| State Assessment Results Summary..... | 15 |
| National Assessment of Educational Progress | 15-16 |
| Appendix A: State Board Strategic Plan | |
| Appendix B: State Board Resolutions | |
| Appendix C: Statewide AMP assessment results | |
| Appendix D: AMP Tools for Educators | |

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Alaska State Constitution education clause

Section 7.1 - Public Education.

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

Mission of the State Board of Education & Early Development

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

AS 14.07.168. Report to the legislature

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

STRATEGIC PRIORITIES

In 2015, the State Board of Education & Early Development developed strategic priorities to guide the board in its leadership role and focus the department's actions on student achievement as the highest priority. Informed by the perspectives of superintendents, legislators, and school board members, the State Board established three priorities as the foundation of its plan: 1) empower local control of educational decisions; 2) modernize the state's educational system; and 3) ensure high-quality educators for Alaska's children. The strategic priorities are delineated in Appendix A.

RESOLUTIONS

In March, the State Board approved a resolution in support of the legislature naming the new state archives, libraries and museum building now under construction in Juneau after Father Andrew P. Kashevaroff.

In December the State Board approved three resolutions: 1) Supporting no change to the minimum student count for school funding; 2) supporting repeal of the minimum expenditure for instruction; and 3) recommending funding of cooperative arrangement grants as provided in AS 14.14.115.

Copies of the resolutions are in Appendix B.

REGULATIONS AND OTHER BOARD ACTIONS

In March, the State Board amended regulations of the Alaska Performance Scholarship (APS). The board eliminated an obsolete grace period for curriculum requirements; set the same deadline to submit materials for non-public school students and public school students; and extended the eligibility period for students experiencing enrollment delays that are outside of their control.

- In the first two years of the APS, the commissioner could grant a grace period of one extra year of eligibility for a student to meet curriculum requirements after high school graduation. The grace period existed because APS course requirements increased in the program's first two years until reaching the current levels. In those first two years, some students needed more time to take required courses.
- To be equitable, the board set the same deadline to submit materials for non-public school students and public school students.
- A student's APS scholarship money ends six years after high school graduation, unless the student qualifies for a department extension. The board extended the years of

eligibility for students who could not use their scholarship because of enrollment delays outside their control.

In March, the State Board amended regulations to the state assessment system. The board clarified language regarding substitute courses for students with a disability when the disability precludes the taking of regular curricular offerings, and clarified definitions for certificates of achievement and certificates of completion.

- The board clarified that substitute courses are to be set to grade-level standards. Students who use them are on track to receive a high school diploma. The board clarified that such students should take the state's regular standards-based assessments and not assessments intended for students with a severe cognitive disability.
- The board specified that students with a severe cognitive disability may be awarded a certificate of attendance upon completion of their individual educational program goals or at least four years of high school attendance.
- The board defined a certificate of achievement as a certificate earned by students meeting all local graduation requirements but who have not taken a college and career ready assessment (the SAT, ACT, or WorkKeys) and are therefore ineligible for a diploma. This definition aligned with language in AS 14.03.075.

In March, the State Board adopted regulations to permit an alternate route for obtaining a Type B (administrator) certificate with a superintendent endorsement. The board's intent was to encourage a larger pool of applicants for superintendent positions, in light of the many annual vacancies among superintendents. The limited Type B certificate contains many requirements: the applicant must be sponsored by an Alaska school district; have at least five years of full-time work experience in an administrative position; possess a master's degree or higher; and provide two letters of recommendation verifying expertise in key areas. Additionally, in the first three years after receiving a limited Type B certificate, the individual must complete three semester hours of educator evaluation coursework; the district's certificated evaluation system training; three semester hours of Alaska studies; three semester hours in multicultural education/cross-cultural communications; and an approved superintendent endorsement program. During the first two years of the individual's employment, the sponsoring school district must provide him or her with a mentor who is an experienced Alaska superintendent. The limited Type B certificate is valid only in the sponsoring district.

In March, the State Board raised educators' fees for certification and renewals in accordance with intent language from the legislature and in line with state statute. The intent was to cover the annual cost (approximately \$300,000) of operating the Professional Teaching Practices Commission. In recent years, the legislature had used appropriations to cover the commission's cost. For a regular certificate (good for five years), the fee increased from \$125 to \$200. For a lifetime or retired certificate, the fee increased from \$165 to \$240.

In June, the State Board amended regulations regarding student teaching, following recommendations from the Educator Certification Advisory Committee, a 13-member committee

of educators tasked with considering requirements and/or rigor for teacher certification, endorsement, and highly qualified status. The regulations set the minimum amount of time required for student teaching, criteria for serving as a student teacher, and criteria for who may supervise a student teacher.

In June, the State Board established by regulation overlapping four-year terms for members of the Bond Reimbursement and Grant Review Committee appointed by the commissioner, set a limit of two consecutive terms, and provided for vacancies and transition. The committee was created by state statute. The new regulation promotes turnover in the board.

In June, the State Board raised fees for services provided by the State Library, State Archives, and State Museum, and set uniform fees for the three entities. The division can still waive fees when it is in the public interest.

In August, the State Board amended regulations to school and educator accountability in keeping with the state's application to renew its waiver from portions of the federal Elementary and Secondary Education Act (No Child Left Behind).

In September, the State Board amended regulations to allow students who leave high school with a certificate of achievement (because they did not take a career and college ready assessment, as required by state statute) a method of earning a high school diploma. Although the legislature removed this requirement effective June 30, 2016, the high school graduating classes of 2015 and 2016 may contain students who did not receive a diploma solely because they did not take a career and college-ready assessment (SAT, ACT, or WorkKeys) while in high school. The regulations let them take a career and college-ready assessment at their own expense and receive a diploma. Additionally, for the benefit of the graduating class of 2016, the regulations expanded the reasons that a student may receive a waiver from the requirement to take a career and college-ready assessment.

In October, the State Board adopted the ranges of scores for each achievement level in the Alaska Measures of Progress assessment. The ranges of scores were recommended by 128 Alaska educators who examined the assessments in detail. This topic will be covered under Implementing Standards and Assessment on Pages 7-8.

In December, the State Board adopted a regulation to replace the phrase *secondary students* with *students in grades nine through 12* to conform to the same change in state statute, in which school districts are required to provide students in grades 9-12 an opportunity to challenge courses. (Under state law, a secondary school may include grades seven or eight.) School districts remain free to allow students in grades seven and eight to challenge courses.

In December, the State Board repealed the requirement for school districts to administer early literacy assessments to students in kindergarten through third grade. The state no longer funds such assessments. Without repeal, the assessment requirement would be an unfunded mandate.

In December, the State Board adopted a regulation to add fetal alcohol spectrum disorder to the list of health impairments that may render a student eligible for special education and related

services in a category called “child with other health impairments.” The regulation also allowed advanced nurse practitioners to diagnose fetal alcohol spectrum disorder in determining a student’s eligibility for those services. The regulation was requested by health practitioners and vetted by the state’s chief medical officer.

In December, the State Board adopted by reference the most recent edition of the publication *Participation Guidelines for Alaska Students in State Assessments*, that of December 2015, which has been updated to reflect changes in assessments for English language proficiency and science.

In December, the State Board adopted a package of regulations related to teacher certification, including but not limited to:

- The regulation incorporated the training required by a new state law into the certification requirements for initial applications and renewals, effective June 30, 2017. Training must address alcohol and drug-related disabilities; sexual abuse and sexual assault awareness and prevention; dating violence and abuse awareness and prevention; and suicide prevention.
- The regulation provided additional options for content area examinations, including required scores, for the purposes of designating a teacher as highly qualified, obtaining a certificate and initial endorsements, and adding endorsements to a teacher certificate.
- The regulation expanded the list of competency examinations to include the National Evaluation Series Essential Academic Skills, the SAT, and the ACT.
- The regulation reduced the number of required fingerprint cards to be submitted with an application from two to one.

The 70% Instruction Requirement

AS 14.17.520 requires school districts to budget for and spend at least 70% of their school operating budgets each fiscal year on instruction. AS 14.17.520(d) allows a district that is unable to comply with the requirement to request a waiver from the board. The board may grant the waiver if it determines that the district’s failure “was due to circumstances beyond the control of the district.”

In March, the State Board granted waivers to the Cordova, Klawock, and Southwest Region school districts after their audited expenses for fiscal year 2014 showed that they did not meet the 70% threshold, although they had budgeted to do so.

In October, the State Board granted waiver to 24 districts that did not budget for at least 70% of their operating funds to go toward instruction in fiscal year 2015. The districts are: Alaska Gateway, Bristol Bay Borough, Chatham, Copper River, Hoonah, Hydaburg, Iditarod, Kake,

Kashunamiut, Klawock, Lake and Peninsula Borough, Nome, North Slope Borough, Northwest Arctic, Pelican, Pribilof, Saint Mary's, Skagway, Southeast Island, Tanana, Wrangell, Yakutat, Yukon Flats, and Yupiit. Eight of the districts have operating budgets of less than approximately \$3 million. Twelve of the districts have operating and maintenance budgets at or above 20%.

New Officers, Members and Staff

The State Board elected James Fields as Chair, Sue Hull as First Vice-Chair, and Barbara Thompson as Second Vice-Chair, effective July 1, 2015, through June 30, 2016. John Harmon of Palmer and Dr. Keith Hamilton of Soldotna were appointed to the board. Alec Burris of Wasilla joined the State Board in July 2015 as student advisor for a one-year term.

The State Board approved Shawn Sypeck as its executive secretary.

Charter School Applications

In March, the State Board approved renewals of the charters for American Charter Academy (Wasilla), Academy Charter School (Palmer), and Effie Kokrine Charter School (Fairbanks).

In June, the State Board approved the initial charter for PAIDEIA Cooperative School (Anchorage) and renewal of the charter for Midnight Sun Family Learning Center (Wasilla) and Juneau Community Charter School.

In December, the State Board approved renewal of the charter for Rilke Schule Charter School (Anchorage) and the initial charter for Anchorage STrEaM Charter School.

In 2015, the State Board approved all requests for charters that it received. All such requests had been approved first by the applicants' local school board.

SIGNIFICANT STEPS

Implementing Standards and Assessments

Students in grades 3 through 10 take the Alaska Measures of Progress (AMP), which assesses students' understanding of the state's standards for English language arts and mathematics.

Alaska's current standards, adopted in June 2012, are the state's first to be based on the ideal of high school graduates academically ready for career training, the military, union apprenticeships, and postsecondary education.

Students first took AMP in spring 2015. The administration of these first computer-based tests was successful overall, and approximately 96% of eligible students statewide participated in the assessments.

Before releasing the assessment results, score ranges for the four achievement levels had to be determined and then adopted by the State Board into regulation.

Over 100 Alaskan educators met in July to recommend the score ranges for AMP's four achievement levels. The State Board met in August and sent out for public comment the educator-recommended score ranges. The State Board adopted those score ranges on October 9.

Statewide results from AMP's first administration reflected that approximately 35% of students met the standards in English language arts and approximately 31% met the standards in mathematics. In the first year of a challenging assessment that measures higher standards, these results were not unexpected. They are comparable to results for Alaska's students on the National Assessment of Educational Progress (NAEP). Over time, as teachers and students become more familiar with the new standards, the department anticipates that results will improve.

The first year's results for districts, schools, and students were released in mid-November. In the future, results will be released much earlier in the school year. For more information on the assessments, see Page 15; for statewide results, see Appendix C; and for district and school results, go to <https://education.alaska.gov/TLS/Assessments/Results/results2015.html>

Concerns and responses

The department expected to release results for districts and schools in mid-October. However, the release was delayed because of concerns about data accuracy and formatting. The department is working with the vendor to resolve these issues for the 2016 assessments.

Additionally, superintendents have expressed concern that the reports about individual students, which are the reports that go to parents, do not provide information that is useful for guiding instruction.

Superintendents also expressed concern that the proposed addition of performance tasks to AMP this spring would make administering the tests more time-consuming. Performance tasks consist of short written essays and multi-step math problems. In response, the department will not implement performance tasks this spring.

In November, the department met with a working group of superintendents from the Alaska Superintendents Association to discuss concerns about the AMP reports and the benefits and consequences of gaining more data from the assessment, which might require adjustments to the assessment program. The department and superintendents also discussed solutions to delays in releasing assessment results.

A follow-up meeting is scheduled for January 2016 for the department and the test vendor to meet with superintendents to discuss how to improve the AMP reports, options for additional data from AMP, all proposed components of AMP, and options to provide a comparison of performance of Alaska's students to those in other states.

The department will continue to work with superintendents and other stakeholders through the coming months to determine how to improve Alaska's assessment system for the current year and to consider any changes based on the passage of the Every Student Succeeds Act.

What AMP tests

AMP's reading questions require students to read and understand both fiction and nonfiction, identify central ideas, decide what words mean, and use evidence from the text to support their conclusions. Questions about writing require students to edit and revise texts by putting sentences into logical order, correcting errors in the choice of words, and correcting grammar, punctuation, and spelling.

AMP's mathematics tests require students to explain and apply math concepts and carry out math procedures with precision; solve a range of complex problems; and analyze complex real-world situations and use math models to solve problems.

AMP scores are just one source of information to help parents and educators decide whether students need more support in English language arts and mathematics. Together, parents and teachers look at the whole student. Students cannot be reduced to a standardized test score. Yet tests have their place in understanding student achievement.

AMP does not replace a teacher's classroom tests. Both types of tests have value. In classroom tests, teachers can quickly check whether students have learned recent lessons. Teachers can adjust instruction in response. Teachers will continue to give homework, classroom assignments, and tests. Teachers will continue to observe students and talk to parents.

AMP gives parents an objective check once a year to see how well their students are meeting the standards. As well, parents can check progress from year to year. Parents also can compare their students with the average performance of other students in their school, district, and state.

The public, educators, and policymakers get a snapshot of how well schools, districts, and the state are meeting the new standards, not only for students as a whole but for subgroups of students such as students with disabilities.

Student reports

AMP is an end-of-the-year assessment that measures students' cumulative knowledge and skills, just like a high school course's final exam. AMP's student reports do not provide a score for each of the dozens of standards in a grade and subject. Alaska's standards-based assessments have never done so. To do so would require a very long test. Rather, AMP's student reports provide data overall and broken down into subscores for several main areas.

In mathematics, subscores are given for four main areas: concepts and procedures, problem solving, communicating and reasoning, and modeling and data analysis. In English language arts, subscores are given in reading literature, reading informational texts, and writing.

Student reports also provide details about the skills and knowledge represented by the student's achievement level. For example, a parent of a 4th-grader who scored in Level 2 in mathematics would learn that his or her student can use operations to solve one-step problems involving fractions or an unknown number; determine if two fractions are multiples of each other by using multiplication or division; read, write and compare multi-digit whole numbers and compare the rounded versions in different forms; compare fractions and recognize if they are equivalent and then put them into decimal form; and construct visual models to represent problems and equations.

Tools for educators

The AMP assessment program will include tools to help educators evaluate students while instruction is taking place. These optional classroom tools are free to educators.

In the 2015-2016 school year, Alaska began offering schools short tests with nine to 10 questions that measure student learning on standards. Beginning in 2016-2017, teachers will be able to bundle short tests into a custom interim assessment that will better match the pace of instruction used in their school. By 2017-2018, teachers will be able to use interim assessments to predict how students will perform on AMP and to determine instructional support for students.

This school year, a small pool of educators is piloting additional classroom resources, including ways to elicit how a student perceives or interprets a question. The teacher then can identify misconceptions or errors and provide instructional support. The first phase will be released statewide in 2016-2017. More resources to assist instruction will be added in the future.

The department's website includes many resources to help educators understand student reports. See Appendix D for a list of resources. The resources are available at <https://education.alaska.gov/tls/Assessments/AMPResults/AMPResultsToolkit.html>

The Every Student Succeeds Act

In mid-December 2015, Congress passed and the president signed into law the Every Student Succeeds Act (ESSA), which is authorized for four years. ESSA replaces both the original No Child Left Behind Act of 2002 (NCLB) and the Obama administration's waiver program under NCLB.

Alaska has operated under a waiver since the 2013-2014 school year and will continue to do so this school year. But the waiver expires August 1, 2016, and Alaska then will have to meet the requirements of ESSA.

It is expected that states will submit to the U.S. Department of Education their plans for standards, assessments, and accountability under ESSA in fall 2016.

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

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

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

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

ESSA requires states to create and operate a school accountability system, using criteria that includes students' test scores, graduation rates for high schools, and at least one other state-determined indicator of school quality or student success. The system may include a measure of student growth. Alaska has operated its own school accountability system under the waiver, but the state is free to make changes and submit a new plan to the U.S. Department of Education.

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

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

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

Unlike the waiver, ESSA does not require states to evaluate teachers and principals based on data about student achievement. Requirements for teachers to be highly qualified, a term of art under NCLB, no longer exist. However, teachers must meet state-defined certification requirements.

The U.S. Department of Education has a year from the date of enactment to issue final regulations. It will not be clear until then what level of authority over standards, assessments, accountability systems, and interventions the U.S. Department of Education will assert.

ESSA gives states 18 months to align their school accountability system to the law's requirements and begin identifying schools in need of intervention. Thus, the states' new accountability systems will take effect at the beginning of the 2017-2018 school year.

Renewal of Alaska's Federal Waiver from No Child Left Behind

In July, the federal government extended Alaska's waiver from major portions of the Elementary and Secondary Education Act (No Child Left Behind). Alaska's renewed waiver gave the state and school districts additional flexibility to implement school and educator accountability. With the signing into law of the federal Every Student Succeeds Act in December 2015, the waiver will not apply after August 1, 2016.

Alaska Statewide Mentoring Project

The Alaska Statewide Mentor Project, a partnership of the department and the University of Alaska, has been serving school districts since the 2004-2005 school year. One of its main goals is to improve teacher retention, particularly in rural districts, so that students can benefit from experienced teachers.

Since the project began, mentors have served in 52 of Alaska's 54 districts in over 80% of Alaska's approximately 500 public schools. For 2015-16, 30 mentors are serving 328 early career teachers in 188 schools within 28 school districts. The state funds 12 mentors (nine full-time, three part-time) in 23 rural districts. The remaining mentors are funded through external sources. A federal Investing In Innovation grant funds a study that evaluates the effectiveness of ASMP in five urban districts; it supports fourteen mentors (10 urban and four rural). The

remaining four rural mentors are funded through two other federal grants. See <http://www.alaskamentorproject.org/>

OTHER DEPARTMENT FUNCTIONS

Mt. Edgecumbe High School

Mt. Edgecumbe is the state-operated residential school in Sitka. The State Board serves as the Mt. Edgecumbe board. Parents and others participate on an advisory board. In June, the State Board approved a policy, as required by state statute, concerning restraint and seclusion of students. The board also approved a policy regarding land use.

In fall 2015, 431 students from 104 villages throughout Alaska attended Mt. Edgecumbe. Sixty-two percent of the student body is female. Alaska Native students compose 84% of the student population; 12% are Caucasian; and 2% are mixed ethnicity. Seventy-two percent of students meet federal guidelines for free and reduced-price lunches.

Mt. Edgecumbe freshmen and sophomores take the state's standards-based assessments (Alaska Measures of Progress) in English language arts and mathematics: In language arts, 27.6% of freshmen and sophomores met the standards, and in math 25.52% met the standards. The remaining students partially met the standards, to varying degrees.

The school's four-year graduation rate last school year was 100%. (This does not include students who transferred out of MEHS and attended another school.) Mt. Edgecumbe's attendance rate was 89%.

Alaska State Council on the Arts

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

The Division of Libraries, Archives and Museums

The State Libraries, Archives & Museums Building, now under construction, will place the Alaska State Museums, the Alaska State Archives, and the Alaska State Libraries in one facility at the site of the current State Museum. The new building is scheduled to open in April 2016. See <http://lam.alaska.gov/slam>.

Libraries, Archives & Museums benefits lifelong and K-12 education. Examples are:

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

Alaska Professional Teaching Practices Commission

The Professional Teaching Practices Commission governs educators' ethical and professional standards and educators' compliance with state law and contractual obligations. The commission reports by fiscal year, not calendar year. In fiscal year 2015 it accepted 83 cases. Of 15 final orders, in which educators were sanctioned, 10 were for professional misconduct, four for violating a contract, and one for criminal conduct that was not drug-related. See https://education.alaska.gov/ptpc/pdf/2015_annual_report.pdf

SCHOOL AND STUDENT DATA

School Accountability System

The Alaska School Performance Index (ASPI) measures schools by a combination of data: student achievement on the state's English language arts and math assessments; growth in the school's student body in those assessments from the prior year; and attendance. Schools with high school students also are measured by graduation rates and student performance on college-ready assessments such as the SAT and ACT.

Because the 2014-2015 school year was the first year of the state's new assessment, the Alaska Measures of Progress, the state does not have two consecutive years of comparable data about student achievement. Student growth from year to year is a significant factor in how schools are rated under ASPI. Consequently, the state will not issue new ratings for schools this school year. See <http://education.alaska.gov/aspi/>.

Graduation and Dropout Rates

In 2015, the preliminary five-year graduation rate was 78.3%. This refers to a cohort of students who were 9th-graders five school years previously. Many graduated in four years, but others needed all or part of a fifth year. The five-year rate reflects more accurately than the four-year rate the percentage of 9th-graders that do get a diploma.

All states report a four-year graduation rate for cohorts of students. Alaska has been reporting this data since the 2010-2011 school year. A student who entered 9th grade in the 2011-2012 school year would be in the 2015 cohort. Cohorts also include transfers into an Alaska public school.

The graduation rate is calculated as the number of graduates in the cohort who receive a regular diploma by June 30, divided by the number of all students assigned to the cohort. With the repeal of the Alaska High School Graduation Qualifying Exam, more students are receiving a diploma.

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

*Graduate count is the number of students who graduated with a regular diploma during the school year (July 1-June 30). It includes fifth-year graduates.

Dropout rates are calculated by dividing the total number of students dropping out of public school, in grades 7-12, by the October 1 enrollment count for all students in grades 7-12.

Preliminary information for the 2014-2015 school year shows a grade 7-12 dropout rate of 3.68% compared to 4.0% in 2013-2014. The dropout rate generally has declined from 6.0% in 2004-2005.

State Assessment Results

Students in grades 3 to 10 take the Alaska Measures of Progress (AMP), which assesses students' understanding of the state's standards for English language arts and mathematics.

Students score on a scale that is divided into four achievement levels, 1 to 4, from low to high. Students in Level 3 and Level 4 are meeting the standards. Students in Level 1 and Level 2 are partially meeting the standards, to varying degrees.

AMP is not a pass/fail test. Test scores do not affect grades, graduation, or promotion from one grade to another.

After a review by 200-plus Alaska educators, the state adopted English language arts and mathematics standards in June 2012 that are much higher than our former standards. Because of that, AMP is a more challenging test than the state's former test, the Standards Based Assessment (SBA). Results from AMP are not comparable to results from SBA. AMP measures different standards, using different questions and a different scoring system.

Students' scores on AMP in 2015 will serve as a baseline. As students take AMP in future years, we can see whether they are growing in their English language arts and mathematics skills. We are asking students to meet higher expectations. Over time, as students and teachers work with the standards, scores should rise.

For statewide results see Appendix C in this report, and for district and school results go to <https://education.alaska.gov/TLS/Assessments/Results/results2015.html>

National Assessment of Educational Progress

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

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

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

- In no state did 51% or more of students score proficient or advanced on the 4th-grade reading assessments.
- In no state did 47% or more of students score proficient or advanced on the 8th-grade reading assessments.
- In no state did 54% or more of students score proficient or advanced on the 4th-grade math assessments.
- In no state did 52% or more of students score proficient or advanced on the 8th-grade math assessments.

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

Math

Alaska 4th grade: 78% basic or above; 35% proficient or above; 6% advanced.
Nation 4th grade: 81% basic or above; 39% proficient or above; 7% advanced.
Alaska's average scale score is 236. The national average is 240.

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

Reading

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

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

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

Appendix A
State Board of Education & Early Development
Strategic Plan

Guiding Principles

The Alaska State Board of Education & Early Development will:

- Provide leadership that supports high expectations for Alaska's students and educational system.
- Support ideas and initiatives that are actionable.
- Establish trust and credibility among every stakeholder and partner involved in the process of improving student achievement.
- Be honest and transparent.



Members of the State Board of Education & Early Development

James Fields

State Board Chair, REAA Representative

Sue Hull

First Vice-Chair, Fourth Judicial District

Barbara Thompson

Second Vice-Chair, Public-at-Large

Kathleen Yarr

First Judicial District

Kenny Gallahorn

Second Judicial District

John Harmon

Third Judicial District

Dr. Keith Hamilton

Public-at-Large

LTC Chris Nall

Military Advisor

Alec Burris

Student Advisor

Alaska State Board of Education Strategic Priorities



**EDUCATION
& EARLY DEVELOPMENT**

education.alaska.gov
801 West 10th Street, Suite 200,
Juneau, AK 99811 • 907-465-2800

Strategic Priorities—Detail

Strategic Focus

Student achievement must be the focus of Alaska's education system. Ensuring that students are prepared to succeed in a rapidly changing world respects the public funds invested and secures Alaska's future. With student achievement as its highest priority, in June 2015 the State Board of Education & Early Development began the process of revising its strategic plan to guide its leadership as well as the actions of the Alaska Department of Education & Early Development. Informed by the perspectives of superintendents, legislators, and school board members, the State Board established three priorities as the foundation of its strategic plan.

Alaska's neediest schools replace, on average, **1 out of 4** teachers annually.

PRIORITY 1

Empower local control of educational decisions.

Alaska maintains a strong commitment to local governance of public schools. The Department of Education & Early Development strives to support districts and to facilitate improvement without unnecessary or intrusive mandates to local governance, while recognizing its responsibility to monitor compliance with state and federal law.

- Facilitate strong partnerships with and among school districts, educational organizations, and other education stakeholders in pursuit of educational excellence.
- Improve the process for input and feedback regarding State Board decisions.
- Scrutinize existing state mandates to eliminate unnecessary and/or unfunded mandates when possible and be able to fully justify any additional mandates imposed on school districts.

67% of surveyed superintendents responded that EED should **facilitate improvement** without unnecessary or intrusive mandates that undermine local governance.

PRIORITY 2

Modernize the state's educational system. Young people learn best when the school system adapts to each student instead of the student adapting to the system. Expanding beyond one-size-fits-all education to multiple options and increased flexibility can personalize education to meet individual needs and better prepare students for the workplace or post-secondary education. Innovative approaches to education, including effective use of technology, may accelerate learning while cutting costs and expanding opportunity.

- Increase and incentivize options and flexibility to personalize the educational experience for students.
- Promote innovative use of technology in order to increase access to high-quality coursework, improve efficiency, and amplify learning.
- Encourage and support innovative approaches to expand opportunity to overcome Alaska's educational challenges.

An education focused on students' needs and interests can increase student achievement including **78%** Alaska's five-year graduation rate.

PRIORITY 3

Ensure high-quality educators for Alaska's children. Teachers and school leaders are two of the most important in-school contributors to student achievement. Every student deserves to be taught by skillful, effective teachers and every teacher deserves the support of skillful, dedicated administrators. The recruitment, retention, and continuous improvement of teachers and administrators are an ongoing challenge for Alaska's public schools. The State Board of Education & Early Development is committed to partnership and leadership toward ensuring high-quality educators for Alaska's students.

- Develop state policy strategies for improving recruitment of high-quality teachers and administrators.
- Advocate for mentoring/coaching programs to support early-career teachers and administrators.
- Partner with the University of Alaska to improve teacher preparation, recruitment, and retention.
- Identify partnering opportunities to support ongoing, high-quality professional learning for teachers and administrators.

Appendix B
State Board of Education & Early Development
Resolutions



RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

To name the SLAM building

Resolution 01-2015

WHEREAS, the Alaska Historical Museum and Library was established by an Act of Congress in 1900; and

WHEREAS, in 2016 the Division of Libraries, Archives & Museums in the Alaska Department of Education & Early Development is scheduled to open a state-of-the-art building to house, protect, and exhibit its collections; and

WHEREAS, Alaska Territorial Governor Thomas Riggs Jr. appointed the Most Reverend Andrew P. Kashevaroff as the first Museum Curator and Historical Librarian in 1919 and he served as such until his death in 1940; and

WHEREAS, Fr. Kashevaroff was a vocal and energetic advocate for the museum and library and is fondly remembered as the institution's "Founding Father"; and

WHEREAS, Fr. Kashevaroff was a descendent of Russian explorers and the Alutiiq people of the Kodiak region; and

WHEREAS, Fr. Kashevaroff's family connections, skill in languages, and experience working within Russian and Alaskan Native cultures afforded him special access to both cultures, a benefit to the library and museum; and

WHEREAS, Fr. Kashevaroff acquired hundreds of Russian objects and publications, and thousands of Alaska Native artifacts for the library and museum; and

WHEREAS, Fr. Kashevaroff was the leading historian of the Alaska Territory of the time and a highly respected scholar, educator, Russian Orthodox priest, and musician; and

WHEREAS, Fr. Kashevaroff took a serious approach to the study of Alaska's history and ethnology, holding himself and others to a high standard of professionalism and accuracy, assisting both amateur and professional scholars who needed information on Alaska; and

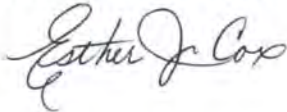
WHEREAS, Fr. Kashevaroff's own research, much of which is yet unpublished, focused upon Alaska, most specifically Tlingit culture, church history and specific objects within the museum's and library's collections; and

WHEREAS, Fr. Kashevaroff was the first to open the museum and library to the public, personally welcoming tourists, assisting researchers and encouraging children to visit and explore the museum and library; and

WHEREAS, Fr. Kashevaroff was the first exemplar of the scope and commitment of the Division of Libraries, Archives & Museums to protect and share Alaska's history and culture collaboratively across disciplines, so that visitors of all ages and from all walks of life can learn more about Alaska;

NOW, THEREFORE, BE IT RESOLVED, that the State Board of Education & Early Development recommends that the new State Library, Archives and Museum building under construction in Juneau be named the Father Andrew P. Kashevaroff State Library, Archives and Museum.

ADOPTED March 20, 2015

A handwritten signature in cursive script, reading "Esther J. Cox". The signature is written in black ink and is positioned below the adoption date.

Esther Cox, Chair,
On behalf of the State Board of Education & Early Development



RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

in support of Cooperative Arrangement Grants

Resolution 02-2015

WHEREAS, the Alaska Department of Education & Early Development and Alaska's school districts intend to provide educational services in the most efficient and economical manner practicable; and

WHEREAS, Alaska Statute 14.14.115 encourages cooperation between school districts to provide more efficient or economical administrative or educational services by providing for a one-time cooperative arrangement grant up to \$100,000; and

WHEREAS, school districts continue to seek opportunities to cooperate to provide more efficient and economical administrative and educational services, and grants can incentivize further efforts; and

WHEREAS, school districts continue to enter into cooperative arrangements to provide more efficient and economical administrative services, and grants can incentivize further efforts; and

WHEREAS, school districts enter into cooperative arrangements to provide boarding and educational services to secondary students in other districts;

NOW, THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development recommends funding for the one-time cooperative arrangement grants to be administered by the department in amounts up to \$100,000, as provided in Alaska Statute 14.14.115.

ADOPTED December 11, 2015

A handwritten signature in black ink, appearing to read "James Fields".

James Fields, Chair

On behalf of the State Board of Education & Early Development



RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

To recommend repeal of the minimum expenditure for instruction

Resolution 3-2015

WHEREAS, the State of Alaska now has in place a system of accountability for schools and school districts; and

WHEREAS, the accountability system uses assessments to measure school and school district progress in English language arts and mathematics in subgroups of students and in the student body as a whole in grades 3 through 10; and

WHEREAS, the accountability system is accompanied by regulations specifying actions that schools and districts must take to improve; and

WHEREAS, the Alaska Department of Education & Early Development has in place programs and services designed to assist schools and districts to improve; and

WHEREAS, since 1998 Alaska Statute 14.17.520 requires that at least 70 percent of school districts' operating fund expenditures be spent on instruction; and

WHEREAS, the districts and department consume staff time each year reviewing districts' instructional budgets, expenditures and requests for waivers, and preparing an annual report to the legislature; and

WHEREAS, the minimum expenditure requirement also places a burden on the Legislative Budget & Audit Committee to review the districts' waiver requests; and

WHEREAS, the department has seen that nearly all districts that request waivers are heavily affected by rising fixed costs in necessary non-instructional areas such as heating; and

WHEREAS, data over time has shown that from one year to the next there is a consistent number of districts that request a waiver; and

WHEREAS, local stakeholders provide budget oversight;

NOW, THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development recommends the repeal of the statutory requirement at AS 14.17.520 that requires districts to spend a minimum of 70 percent of their operating funds on instruction, in acknowledgement that a system of accountability directly tied to student achievement is now in place.

ADOPTED December 11, 2015

A handwritten signature in black ink, appearing to read 'James Fields', with a long, sweeping horizontal line extending to the right.

James Fields, Chair
On behalf of the State Board of Education & Early Development



RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

Supporting no change to the minimum student count for school funding

Resolution 4-2015

WHEREAS, the State of Alaska has a constitutional obligation to provide a system of public schools open to all children regardless of where they live; and

WHEREAS, the current funding formula provides funding for a separate school when a community has a minimum student count of ten Average Daily Membership; and

WHEREAS, the legislature may consider increasing the minimum student count for school funding to 25 which would affect nearly 60 schools in over two dozen school districts in order to reduce state spending on education; and

WHEREAS, increasing the minimum student count causes significant disruption and economic impact on rural communities; and

WHEREAS, in comparison to the disruption and economic impact in small communities significant savings have not been identified from increasing the minimum student count for school funding; and

NOW, THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development respectfully requests the Alaska Legislature to continue the current minimum student count for school funding.

ADOPTED December 11, 2015

A handwritten signature in black ink, appearing to be "James Fields".

James Fields, Chair

On behalf of the State Board of Education & Early Development

Appendix C

AMP assessment results

State of Alaska



Department of Education & Early Development
(<https://education.alaska.gov/>)

STATE OF ALASKA ([HTTP://ALASKA.GOV](http://alaska.gov)) > EED (/) > TLS (/TLS/) > ASSESSMENT, ACCOUNTABILITY & STUDENT INFORMATION
 (/TLS/ASSESSMENTS/) > ASSESSMENT RESULTS (/TLS/ASSESSMENTS/RESULTS.HTML) > 2015 ALASKA MEASURES OF PROGRESS (AMP)

2015 Alaska Measures of Progress (AMP)

PRELIMINARY 2015 DATA

Statewide Results

All Grades

| Subject | Meets the Standards | | Partially Meets the Standards | | Total Tested |
|-------------------|------------------------------|------------------------------|-------------------------------|------------------------------|--------------|
| | Level 4 | Level 3 | Level 2 | Level 1 | |
| | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | |
| ELA ² | 3,287 / 4.51% | 22,047 / 30.25% | 26,297 / 36.08% | 21,258 / 29.16% | 72,889 |
| Math ² | 3,986 / 5.47% | 18,725 / 25.70% | 33,592 / 46.10% | 16,568 / 22.74% | 72,871 |

Grade 3

| Subject | Meets the Standards | | Partially Meets the Standards | | Total Tested |
|-------------------|------------------------------|------------------------------|-------------------------------|------------------------------|--------------|
| | Level 4 | Level 3 | Level 2 | Level 1 | |
| | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | |
| ELA ² | 873 / 9.06% | 2,535 / 26.32% | 1,731 / 17.97% | 4,493 / 46.65% | 9,632 |
| Math ² | 1,165 / 12.07% | 2,747 / 28.47% | 3,992 / 41.37% | 1,746 / 18.09% | 9,650 |

Grade 4

| Subject | Meets the Standards | | Partially Meets the Standards | | Total Tested |
|-------------------|------------------------------|------------------------------|-------------------------------|------------------------------|--------------|
| | Level 4 | Level 3 | Level 2 | Level 1 | |
| | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | |
| ELA ² | 843 / 8.96% | 2,918 / 31.03% | 1,791 / 19.04% | 3,853 / 40.97% | 9,405 |
| Math ² | 778 / 8.27% | 2,870 / 30.50% | 4,473 / 47.53% | 1,290 / 13.71% | 9,411 |

Grade 5

| Subject | Meets the Standards | | Partially Meets the Standards | | Total Tested |
|-------------------|------------------------------|------------------------------|-------------------------------|------------------------------|--------------|
| | Level 4 | Level 3 | Level 2 | Level 1 | |
| | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | |
| ELA ² | 380 / 4.13% | 3,491 / 37.96% | 2,375 / 25.83% | 2,950 / 32.08% | 9,196 |
| Math ² | 407 / 4.42% | 2,775 / 30.15% | 4,558 / 49.53% | 1,463 / 15.90% | 9,203 |

Grade 6

| Subject | Meets the Standards | | Partially Meets the Standards | | Total Tested |
|-------------------|------------------------------|------------------------------|-------------------------------|------------------------------|--------------|
| | Level 4 | Level 3 | Level 2 | Level 1 | |
| | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | |
| ELA ² | 276 / 3.06% | 3,099 / 34.40% | 3,736 / 41.47% | 1,899 / 21.08% | 9,010 |
| Math ² | 706 / 7.83% | 2,170 / 24.06% | 4,597 / 50.96% | 1,547 / 17.15% | 9,020 |

Grade 7

| Subject | Meets the Standards | | Partially Meets the Standards | | Total Tested |
|-------------------|------------------------------|------------------------------|-------------------------------|------------------------------|--------------|
| | Level 4 | Level 3 | Level 2 | Level 1 | |
| | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | |
| ELA ² | 311 / 3.47% | 2,374 / 26.45% | 4,219 / 47.01% | 2,070 / 23.07% | 8,974 |
| Math ² | 218 / 2.43% | 2,449 / 27.29% | 4,863 / 54.20% | 1,443 / 16.08% | 8,973 |

Grade 8

| Subject | Meets the Standards | | Partially Meets the Standards | | Total Tested |
|-------------------|------------------------------|------------------------------|-------------------------------|------------------------------|--------------|
| | Level 4 | Level 3 | Level 2 | Level 1 | |
| | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | |
| ELA ² | 198 / 2.16% | 2,653 / 28.95% | 4,512 / 49.24% | 1,801 / 19.65% | 9,164 |
| Math ² | 136 / 1.48% | 2,226 / 24.27% | 5,771 / 62.93% | 1,037 / 11.31% | 9,170 |

Grade 9

| Subject | Meets the Standards | | Partially Meets the Standards | | Total Tested |
|-------------------|------------------------------|------------------------------|-------------------------------|------------------------------|--------------|
| | Level 4 | Level 3 | Level 2 | Level 1 | |
| | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | |
| ELA ² | 279 / 3.08% | 2,687 / 29.69% | 3,962 / 43.77% | 2,123 / 23.46% | 9,051 |
| Math ² | 343 / 3.80% | 2,024 / 22.42% | 3,103 / 34.37% | 3,557 / 39.40% | 9,027 |

Grade 10

| Subject | Meets the Standards | | Partially Meets the Standards | | Total Tested |
|-------------------|------------------------------|------------------------------|-------------------------------|------------------------------|--------------|
| | Level 4 | Level 3 | Level 2 | Level 1 | |
| | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | Count / Percent ¹ | |
| ELA ² | 127 / 1.50% | 2,290 / 27.08% | 3,971 / 46.96% | 2,069 / 24.46% | 8,457 |
| Math ² | 233 / 2.77% | 1,464 / 17.39% | 2,235 / 26.55% | 4,485 / 53.29% | 8,417 |

* Results cannot be published without releasing personally identifiable information.

¹The percentage of students at each achievement level only includes students who participated in the content assessment.

²ELA = English Language Arts; Math = Mathematics

Appendix D
AMP tool kit for educators

State of Alaska



Department of Education & Early Development (<https://education.alaska.gov/>)

STATE OF ALASKA ([HTTP://ALASKA.GOV](http://alaska.gov)) > EED (/) > TLS (/TLS/) > ASSESSMENT, ACCOUNTABILITY, & STUDENT INFORMATION
(/TLS/ASSESSMENTS/) > AMP RESULTS TOOL KIT

AMP Results Tool Kit

Information to help educators and parents understand and use the reports and results from the 2015 AMP assessment.

Understanding AMP Reports

- AMP Reports: Overview of Components for Educators
(AMPReports_OverviewOfComponents_forEducators.pptx) – pptx
- Understanding AMP Reports: An Overview for Educators
(Understanding_AMP_Reports_OverviewforEducators.pptx) – pptx
- Interpretive Guide for the 2015 AMP Assessment Results (Interpretive_Guide.pdf) - pdf
 - Student (pg 20-21) (IG_Callouts_Student.pdf)
 - School Summary (pg 22-23) (IG_Callouts_School_Summary.pdf)
 - School Detail (pg 24-25) (IG_Callouts_School_Detail.pdf)
- Achievement Level Summaries for all Grades on ELA & Math AMP Reports (IG_AL_Summaries.pdf) - pdf
- Protecting Student Privacy and Data Suppression on AMP Reports
(Student_Privacy_and_Data_Supression_on_AMPReports.pdf) – pdf
- Glossary
- AMP Reports Feedback Form (<http://www.akassessments.org/score-reports-feedback>)

Resources for Educators to Use with Parents

- Understanding Your Student's Scores
 - All Achievement Levels - *coming soon!*
 - ELA
 - Math
 - By Grade Level and Achievement Level - *coming soon!*
 - ELA
 - Grades 3-5: Level 1, Level 2, Level 3, Level 4
 - Grades 6-8: Level 1, Level 2, Level 3, Level 4
 - Grades 9-10: Level 1, Level 2, Level 3, Level 4
 - Math

Grades 3-5: Level 1, Level 2, Level 3, Level 4

Grades 6-8: Level 1, Level 2, Level 3, Level 4

Grades 9-10: Level 1, Level 2, Level 3, Level 4

Parent Brochure: A Parent's Guide to AMP's First Results (Brochure_PARENT_GUIDE_TO_AMP_Results.pdf) - pdf

Newsletter Content, for use in school newsletters

AMP Updates (Drop-InNewsletter_AMPUpdate_Oct2015.docx) - word

AMP Statewide Results (Drop-InNewsletter_AMP_statewideResults.docx) - word

What Kind of Test Is AMP? (Drop-InNewsletter_AMP_whatKindofTestisAMP.docx) - word

AMP Reports Are Coming Home (Drop-InNewsletter_AMPreportsComingHome_Oct2015.docx) - word

Fact Sheet: AMP Score Results (Fact_sheet_AMPscoreResults.pdf) - pdf

Letters to Accompany Student Reports

COMING SOON, Optional Cover Letter From Commissioner Hanley

TEMPLATE - Superintendent Letter (template_AMPresults_cover_letter_from_superintendent2015.docx) - word

Score Setting

PowerPoint: July 2015 Presentation by Marianne Peire, AAI, Setting Cut Scores on AMP (SettingCutScores_AMP_July2015.pptx) - pptx

Fact Sheet: Determining AMP Achievement Levels (AMP_Achievement_Levels_FactSheet.pdf) - pdf

Understanding How AMP Measures Alaska's Standards

Connection Maps: A Tool for educators about ELA/Math Standards

ELA Overview

Math Overview

ELA by Grade Level

Math by Grade Level

Released Items: from AMP 2015 Assessment by Grade Level

ELA (AMP_Released_Items_ELA_OCT2015.pdf) - pdf

Math (AMP_Released_Items_Math_OCT2015.pdf) - pdf

A Comparison of the Standards Based Assessment (SBA) and the Alaska Measures of Progress (AMP) (Math&ELA_AMP_SBA_Items_Comparison.pptx) - pptx

Achievement Level Descriptors (ALDs): A description of what students should know and be able to do

ELA (/tls/Assessments/AMPresources/AK-ELAALD-Grades3-10.pdf) - pdf

Math (/tls/Assessments/AMPresources/AK-MathALD-Grades3-10.pdf) - pdf

Progression of Claims, Targets and Achievement Level Descriptors

English Language Arts, Grades 3-5 (3_5Claims_Targets&ALD.pdf) - pdf
English Language Arts, Grades 6-8 (6_8Claims_Targets&ALD.pdf) - pdf
English Language Arts, Grades 9-10 (9_10_Claims_Targets&ALD.pdf) - pdf
Math, Grades 3-10 (ProgressionOfClaims_Math.docx) - word

Summative Assessment Framework (SAF)

Quick Guide: Claims, Targets, Standards, Evidence Statements Defined
(AMP_QuickGuide_ClaimsTargetsStandards.pdf) - pdf

Alaska Standards and the Summative Assessment Framework - pptx