

**02/20/15  
PRESENTATION:  
AK NAVIGATOR  
STATEWIDE  
WORKFORCE &  
EDUC-RELATED  
STATS (ANSWER)  
PROJECT**

<TARGET><BILL></BILL><SUBJECT>02-20-15 PRESENTATION  
ALASKA NAVIGATOR STATEWIDE WORKFORCE and EDUCATION-  
RELATED STATISTICS (ANSWER) PROJECT - POSTSECONDARY  
COMMISSION ON  
EDUCATION</SUBJECT><COMM>HEDC29</COMM></TARGET>

# ANSWERS

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February 19, 2015

The Honorable Wes Keller, Chair  
Education Committee  
Alaska House of Representatives  
State Capitol, Room 403  
Juneau, AK 99801

Dear Representative Keller:

I am writing in response to information requests made by members of the House Education Committee during the February 9<sup>th</sup> presentation on ANSWERS, Alaska's P-20W Statewide Longitudinal Data System (SLDS). Each information request is summarized below, with the response immediately following. Joining me at the February 20<sup>th</sup> follow-up presentation to the committee, and available to respond to additional questions, will be Stephanie Butler, ANSWERS project director, and Kerry Thomas, ANSWERS project manager.

**1. What relationship is there between Alaska's request for a No Child Left Behind (NCLB) waiver and a requirement for the state to participate in a P-20W SLDS (Rep. Reinbold)?**

In accordance with your direction that this question should be addressed to the Alaska Department of Education and Early Development (EED), I have forwarded the information request to the EED Commissioner's office. I am advised that the NCLB waiver does not require Alaska develop or participate in a P-20W SLDS.

**2. What are some examples of relevant questions or concrete analyses that ANSWERS could produce, and when might such information be available to inform policy development or decision-making (Rep. Seaton)?**



*ANSWERS is a collaboration of the Alaska Commission on Postsecondary Education, University of Alaska, Alaska Department of Education & Early Development, and Alaska Department of Labor & Workforce Development.*

[ACPE.ALASKA.GOV/ANSWERS](http://ACPE.ALASKA.GOV/ANSWERS)

As noted in the ANSWERS presentation to the House Education Committee, information requests must: 1) be relevant to evaluating Alaska's education program outcomes; 2) require linking of cross-sector data; and, 3) ensure there is no privacy violation of the population being reported on. Attached is the ANSWERS policy questions handout, with samples of concrete information requests or products listed after each. One of the first stakeholder outreach projects for the ANSWERS program director and his staff will be contacting legislators to solicit their specific informational interests and information requests. The goal of this process will be to identify the issues which are of greatest interest to the legislature and other policy makers and use this information to develop a reporting agenda and related reporting timeline to support informed decision-making.

**3. What legal authority compels collection of data that may be linked in ANSWERS (Rep. Keller)?**

The data being linked through ANSWERS are *subsets* of data already collected and maintained by various state programs relative to student participation in a publicly funded program such as the Alaska K-12 system, University of Alaska programs, Alaska Commission on Postsecondary Education programs, or Alaska Department of Labor and Workforce Development programs. Collection of student and workforce member data is a condition of participation in certain publicly-funded programs. Individuals may opt out of these data collection by attending private schools or home-schooling, or by being self-employed in the case of employment data. I have forwarded your question to EED Commissioner's office and requested citations to the specific laws applicable to K-12 student data collection. Specific to employment data, the authority is the Employment Security Act, Alaska Statute §23.20.

**4. What is the interoperability between the data sets that will be linked in ANSWERS (Rep. Reinbold)?**

Relative to the ability of the different information technology systems and software applications used by each of the four data providers to exchange data in such a way that the information was both secure and usable, interoperability was a primary focus of ANSWERS design. To that end, because the systems and their data do not reside on a single technological platform, data extract, transformation, and load (ETL) algorithms were developed for each selected data element, to ensure common formats. For example, in different systems, the data element "gender" may be male, female, and unknown. In another it may be M, F, and O. In a third, it may be represented by numerals such as 1, 2, and 3, etc. When designing the process by which each system's data is loaded into ANSWERS, the source system values will be maintained and a transformed value created to standardize across all data sources for ease of use in reporting. In accordance with ANSWERS commitment to transparency, a data dictionary with plain-English descriptions of data elements is scheduled for publication on the ANSWERS website when the system goes live.

The attached Alaska Performance Scholarship infographic illustrates that, although the data may currently be used for cross-sector analyses, the data used for those current analyses cannot be de-identified upon ETL, it must be manually extracted and linked, and then loaded into another system for analysis under parameters set out in a project-specific MOU between data providers, who normally rely upon each other to

destroy the extracted data and associated personally identifiable information (PII) upon completion of the project. ANSWERS will allow for the existing data to be used for cross-sector analysis without the risk of PII proliferation, and without identified data ever leaving the state's protected environments. The result is greatly enhanced reporting capacity, significant reporting efficiency gains, and substantial improvements to data security in the process.

### **Other**

I wanted to also address a general concern raised during the prior meeting (Rep. Colver) relative to the use of the Social Security Number (SSN) in the unit record matching process. In responding on the SSN question, I erred in indicating that Department of Labor and Workforce Development (DOLWD) as well as the Permanent Fund Dividend Division (PFDD) are SSN sources for matching. In fact, while DOLWD has SSNs in its system, it does not provide that information with its data to ANSWERS. Rather, in the linking process which occurs *before* the de-identified information is loaded into ANSWERS, the SSN from PFDD and other identifier elements are used to ensure the data is accurately linked. What is essential to emphasize is *the PFDD SSN is never moved* outside its current protected environment within the state's technology environment so the use of the SSN for this purpose in no way exposes that information to additional risk.

Finally, unrelated to questions from committee members but very important to ANSWERS, I would also like to take this opportunity to report that we have just this week successfully filled the ANSWERS program director position. I am pleased to report that Benjamin Shier has accepted the position and will be leading the ANSWERS initiative when it transitions from a project to an Alaska state program, effective July 1, 2015. To ensure strong knowledge transfer, Ben will be working closely with the project team and transitioning into his new role over the next few months.

I hope this information is responsive to the committee's requests. Please do not hesitate to contact me if you have any questions or would like any additional information before the ANSWERS follow-up presentation for the committee.

Very Respectfully Yours,

A handwritten signature in cursive script, reading "Diane Barrans". The signature is written in black ink and is positioned above the printed name and title.

Diane Barrans,  
Executive Director

ATTACHMENTS

# **ANSWERS Frequently Asked Questions – Alaska’s P-20W SLDS**

*Updated February 19, 2015*

## **About ANSWERS**

### **What is ANSWERS?**

ANSWERS is Alaska’s P-20W Statewide Longitudinal Data System (pre-school through grade 20 and the workforce SLDS).

### **What does ANSWERS stand for?**

Alaska’s Navigator: Statewide Workforce and Education-Related Statistics

### **What will ANSWERS do for Alaska?**

ANSWERS will be a resource for state policy-makers and Alaska education stakeholders to answer key questions about how well the Alaska education pipeline is preparing students for higher education and workforce success. It will be a means of determining which programs are most successful in providing Alaska with resident hires for skilled, high-wage jobs. By linking existing relevant data from the state’s K-12, postsecondary education and workforce training information systems, ANSWERS will provide the state with the ability to make informed policy and funding decisions based upon effectively evaluating Alaska-specific program and policy outcomes, and to clearly measure the state’s return on its investment in education programs.

### **Who is responsible for ANSWERS?**

An executive governance body, created in 2011 by Administrative Order 261, is charged with authority and responsibility for ANSWERS, and is composed of:

- the Commissioner of the Alaska Department of Education and Early Development (DEED),
- the Commissioner of the Alaska Department of Labor and Workforce Development (DOLWD),
- the President of the University of Alaska (UA), and
- the Executive Director of the Alaska Commission on Postsecondary Education (ACPE)

### **How is ANSWERS funded?**

ANSWERS development and implementation is funded by a three-year, \$4 million federal grant, through mid-2015. It is currently staffed by a team from DEED, DOLWD, UA, and ACPE, with ACPE providing overall project management.

### **How will ANSWERS be funded after the grant period?**

Interim funding will come through ACPE’s operating budget, which is substantially funded by the Alaska Student Loan Corporation. The ANSWERS project includes a sustainability plan to minimize costs by designing ANSWERS to automate expensive manual processes. Longer term, the ANSWERS executives intend to use the initial two to three years of ANSWERS operation to evaluate its service value to the state relative to its cost. Based on that evaluation, recommendations will be advanced to the administration and legislature, for consideration as to a financing source and

structure that meets statewide interests and demands for ANSWERS data in the most cost-efficient and effective manner.

### **How does ANSWERS' structure differ from other state databases and systems?**

ANSWERS will maintain de-identified, historical information for the purpose of longitudinal evaluation and analysis. Other state databases are primarily transactional, meaning they are designed to be used to manage student or citizen individual participation in state services, such as education programs or unemployment insurance, and therefore include customers' real-time or near real-time, identifiable information. ANSWERS, in contrast, is longitudinal information that cannot be used to identify specific individuals. In compliance with strict federal and state privacy protection requirements, ANSWERS data for program evaluation and reporting does not include identifying information such as name, date of birth, and identification or account number.

### **Why develop ANSWERS rather than expand the functionality of an existing database such as the Department of Education and Early Development's K-12 system?**

Two primary reasons:

1. Cost: Expanding an existing database to do something different from its original design is technically possible, but would be considerably more complicated and expensive than simply designing a longitudinal database.
2. Privacy: Existing agency systems require identification of individuals. ANSWERS purposefully has no identifying information such as name or shared reference number.

## **ANSWERS Data Use and Privacy**

### **What data will be in ANSWERS?**

ANSWERS will contain key data elements collected by the four Alaska partner agencies. In order to be linked in ANSWERS the selected data elements must 1) be available without a new data collection, and 2) be essential to answer one of 10 policy questions identified by education and workforce stakeholders as an education outcome indicator (see [acpe.alaska.gov/ANSWERS](http://acpe.alaska.gov/ANSWERS) for the full list of policy questions).

### **What data will NOT be in ANSWERS?**

Data elements not relevant to evaluating Alaska education programs' outcomes will not be in ANSWERS. Examples of irrelevant and excluded data elements are voting records, political or religious affiliation, or student street address. Also, individuals who have not participated in Alaska's education system will not be included in ANSWERS, therefore, data on residents and job-seekers who have not participated in Alaska's educational system are excluded.

### **Will there be new ANSWERS data collections or student surveys and tests?**

No. All data in ANSWERS will come from existing data systems. While it is possible that an education provider such as a school district may seek to leverage ANSWERS'

capacity to conduct analyses of their programs and services, this type of service and related data collection and analysis would occur only at their request.

### **How will data and individual privacy be protected?**

ANSWERS will protect data in five primary ways:

1. De-identification: After data are linked across systems, information such as student name, exact birthdate, street address, or any traceable ID will be removed and replaced by a random-generated ANSWERS number that cannot be used to re-identify the specific individual. The information used for the matching is stored by the agency providing the data, and also in the ANSWERS information management system (AIMS), a repository that is completely separate and outside the program evaluation and reporting ANSWERS system.
2. Secure storage: Information stored within ANSWERS is encrypted and stored in the State of Alaska secure data center.
3. Output cell-suppression: Cell-suppression is a reporting methodology that protects individual privacy by "asterisking" or otherwise masking information or reports on small groups where someone in that community might be able to identify an individual. ANSWERS reports will undergo rigorous automated tests and manual review to ensure data is reported only in groups large enough to preclude individual identification.
4. Access limitations: Access to ANSWERS is provided only to staff or approved researchers who have undergone background checks, or a related approval process, and access will be limited to only those data elements or functionalities needed to perform specific staff duties or approved analyses.
5. Testing and monitoring: Regularly scheduled logging, access reports and audits of system accesses will occur, as well as system updates to address the latest security threats.

### **How will data in ANSWERS be used?**

ANSWERS data will be used to evaluate and improve Alaska's education and career development system, as approved by the ANSWERS Executive Governance Board. For example, ANSWERS will allow evaluation of different groups of Alaska high school graduates' performance as they progress through higher education and into the workforce. A specific question ANSWERS might address is: Are Alaska high school graduates who qualify for the Alaska Performance Scholarship more likely to attend college/career training in Alaska or work in Alaska, and earn a higher income, as compared to other Alaska high school students?

### **What are some of the ways ANSWERS data will NOT be used?**

ANSWERS data will not be used to identify individuals, evaluate performance of any individual, or to determine eligibility for programs or services.

### **Will individually identifiable information be stored?**

Yes, but not within the ANSWERS longitudinal database. Identifiable information is stored by the agency providing the data, and also in a secure, encrypted data linking tool, completely separate from ANSWERS.

### **What are some examples of ANSWERS data products?**

ANSWERS' information products will include:

1. Reports to the public, available as summary reports and Web dashboards, in the form of aggregated and cell-size suppressed information.
2. Responses to information requests from legislators and similar stakeholders about the performance of a specific program or population. Under federal and state law, such responses must be aggregated at a level to prevent identification of individuals.
3. Feedback reports, available to key stakeholders such as district superintendents, providing information about the performance of key subgroups of their students in higher education or the workforce, and designed to assist in the evaluation of education programs.
4. Responses to research requests, which will require approval according to protocols evaluating the appropriateness of the research request, methodology, and data requested, and ensuring data are used only in accordance with all applicable laws and for approved purposes.

### **What is the federal law that governs what student information may be released?**

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, or 20 USC 1232g (implementing regulations are 34 CFR Part 99). There are no exceptions that permit the release of data that could result in an individual's identity becoming publicly known. Exceptions are allowed for certain non-public program evaluation and research purposes, subject to detailed agreements, research structures, data destruction policies, and similar privacy protections.

### **Will federal agencies have access to ANSWERS data?**

No. Congress has specifically prohibited the creation of a federal student-level database. While it is possible that the state may generate reports from ANSWERS to meet Alaska's federal reporting requirements; because of the way data in ANSWERS is linked, such reports would be aggregated information only, and provided only in cases where it is more efficient for the state to meet existing federal reporting requirements through ANSWERS than through other systems.

### **Why is the ANSWERS system needed if data can now be linked for the state's annual Alaska Performance Scholarship (APS) outcomes report?**

While the APS outcomes report is a "proof of concept" of the analyses made possible through linking existing data, it requires that expensive manual processing and memoranda of understanding be duplicated annually. ANSWERS will eliminate current labor-intensive, costly processes which inhibit the development of additional reporting. Although data can be linked now without ANSWERS, doing so is an expensive, highly manual process that requires new memoranda of agreement and data extracts for each analysis. Furthermore, data is not de-identified, which means that copies of linked data may include such identifying information as student names or ID numbers. ANSWERS will result in lower costs, more efficient processes, more timely data, and – most important – enhanced security because data is de-identified and protected information which never leaves the state's secure systems.

### **Can I opt out of having my personal information included in ANSWERS?**

The ANSWERS system does not support an opt out feature due to its de-identified construct. The data currently collected by each of the four agencies participating in ANSWERS is required by various state and federal laws as a condition of participating in publically-funded programs such as the state's K-12 education system. Specific to Family Educational Rights and Privacy Act of 1974 (FERPA), opt out rights apply only to certain identifiable information. There is not a right to opt out of having de-identified education performance information included in program evaluations. Note that data from programs that are not publically funded, such as private school or certain home-school programs, will not be included in ANSWERS.

### **Do other states have systems similar to ANSWERS?**

Nearly all states either have some form of longitudinal data systems or are in the process of developing them. As of 2012, 36 states are providing state funding for their longitudinal data systems.

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A N S W E R S

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*Updated February 19, 2015*

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  - Kerry Thomas, Project Manager, [kerry.thomas@alaska.gov](mailto:kerry.thomas@alaska.gov) or 907-465-6749



A N S W E R S

The table below lists the types of data expected to be linked in ANSWERS as well as the extent to which historical information may be available for longitudinal analysis at implementation in mid-2015.

Type of Data in ANSWERS	ANSWERS Historical Data for Use in 2015
K-12 enrollment, assessment, and completions	From 2006
Postsecondary enrollment, performance and completions	Varies by program; from 2000 to 2006
Financial aid program participation	Varies by program; from 2000 to 2006
Workforce participation	From 2010
Residency and migration	Varies by source; from 2000 to 2011

[ANSWERS' 10 policy questions](#) are a high-level framework of questions within which a wide variety of research and policy questions and topics can be framed. The following sample outcomes questions are representative of the concrete analyses and information ANSWERS will provide. Where relevant, sample information products ANSWERS could potentially produce are indicated. The research questions below relate to one or more of the 10 ANSWERS policy questions, and are adaptable to a variety of programs, interventions, and outcomes of interest to stakeholders.

**Example questions and related information products:**

**Example 1**

Question 1: Do students who participated in \_\_\_\_\_ (insert intervention or program here) graduate high school at a higher rate than those who do not? Are they more likely to earn higher wages and thus contribute to Alaska's economy at higher rates than those who do not participate in \_\_\_\_\_ (insert intervention or program here)?

Sample related product: School district feedback report (sample attached)

Timeframe:

- Data available at ANSWERS implementation in mid-2015, with historical K-12 data from 2006 included:
  - School district feedback reports
  - Other K-12 information
- Data available 5-15 years from implementation, due to need to accumulate longitudinal history:
  - Outcomes information based on K-8 program participation prior to 2006

**Example 2**

Question 1: What is the return rate to Alaska for WWAMI<sup>1</sup> students after program participation? How long do they stay in Alaska? Do they practice in rural areas of Alaska?

Question 2: Do Alaska students who study nursing (or insert other program here) out-of-state return to Alaska for employment?

Example related products: [Brain Drain Report](#)  
[2012 Update, Alaska's High School Graduates](#)

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<sup>1</sup> WWAMI is a regional graduate medical education program across five northwestern states: Washington, Wyoming, Alaska, Montana, and Idaho, facilitated by the University of Washington School of Medicine.

Timeframe:

- Data available at ANSWERS implementation in mid-2015 for high school cohorts starting in 2006 and attending or completing programs prior to 2014
- Data available 3-5 years from implementation, due to need to accumulate longitudinal history:
  - Longer term (such as 10 and 15-year) analysis of cohorts, postsecondary outcomes, and workforce participation

**Example 3**

Question 1: At 5, 10 and 15 years beyond high school graduation, are there differences in employment and earnings for graduates with a high school diploma and but no postsecondary education, and the graduates who continued on with higher education?

Question 2: How does the level of education impact salary, and in which occupations and geographic areas are residents employed once in the workforce?

Example related product: [Arkansas Education to Employment Report 2013](#) (from Arkansas Research Center)

Timeframe:

- Data available at ANSWERS implementation in mid-2015 for high school cohorts graduating in 2006 -2009 and evaluating cohorts 5 years from high school completion
- Data available 5-15 years from implementation, due to need to accumulate longitudinal history:
  - 10- and 15-year analysis of 2006-2009 cohorts after high school completion
  - 5-year analysis of 2010-2015 cohorts after high school completion

**Example 4**

Question 1: Are Alaska Native Science and Engineering Program (ANSEP) students more likely than non-participants studying related majors to remain in Alaska upon college graduation? Are they more likely to work in rural areas of the state? How does their workforce participation compare to non-participants relative to income and geographic distribution in Alaska, specifically in rural areas?

Question 2: What are the postsecondary completion rates for Alaska Performance Scholarship (APS) recipients compared to non-APS recipients? How do their earnings and ability to contribute to Alaska's economy compare to non-APS recipients 5 and 10 years after program completion? What is the return on the state's investment in APS, as measured by employment outcomes for participants versus non-participants?

Example related product: [Alaska Performance Scholarship outcomes report](#)

Timeframe:

- Data available at ANSWERS implementation in mid-2015 for high school cohorts graduating in 2011 and evaluating cohorts 2 - 5 years from postsecondary program completion
- Data available 5-15 years from implementation, due to need to accumulate longitudinal history:
  - 5-, 10- and 15-year analysis of 2011 and later cohorts after postsecondary program completion

**Example 5**

Question 1: What is the cost of the state's K-12 programs specifically for low-income students or \_\_\_\_\_ (insert other student demographic here), and how does that cost compare to program participants' earnings after graduation, as compared to non-participants? Are there differences in outcomes for different programs, for offering the same program at different times in the student's K-12 career, or for programs offered in rural versus urban areas?

Example related product: [Alaska Education Grant outcomes report](#)

Timeframe:

- Data available at ANSWERS implementation in mid-2015 for high school cohorts graduating in 2006 and evaluating cohorts 2-5 years from postsecondary program completion
- Data available 5-15 years from implementation, due to need to accumulate longitudinal history:
  - 5-, 10- and 15-year analysis of 2006-2015 cohorts after postsecondary program completion

### Example 6

Question 1: What number of Alaskans should be credentialed through an electrician training program or \_\_\_\_\_ (insert other training program name) by 2020 in order to have sufficient workforce for \_\_\_\_\_ (insert state project name here)? What percent of those can reasonably be produced from the current Alaska education pipeline, and what percent will we need to either produce by retraining adult workers or import from other states?

Timeframe

- Data available at ANSWERS implementation in mid-2015 for some high school cohorts from 2006 to present and postsecondary program participation from 2000

### Example 7

Question 1: Any Return on Investment (ROI) analysis, such as return on public investment in education and training programs in terms of benefits to the participating cohorts, education funders, or the State of Alaska.

Example related products: [The Value of Vocational Rehabilitation Services](#)  
[What is the Value of Community Colleges to Mississippi Taxpayers?](#)  
(both from Mississippi's P-20W SLDS, Lifetracks)

Timeframe

- Data available at ANSWERS implementation in mid-2015 for some high school cohorts and postsecondary programs
- Data available 5-15 years from implementation, due to need to accumulate longitudinal history:
  - 5-, 10 and 15-year analysis of high school cohorts and all postsecondary programs

### Example 8

Question 1: Do teacher mentor program (or other teacher training program) participants teach longer in Alaska than non-participants? Are they more likely to teach in rural areas? Are they more likely to earn additional ratings, such as principal certifications?

Timeframe:

- Data available at ANSWERS implementation in mid-2015 for high school cohorts graduating in 2006-2007 and evaluating cohorts 2-5 years from teacher training program completion
- Data available 5-15 years from implementation, due to need to accumulate longitudinal history:
  - 5-, 10- and 15-year analysis of 2006-2015 cohorts after teacher training program completion



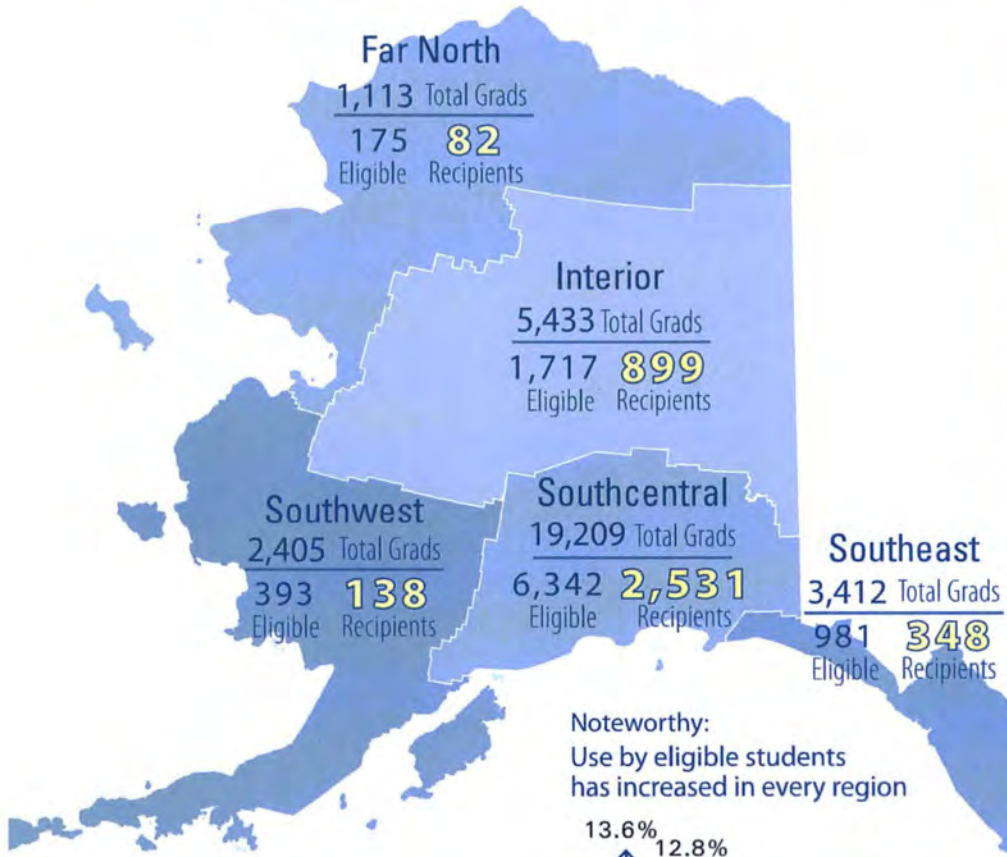
# APS Statistics

at a glance

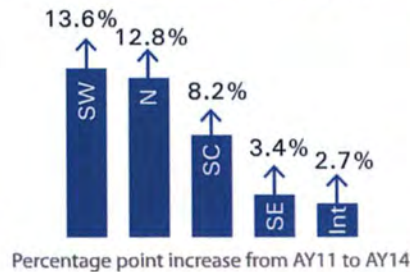
2015

## The power of the APS - positive outcomes for postsecondary education

Now in its fourth year, the Alaska Performance Scholarship is an invitation to excellence for Alaska students and schools. The merit-based scholarship provides an opportunity for eligible students to annually receive between \$2,378 and \$4,755 toward postsecondary studies at qualifying Alaska institutions. Over 9,600 high school graduates from the classes of AY11 through AY14 have met the requirements to become APS eligible, and 4,155 have gone on to make use of the scholarship.

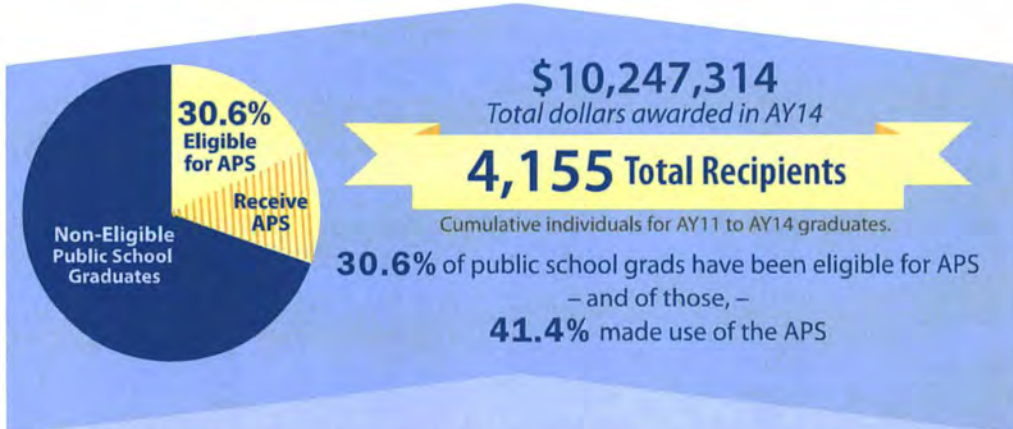


Noteworthy:  
Use by eligible students has increased in every region



Noteworthy:

**50/54** 50 school districts have had APS-eligible graduates since the scholarship's inception

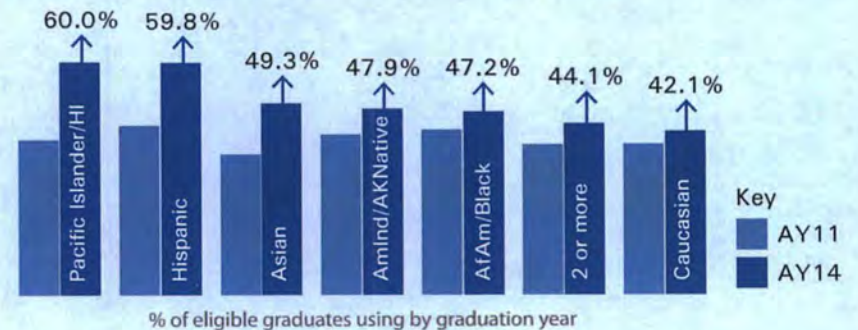


## Who is staying in Alaska to use the APS?



APS-eligible graduates are becoming more likely to attend in Alaska, particularly at the top award level.

Use has increased across all ethnic groups.





APS recipients are:

Less likely to need remedial classes

More likely to:

enroll full-time

attempt more credit hours

stay enrolled and persist

All behaviors shown to: **INCREASE**  
chances of **GRADUATION**

How are they doing?

UA Students Taking Remedial Courses

Require Remedial Classes  
Receiving APS

Require Remedial Classes  
Not-Receiving APS

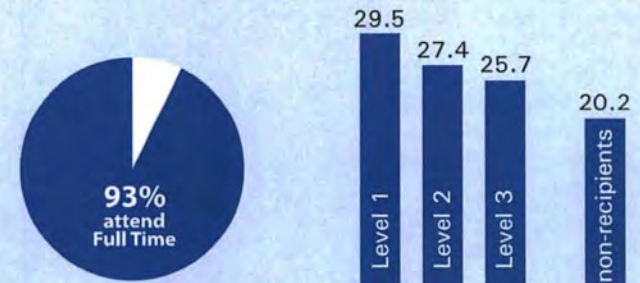


— vs —



1 in 6 APS first-time freshmen took remedial courses in fall 2014, compared to 1 in 2 of the non-recipients.

UA Students' Course Load in Credits



AY14 First-time Freshmen

APS recipients enroll in more credit hours on average than non-recipients.

Level 1 - up to \$4,755 per year

High School GPA 3.5  
ACT 25 or SAT 1680  
Specified high school curriculum

38.0%  
receive  
Level 1

Level 2 - up to \$3,566 per year

High School GPA 3.0  
ACT 23 or SAT 1560  
Specified high school curriculum

32.6%  
receive  
Level 2

Level 3 - up to \$2,378 per year

High School GPA 2.5  
ACT 21 or SAT 1450  
Specified high school curriculum

29.4%  
receive  
Level 3

"APS recipients are, by definition, better prepared for postsecondary education than students who are not eligible for the scholarship."

-2015 APS Outcomes Report

Career and Technical Education awards can be earned with both the Workkeys and ACT/SAT scores.

Enrolled in Fall 2011 (first students to receive the APS)

APS Eligible **75%** ARE STILL ENROLLED

— vs —

Not APS Eligible **40%** ARE STILL ENROLLED

## UNDERSTANDING THE ANSWERS SCHOOL DISTRICT FEEDBACK REPORT

Your district's feedback report contains four views of how students are performing during and after their postsecondary experience, and provides statewide averages for comparison purposes. *The ANSWERS School District Feedback Report contains information protected by the Family Education Rights and Privacy Act, or FERPA, and should be shared only with individuals having a legitimate educational need to review this information as defined in law.* Below is a brief overview of the information included in the report.

### PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE THE FALL IMMEDIATELY FOLLOWING HIGH SCHOOL GRADUATION

This information comes from the National Student Clearinghouse, or NSC. NSC collects postsecondary attendance data covering over 96% of students in public and private U.S. institutions, then matches their secondary and postsecondary records to calculate postsecondary attendance rates. Data in this report is current as of November 15, 2012.

**Total in the Class:** *This is the number of your district's high school graduates for each of the last five academic years.*

**% Enrolled, % In-State, % Out-of-State:** *The percentage of your districts' graduates pursuing postsecondary education, and where they are attending.*

**Statewide % Enrolled:** *The percentage of all Alaska graduates in that year pursuing postsecondary education.*

Note that NSC defines an academic year as starting on August 15<sup>th</sup>, while the Alaska Department of Education and Early Development's (EED) academic year begins July 1<sup>st</sup>. Because of this, the number of graduates in an academic year may differ between the NSC and EED reports.

### APS ELIGIBLE AND RECIPIENT GRADUATES BY GENDER & ETHNICITY

Your district provides EED with information on graduates, including their eligibility to receive the Alaska Performance Scholarship. The Alaska Commission on Postsecondary Education, or ACPE, administers the scholarships and by matching your data to APS recipients, we can provide you with information on the number and characteristics of your graduates making use of the scholarship. This table breaks out your graduates based on their gender and ethnicity, and their eligibility for and receipt of the APS for both years of the program. For each group, the following information is reported:

**Graduates:** *The total number of graduates in that gender or ethnic group in each year.*

**APS-Eligible Count:** *The number of graduates in each group meeting the requirements to become APS eligible.*

**APS Eligible % of Grads:** *The APS-eligible graduates divided by the total number of graduates.*

**APS Eligible AK Avg:** *Same as APS Eligible % of Grads, but using statewide totals for each group.*

**APS Recipients Count:** *The number of APS-eligible students who received the scholarship in each group.*

**APS Recipients % of Eligible:** *The APS recipients divided by the number of APS-eligible graduates.*

**APS Recipients AK Avg:** *Same as APS Recipients % of Eligible, but using statewide totals for each group.*

Note that for the class of 2011, APS recipients include graduates receiving the scholarship at any time during the AY12 academic year. For 2012 graduates, the count of recipients only includes those receiving the scholarship during the fall semester following graduation.

## APS ELIGIBLE AND RECIPIENT GRADUATES BY POSTSECONDARY ENROLLMENT & AWARD LEVELS

This section looks at the attendance patterns of graduates by their APS eligibility and receipt of the scholarship, and their award levels. For the top table in this section, the column definitions are the same as in the previous table.

**Total in the Class:** This row includes all graduates from your district in academic years 2011 and 2012. 2011 APS recipient counts include graduates receiving the APS at any time in AY12, while for 2012 graduates only fall recipients are included.

**Total Enrolled (1<sup>st</sup> fall):** The count of students who enrolled the fall following their high school graduation.

**Total In-State, Out-Of-State:** The count of fall enrolled students based on their place of enrollment.

**Not Found/Not Enrolled:** The number of students not found in the NSC database, either because they did not pursue postsecondary education, they attended a school that was not a part of the NSC database, or their secondary and postsecondary records could not be matched by NSC.

This table presents attendance patterns by APS eligibility and award levels for your district and statewide averages. Statewide, those students eligible for the top tier APS awards are the ones most likely to pursue postsecondary education, but they are also least likely to use the scholarship since they often attend an out-of-state institution.

**Total Eligible:** The number of APS-eligible graduates from your district, and the count and percentages attending a postsecondary institution and receiving the scholarship.

**Level 1, Level 2, Level 3, Not Eligible:** This same information for each of the three APS award levels, and postsecondary attendance information for non-APS-eligible graduates.

## GRADUATES BY APS ELIGIBILITY, POSTSECONDARY REMEDIAION NEEDS & RETENTION

The University of Alaska enrolls approximately 99% of APS recipients. One measure of high school graduates' preparedness to continue their education is the need for remedial postsecondary coursework. The upper table in this section contains information on graduates attending UA and their need for remediation, broken out by their level of APS eligibility.

**Graduates:** The total number of your district's graduates by their level of APS eligibility.

**Total Attending:** For each group, the number of graduates attending UA in the fall after their graduation.

**Remedial Course Enrollment and % of Attending:** Of attending students, the number and percentage of students who took a remedial course.

**All Hours:** The average number of credit hours students attempted in the fall semester, both remedial and college level courses.

**Remedial:** The average number of remedial credit hours students attempted in the fall semester.

**% of Total Hours:** The average number of remedial credit hours as a percentage of the average total hours attempted.

This section also contains information on the number of 2011 graduates who returned to UA for a second year of postsecondary studies. Statewide, 83% of APS eligible 2011 graduates who attended UA in fall 2011 returned to UA in fall 2012. For non-APS eligible students, only 56% of those attending fall 2011 returned the following fall. Please note that the preliminary figures reported here may differ from those reported in official University of Alaska publications due to differences in timing of the data extract and reporting periods.

***This report contains information protected by the Family Education Rights and Privacy Act, or FERPA, and should be shared only with individuals having a legitimate educational need to review this information as defined in law.***

This report is a proof of concept for ANSWERS, Alaska's P-20W statewide longitudinal data system.  
Stakeholder input on this report will be solicited and incorporated in future publications.  
Contact Brian Rae at [brian.rae@alaska.gov](mailto:brian.rae@alaska.gov) with questions or comments about the report or ANSWERS.



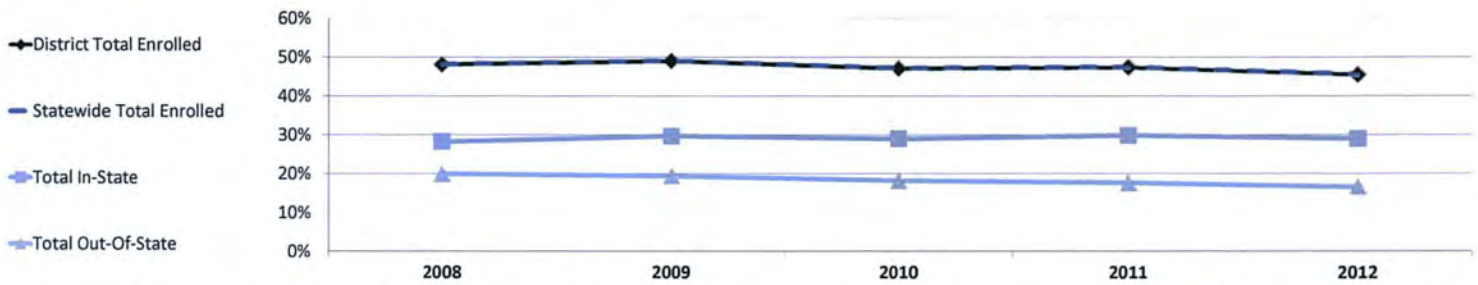
# ANSWERS School District Feedback Report

## Alaska Statewide

### PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE THE FALL IMMEDIATELY FOLLOWING HIGH SCHOOL GRADUATION

(Graduation counts based on National Student Clearinghouse academic year, which vary slightly from Alaska Department of Education & Early Development definition.)

Graduating Class Year	2008	2009	2010	2011	2012
Total in the Class	7,913	7,954	8,256	8,021	7,932
% Enrolled	48%	49%	47%	48%	46%
% Enrolled In-State	28%	30%	29%	30%	29%
% Enrolled Out-Of-State	20%	19%	18%	18%	17%
Statewide % Enrolled	48%	49%	47%	48%	46%



[For each school districts receiving this report, the analysis in this section compared the postsecondary attendance rates for the district's graduates to that of all Alaska graduates.]

### APS-ELIGIBLE AND RECIPIENT GRADUATES BY GENDER & ETHNICITY

	Graduates	2011 <sup>1</sup>			2012 <sup>1</sup>			Graduates	2012 <sup>1</sup>			2013		
		Count	% of Grads	AK Avg.	Count	% of Grads	AK Avg.		Count	% of Grads	AK Avg.	Count	% of Grads	AK Avg.
Male	4,010	1,070	27%	27%	408	38%	38%	3,984	987	25%	25%	364	37%	37%
Female	4,052	1,269	31%	31%	488	38%	38%	4,001	1,188	30%	30%	448	38%	38%
Caucasian	4,764	1,819	38%	38%	700	38%	38%	4,595	1,607	35%	35%	574	36%	36%
Alaska Native	1,382	103	7%	7%	38	37%	37%	1,387	138	10%	10%	59	43%	43%
American Indian	79	21	27%	27%	6	29%	29%	118	20	17%	17%	7	35%	35%
Asian	575	146	25%	25%	51	35%	35%	589	133	23%	23%	59	44%	44%
Hispanic	427	78	18%	18%	34	44%	44%	448	105	23%	23%	50	48%	48%
Two or more races	402	112	28%	28%	43	38%	38%	431	121	28%	28%	50	41%	41%
African American/Black	292	50	17%	17%	20	40%	40%	267	34	13%	13%	11	32%	32%
Native Hawaiian/Pacific Islander	141	10	7%	7%	4	40%	40%	150	17	11%	11%	2	12%	12%

[The analysis in this section compared the APS eligibility and receipt for each district's graduates by their gender to the statewide averages in both 2011 and 2012.]

1/ APS recipient counts for graduates in 2011 include those receiving the scholarship at any time during AY12. Recipient counts for 2012 graduates include only those receiving the scholarship in the fall immediately following graduation.



# ANSWERS School District Feedback Report (continued)

## Alaska Statewide

### APS-ELIGIBLE AND RECIPIENT GRADUATES BY POSTSECONDARY ENROLLMENT & AWARD LEVELS

	2011							2012						
	Graduates	APS-Eligible			APS Recipients			Graduates	APS-Eligible			APS Recipients		
		Count	% of Grads	AK Avg.	Count	% of Eligible	AK Avg.		Count	% of Grads	AK Avg.	Count	% of Eligible	AK Avg.
Total in the Class <sup>2</sup>	8,062	2,339	29%	29%	896	38%	38%	7,985	2,175	27%	27%	812	37%	37%
Total Enrolled (1st fall)	3,797	1,907	50%	50%	841	44%	44%	3,590	1,763	49%	49%	812	46%	46%
Total In-State	2,401	977	41%	41%				2,290	943	41%	41%			
Total Out-Of-State	1,396	930	67%	67%				1,300	820	63%	63%			
Not Found/Not Enrolled	4,265	432	10%	10%				4,395	412	9%	9%			

APS Eligibility	2011							2012						
	Graduates	Attended Postsecondary			Received APS in Fall			Graduates	Attended Postsecondary			Received APS in Fall		
		Count	% of Grads	AK Avg.	Count	% of Eligible	AK Avg.		Count	% of Grads	AK Avg.	Count	% of Eligible	AK Avg.
Total Eligible	2,339	1,907	82%	82%	841	44%	44%	2,175	1,763	81%	81%	812	46%	46%
Level 1	926	805	87%	87%	277	34%	34%	894	786	88%	88%	304	39%	39%
Level 2	695	556	80%	80%	290	52%	52%	764	596	78%	78%	287	48%	48%
Level 3	718	546	76%	76%	274	50%	50%	517	381	74%	74%	221	58%	58%
Not Eligible	5,723	1,890	33%	33%				5,810	1,827	31%	31%			

[The analysis in this section described each district's overall APS eligibility rates as compared to statewide averages for 2011 and 2012, and percentages of eligible students making use of the scholarship.]

2/ **Total in the Class:** For the class of 2011, recipients include graduates receiving the APS at any time during AY12. All other data represents students attending in the fall immediately following graduation.

### GRADUATES BY APS ELIGIBILITY, POSTSECONDARY REMEDIAL NEEDS & RETENTION

	2011							2012						
	Graduates	Attended UA			Average Hours Attempted			Graduates	Attended UA			Average Hours Attempted		
		Total Attending	Remedial Course Enrollment	% of Attending	All Hours	Remedial	% of Total Hours		Total Attending	Remedial Course Enrollment	% of Attending	All Hours	Remedial	% of Total Hours
Total Eligible	2,339	993	289	29%	13.4	1.0	8%	2,175	830	212	26%	13.9	0.9	6%
Level 1	926	289	36	12%	14.3	0.4	3%	894	297	26	9%	14.6	0.3	2%
Level 2	695	352	100	28%	13.4	1.0	7%	764	294	79	27%	13.8	0.9	6%
Level 3	718	352	153	43%	12.8	1.5	12%	517	225	106	47%	13.1	1.6	12%
Not Eligible	5,723	1,423	1,043	73%	11.2	3.9	34%	5,810	1,346	964	72%	11.4	3.7	32%

	2011						
	Graduates	Attended UA Fall 2011			Returned Fall 2012		
		Count	% of Grads	AK Avg.	Count	% of Attending	AK Avg.
Total Eligible	2,339	993	42%	42%	791	80%	80%
Level 1	926	289	31%	31%	255	88%	88%
Level 2	695	352	51%	51%	276	78%	78%
Level 3	718	352	49%	49%	260	74%	74%
Not Eligible	5,723	1,423	25%	25%	801	56%	56%

[The analysis in this section looked at recent graduates, by district, and their enrollment in remedial classes at the University of Alaska, based on their eligibility to receive the APS, and compared them to statewide averages.]

This report is a proof of concept for ANSWERS, Alaska's P-20W statewide longitudinal data system. Stakeholder input on this report will be solicited and incorporated in future publications. Please contact Brian Rae at [brian.rae@alaska.gov](mailto:brian.rae@alaska.gov) with questions or comments about this report or ANSWERS.



## School District Feedback Report

### *Big Mountain School District*

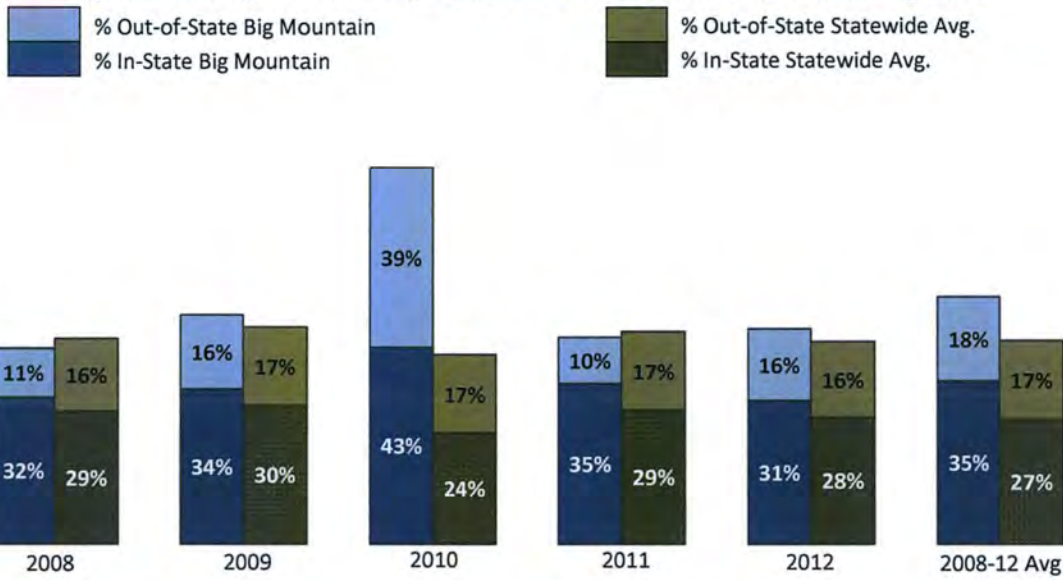
***(NOTE: This is a draft work in progress document. All of the information in this report was randomly generated – none of it is factual. For that reason, numbers may not add to reported totals, multi-year averages will not be representative of reported annual data, and data will not necessarily agree across figures and tables.)***

*A confidential report of recent high school graduates' participation and performance in postsecondary education and the labor force.*

*This report contains information protected under the Federal Education Rights and Protections Act, or FERPA, and should be considered confidential.*

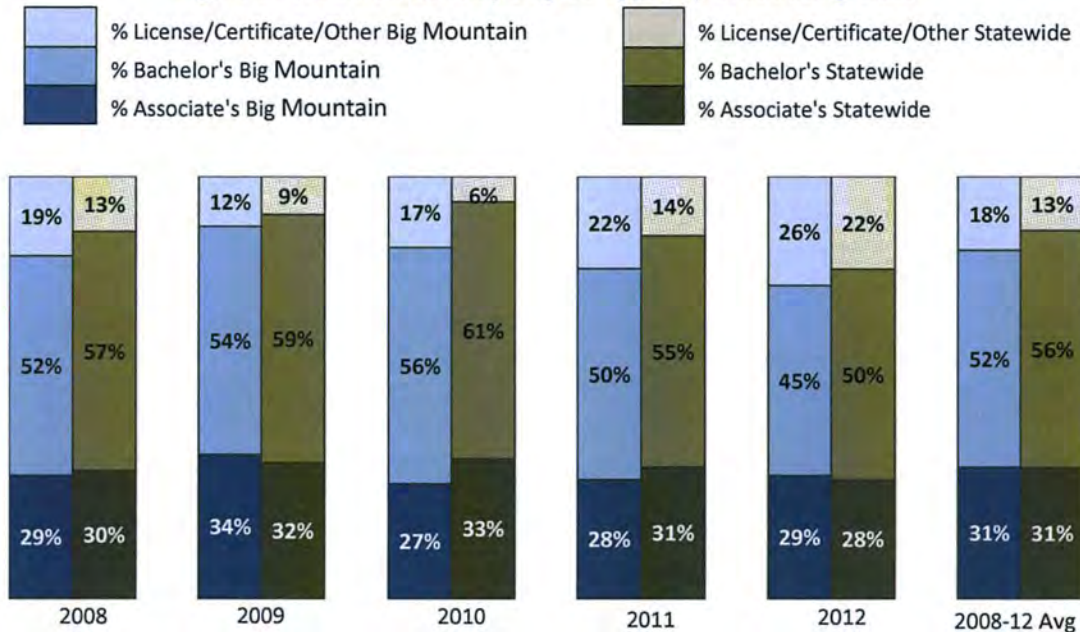
**CONFIDENTIAL INFORMATION**

**Figure 1: College Enrollment, In-State and Out-of-State, by Graduating Class**



- For the last five graduating classes in the Big Mountain school district, 52 students or 54% of graduates enrolled in a postsecondary institution, and 38 or 35% enrolled in-state. For additional details on the information presented in these charts, including data sources, see Appendix A beginning on page 6 of this report.

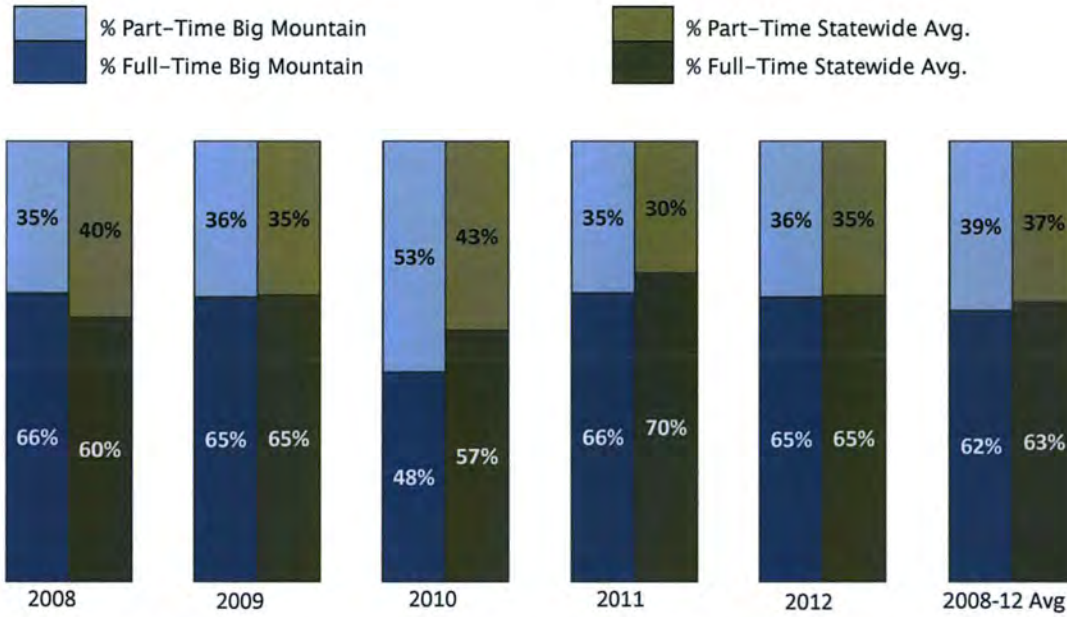
**Figure 2: UA Enrollment by Degree Type, by Graduating Class**



- Of the 699 graduates between AY08 and AY12 who enrolled at UA the following fall, 83% enrolled in a degree program and 18% enrolled in a licensure, certificate or other postsecondary program.

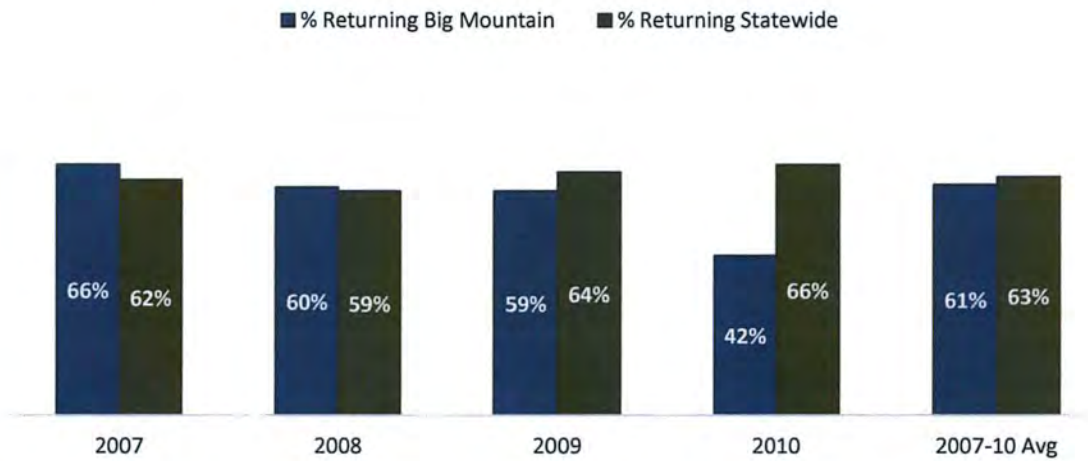
**CONFIDENTIAL INFORMATION**

**Figure 3: UA Enrollment, Part-Time and Full-Time, by Graduating Class**



- Of the 7 Big Mountain School District AY08 to AY12 graduates enrolled at UA the fall following their graduation, 3 or 62% were enrolled on a full-time basis.

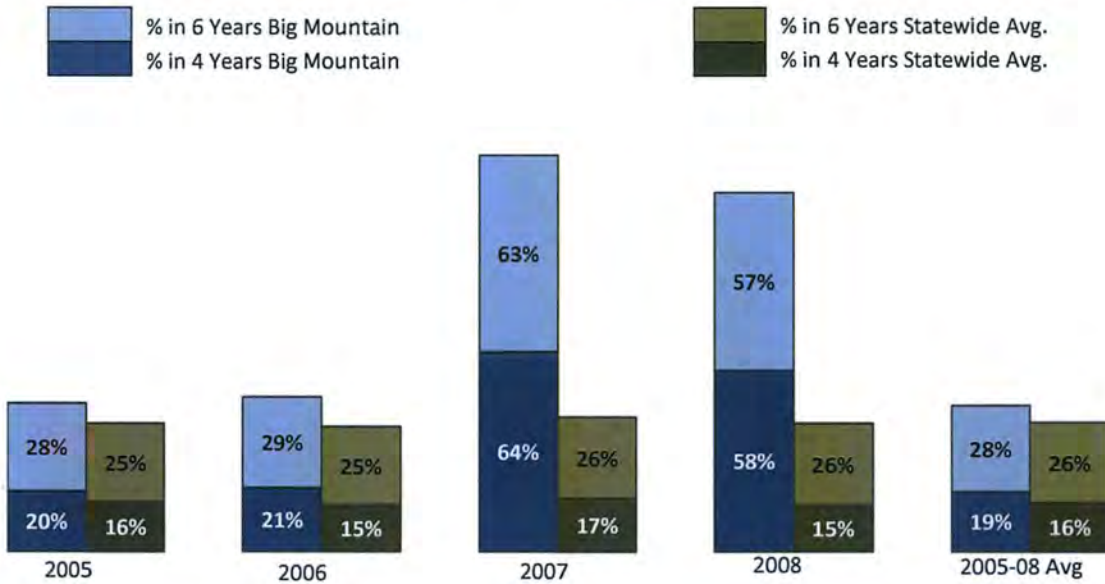
**Figure 4: UA Students Returning for Second Year, by Graduating Class**



- Of the 143 AY07 to AY10 graduates who enrolled at UA the following fall, 61% returned to UA for their second year. For second year retention data by ethnicity and gender, see Appendix A.

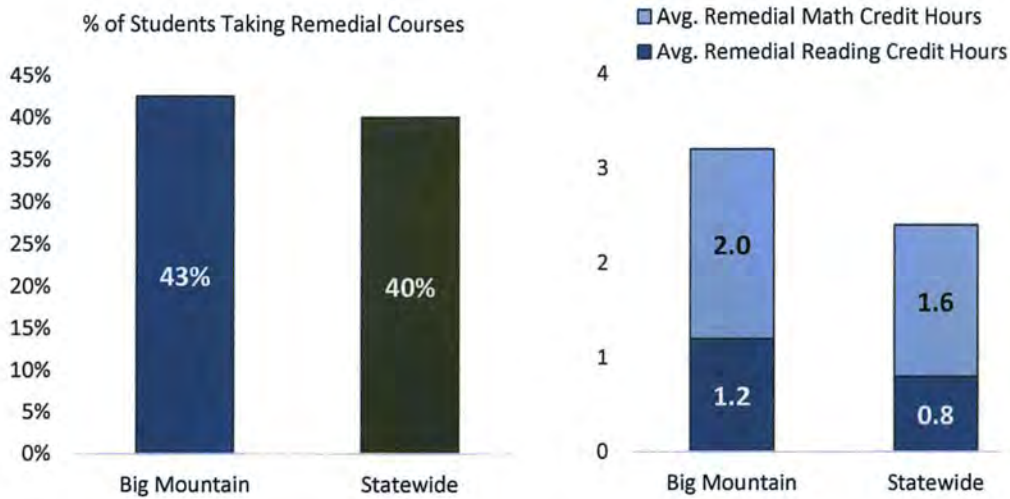
**CONFIDENTIAL INFORMATION**

**Figure 5: UA Students Degree Completion, 4 and 6 Years, by Graduating Class**



- Of the 699 Big Mountain School District AY08 to AY12 graduates who attended UA the following fall, 19% completed their degree within four years, and an additional 28% completed their degree within six.

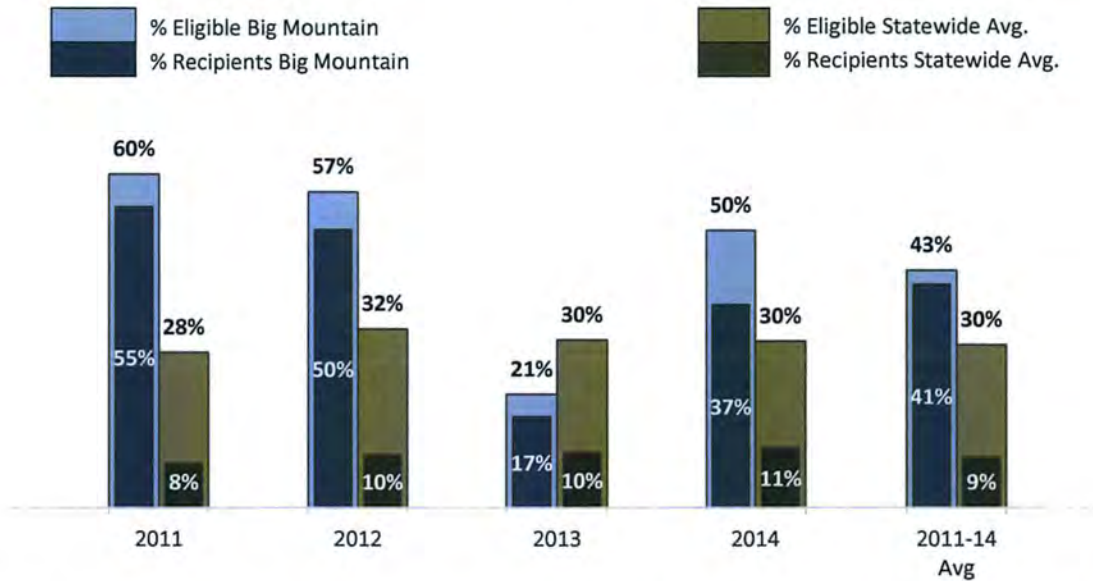
**Figure 6: UA Remedial Course Enrollment & GPA, 2008 – 2012 Graduates**



- Of first-time full-time freshman who entered UA each fall between 2008 and 2012, 40% took at least one remedial class, compared to 43% of graduates from Big Mountain School District during those same years. The average graduate from your district took 1.2 hours of remedial reading and 2.0 hours of remedial math courses. For more detailed analysis of remediation needs of recent graduates, see Appendix A, page 8.

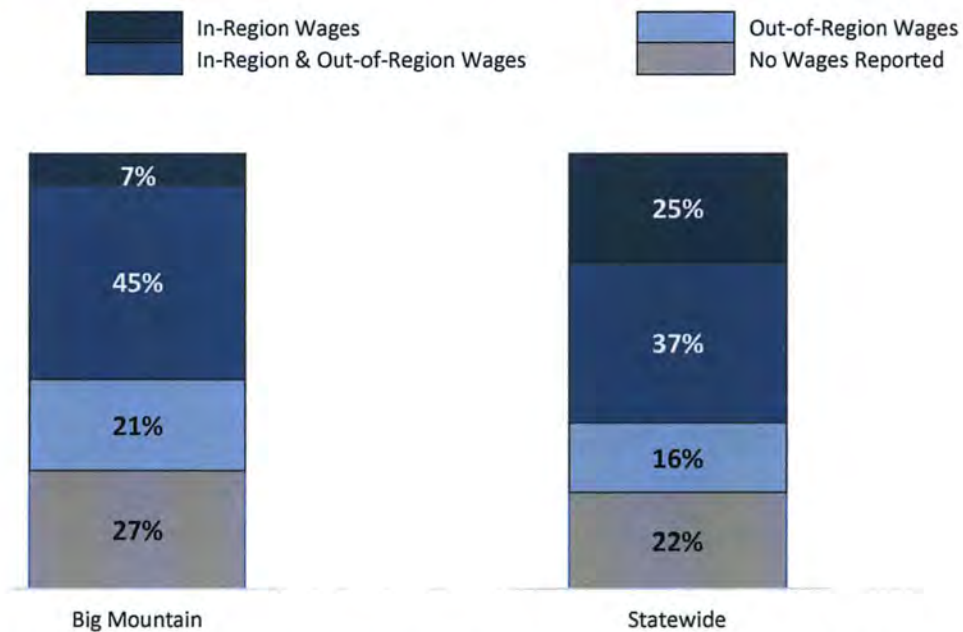
**CONFIDENTIAL INFORMATION**

**Figure 7: APS Eligibility and Recipient Rate, by Graduating Class**



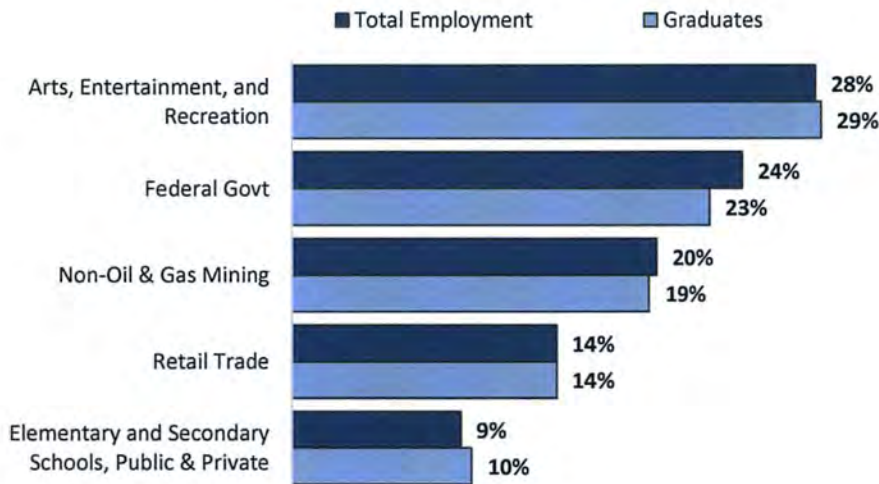
- Since its inception, 5 Big Mountain School District graduates have become eligible to receive the Alaska Performance Scholarship, and 1 received it. On average, 43% of graduates have been eligible to receive the APS, and 41% of graduates have gone on to use it the fall following their graduation.

**Figure 8: Location of 2013 Wage Earnings, Graduating Classes 2008-2012**



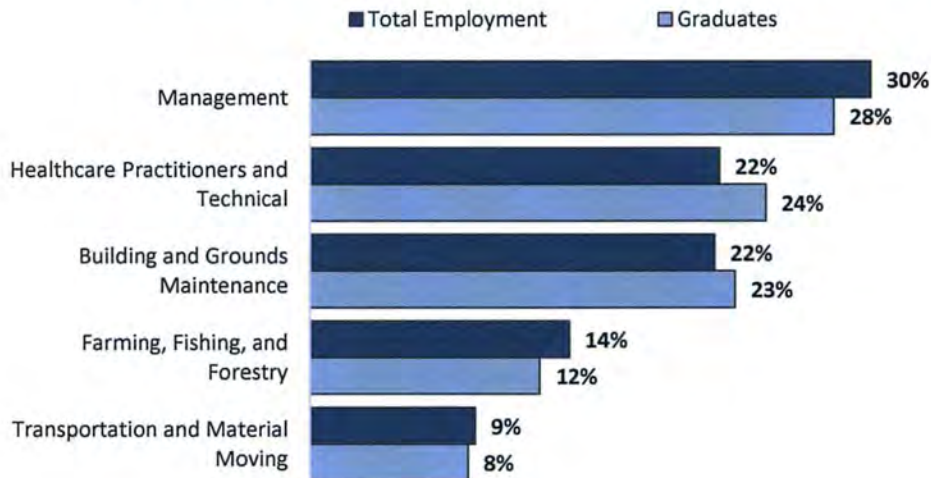
- Of recent graduates, 7% had wages reported solely within the region. An additional 45% reported wages both in the region and in other areas of the state. Compared to the statewide average of 22%, 27% of the district's recent graduates had no wage earnings reported in the state in 2013.

**Figure 9: Top 5 Industries Within Region and Graduating Classes 2008-2012**



- In the economic region that includes the Big Mountain school district, the arts, entertainment, and recreation industry employs the greatest percentage of wage and salary workers at 28%. The industry employs 29% of 2008 through 2012 graduates employed in the region.

**Figure 10: Top 5 Occupations Within Region and Graduating Classes 2008-2012**



- Within the region most workers are employed in management occupations. This occupational group accounts for 30% of total employment and 28% of 2008 through 2012 graduates employed in the region.

**CONFIDENTIAL INFORMATION**

**APPENDIX A.**

**Figure 1 related information:**

**College Enrollment, Fall Following Graduation, Big Mountain School District, 2008–2012**

Enrollment	2008	2009	2010	2011	2012	2008–12 Total
In-state	6	9	6	7	10	38
Out-of-state	2	5	–	2	5	14
Males	10	14	7	10	16	57
Females	10	15	8	10	16	59
White/Caucasian	9	13	7	9	14	52
AK Native / Amer. Indian	7	10	5	7	11	41
Other	4	6	3	4	6	23

**Figures 2 and 3 related information:**

**UA Enrollment, Fall Following Graduation, Big Mountain School District, 2008–2012**

Enrollment	2008	2009	2010	2011	2012	2008–12 Total
License/Certificate/Other	27	21	16	28	40	131
Bachelor's	71	74	77	68	60	349
Associates	45	48	50	47	42	232
Males	9	13	6	9	14	50
Females	8	12	6	8	13	48
White/Caucasian	7	10	5	7	11	39
AK Native / Amer. Indian	6	9	4	6	10	35
Other	3	4	2	3	4	16

**Figure 4 related information:**

**Percentage of UA Students Who Returned for Second Year, Big Mountain School District, 2008–2012**

Enrollment	2008	2009	2010	2011	2012	2008–12 Total
All Graduates	60%	59%	42%	60%	59%	42%
Males	54%	53%	36%	54%	53%	60%
Females	64%	63%	46%	64%	63%	61%
White/Caucasian	59%	58%	41%	59%	58%	66%
AK Native / Amer. Indian	69%	68%	51%	69%	68%	64%
Other	79%	78%	61%	79%	78%	63%

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**Figure 5 related information:**

**Percentage of UA Students Who Graduated, Big Mountain School District, 2005-2008**

Graduated Within 4 Years					
	2005	2006	2007	2008	2005-08 Total
All Graduates	20%	21%	64%	58%	19%
Males	21%	22%	20%	20%	21%
Females	32%	33%	31%	30%	32%
White/Caucasian	20%	21%	64%	58%	19%
AK Native / Amer. Indian	32%	33%	31%	30%	32%
Other	21%	22%	20%	20%	21%

Graduated Within 6 Years					
	2005	2006	2007	2008	2005-08 Total
All Graduates	28%	29%	63%	57%	28%
Males	28%	29%	27%	26%	28%
Females	30%	31%	29%	28%	29%
White/Caucasian	28%	29%	63%	57%	28%
AK Native / Amer. Indian	30%	31%	29%	28%	29%
Other	28%	29%	27%	26%	28%

**Figure 6 related information:**

**Remediation Needs of Graduates Attending UA, Big Mountain School District, 2011-2014**

Percentage of Enrollees Taking Remedial Classes						
	2009	2011	2010	2011	2012	2008-12 Total
All Graduates	40%	35%	27%	27%	20%	43%
Males	22%	22%	35%	31%	27%	26%
Females	18%	25%	36%	29%	25%	38%
White/Caucasian	26%	28%	27%	23%	43%	55%
AK Native / Amer. Indian	43%	23%	41%	23%	20%	53%
Other	40%	33%	38%	37%	18%	58%

Average Remedial Course Hours						
	2008	2009	2010	2011	2012	2008-12 Total
All Graduates	5.4	6.0	5.8	5.2	5.6	3.2
Remedial Math	2.7	3.0	3.1	2.5	2.9	2.0
Males	2.6	3.0	2.6	2.6	2.5	1.7
Females	2.9	3.0	2.7	2.7	2.9	2.8
White/Caucasian	3.0	2.7	2.6	3.1	2.6	2.7
AK Native / Amer. Indian	2.9	2.8	2.7	3.0	2.9	2.9
Other	2.8	2.6	2.8	3.0	2.8	2.1
Remedial Reading	2.8	3.0	2.7	2.6	2.8	1.2
Males	3.0	2.7	2.9	2.6	2.5	2.9
Females	2.5	2.6	2.7	2.5	2.6	2.6
White/Caucasian	2.8	3.1	3.0	3.0	3.0	1.7
AK Native / Amer. Indian	3.1	2.7	3.0	2.9	2.9	2.3
Other	2.5	2.9	2.6	2.6	2.5	1.3

**Figure 7 related information:**

**Percentage of APS Eligible and Recipient Graduates, Big Mountain School District, 2011–2014**

APS Eligible Graduates					
	2011	2012	2013	2014	2011–14 Total
All Graduates	60%	57%	21%	50%	43%
Males	60%	52%	18%	37%	42%
Females	52%	52%	19%	32%	42%
White/Caucasian	59%	49%	21%	41%	42%
AK Native / Amer. Indian	59%	48%	26%	36%	42%
Other	45%	45%	24%	37%	42%
APS Eligible Graduates Receiving Scholarship					
	2011	2012	2013	2014	2011–14 Total
All Graduates	55%	50%	17%	37%	41%
Males	64%	47%	21%	46%	44%
Females	62%	62%	23%	50%	49%
White/Caucasian	58%	59%	20%	37%	46%
AK Native / Amer. Indian	53%	58%	23%	44%	45%
Other	48%	60%	21%	50%	43%

**Figure 8 through 10 related information:**

NOTE: Employment and wage data is based on State of Alaska unemployment insurance wage records, which do not capture the self-employed, fishermen and other agricultural workers, and private household workers. These areas of employment may comprise a substantial component in a region’s economy.

**SOURCES:**

Figure 1 data from the National Student Clearinghouse, StudentTracker for High Schools database.

Figures 2 through 6 data provided by University of Alaska campuses via UA Information System’s UA Decision Support Database, and compiled by UA Institutional Research and Analysis.

Figure 7 data from the Alaska Department of Education & Early Development and the Alaska Commission on Postsecondary Education.

Figures 8 through 10 data provided by the Alaska Department of Labor and Workforce Development, Research & Analysis Section.

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*This report contains information protected under the Federal Education Rights and Protections Act, or FERPA, and should be considered confidential.*

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**ALASKA STATEWIDE ASSESSMENTS**  
**UPDATED FEBRUARY 2015**

	<b>Purpose</b>	<b>Assessment Dates</b>	<b>Grade Level</b>	<b>Content Area</b>	<b>Statute and Regulation</b>	<b>Where is Data Securely Stored</b>
<b>Kindergarten Developmental Profile</b>	Measure students school preparedness in the areas of cognition, physical and motor skills, language and literacy development, and pre-school experiences.	Sept. 15 – Nov. 1, annually	First enrollment in kindergarten or 1 <sup>st</sup> grade.	School Readiness	AS 14.07.020 4 AAC 06.712	District and Department
<b>Standards based assessments</b>  <b>-OR-</b>	Measure student achievement relative to the state adopted standards; determine school and district performance for accountability.	March/April Test Window	3 <sup>rd</sup> through 10 <sup>th</sup> Science 4 <sup>th</sup> , 8 <sup>th</sup> and 10 <sup>th</sup>	Reading Writing Mathematics Science	Title I ESEA Sec. 101 AS 14.07.020 AS 14.03.123 AS 14.03.120 4 AAC 06.737	District, Department and Vendors (while needed for scoring and reporting)
<b>Alternate Assessment</b>  <i>(For students with disabilities unable to participate in the standards based assessment)</i>	Measure student achievement for students with significant cognitive disabilities (approximately 1% of student population) relative to alternate achievement standards.	March 26 to May 1 test window	Students with significant cognitive disabilities, 3 <sup>rd</sup> -10 <sup>th</sup> , science in 4 <sup>th</sup> , 8 <sup>th</sup> and 10 <sup>th</sup>	Reading Writing Mathematics Science	IDEA 1997 Title I ESEA AS 14.03.075 AS 14.07.020 4 AAC 06.710 4 AAC 06.775	District, Department and Vendor (while needed for scoring and reporting)
<b>English Language Proficiency Assessment</b>	Measure English language proficiency of students who are limited English proficient.	February 1 – March 31 annually	Identified Students with Limited English Proficiency, K-12.	English Language Acquisition (listening, speaking, reading, writing)	Title I ESEA Title III ESEA 4 AAC 34.055	District, Department and Vendor (while needed for scoring and reporting)

<b>National Assessment of Educational Progress</b>	Measure state achievement relative to NAEP standards, and compare state to state and to national performance.	Every other year, six-week window beginning at the end of January; next administration is 2015	Selected students, grade 4 <sup>th</sup> and 8 <sup>th</sup> Biennially	Reading Mathematics	Title I ESEA 4 AAC 06.710	National Center for Educational Statistics
<b>College, Career Ready Assessments</b>  <i>(WorkKeys, ACT or SAT – student takes one)</i>	Job skills and college preparedness assessment.	Fall electronic WorkKeys test window, all others are individual test days during months of February – March	Grade 11 required – grade 12 if not taken in 11 <sup>th</sup> grade  <i>Students may continue to take, state only pays for first administration</i>	Reading/LA Mathematics	AS 14.03.075	Vendors, school with student permission, Department
<b>Early Literacy Screener</b>	Early Literacy Skills	April 1 – May 30	K, 1, 2 & Selected 3 <sup>rd</sup>	Early Literacy Skills	4 AAC 06.713	District, Department

Elementary and Secondary Education Act (ESEA) as amended by No child Left Behind (NCLB) 2001  
Individuals with Disabilities Act (IDEA) 1997