

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

2877 SCOMM 125: HOUSE SPECIAL COMMITTEE ON EDUCATION 2001-02

474 F.Supp. 244

(Cite as: 474 F.Supp. 244, *246)

statutory challenge to the Florida Functional Literacy Examination (i. e. State Student Assessment Test, Part II; hereinafter referred to either as the SSAT II or the functional literacy examination). Fla.Stat. s 229.57, Et seq. Plaintiffs contend in a complaint filed October 16, 1978, that the SSAT II violates their Fourteenth Amendment due process and equal protection rights and also violates their rights pursuant to 42 U.S.C. s 2000d and 20 U.S.C. s 1703.

The Court on March 21, 1979, certified three classes of Plaintiffs:

Class A are all present and future twelfth grade public school students in the State of Florida who have failed or who hereafter fail the SSAT II.

Class B are all present and future twelfth grade black public school students in the State of Florida who have failed or who hereafter fail the SSAT II.

Class C are all present and future twelfth grade black public school students in Hillsborough County, Florida who have failed or who hereafter fail the SSAT II.

The Defendants in the case are Commissioner of Education, Ralph D. Turlington, the Florida Board of Education, Governor Bob Graham, Secretary of State George Firestone, Attorney General Jim Smith, Comptroller Gerald A. Lewis, Treasurer William Gunter, Commissioner of Agriculture Doyle Conner, [FN1] the Florida Department of Education (hereinafter referred to as the DOE), the School Board of Hillsborough County, Florida, Roland H. Lewis, Cecile W. Essrig, Carl Carpenter, Jr., Ben H. Hill, Jr., A. Leon Lowery, Sam Rampello, Marion Rodgers, [FN2] and Superintendent of Schools of Hillsborough County, Raymond O. Shelton.

FN1. The preceding named individual Defendants are the members of the Florida State Board of Education (i. e. the Governor and Florida Cabinet).

FN2. The preceding named individual Defendants through Mr. Lewis are the members of the Hillsborough County School Board.

A brief summary of the Plaintiffs' claims in conjunction with the certified classes will facilitate an understanding of the Court's opinion. [FN3] The first claim asserts that the *247 Defendants have either designed or implemented a test or testing program (i. e., SSAT II) which is racially biased and/or which violates the equal protection clause of the Fourteenth Amendment, 42 U.S.C. s 2000d, and 20 U.S.C. s 1703. The first claim relates to Classes A, B and C.

FN3. A more extensive and analytical review of the Plaintiffs' claims is presented in Parts IV, V and VI.

The second claim contends that Defendants have instituted a program of awarding diplomas without providing the Plaintiffs with adequate notice of the requirements (i. e., passage of the SSAT II) or adequate time to prepare for the required examination in violation of the Fourteenth Amendment. The second claim, like the first, relates to Classes A, B and C.

The third claim asserts that the Defendants have used the SSAT II in conjunction with Fla.Stat. s 236.088 as a mechanism for resegregating the Florida public schools through the use of remedial classes for those students failing the

474 F.Supp. 244

(Cite as: 474 F.Supp. 244, *247)

examination in violation of the Fourteenth Amendment, 42 U.S.C. § 2000d, and 20 U.S.C. § 1703. The third claim relates to Classes B and C.

The Plaintiffs' prayer for relief seeks a declaratory judgment finding that the requirement for passage of the SSAT II as a prerequisite for a normal graduation diploma is a violation of the due process and equal protection clauses of the Fourteenth Amendment, 42 U.S.C. § 2000d and 20 U.S.C. § 1703. The Plaintiffs additionally request an injunction restraining the Defendants from requiring SSAT II passage as a prerequisite to receiving a high school diploma. Finally, Plaintiffs seek an injunction to both purge their scholastic records of any acknowledgement of the SSAT II failure and to issue an Order prohibiting the utilization of the SSAT II results as a means of structuring classes in remediation.

II

JURISDICTION

The Court has jurisdiction to consider the Plaintiffs' claims pursuant to 28 U.S.C. § 1343(3) and (4) and 28 U.S.C. §§ 2201, 2202.

III

HISTORICAL AND LEGISLATIVE BACKGROUND

A. THE TEST

In 1976, the Florida Legislature enacted a comprehensive piece of legislation known as the "Educational Accountability Act of 1976." Laws of Florida 1976, Vol. 1, Chapter 76-223, pp. 489-508. Part of the stated intent of the legislature was:

(a) (to p)rovide a system of accountability for education in Florida which guarantees that each student is afforded similar opportunities for educational advancement without regard to geographic differences and varying local factors . . . (d) (to g)uarantee to each student in the Florida system of public education that the system provides instructional programs which meet minimum performance standards compatible with the state's plan for education . . . (f) (to p)rovide information to the public about the performance of the Florida system of public education in meeting established goals and providing effective, meaningful and relevant educational experiences designed to give students at least the minimum skills necessary to function and survive in today's society. Fla.Stat. § 229.55(2)(a), (d), (f).

In a subsection of the Act entitled "Pupil Progression" the legislature established three standards for graduation from Florida public high schools. Fla.Stat. §§ 232.245(3) (1977); 232.246(1)-(3). The first requirement mandated that the students complete the minimum number of credits for graduation promulgated by their school board. The second requirement made compulsory the mastery of basic skills and the third required "(s)atisfactory performance in functional literacy as determined by the State Board of Education" Fla.Stat. § 232.245(3) (1977). The pupil progression subsection also provided that each school district must develop procedures for remediation of students who were unable to meet the required standards. The legislation also provided for a comprehensive testing program to evaluate basic skill development at periodic intervals. Fla.Stat. § 229.57.*248 [FN4] In 1978, the Act was amended by the Florida Legislature to require passage of a functional literacy examination prior

474 F.Supp. 244

(Cite as: 474 F.Supp. 244, *248)

to receipt of a state graduation diploma. Those students who completed the minimum number of required high school credits but failed the functional literacy examination would receive a certificate of completion. Fla.Stat. s 232.246.[FN5]

FN4. Fla.Stat. s 229.57 provides:

(1) Statewide Testing. The primary purpose of the statewide testing program is to provide information needed for state-level decisions. The program shall be designed to:

(a) Assist in the identification of educational needs at the state, district, and school levels. (b) Assess how well districts and schools are meeting state goals and minimum performance standards.

(c) Provide information to aid in the development of policy issues and concerns.

(d) Provide a basis for comparisons among districts and between districts, the state, and the nation, when appropriate.

(e) Produce data which can be used to aid in the identification of exceptional educational programs or processes.

(2) The Statewide Assessment Program. The Commissioner is directed to implement a program of statewide assessment testing which shall provide for the improvement of the operation and management of the public schools. The statewide program shall be timed, as far as possible, so as not to conflict with on going district assessment programs. As part of the program the commissioner shall:

(a) Establish, with the approval of the state board, minimum performance standards related to the goals for education contained in the state's plan, including, but not limited, to basic skills in reading, writing and mathematics. The minimum performance standards shall be approved by April 1 in each year and they are established, for a period of no less than three, nor more than five, years. (b) Develop and administer in the public schools a uniform, statewide program of assessment to determine, periodically, educational status and progress and the degrees of achievement of approved minimum performance standards. The uniform statewide program shall consist of testing in grades 3, 5, 8, and 11 and may include the testing of additional grades and skill areas as specified by the Commissioner.

FN5. Fla.Stat. s 232.246 provides: General requirements for high school graduation.

(1) Beginning with the 1978-1979 school year, each district school board shall establish standards for graduation from its schools which shall include as a minimum:

(a) Mastery of the minimum performance standards in reading, writing and mathematics for the 11th grade, established pursuant to ss. 229.565 and 229.57, determined in the manner prescribed by rules of the state board; and
(b) Demonstrated ability to successfully apply basic skills to everyday life situations as measured by a functional literacy examination developed and administered pursuant to rules of the state board; and

474 F.Supp. 244

(Cite as: 474 F.Supp. 244, *248)

(c) Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board pursuant to s. 232.245 (3) A student who meets all requirements prescribed in subsection (1) shall be awarded a standard diploma in a form prescribed by the state board; provided that a school board may, in lieu of the standard diploma, award differentiated diplomas to those exceeding the prescribed minimums. A student who completes the minimum number of credits and other requirements prescribed by paragraph (1)(c), but is unable to meet the standards of paragraph (1)(a) or paragraph (1)(b), shall be awarded a certificate of completion in a form prescribed by the state board.

At the time of trial the SSAT II had been administered on three separate occasions: Fall, 1977; Fall, 1978; Spring, 1979. A review of the results of the three administrations will be discussed in the following section.

B. THE TEST RESULTS

A review of the results of the October, 1977, administration of the SSAT II indicates that there were substantial numbers of students who failed the test. Of the 115,901 students taking both sections of the test, approximately 41,724 or 36% Failed one or both sections. A breakdown of the results on a racial basis shows that 78% Of the black students failed one or both sections as compared to 25% Of the white students. On the communications section of the SSAT II, 26% Of the black students failed as compared to 3% Of the white students.

The second administration results followed a similar pattern. Of the 4,480 black-students taking the test for a second time, 3,315 or 74% Failed one or both sections. The percentage of failure among white students retaking both sections was 25% Or 1,675 students. Of the 13,345 black students *249 being reexamined on the mathematics section 46% Or 6,139 failed.

The results of the third administration of the SSAT II which were released during the trial illustrate the same disparity in the failure rates among white and black students. Sixty percent (60%) of the black students retaking the mathematics section of the test for a third time failed as compared to 36% Of the white students. Between October, 1977, and May, 1979, the number of students who were in Florida public high schools first as juniors and then as seniors had been reduced to 91,000 students. Of the approximately 91,000 high school seniors, 3,466 or 20.049% Of the black students had not passed the test compared to 1,342 of 1.9% Of the white students. The failure rate among black students was approximately 10 times that among white students. In all, approximately 5,300 students or 5.8% Had failed to pass the SSAT II by the time of the end of their senior year in high school.

C. THE EFFECTS

Rather than following a specific item by item format for the findings of fact, the Court will utilize a narrative approach. The Court notes that in resolving conflicts in the testimony it relied upon its evaluation of the witnesses and their demeanor while testifying.

The denial of a standard diploma based on the failure of the SSAT II triggers a number of economic and academic deprivations. The State of Florida Career Service

474 F.Supp. 244

(Cite as: 474 F.Supp. 244, *249)

Department, for instance, employs only 10% Of its labor force from those people who do not have high school diplomas. The jobs found in this 10% "no diploma" category have been described as both "menial" and "dead end" positions. The State of Florida requires only a high school diploma for another 10% Of its work force. The remaining 80% Of the jobs in state government require a high school diploma and experience or some higher academic degree. A certificate of completion will not be considered a diploma for purposes of employment with the State of Florida.

Similarly, admission to one of the nine universities in Florida is predicated upon receipt of a high school diploma. A certificate of completion will not be considered an adequate substitute for the diploma. The denial of a diploma has a disproportionate effect on the college attendance of black students.[FN6]

FN6. The evidence provided by Dr. Eckland clearly illustrates that large numbers of black students who graduate in the lowest two deciles of their high school classes go on to participate in higher education if they have a diploma. The black students in the lowest two deciles roughly correlates to those black students who failed the SSAT II. Dr. Eckland's review of the National Longitudinal Study showed that the denial of a diploma to the black students in Florida who failed the SSAT II upon the second administration would result in a 20% Decline in black students college attendance.

The stigma which results from the failure of the SSAT II is a very serious problem. Students who have failed the test are often branded with the label "functionally illiterate."

D. ADMITTED FACTS AND JUDICIAL NOTICE

Prior to the commencement of the trial, the parties agreed that certain facts need not be proved. A list of those facts is contained in the parties' pretrial stipulation filed April 23, 1979. Those facts pertain primarily to the statutory duties and responsibilities of the Florida State Board of Education and the Florida Department of Education. There is agreement as to the existence of a dual school system in Florida, although the agreement is without temporal boundaries, and as to the fact that historically black children have not fared well on standardized tests in Florida schools.[FN7]

FN7. Numerous other facts have been admitted which if relevant, will be discussed in the Section IV, V and VI of this Memorandum Opinion. Further recitation of those facts in this section is unnecessary.

The Court on the first day of trial took judicial notice of certain relevant facts, statutes, and judicial decisions. The majority of the matters which Plaintiffs requested *250 that the Court judicially notice were previously admitted by the Defendants.[FN8] The Court has specifically taken judicial notice both of the de jure segregation of Florida schools in the period 1885 to 1967 and that as a result of attending segregated schools prior to the implementation of unitary school systems many members of Classes B and C received an unequal education to that received by white students during those years. Brown v. Board

474 F.Supp. 244

(Cite as: 474 F.Supp. 244, *250)

of Education, 347 U.S. 483, 74 S.Ct. 686, 98 L.Ed. 873 (1954).

FN8. The Court's colloquy on the record with counsel as to those matters is clear as to which facts were admitted and which were judicially noticed. See also Parties' Pretrial Stipulation.

E. RACIAL DISCRIMINATION AND FLORIDA PUBLIC EDUCATION (1885-1967)

Although the Court's principal focus concerning racial discrimination in Florida public education revolves around the period 1967-1979, and more specifically 1967-1971, it is helpful to provide a historical over-view of the conditions existing prior to 1967.[FN9] From 1890 to 1967 Florida public education operated a dual school system; dual in the sense that there were two complete and separate school systems for black and white Florida public school children. See *Green v. County School Board of New Kent County*, 391 U.S. 430, 88 S.Ct. 1689, 20 L.Ed.2d 716 (1968); *Singleton v. Jackson Municipal Separate School District*, 419 F.2d 1211 (5th Cir. 1969). Likewise, there was absolute segregation of school faculty on a racial basis. Black and white teachers even maintained separate professional associations and unions. The physical facilities, the size and scope of the curricula, the libraries, the duration of the school day and year, the supplies, and the texts in black schools were inferior to those in white schools. Black schools during this period were obviously inferior.[FN10] The dual school system and its inherent inequality was perpetuated not only by the policies and practices of local school boards, but also by the Florida Constitution and statutes. [FN11] Although the Supreme Court's holding of separate but equal was the law of the land during the bulk of this period, the corresponding component of equality was constantly overlooked and never enforced in relation to black Florida public schools. *Plessy v. Ferguson*, 163 U.S. 537, 168 S.Ct. 1138, 41 L.Ed. 256 (1896).

FN9. The Court at the commencement of trial specifically limited the focus of the inquiry into discrimination to the period 1967 to present, but permitted Plaintiffs to present expert opinion evidence regarding an overview of the history of discrimination in the Florida public schools.

FN10. On this issue, the Court cannot help but refer to Judge Heebe's statement in a case involving similar issues:

It becomes readily apparent to anyone familiar with the nature of white and black schools in the South that children going to the white school would be provided with better facilities, faculties, educational materials than their counterparts in the black schools. *Moses v. Washington Parish School Board*, 330 F.Supp. 1340, 1345 (E.D.La.1971).

FN11. See Paragraphs 9 to 16 in Plaintiffs' Proposed Request for Judicial Notice. These matters were admitted by the Defendants.

IV

474 F.Supp. 244

(Cite as: 474 F.Supp. 244, *250)

FIRST CLAIM

A. INTRODUCTION

[1] The Plaintiffs' first claim is a multi-pronged equal protection, Title VI and Equal Educational Opportunities Act challenge to the SSAT II. The essence of the claim is the Plaintiffs' contention that SSAT II perpetuates and reemphasizes the effects of past purposeful discrimination. Beyond this core allegation, Plaintiffs contend (1) that the test is unreliable, invalid and not correlated to the public school curriculum, (2) that the test instrument is racially biased, and finally (3) that passage of the test was not required for graduation in Florida private schools. Plaintiffs further contend that the higher percentage of black twelfth grade failures was the probable and foreseeable consequence of enactment and *251 implementation of the statutory scheme by the Defendants.

B. RACIAL DISCRIMINATION AND FLORIDA PUBLIC EDUCATION (1967-1971)

All three classes of Plaintiffs embarked upon their public school educations in the school term 1967-1968. The testimony has clearly indicated that almost all of the Plaintiffs attended segregated public schools which were part of the dual school alignment of the earlier period. While the expert witness testimony on this issue confirms the existence of segregated schools in Florida on a broad geographic scale, the Plaintiffs have placed special emphasis on Hillsborough County, Florida. A review of the appendix to Judge Krentzman's Opinion in *Mannings v. The Board of Public Instruction of Hillsborough County, Florida*, No. 3554 Civ. T-K (unpublished opinion, May 11, 1971) [FN12] illustrates the attendance during 1967-1971 by race at selected Hillsborough County public schools. The evidence is clear and convincing that Hillsborough County schools in the period 1967-1971 were uniformly racially segregated and that a unitary school system did not exist during that period. This finding is applicable to the state as a whole during the same period.

FN12. Although Judge Krentzman's Opinion in *Mannings* has been often cited as a model decision in the area, it was never published. In *Mannings v. Board of Public Instruction of Hillsborough County, Florida*, 427 F.2d 874 (5th Cir. 1970), the Fifth Circuit reversed Judge Lieb's desegregation order and held:

We proceed to a determination of the status with respect to each of the six essential elements which go to disestablish a dual school system. Tested in this frame of reference, we find the Hillsborough system deficient in student assignments to certain schools, and to a degree in faculty and staff assignment throughout the system. *Mannings*, supra at 876.

The Fifth Circuit's finding above was made on May 11, 1970, exactly one year before Judge Krentzman's final desegregation Order was entered. See also *Mannings v. Board of Public Instruction of Hillsborough County, Florida*, 277 F.2d 370 (5th Cir. 1960).

In *Brown v. Board of Education*, the Supreme Court held:

We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal.

474 F.Supp. 244

(Cite as: 474 F.Supp. 244, *251)

Therefore, we hold that the Plaintiffs and other similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of equal protection of the laws guaranteed by the Fourteenth Amendment. Brown, supra, 347 U.S. at 495. 74 S.Ct. at 692.

Thus, it is clear that the separate facilities in Florida public schools for white and black children during the period 1967-1971 violated Plaintiffs' equal protection rights under the Fourteenth Amendment. The Brown finding that separate facilities were inherently unequal is manifestly applicable. [FN13]

FN13. See Plaintiff's "Request for Court to take Judicial Notice of Facts," No. 23, filed April 20, 1979. The Court at the commencement of trial in light of Brown and with the substitution of the word "unequal" for the word "inferior" took judicial notice of Request No. 23. While Brown made an inherent inequality finding, Judge Krentzman in Mannings found factual inequality in Hillsborough County Schools.

Beyond the question of inherent inequality due to segregation is the question of the inferiority of black schools during the same period. While Plaintiffs contend that a Brown showing which has been made is sufficient to shift the burden to Defendants, the Plaintiffs produced vast amounts of evidence of the inferiority in fact of black schools during the period 1967-1971. The evidence clearly indicates that black public schools in Florida were inferior in their physical facilities, course offerings, instructional materials, and equipment. There is little doubt but that the pervasive racial isolation condemned in Brown [FN14] in conjunction with the inferiority of black schools created an atmosphere which was not as conducive to learning as that found in white schools. [FN15] Further, this educational *252 environment constituted a serious impairment to Class B and C Plaintiffs' ability to learn, especially in the early grades which most educators view as a formative stage in intellectual development. [FN16]

FN14. Brown, supra note 11, at 494, 74 S.Ct. 686.

FN15. The Defendants at trial attempted to illustrate that at least one white school was older, or more in need of repair, than a black school. The inequality of only one school vis-a-vis only one other school is not the issue in this case. The class action proportion of the instant suit has forced the Court to view the relative quality of the black and white schools from a very broad perspective.

FN16. See Fla.Stat. s 230.2311:

(1) The Legislature recognizes that the early years of a pupil's education are crucial to his future and that mastery of the basic skills of communication and computation is essential to the future educational and personal success of an individual. . . . Early childhood and basic skills development programs shall be made available by the school districts to all school age children, especially those enrolled in kindergarten and grades

474 F.Supp. 244

(Cite as: 474 F.Supp. 244, *252)

one through three, and shall provide effective, meaningful, and relevant educational experiences designed to give students at least the minimum skills necessary to function and survive in today's society.

C. THE TRANSITION PHASE (1971-1979)

By the commencement of the school term 1971-1972, the actual physical integration of Florida public schools was generally completed. With integration came a host of human problems. Although children of all races suffered in the initial years of integration, black children suffered to a greater degree. The most significant burden which accompanied black children into the integrated schools was the existence of years of inferior education. Plaintiffs in Classes B and C had attended segregated schools which were inferior for the first four years of their education. Other problems presented to black children were disparate busing schedules, lingering racial stereotypes, disproportionate terminations of black principals and administrators, and a high incidence of suspensions. While the problems enumerated above do not constitute the denial of an equal educational opportunity during this period, they do attest to the difficulty in making significant academic gains. Additionally, the state during part of this period did not offer the leadership or the funding to mount a wide-scale attack on the educational deficits created during segregation. Remediation with specifically delineated objectives and programs did not commence until 1977.

Black children in the period after segregation ended were presented with numerous problems. Not only did the Class B and C Plaintiffs have to adjust to social, cultural and linguistic differences of the integrated schools, but they had to do so without an adequate educational foundation. The vestiges of the inferior elementary education they received still are present and affect their performance. Although remediation is now underway in a meaningful sense, the effects of past purposeful segregation have not been erased or overcome.

D. THE INTENT TO DISCRIMINATE

[2] While *Washington v. Davis*, 426 U.S. 229, 96 S.Ct. 2040, 48 L.Ed.2d 597 (1977), is instructive that disproportionate impact is "not the sole touchstone of invidious racial discrimination forbidden by the Constitution", it is a relevant factor to be considered. *Id.* at 242, 96 S.Ct. at 2049. The disproportionate impact of the diploma sanction on black school children imposed by failure of the SSAT II is clear. See *Castaneda v. Partida*, 430 U.S. 482, 97 S.Ct. 1272, 51 L.Ed.2d 498 (1977). The results of the first

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 North Binkley Street • Soldotna, AK 99669-7598 • Phone 907/262-5846 • Fax 907/262-9645

February 9, 2001

To: Representative Con Bunde
Senator Lyda Green
Senator John Torgerson

From: Dr. Ed McLain, Assistant Superintendent, Instruction, KPBSD

CC: Dr. Donna Peterson, Superintendent, KPBSD
Members, Board of Education, KPBSD

Senator Jerry Ward
Senator Georgianna Lincoln
Representative Mike Chenault
Representative Drew Scalzi
Representative Ken Lancaster

Re: Information and Documentation related to the AK HSGQE and KPBSD Certified Diploma

Thank you for your work and leadership regarding the state High School Graduation Qualifying Exam. This memo is follow up to my phone conversation with Karen McCarthy on Friday, February 9, 2001.

The attached is information regarding the AK State HSGQE and the Kenai District Certified Diploma initiative.

The attached set of documents serves as a one-source overview of the status of the Kenai District Certified Diploma and its relationship with the current AK Benchmark and HSGQE exams and the AK Bench Mark and AK HSGQE cut scores

The Kenai Peninsula Borough School District began its efforts to develop a certified diploma in the mid 90's with passage of board policy directing that all students must demonstrate established levels of competency in key content areas. The year after the Kenai District undertook its effort, the state legislature passed the HSGQE legislation. The state DOE began its work on the test and on the Quality Schools Initiative shortly thereafter.

There are significant points of agreement and differences between the two certification-of-competency approaches.

It is my hope that the material may be helpful in your current review and consideration of the AK HSGQE.

I have discussed this material at length with Senator Torgerson and other members of the Kenai legislative delegation. Please let me know if you have questions, or comments on the following documents, or on the relationship of the district and state assessment and certification efforts, or suggested steps for their development.

As background on my role in the study and development of state and district standards and assessments: I have been actively involved in the development and review of standards and testing at the state and district level in rural and urban settings, for over ten years. I co-chaired the original state math standards committee and have been on state oversight and review committees related to the state standards and the state assessment program continuously throughout its development. I serve on the state's technical review committee for assessment.

I was recently appointed to co-chair the state math content review committee. This committee is charged with examining the current math standards and the state assessment program - Benchmark tests, and the High School Graduation Qualifying Exam. We began this work on February 1st and 2nd, 2001.

AK HSGQE and KPBSD Certified Diploma, McLain, page - 1 -

ANCHOR POINT COOPER LANDING HOMER HOPE KACHEMAK SELLO KFNAI MOOSE PASS NANWALEK NIKISKI NIKOLAEVSK
NINILCHIK PORT GRAHAM RAZDOUNA SELDOVIA SEWARD SOLDOTNA STERLING TUSTUMENA TYONEK VOZNESENKA

"Target and Taught Skills and Content" versus "Essential Skills and Content"

For each of the skills or content in a discipline or field of study, we can ask the question – is this something we want our students to know and be able to do.... The answers to this question provide direction and content for our schools' curriculum and instruction. Those skills and content are identified and described by content and performance standards. The *Alaska State Performance Standards* list and describe what we want our students to know and be able to do in reading, writing and math. The *Alaska State Performance Standards* identify the targeted and taught skills and content in our schools. The *Alaska State Performance Standards* are a guide to good instruction and solid curriculum.

The "Essential Skills and Content" is a sub set of the targeted skills and content. These are the skills and knowledge that a person would need to have or know to function at a basic or introductory level in our society.

To determine if a given performance standard or exam question reflected an **essential** skill or content," a committee of community members, business people, and educators asked the following question: would you deny a diploma to a person if he or she did not have that skill or know that content?

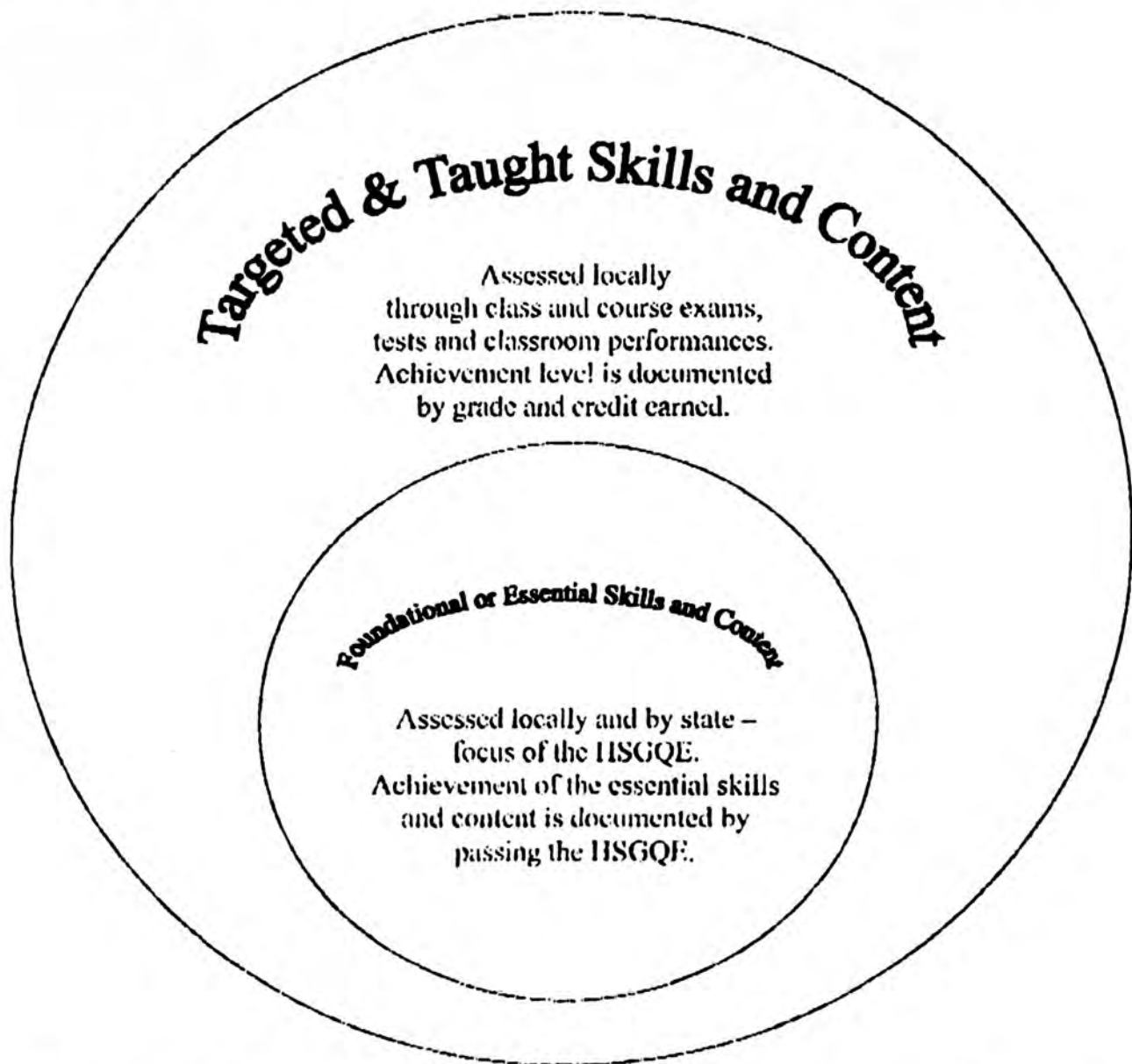
These are two different questions (1) what do we want our students to know, be able to do? (2) would you deny a diploma to a student if he or she did not have that skill or know that content?

These two questions are being confused with each other in the current AK HSGQE debate.

The following diagram provides an overview of the relationship of the targeted skills and content (described by the performance standards) and the foundational / essential skills and content.

Essential Skills as a sub set of the Targeted and Taught Curriculum

State performance standards list and describe the "targeted and taught skills and content" in reading, writing and math. These standards describe what we "want our students to know and be able to do." The state performance standards are a guide to good instruction and solid curriculum.



The "Essential Skills and Content" is a sub set of the targeted skills and content. These are the skills and knowledge that a person would need to have or know to function at a basic or introductory level in our society.

To determine if a given performance standard or exam question reflected an essential skill or content," the committee asked the following question: would you deny a diploma to a person if he or she did not have that skill or know that content?

The following documents outline the District Certified Diploma and provide discussion related to its solution of multiple cut points - three levels of certified achievement:

1 **The first document presented is the KPBSD "flight path" showing the Benchmark Achievement Levels (attached #1) -**

This document presents the district's foundational, proficient and advanced "flight paths."

The document indicates that the **proficient level is the district curriculum target level**. The district advanced cut scores denote achievement above the proficient level. **The foundational level indicates performance or achievement that is below the target of proficient, but meets a certain "bottom line"** (perhaps similar in concept to NAEP "Basic" or "got to have" level of performance. The foundational level for High School is described or detailed in an attached district document.)

The first three large boxes indicate state Benchmark test achievement scores for proficient and advanced levels at the 3rd, 6th, and 8th grade. (The smaller box above the 4th grade indicates a KPBSD foundational skill indicator for the CAT 5 at the 4th grade.) The fourth large box places the state HSGQE passing cut scores along with the KPBSD certified diploma foundational, proficient and advanced levels.

The NWEA level test score cut points indicated at the 8th grade reflect demonstration of minimal foundational skills for graduation as described in the district document on foundational skills. While the foundational cut scores document the "got to have" level of performance required of KPBSD students, the "proficient" scores indicate target achievement levels for the District. This distinction is critical in that it (1) allows the district to maintain instructional focus on proficiency; (2) clearly informs the public and the student regarding level of skills or knowledge demonstrated by students; and (3) avoids confusion of "basic" foundational levels of skills or knowledge with the target of "proficient" achievement. A student may graduate with a demonstration of foundational skills, but neither the student nor the public is misled that the demonstrated skill level represents a "proficient" level of performance.

In November and December 2000, the KPBSD is working with an outside consultant to correlate / match up our in-district NWEA "level test" scores with the state benchmark test cut scores levels. This work may result in some adjustments or fine-tuning to our district proficient and advanced cut scores at the 8th grade point and guide placement at the 3rd and 6th grade points.

Relationship of AK HSGQE cut scores and KPBSD Certified Diploma foundational and proficient levels:

The AK HSGQE cut scores are placed on the KPBSD "flight path" in relative position to the district "foundational" and "proficient" levels of achievement as described and set by the district prior to the AK HSGQE cut score setting.

In light of the KPBSD description of foundational and proficient skills, it appears that:

- (1) The AK HSGQE cut score in Math is set at the district HS "proficient" level;
- (2) The AK HSGQE reading cut score denotes achievement slightly above what the district has set as a "foundational" level of achievement in reading;
- (3) The AK HSGQE cut score in writing appears to be slightly above the district foundational and proficient levels.

2 This document provides the KPBSD Description of the IIS Foundational skill level (attachment #2 follows this page.)

This KPBSD district document provides a summary overview of the foundational skill and content levels for the district certified diploma. The document also discusses aspects or characteristics of the foundational level skills and content. As is evident from this document, the foundational skill level is not a target or goal of the district for any student. It is rather a description of those skills and content that our district is saying represents a sound "foundation" for later learning and acquiring the essential skills and content - the foundational skills and content describe the skills and content a person has "got to have." They are minimums for a person entering into our society to be able to progress and grow.

As stated in the foundational skills document, the district envisions the very real possibility that these foundational levels may or will change. They may well need to be raised as the District - students, and staff - gain experience and skills and as the demands of society evolve or increase.

Attachment #2

Foundational Skills

1. The foundational skills are the minimum "competency guarantees" that should be made regarding our KPBSD graduates.

Defined skill level minimums are not a target or end goal for our students. Rather, the minimums represent the basis for a sound foundation for our students. Once these minimum guarantees are reached, students can pursue a full set of skills and content appropriate for their needs, strengths, and requirements for successful and full participation in our society. If a student does not reach these minimums in the appropriate time frame, something else needs to happen within the school. The intervention and remediation strategies should be geared to the student. Some levels of understanding inferred by the minimums are:

- a. Be able to read and understand (decoding and reading for meaning as minimums) a newspaper, job application, election ballot, basic (technical) instructions (how-to manual), Department of Motor Vehicles Rules of the Road booklet, restaurant menu, and literature for pleasure.
- b. Be able to write a letter to a business, five-paragraph essay, résumé, application, catalog order, goal statement and plan of action, directions (reflecting logical thinking), critique or response to a reading, and do word processing.
- c. Be able to perform such "real world" math skills as addition, subtraction, multiplication, division (and know when, how, and why to use each); use fractions and decimals, money, time; and understand and use liquid, solid, and linear measurement.
- d. Acquire and demonstrate essential social studies skills and content. The student should know how government works or functions, know the rights and responsibilities of citizens, know how we relate to others in a social contract, and demonstrate a cultural understanding.
- e. Acquire and demonstrate essential science skills and content including knowledge of the scientific process and the importance of science in society.

2. The defined skill level identified as "foundational" in the essential academic areas is not a target or end goal of competency. These minimums represent the basis for a sound foundation for our students in their high school and later learning and acquiring the full set of skills and content appropriate for the students' needs, strengths, and requirements for successful and full participation in our society.

Students would be able to obtain proficiency ratings and endorsement areas in addition to the minimum skills required for graduation. Endorsement opportunities should be developed in skill or behavior areas related to school, life, and work successes. Some examples might include endorsements for work skills demonstrated through community service, computer applications, and initiative or responsibility projects. Endorsement opportunities should also be available in content related skills for performance exceeding a pre-set standard of excellence. An example for a student showing an aptitude or interest in science might include course requirements completed with a B+ grade or better along with an additional project or paper demonstrating higher-level mastery of a topic. Questions regarding equitable opportunities for students and how and if the endorsements will be reflected on the transcript need to be addressed.

3. Initial assessment of a foundational skill or content should occur at a point closest to its instruction and be aligned with the appropriate grade level for that skill. For example, a sixth grade reading level should first be assessed as part of the sixth grade program.

There will be multiple opportunities for students to demonstrate required proficiency at varying points in the K-12 continuum.

Appropriate instruction and, when needed, intervention and/or remediation tied to the targeted skills must be offered to the student at appropriate points in their K-12 experience.

A student's journey toward graduation includes benchmark indicators. If targets are not met, an automatic process including intervention and remediation occurs at the school level. The five areas listed below may include the following spring benchmarks:

- a. Reading and Understanding: designated scores on third and sixth grade reading test.
- b. Writing: designated score on sixth and ninth grade AWA papers.
- c. Math: Computation test at fourth grade pre-algebra test at eighth grade.
- d. Social Studies: U.S. citizenship test at the high school level.
- e. Science: Foundational science test at the high school level.

4. The foundational skills should not be seen as forever "fixed" at a given proficiency level.

The defined levels of proficiency required to be demonstrated may be raised as the students, staff, and District gain experience, become more skilled, or the demands of society evolve or increase.

Care, sufficient notice to all involved, and appropriate adjustment in instructional support and materials need to be made as the proficiency assessment "bar" is raised for our students.

5. Passing the "qualifying" assessment(s) or test(s) is not sufficient for graduation; rather it is a part of the total graduation requirement.

Meeting the minimum skill requirements called for by the certified diploma is not the end product or target of our efforts. The responsibility of the District is to guarantee and provide an opportunity to learn and to uphold its diploma and accompanying curriculum, instruction, remediation, and assessment processes.

The total graduation requirement is as follows:

- a. Earning twenty-two academic credits in a course of study taken over a minimum of eight semesters.
- b. Passing a qualifying exam as prescribed by the State of Alaska.
- c. Demonstration of minimum skills as outlined below:
 - Be able to read and understand.
 - Be able to write to communicate.
 - Be able to perform basic math operations and understand liquid, solid, and linear measurement.
 - Acquire and demonstrate essential social studies skills and content.
 - Acquire and demonstrate science skills and content including knowledge of scientific process and recognizing the importance of science in society.

The goal of the District is for each student to graduate as "a well rounded human being." Meeting the minimum skill requirements called for by the certified diploma is a part of this picture, but it is not the end product or target of our efforts. The responsibility of the District is to guarantee and provide an opportunity to learn and to uphold its diploma and accompanying curriculum, instruction, remediation, and assessment processes.

3 This document presents the KPBSD Assessment and Indicator Continuum

This KPBSD document outlines the indicators at 3rd, 6th, 8th, and HS graduation envisioned for the KPBSD certified diploma for foundational, proficient and advanced certifications. The attached explanation page describes the options available for recording specific areas or levels of achievement by sites or the district for individual students.

The foundational level indicators are intended to trigger review by appropriate school and District staff of individual student scores or performance in the target content areas of reading, writing and math. The school will notify the student and parent when a student's performance is found to be below the foundational skill or content level for a the given grade level, or below the "proficient" level set by the state in their benchmark tests.

4 11/7/00 Draft KPBSD Assessment and Indicator Continuum			
3 rd Grade	6 th Grade	8 th Grade	High School Graduation
Advanced State Advanced Benchmark score	Advanced State Advanced Benchmark score Reading Level Test 231 Math Level Test 238 Writing Level Test 229 AWA 4.0	Advanced State Advanced Benchmark score Reading Level Test 236 Math Level Test 254 Writing Level Test 236 AWA 4.0	Advanced Pass HSGQE R W M Complete required course sequence Possibly GPA 3.5- or 3.75+? AWA (none lower than 4) CAT 5 / ACT / SAT (top 10%?) (For above - 3 of 4 indicators or all)
Proficient State Proficient Benchmark score	Proficient State Proficient Benchmark score Reading Level Test 213 Math Level Test 215 Writing Level Test 214 AWA 3.0	Proficient State Proficient Benchmark score Reading Level Test 220 Math Level Test 228 Writing Level Test 220 AWA 3.0	Proficient Pass HSGQE R W M X yrs math / science (define courses) CAT 5? Post Algebra test Reading, Writing ACT/SAT? Possibly GPA 3 - 3.5? AWA (none lower than 3.0?)
Foundational R, W, M State Benchmark scores? Reading CAT 5 32nd%ile Reading CBM 99 Math CAT 5 32nd%ile Writing CAT 5 24th%ile	Foundational R, W, M State Benchmark scores? Reading Level Test 207 Math Level Test 210 Writing Level Test 209 AWA 2.5	Foundational R, W, M State Benchmark scores? Reading Level Test 216 Math Level Test 222 Writing Level Test 216 AWA 2.5?	Foundational Required courses and credits Pass HSGQE Reading, Writing, Math Level Tests - R 216, M 222, W 216 Pass Science foundational test (Either stand alone or embedded) Pass Social Studies sequence (With embedded assessments) AWA?
Below Proficient State Below Proficient Benchmark score	Below Proficient State Below Proficient Benchmark score	Below Proficient State Below Proficient Benchmark score	Ineligible for graduation
Not Proficient State Not Proficient Benchmark score	Not Proficient State Not Proficient Benchmark score	Not Proficient State Not Proficient Benchmark score	Ineligible for graduation

Administration recommends the following as a draft outline for the design of the District Certified Diploma:

The District offers a certified diploma:

This diploma certifies that the student has completed the required course and credit requirements and has demonstrated competency in each of the five areas (reading, writing, math, social studies and science). Students demonstrate this competency by achieving scores at the foundational level or higher in each area

The District awards general endorsements of an advanced or proficient level of performance:

These are awarded to students who demonstrate competency at the proficient or advanced level across the five competency areas. An advanced or proficient endorsement represents a high level of performance and competence. Students earn these endorsements by achieving such indicators as: completing one of a prescribed set courses*, maintaining a set GPA, securing high scores in designated tests.

(*The District will need to identify specific course sequences to be considered, but examples of courses might include AP courses, advanced math, science or arts, third or fourth year world language etc.)

These general endorsements of advanced and proficient competency are analogous to "honors" diplomas or "regent" type diplomas or perhaps to the attainment of "eagle" scout in the boy scouts' hierarchy of recognition.

The district and individual sites develop and offer individual endorsements:

The individual endorsements recognize specific demonstrations of advanced or proficient levels of accomplishment. Examples might include business, health care, community service, technical or creative writing, advanced industrial design etc

These endorsements are analogous to "merit badges" or other such achievement bars and awards.

The general and specific advanced and proficient endorsements offer additional recognition and value added meaning to the district certified diploma.

The advanced and proficient endorsements provide incentive and recognition for our students who strive for and accomplish at higher levels of performance.

The current AK HSGQE is a minimum competency test. The cut point (or passing grade) is labeled "proficient." By contrast - The KPSD Certified Diploma recognizes three levels of certified achievement - foundational, proficient and advanced;

A competency or qualifying test with only one cut score is by definition a minimal competency test - that is - however high or low one sets the bar, that bar is the minimum you need to pass.

The single cut score for each test (reading, writing, math) sets the minimum performance level for that test. The high stakes of graduation eligibility attached to getting over that bar places the focus of the student and public on that minimal level.

Identifying that minimal competency level as "proficient" versus "essential" or "foundational" or "basic" is causing confusion among the stakeholders involved in this test. Either the skill level is truly set at "proficient" which implies that students who have basic or essential skills or content will not pass. This would mean that students who can demonstrate mastery of essential skills would be denied a diploma.

The other possibility is that the level though labeled "proficient" is in fact - lower than proficient - perhaps closer to basic - but mislabeled and not truly at a "proficient" level. In this case, the test results can be misleading for both the students as well as the public.

There are two separate and valid questions that could be asked by state or district education stakeholders:

- (1) What do we want students to know and be able to do (describing the targeted and content - and level of performance)
- (2) What is essential for a person to know and be able to do in order to participate in our society and economy? (describing the minimum skills and content - those for which, we would deny a diploma to a student if they did not know or could not do...)

The NAEP (National Assessment of Educational Progress) assessment is a voluntary but generally accepted standard for rating demonstrated student achievement. In contrast to the state HSGQE with its one cut score, NAEP recognizes and distinguishes between four levels of skills and knowledge: advanced, proficient, basic and not proficient. The NAEP continuum recognizes that there is a level of performance that can be documented that is above proficient - that is "advanced." NAEP distinguishes two levels below "proficient" - they are "basic" and "not proficient." "Basic" level describes a minimal performance level... Not up to the targeted standard of proficient, yet still reflective - as its name implies - of some "basic" skill and content acquisition.

These four levels of performance in NAEP allow NAEP to report information on the number and percentage of students at each of the four levels. Distinguishing four levels of student performance can be a useful accountability tool. Ex: Progress - or lack of progress - can be measured by changes in the percentages of students in each of the four groupings: how many students move from basic to proficient, from proficient to advanced? How do the percentages of students in each of the four groups change over time? Etc.

By contrast to the HSGQE, the Alaska state elementary benchmark tests use a four level structure.

As discussed above, identifying the cut off (passing) score as "proficient" compounds the problem. It opens the cut score setting task to a no-win dilemma.

The dilemma is inherent in setting the HSGQE test at the "proficient" or target level. It leaves no room for those students who demonstrate achievement which may be lower than the target of "proficient", but also still at a marginal or basic level.

Setting the passing score truly at the "proficient" level - which would be higher than basic - means that students who are marginally competent - that is have basic skills - will not pass and thus will not graduate.

By labeling the single cut score at the target level of "proficient," one could assume that there are students who possess "basic" or essential skills but not quite "Basic." These students have not acquired all that the school or system would aim for, or want as a goal for our students but they do, at least demonstrate a minimally competent performance level, set of skills or content.

Note by comparison to Alaska's test, Texas identifies its required test as a test of basic skills, and does not require a "proficient" level to pass. The public and the students are not led to believe that passing the test demonstrates "proficient" level of skills or knowledge. Basic or minimal competence is truly at a lower level than "proficient."

As contrasted with Alaska HSGQE requirement of "proficient" to pass, the Texas test of basic skills identifies its passing score cut point as a basic skill level. This basic level is not identified nor marketed as "proficient."

Setting the cut score low -- that is at a "basic" level but identifying it as "proficient" - makes it difficult to maintain credibility with the public that the level is indeed "proficient." It makes it difficult for the system in designing its curriculum and setting targets for its students.

By contrast to the AK state HSGQE, the KPBSD certified diploma recognizes a foundational level and distinguishes that basic level from "proficient." This structure allows the district to certify the demonstrated skill and knowledge of its graduates and to provide useful information to the school and district stakeholders. We will be able to report and compare the number and percentage of students who graduate with foundational skills, number and percentage that graduate with proficient skills and advanced skills. The certified diploma neither misrepresents nor inflates the meaning of the foundational level or proficient level.

By providing certification at the three levels, foundational, proficient and advanced, the diploma provides the graduate and the community objective information based on demonstrated performance.

The attached information was presented to the Finance Subcommittee on Education by the Department of Education.

10,217 students were enrolled statewide as of October 1999 who were supposed to take the first, mandatory, administration of the High School Competency Test.

Only 8,371 of those students did take that test. The Department of Education (DoE) does not know what happened to the missing students. They have not identified them.

Only the first administration of the test was mandatory. DoE and Representative Mulder expressed concern about the diagnostic aspect of the test not being fully realized.

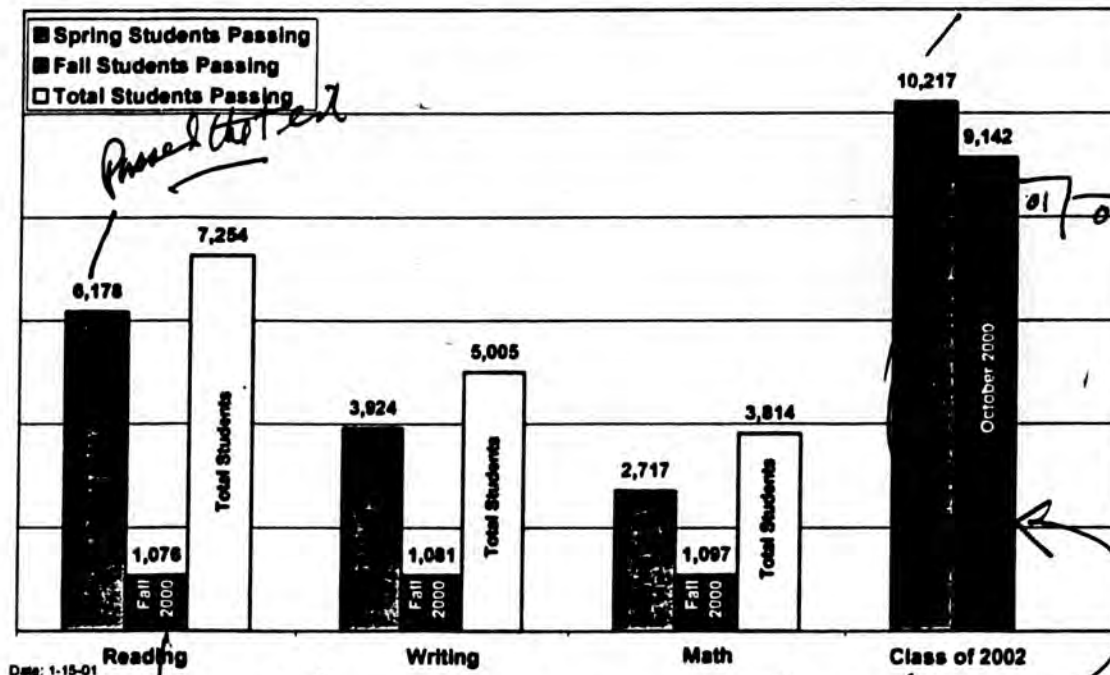
The State Board of Education does not want the test to be mandatory. It was even difficult for DoE to get them to make the first administration of the test mandatory.

DoE is reporting test results this way (including reports to the press) -- who passed as a percentage of enrollment, not as who passed as a percentage of those who took the test. They will, however, be providing the information both ways in subsequent years. They will also report the information by class for sophomores, juniors and seniors. This was added as a new measurement of DoE's mission.

Please see the attached sheet.

measuring student performance for the class of 2002. The exam will be offered in October and March of each year. Students are eligible to take the exam for the first time in the spring of their sophomore year.

High School Class of 2002 Number of Students Passing the HSGQE



Background and Strategies:

State law requires a comprehensive system of student assessments including a developmental profile for students entering kindergarten or first grade, benchmark assessments in reading, writing, and mathematics at grades 3, 6, and 8, and passage of the High School Graduation Qualifying Exam in order to receive a high school diploma beginning in 2002. The department has:

1. Provided school districts with state performance standards in reading, writing, and mathematics.
2. Developed the graduation qualifying examination in reading, writing, and mathematics.
3. Provided professional development opportunities for standards based instruction.
4. Provided technical assistance to school districts in aligning curriculum to state standards.

The following pages contain Year 2000 Alaska State Assessment Results for grades 3, 6, and 8, and the high school graduation qualifying examination by school district:

Fresh between Soph. is greatest satisfaction

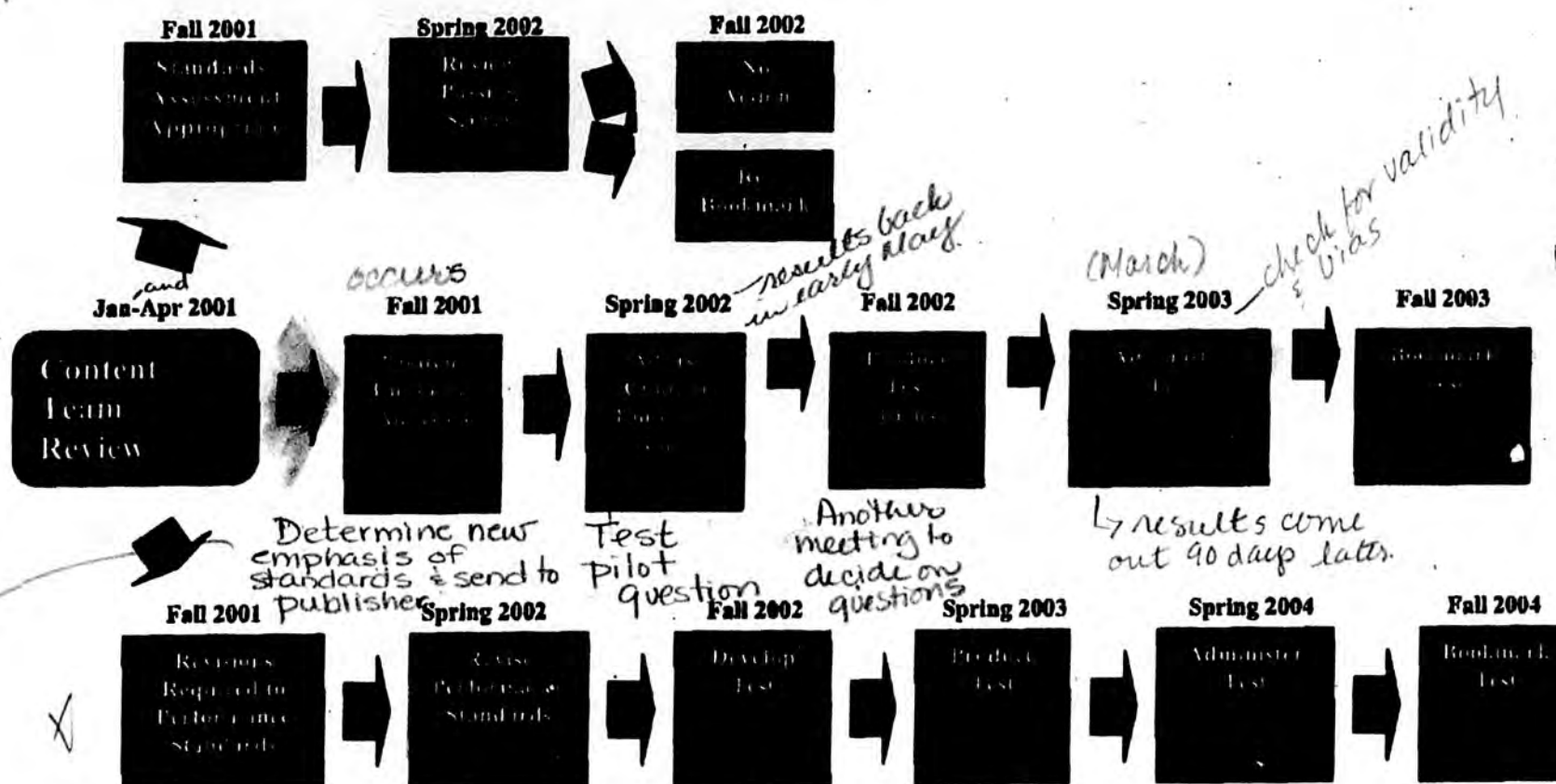
Percent of Seniors Who Graduated in 2000 by District

State of Alaska			
Department of Education & Early Development			
	10/1/1999		
	Grade 12	2000	%
District Name	Enrollment	Graduates	Graduating
Alaska Gateway Schools	38	32	84%
Aleutian Region Schools	3	2	66%
Aleutians East Borough	15	13	86%
Alyeska Central School	165	34	20%
Anchorage School District	3,238	2,334	72%
Annette Island Schools	31	27	87%
Bering Strait Schools	82	73	89%
Bristol Bay Borough	17	18	94%
Chatham Schools	14	14	100%
Chugach Schools	14	3	21%
Copper River Schools	49	42	85%
Cordova City Schools	33	30	90%
Craig City Schools	33	28	84%
Delta/Greely Schools	94	56	59%
Denali Borough Schools	24	24	100%
Dillingham City Schools	28	22	78%
Fairbanks North Star	850	808	95%
Galena City School District	145	109	75%
Haines Borough Schools	28	28	100%
Hoonah City Schools	22	16	72%
Hydaburg City Schools	6	5	83%
Iditarod Area Schools	28	27	96%
Juneau Borough Schools	369	344	93%
Kake City Schools	7	7	100%
Kashunamiut Schools	15	10	66%
Kenai Peninsula Borough	819	691	84%
Ketchikan Gateway Borough	144	129	89%
Klawock City Schools	19	20	105%
Kodiak Island Borough	151	133	85%
Kuspuk Schools	28	25	89%
Lake & Peninsula Schools	23	18	78%
Lower Kuskokwim Schools	150	122	81%
Lower Yukon Schools	73	56	76%
Mat-Su Borough Schools	840	708	84%
Mt. Edgecumbe High School	67	48	71%
Nenana City Schools	33	4	12%
Nome City Schools	31	32	103%
North Slope Borough	108	104	96%
Northwest Arctic Borough	95	77	81%
Pelican City Schools	2	2	100%
Petersburg City Schools	42	43	102%
Pribilof School District	4	5	125%
St. Mary's Schools	8	6	75%
Sitka School District	150	112	74%
Skagway City School	4	4	100%
Southeast Island Schools	17	16	94%
Southwest Region Schools	26	22	84%
Tanana City Schools	6	6	100%
Unalaska City School District	21	17	80%
Valdez City Schools	51	50	98%
Wrangell Public Schools	44	38	86%
Yakutat School District	8	8	100%
Yukon Flats Schools	21	15	71%
Yukon/Koyukuk Schools	24	38	158%
Yupit School District	24	13	54%
*Statewide Totals	8,381	6,668	80%
*Statewide Totals Include All Districts, Mt. Edgecumbe, and Alyeska Central School.			

Alaska Standards-Based Assessment Initiative

FRAMEWORK FOR CONTINUOUS RENEWAL

CTB McGraw-Hill
to 2/14 hearing



\$264/day
to pay
groups
meetings take
4-6 days total.

CTB/McGraw
Hill only willing
to do things
one way —
defensibility.

Fall 2001
series of meetings of
Alaskans to determine
what % of what standards
& send info to publisher

Spring 2002
tweaking of
questions &
send approves
& changes to
McGraw-Hill

Fall 2002
nothing
happens

Spr 2002
test
questions
piloted

Fall 2003
Re-bookmark
for new
passing
scores.

Next mtg in April

- look at standards & which go w/ what questions.

- all three portions are being re-done. Writing-emphasis should be adjusted from $\frac{1}{3}$ proof $\frac{1}{3}$ - $\frac{1}{3}$ writing to 50% writing.

State Board votes on recommendation in June.

They have not identified specific standards to be passed first. Before, they picked good questions & they went w/ standards.

Is test valid? Yes. But does it test the right skills? The test does what was intended. But now a different group has determined that something else should be intended.

Highly unlikely that test is defensible because Dept hired people who want to change it.

**PRIORITIES AND RECOMMENDATIONS FOR CHANGE
IN ALASKA'S BENCHMARK AND
HIGH SCHOOL GRADUATION EXAMINATION REQUIREMENTS**

A Position Paper by the Governor's Council on Disabilities and Special Education
State Special Education Advisory Panel

The Governor's Council on Disabilities and Special Education has grave concerns about the impact of the current law regarding assessment and high school graduation of Alaskan students. When legislation and regulations that affect students with disabilities are being discussed and drafted, we as advocates have the responsibility to take part in the dialog. ~~After a great deal of research and internal debate over the last two years,~~ the Education Committee of the Council agreed on the following three priorities:

- 1. Alaska must create an assessment system that affords a reasonable and fair opportunity for all students to receive a diploma upon graduation from high school.**
- 2. Alaska must ensure fair accommodation and modification procedures for students with IEPs or 504 plans who participate in benchmark tests and the High School Graduation Qualifying Examination.**
- 3. Alaska must provide the opportunity for additional non-standardized assessments for students who have mastered the content standards but who are unable to pass the benchmark tests or the HSGQE.**

These priorities, along with specific recommendations for their inclusion in the legislation under consideration, are discussed in greater detail below. We welcome the opportunity to work for change that will enhance the lives of students with disabilities. We are ready to collaborate with other stakeholders and the legislature to ensure that the results of educational reform benefit ALL students.

1. Create an assessment system that affords a reasonable and fair opportunity for all students to receive a diploma upon graduation from high school.

- A. Students will continue to take Benchmark tests and High School Graduation Qualifying Examinations (HSGQE), with the use of accommodations and modifications students with IEPs and 504 plans specified and permitted.
- B. The current practice of awarding a single undifferentiated diploma will change to a system that awards a basic diploma, an endorsed diploma, or an individual education diploma.

- 1. A basic diploma will be awarded to students who earn the credits required for graduation by the State of Alaska and their local school board.

- 2. An endorsed diploma will be awarded to students who attain mastery of specific content standards as indicated by a passing score on part or all of the HSGQE.

- a. At this time, reading, writing, and math content standards are tested, so endorsements in these three areas will be awarded.

- b. As assessment instruments for remaining standards are developed by the Department of Education and Early Development, additional endorsements will be awarded.

- c. The Department will create a schedule for additional testing of Alaska content standards that begins with an assessment meeting employability standards.

- d. Students will be eligible for endorsements whether they take the test during high school or in the three years following high school graduation.

- 3. An individual education diploma will be awarded to students with IEPs who participate in the Alaska Alternate Assessment. A small number of Alaskan students (estimated at one to two percent) have disabilities so significant that participation in the general education, benchmark testing, and the HSGQE is unlikely. These students will participate in the AAA and will receive individual education diplomas at graduation.

- C. Transcripts will document HSGQE scores and endorsements.

2. Ensure fair accommodation and modification procedures for students with IEPs or 504 plans who participate in Benchmark and High School Graduation Qualifying Examinations.

- A. The State Special Education Advisory Panel (Governor's Council on Disabilities and Special Education) and the Department of Education and Early Development shall collaborate to produce a document that details allowable accommodations and modifications.

1. The document shall be distributed to parents or guardians of students with IEPs or 504 plans along with the notice of rights and procedural safeguards.
2. Personnel involved in benchmark and HSGQE testing shall receive notice of and training in the use of accommodations and modifications.

B. Testing accommodations and modifications shall be planned for and practiced prior to testing.

1. Accommodations and modifications for use in testing must be documented in the current IEP or 504 plan.
2. Accommodations and modifications must be specified by content area.
3. A student will be allowed multiple accommodations and/or modifications.
4. The accommodations/modifications must have been used during instruction for at least three months prior to the assessment.
5. Assistive technology used by the student in the classroom for instructional and learning activities may be used to participate in HSGQE assessments.

C. Accommodations/modifications acceptable for use in presentation of test directions and items.

1. Presentation without modification or interpretation: Braille, large print version, signed or read to student, or student use of tape-recorded readings.
2. Setting: special lighting, seating, amplification, smaller group size, or individual testing.
3. Scheduling: a single test may be delivered in shorter sessions.

D. Accommodations acceptable for response to test items.

1. Student responds verbally; answer sheet filled by another.
2. Student signs responses to an interpreter.
3. Student uses scribe or voice-recognition software to compose answers for constructed-response items and essays.
4. Student circles answers rather than fills in "bubbles."
5. Student uses answer sheet that has been enlarged.
6. Student uses word processor/electronic Braille writer without access to spell or grammar check.

3. Alaska must provide the opportunity for additional non-standardized assessments for students who have mastered the content standards but who are unable to pass the benchmark tests or the HSGQE.

A. Portfolio-based assessments, interviews, and oral presentation opportunities will be offered as an option for those students who are unable to pass benchmark tests or part or all of the HSGQE (after three attempts.)

B. SOMETHING HERE ABOUT WHO DETERMINES WHAT.....

SCOMM

125:27

*Juneau School District Report to
House Special Committee on Education
March 7, 2001*

Peggy Cowan, Assistant Superintendent
Charla Wright, Coordinator of Instruction
Stephanie Hoag, Coordinator of Curriculum

*What is JSD doing to prepare students
for the HSGQE & Benchmark Exams?*

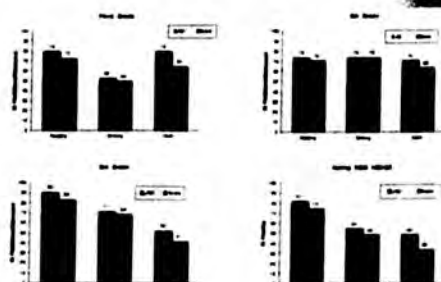
- Background
- Standards Support System
- Specific HSGQE Response

Background

District Demographics

- 5,500 Students
- 6 K-5 Schools, 2 Middle Schools, 1 High School, 1 Alt HS, Charter School, variety of options
- 20% Native Alaskan, 15% Other Minority, 11% Special Ed, 14% ESL, 12% Poverty

Success on State Exams



Standards Support System

- Our system is standards based
- The Alaska standards and exams are now incorporated into our system
- The JSD is continually improving this system

Standards Support System

- Aligns our practice to standards and tracks student performance to inform instruction to support academic student success
- Focuses on student understanding to create a balanced system addressing both skills and concepts
- Uses multiple measures to maintain the focus on understanding

Standards Support System



- JSD Strategic Plan and Goals - 1982
- JSD CORE Content - 1997
- JSD Assessment System
- JSD Accountability Plans - 1999

Strategic Plan



- Goal focused, long term process
- Diversity of community involvement
- Adapted to respond to state standards and exams

*JSD
Strategies for 2001*



- Standards, Assessments & Instruction
- Native & Minority Student Success
- Partnerships for Healthy Attitudes and Behaviors
- Educational Staff

JSD CORE Content



- Alignment to State Standards
- Depth not Breadth
- Teacher Support

JSD CORE & State Standards



- Alaska Content Standards
- JSD LA & Math CORE
- Alaska Performance Standards
- Revised JSD LA & Math CORE

Nature of CORE Understandings



Language Arts Examples

- 5th Grade: Respond to literature by comparing two or more pieces of literature focusing on theme, plot, setting and character development
- 9th Grade: Use critical reading skills to distinguish between facts and opinion, identify and assess validity, accuracy and adequacy of evidence that supports an author's main ideas, and identify inferences

Math Examples

- 2nd Grade: Solve simple addition or subtraction story problem and describe the inverse relationship between addition and subtraction (e.g. $3 + 4 = 7$, $4 + 3 = 7$, $7 - 3 = 4$, and $7 - 4 = 3$)
- 10th Grade: Estimate and find rational powers and roots of real numbers

*Professional Development to Support
CORE Instruction*

- Focus on CORE instruction and assessment
- Reach ALL teachers - 2 district inservice days per year
- School sites use time before and after school and a day of inservice
- Individualized staff development- summer and school year opportunities

JSD Assessment System

- Multiple assessments with a variety of approaches
- Focus on student understanding of concepts and high level thinking
- On-going process, still in development

JSD Assessment System

- Language Arts
 - CAT/Benchmark/HSG QE
 - <Degrees of Reading Power>
 - District Writing Assessment
 - K-5 Reading and Writing Continuum
 - 6-10 language arts classroom assessment, developing
- Mathematics
 - CAT/Benchmark/HSG QE
 - District Mathematics Assessment
 - K-5 Math Performance Tasks
 - 6-10 math classroom assessment, developing

Math Assessment

Math Assessment

*Teacher
Math Report*



Section 1 Diagnostic Examination

Name: _____

Date: _____

Time: _____

Score: _____

Teacher Math Report

Section 1 Diagnostic Examination

Item **Score** **Item** **Score**

1. _____ _____ 11. _____ _____

2. _____ _____ 12. _____ _____

3. _____ _____ 13. _____ _____

4. _____ _____ 14. _____ _____

5. _____ _____ 15. _____ _____

6. _____ _____ 16. _____ _____

7. _____ _____ 17. _____ _____

8. _____ _____ 18. _____ _____

9. _____ _____ 19. _____ _____

10. _____ _____ 20. _____ _____

Section 2 Diagnostic Examination

Item **Score** **Item** **Score**

21. _____ _____ 31. _____ _____

22. _____ _____ 32. _____ _____

23. _____ _____ 33. _____ _____

24. _____ _____ 34. _____ _____

25. _____ _____ 35. _____ _____

26. _____ _____ 36. _____ _____

27. _____ _____ 37. _____ _____

28. _____ _____ 38. _____ _____

29. _____ _____ 39. _____ _____

30. _____ _____ 40. _____ _____

Writing Assessment Parent Report

[illegible]

JSD Accountability Plans



- Success for ALL
- Supported by Data Analysis
- School Site Plans within District Parameters

*How do we define success for
ALL?*



- 95 % Goal
- Criteria for Meeting CORE
 - Classroom assessments
 - District assessments
 - State assessments

*JSD Accountability Plans
Questions to Answer*



- Who are the students not meeting the CORE in your school and why not?
- What strategies will you use to improve student success?- in the classroom, extra supports

- Multiple slides with special pop
- Screen prints for acct plan database summaries on state tests
- Individual profile

Who are the students not meeting the CORE and why?

Who are the students not meeting the CORE and why?

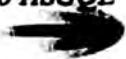
- Essential Questions guide instruction
- “Backwards” Lesson Design
- Balanced Program
- Demonstrating and Applying Knowledge
- Using assessment data to modify instruction

What strategies will you use to improve student success?- extra supports



- Soar to Success
- Summer School
- Gear Up Grant
- 21st Century After School Grant
- Special Education Program
- English as Second Language Program

Direct Response to HSGQE



- Addition of CORE classes
- Adjust district assessment cycle
- Grammar texts for English classes
- After school exam preparation courses

Summary of JSD



- Background
 - Small urban community
- Standards Support System
 - Ongoing systems in place focused on student achievement
- Specific HSGQE Response
 - Special supports to help students pass exam & adjustments in existing system

*Summary of HSGQE & Benchmark
Impact on JSD*

- Standards have been a part of the JSD instructional support system for ten years
- Benchmark & HSGQE have reinforced and supported what we've been doing because they are aligned to the standards assessing conceptual understanding and skills

*Summary of HSGQE & Benchmark
Impact on JSD cont'*

- We continue to use multiple assessments of student achievement because
 - a single measure is too narrow to accurately assess student understanding of concepts
 - no single test is completely valid & reliable, and
 - local assessments better inform instruction

*Juneau School District Report to
House Special Committee on Education
March 7, 2001*

Questions?



Juneau School District Strategies for 2001

Standards, Assessment & Instruction

Increase student achievement in language arts and mathematics using standards-based assessments to measure student performance and to guide instruction.

Native & Minority Student Success

Strengthen and institutionalize successful programs to ensure that all Native and minority students achieve success.

Partnerships for Healthy Attitudes & Behaviors

Provide an environment that fosters socially, emotionally and physically healthy students through strong family and community partnerships.

Educational Staff

Investigate ideas to ensure the highest quality educational staff.



CORE
CONTENT

Language Arts/English

SPEAKING

- Make an oral presentation to classmates, e.g. poem, reader's theater, report, play.
 - Use appropriate volume and intonation.
 - Face the audience.
- Respond orally to questions/statements about books the student has read, including leveled benchmark books in the classroom, both individually and in small group discussions.

The Juneau School District's CORE Content in Language Arts/English is based on the Alaska Content Standards and represents what all students in the District should know and be able to do in grades K through 12.

Locating & Managing Information

REFERENCE SOURCES

- Locate different kinds of books in a library.
- Use personal spelling dictionary.
- Use dictionary to look up words.
- Identify and use references within a book:
 - table of contents
 - index
- Write a bibliography of titles and authors.
- Create and use simple maps.
- Use a variety of technological tools and programs to research and gather information.
 - Locate, open, and use available applications/CD ROM.
- Read menus and simple schedules (e.g., school day, school year).
- Interview an adult.

ORGANIZATIONAL FORMATS

- Use the simple note taking skills of bubbling/mapping.
- Generate own questions for research/project.
- Take different kinds of tests.

**JUNEAU
SCHOOL DISTRICT**

THIRD GRADE

CORE
CONTENT

**Language Arts/
English**

3

JUNEAU SCHOOL DISTRICT
10014 CRAZY HORSE DRIVE
JUNEAU, ALASKA 99801

907/463-1700 ext. 218

OCTOBER, 2000

Language Arts/English

Reading & Listening

READING

- Read silently for 15 to 20 minutes at their reading level.
- Choose and read fiction and non-fiction books at their reading level.
- Integrate reading strategies fluently and effectively at reading levels **34-36** or BB 3.5.
- Adjust reading pace or style based on purpose, task, and type of text at appropriate grade level.
- Read contractions.
- Recognize root words.
- Recognize prefixes/suffixes.
- Recognize abbreviations of proper nouns, Mr., Mrs., Dr., Ms.
- Identify characters, plot and setting.
- Summarize major events in correct sequence.
- Distinguish fact from fiction.
- Evaluate characters, authors, and books.
- Predict what will happen next, based on previously read material.
- Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print at appropriate grade level.

LISTENING

- Participate in oral/shared reading of both fiction and non-fiction, and simple chapter books.
- Use active listening skills (e.g. facing speaker or reader, etc.) during oral reading and respond appropriately to questions and other students' ideas.
- Listen and interpret a variety of fiction and non-fiction books.
- Listen and follow oral three step directions.

Writing & Speaking

WRITING

- Maintain a reflective journal.
- Read and write D'Nealian cursive.
- Write:
 - a main idea paragraph on a single topic.
 - a friendly note with salutation, body, and closing.
 - 3 paragraphs on a single topic.
- With guidance, use writing process to develop own writing from draft to publication.
- Share writing in a variety of ways.
- Respond to literature by writing about plots, settings, and characters.
- Demonstrate skill in organization of writing by:
 - including beginning, middle and end.
- Demonstrate keyboarding of 5 words per minute (using correct technique) at 90% accuracy.

SPELLING

- Spell words up to #265 from the High Frequency Word List and other words in context.
- Edit for correct spelling using such things as:
 - beginning dictionary
 - word lists
 - personal spelling dictionary
- Use spelling strategies including:
 - visual memory
 - word families
 - hearing sounds in words (phonics) in their order
 - using personal spelling dictionary

GRAMMAR

- Identify and use correct conventions — capitalization, spelling, punctuation — as described below.
- Form plurals using s and es.
- Identify nouns, verbs, and pronouns.
- Routinely use nouns and verbs.
- Recognize subjects (nouns) and predicates (verbs) in texts.
- Identify and use a complete sentence.
- Use declarative and interrogative sentences.
- Change verbs from past to present tense in texts.
- Use correct end punctuation (period, question mark) in sentences.

continued, over



Statistics & Probability

APPLY PROBABILITY

- Analyze data from multiple events and predict theoretical probability; find and compare experimental and theoretical probability for a simple situation, discussing possible differences between two results.
- Design, conduct, analyze, and communicate the results of multi-stage probability experiments.
- Apply the fundamental counting principle.

SAMPLE AND ANALYZE DATA

- Display linear and quadratic data, using technology.
- Describe data, selecting measures of central tendencies and distribution, to convey information in the data.
- Model data using matrices and percentiles.

Process Skills

PROBLEM SOLVING STRATEGIES, REASONING, COMMUNICATION, AND CONNECTIONS

- Recognize and formulate mathematical problems from within and outside the field of mathematics.
- Apply multi-step, integrated, mathematical problem solving strategies, persisting until a solution is found or it is clear no solution exists.
- Verify the answer by using an alternative strategy.
- Use informal deductive and inductive reasoning in both concrete and abstract contexts.

- State counter examples to disprove statements.
- Justify and defend the validity of mathematical strategies and solutions using examples and counter examples.
- Use appropriate technology to represent the information and ideas in a problem, i.e. selecting appropriate graph.
- Use numerical, graphic, and symbolic representations to support oral and written communication about math ideas.
- Explain, justify, and defend mathematical ideas, solutions, and methods to various audiences.
- Apply mathematical skills and processes to global issues.
- Describe how mathematics can be used in knowing how to prepare for careers.

The Juneau School District's CORE Content in Mathematics is based on the Alaska Content Standards and represents what all students in the District should know and be able to do in grades K through 12.

**JUNEAU
SCHOOL DISTRICT**

NINTH GRADE

CORE
CONTENT

Mathematics

9.

JUNEAU SCHOOL DISTRICT
10014 CRAZY HORSE DRIVE
JUNEAU, ALASKA 99801

907/463-1700 ext. 218

OCTOBER, 2000

Algebraic Thinking

DESCRIBE PATTERNS, EXPRESSIONS, AND FUNCTIONS

- Identify, graph, and describe patterns, shown as tables, graphs, and equations as linear and simple non-linear functions, i.e. absolute value, quadratic, and exponential.
- Identify dependent and independent variables from a table, graph situation, and equation and determine the value of either.
- Determine the line of best fit and use it to predict unknown data values.
- Use discrete structures, such as networks, matrices, sequences, and iterations as tools to analyze patterns, expressions, and equations.
- Graph linear equations using slope and intercept.
- Graph curves including absolute value and quadratics on coordinate system, using a table and simple polynomial function.
- Identify slope and midpoint of a segment from a graph.
- Find distance between two points.
- Find standard and slope-intercept forms of a linear model.
- Predict the effect of changes in rate on initial value on graphs of linear functions.

USE VARIABLES, MANIPULATE EXPRESSIONS, AND SOLVE EQUATIONS AND INEQUALITIES

- Model situations with two-step linear equations or inequalities having variables on both sides and solve.
- Given a formula, solve for a variable in terms of other variables.

- Create and solve simple systems of equations, algebraically and graphically, using a graphing calculator.
- Add, subtract, and simplify polynomial expressions and equations, and find products, quotients, and powers of monomials.
- Factor the greatest common monomial factor from a polynomial and apply products of binomials.

Geometry & Measurement

APPLY PROPERTIES, DEFINITIONS, FORMULAS, AND PROPORTIONALITY

- Use equations and expressions to find angle values (supp., comp., vertical, interior and exterior angles).
- Apply the Pythagorean Theorem and use sine, cosine, and tangent ratios.
- Apply properties of similar figures.
- Use and apply common terms such as: slope, intercepts, zeroes, and ordered pairs.
- Estimate and convert measurements between different systems.
- Evaluate measurements for accuracy, precision, and error with respect to the measuring tools, methods, and the computational process.
- Draw scale drawings using a variety of methods.

Number Sense

APPLY NUMBER THEORY AND PROPORTIONS

- Read, write, model, and define real numbers and subsets.
- Order a set of real numbers and their subsets.
- Add a different base system.
- Use rules of integral exponents.
- Convert square roots to simplest radical form.
- Select, convert, and apply an equivalent representation of a number for a specified situation.
- Apply proportion and percentage.
- Use dimensional analysis to convert units.

COMPUTE AND ESTIMATE

- Add, subtract, multiply and divide real numbers in various forms including scientific notation, powers and roots.
- Perform operations on real numbers.
- Use estimation to solve problems and to check the accuracy of solutions; state whether the estimation is greater or less than the exact answer.
- Estimate and find integral powers and square roots of real numbers and variable expressions, including simplest radical form.
- Use order of operations with real numbers including radicals.
- Use order of operations with rational numbers/variables, including use of properties of the real number system, i.e. distributive.

continued, over

Open-Response grade 3 Assessment Nov. 2000

Universal Student Number

Instructions:

Show a complete solution for each problem communicating your thinking. (Show all steps and explain steps)

1 Legs! Legs! Legs!

In a tree there are some spiders, some squirrels, and some eagles. Which have more total legs, 4 spiders, 11 eagles, or 9 squirrels?

E2

Show how you determined the total number of legs for each type of animal.

Do either problem 1 or 2 but not both.

1 Legs! Legs! Legs!

In a tree there are some spiders, some squirrels, and some eagles. Which have more total legs, 4 spiders, 11 eagles, or 9 squirrels?

Show how you determined the total number of legs for each type of animal.

~~11~~

OK

8 Spider legs
4 spiders $\rightarrow 4 \times 8 = 32$ spider legs
11 eagles $\rightarrow 11 \times 2 = 22$
9 squirrels $\rightarrow 9 \times 4 = 36$ squirrel legs
36 squirrel legs
32 spider legs
22 eagle legs
36 squirrel legs



Extracting all the needed information was difficult for some students, but most had little trouble with the problem solution.

Rubric Meets

S1 All information is used, OK if students only use 3 or two legs for a squirrel.

Numeric answers

$$4 \times 8 = 32$$

$$11 \times 2 = 22$$

$$9 \times 4 = 36$$

Therefore 9 squirrels have the most legs.

N2 Calculations are correct with three attempted dealing with values in the problem

CORE standards

Statistics and probability	S.1 Apply probability and discrete math	Find up to six possible arrangements and combinations using a set of objects.
Number sense and computation	N.2 Compute and estimate	Add and subtract whole numbers to sums less than 99.

Adapted from:

Ohio sample Grade 3 (Ohio Dept Of Ed.)

S.1	78%	14%	8%
N.2	68%	24%	8%



Teacher's Report: Student Recommendations

Teacher's Name

Glacier Valley Elementary

Test performance

Number Meeting	8	38%	66%
to be Checked	12	57%	26%
needing Help	1	5%	8%
Total students	21		
Students w/o test	2	10%	7%

Name	ID	G	Eth	SpEd	Profile	Assessment Rating by Problem			
	31178	M	AN	M		1	M	IP	IP
Performance <u>Check.</u>	Mark Sem1	03		TPPIP		3	1	RS	C
						0			
Alg Thinking				Geometry					
Num. Sense IP				Statistics M					
					Communication IP				
					Reasoning IP				35003
	29440	F	AN	MM		2	M	M	CPCP
Performance <u>Check.</u>	Mark Sem1	03		CPCP		0	1	RS	C
						2			
Alg Thinking				Geometry					
Num. Sense M				Statistics M					
					Communication CP				
					Reasoning CP				35003
	29444	F	W			0			
Performance <u>Check.</u>	Mark Sem1	03	NT			1		RS	C
						0			
Alg Thinking				Geometry					
Num. Sense				Statistics					
					Communication				
					Reasoning				35003
	27685	F	H			0			
Performance <u>Check.</u>	Mark Sem1	03	NT			1		RS	C
						0			
Alg Thinking				Geometry					
Num. Sense				Statistics					
					Communication				
					Reasoning				35003
	29460	M	A	MMMM		4	M	M	M M
Performance <u>Meets</u>	Mark Sem1	03				0	1	RS	C
						0			
Alg Thinking				Geometry					
Num. Sense M				Statistics M					
					Communication M				
					Reasoning M				35003
	29449	F	P	M		1	IP	IP	CP M
Performance <u>Check.</u>	Mark Sem1	03		TPPIP		2	1	RS	C
				CP		1			
Alg Thinking				Geometry					
Num. Sense IP				Statistics IP					
					Communication M				
					Reasoning CP				35003
	30802	M	W	MM		2	IP	M	M IP
Performance <u>Check.</u>	Mark Sem1	03		TPPIP		2	1	RS	C
						0			
Alg Thinking				Geometry					
Num. Sense M				Statistics IP					
					Communication IP				
					Reasoning M				35003
	32691	M	W	MMMM		4	M	M	M M
Performance <u>Meets</u>	Mark Sem1	03				0	1	RS	C
						0			
Alg Thinking				Geometry					
Num. Sense M				Statistics M					
					Communication M				
					Reasoning M				35003
	29309	M	AN	1		0	CP	IP	IP IP
Performance <u>Check.</u>	Mark Sem1	03		TPPIP		3	1	RS	C
				CP		1			
Alg Thinking				Geometry					
Num. Sense IP				Statistics CP					
					Communication IP				
					Reasoning IP				35003



2000-2001 Juneau School District Writing Assessment Student Writer's Report

First Name Last Name (00000)

SCHOOL: JDHS

TEACHER NAME: Meyers

GRADE: 09

TEST DATE: February 2001

PERFORMANCE: Performance meets Juneau School District expectations for writing at this grade level.

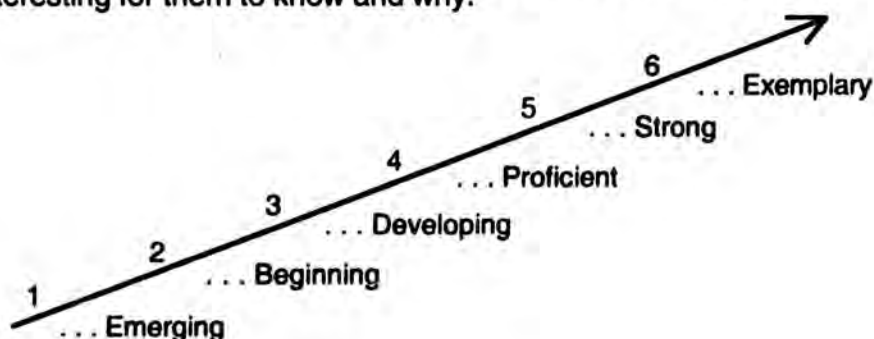
The media carries information about controversies about how we should deal with environmental issues -- oil drilling and transportation, cutting and preserving timber, maintaining fish populations, power generation, pollution, waste disposal, etc. Select a single topic related to the environment and persuade your reader to take an action or form an opinion on that topic.

OR

Your friend is facing a health or safety related problem and seems to be making bad choices. Write to your friend to persuade him or her to make the choice(s) you favor. You may choose any health or safety related situation, but it should be one you have enough information about to give persuasive reasons for making the choice you favor.

OR

Twenty years from now, young people will want to know what life was like in the early 2000's. Explain what you think is important or interesting for them to know and why.



YOUR SCORES

	Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions	Special Code
READER 1	4	3	4	4	4	3	
READER 2	4	3	4	4	4	3	
SUMMARY	M	IP	M	M	M	IP	

If the two scores in any trait differ that means the two adult readers did not totally agree on their judgment of your performance on that trait. A one point separation in the scores on any trait is not considered serious.

HERE IS WHAT THE SCORES MEAN. The reader felt your writing:

- Score of 6:** is both exceptional and memorable. It shows a distinctive and sophisticated application of knowledge and skills.
- Score of 5:** exceeds the standard. It shows a thorough and effective application of knowledge and skills.
- Score of 4:** meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
- Score of 3:** does not yet meet the standard. It shows basic, but inconsistent application of knowledge and skills. Work has minor errors or omissions that detract from the overall quality. It needs further development.
- Score of 2:** shows a partial application of knowledge and skills. It is typically superficial, fragmented or incomplete and needs considerable development before reflecting the proficient level. Work at this level may contain errors or omissions.
- Score of 1:** shows little application of knowledge and skills. Work at this level contains many errors or omissions.

HERE IS WHAT THE SPECIAL CODES MEAN:

- OT:** Off topic scorable: your paper was scored, but it was not on the topic that you were given.
- NS:** Your paper was non-scorable because it was illegible or un-readable.
- NT:** No test: not enough information to assess progress.



Summary

All students

Number found **5553**
of database **100%**

School		Show all	Clear Form	Perform find
Grad class		Grade		Universal ID
CORE2000 meets Lang Arts: ☐ M 0 0% ☐ ** 0 0% Math: ☐ M 0 0% ☐ ** 0 0%				
SY2000 letter grades Lang Arts: ☐ A 677 26% ☐ B 775 30% ☐ C 590 23% ☐ D 341 13% ☐ F 189 7% Math: ☐ A 453 20% ☐ B 643 28% ☐ C 585 26% ☐ D 294 13% ☐ F 271 12%				
gender	☐ F 2679 48% ☐ M 2873 52%	Eth	☐ A/PI 436 8% ☐ AI 43 1% ☐ AN 1129 20% ☐ B 72 1% ☐ H 172 3% ☐ othr 87 2% ☐ W 3613 65%	ELL? 744 13% Lunch? 475 9% Spt d? 603 11% Ex Lm 375 7%

Meet CORE Continuums District Assess

	Count	Read	Write	Math	Reading	Writing	Lang Arts	Math
K	372	0	0	0	28 8%	34 9%		
G1	438	0	0	0	198 45%	268 61%		
G2	427	1	0	0	216 51%	285 67%	491 43%	
G3	421	1	0	0	294 70%	248 59%	604 84%	436 52%
G4	491	0	0	0	208 42%	195 40%	609 41%	
G5	415	1	0	0	211 51%	153 37%	472 61%	586 53%
G6	408	0	0	0				
G7	406	0	0	0			593 54%	330 40%
G8	462	0	1	0				353 29%
G9	509	0	0	0				
G10	459	0	0	0			542 71%	411 36%
G11	335	0	0	0				
G12	367	0	0	0				

CAT/5

	# of students in quartile				Average	
	Q1	Q2	Q3	Q4	NCE	NPR
Read G04	346	366	432	657	57	58
G07	51	77	102	152	57	59
G08	169	227	317	507	59	62
G09	89	77	102	164	54	56
G11	53	56	56	108	57	59
Math G04	217	251	394	932	63	67
G07	59	77	87	159	57	57
G08	165	215	330	497	57	61
G09	29	70	105	223	61	65
G11	49	61	61	112	55	57

	# of students in quartile				Average	
	Q1	Q2	Q3	Q4	NCE	NPR
Lang G04	405	385	420	573	52	53
G07	69	67	97	152	57	59
G08	180	258	350	408	55	57
G09	69	84	114	172	56	59
G11	46	60	101	82	54	56
Full G04	300	347	415	700	57	59
G07	52	72	100	150	56	59
G08	163	215	301	497	57	60
G09	51	67	94	194	56	59
G11	50	49	65	120	55	58

State assess

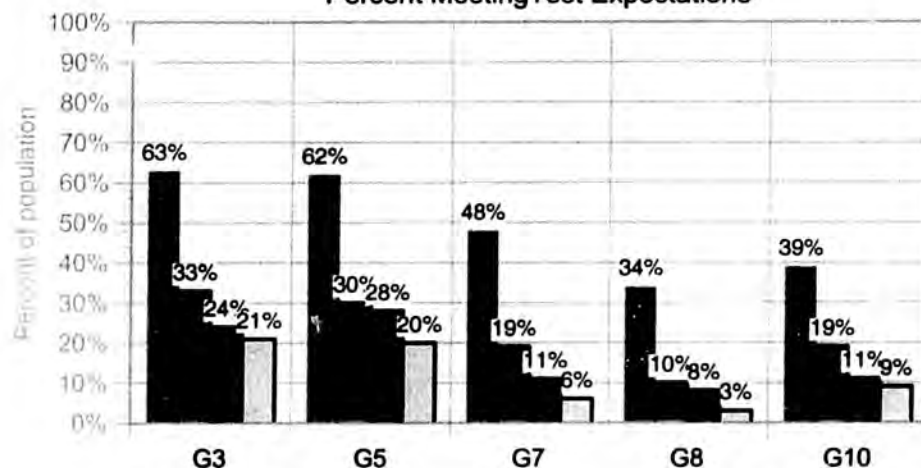
	Read	Write	Math
Grade03	319 79%	212 52%	319 79%
Grade06	292 73%	286 72%	279 70%
Grade08	402 88%	326 72%	234 51%
Grade10	342 80%	227 53%	201 47%



Juneau School District Student Achievement Report

District Assessments

Percent Meeting Test Expectations

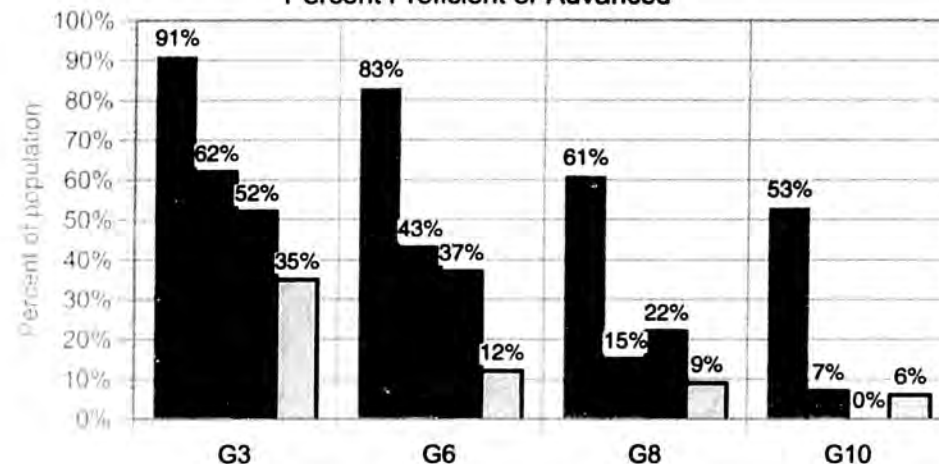


* Scores for the last four years are included with each grade.

MATH: SPECIAL POPULATIONS

State Assessments

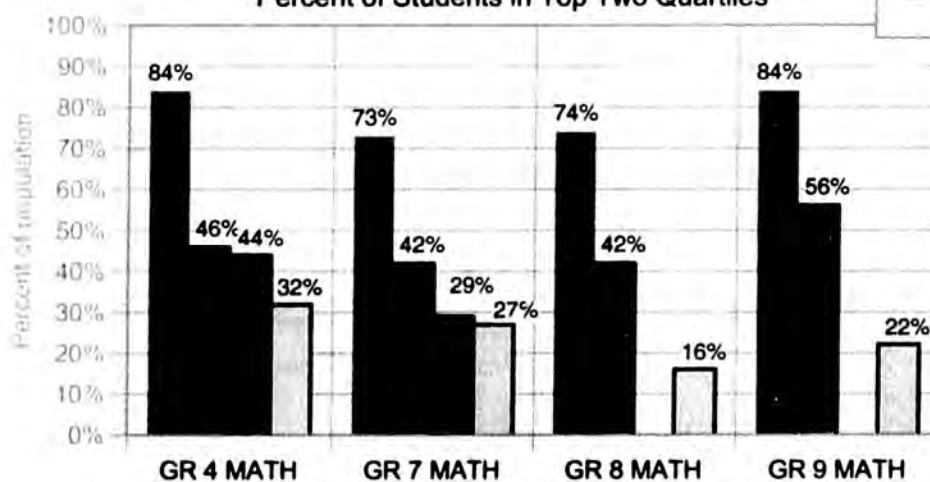
Percent Proficient or Advanced



* Scores for only SY1999-2000 are included.

CAT/5

Percent of Students in Top Two Quartiles



* Scores for the last four years are included with each grade.

■ All Non ■ ESL ■ FRL □ Spec Ed

How are sub-populations achieving?

Different populations of Juneau students do not achieve as well as others. Specific populations of concern are English Language Learners (ELL), students from low socio-economic backgrounds and Alaska Native and Minority students.

The JSD has under identified low socio-economic students and ELL students. Our definition of poverty is eligibility for free and reduced lunch. Eligible students often do not apply for the lunch program, especially as they get older. Even with our limited data, students in these two populations do not perform as well as other groups. These students are weakest in the same areas identified for Native students.



All Students

Found 415

Grade 3 Benchmark

The *Alaska*
Comprehensive System
of Student Assessment

Meeting standards

	count	% of group	Dist. %	AK %	+
Adv./Prof. reading	324	78%	78%	73%	5%
Adv./Prof. writing	213	51%	51%	49%	2%
Adv./Prof. math	323	78%	78%	65%	13%
Adv./Prof. all three	209	50%	50%		

Averages

	group avg	Dist. avg	pass score	+
Avg. reading	366	366	271	95
Avg. writing	354	358	318	36
Avg. math	393	374	374	19

Reading Standards

	Δ API	Avg. API	Pass API	s.d. API
R1.1 Use phonics; read words.....	5	82	77	14
R1.2 Comprehend literal meaning.....	12	74	62	19
R1.4 Restate or restate information.....	9	64	55	14
R1.5 Identify main idea.....	8	68	60	15
R1.6 Follow simple directions.....	17	56	39	20
R1.7 Identify forms of text.....	15	60	45	19
R1.8 Identify basic story elements.....	5	72	67	16
R1.9 Make connections.....	7	87	80	17

Writing Standards

	Δ API	Avg. API	Pass API	s.d. API
W1.1/1.2 Write short stories.....	-2	61	63	13
W1.3 Proofread writing.....	2	49	47	21
W1.4 Revise writing for clarity.....	3	49	46	17

Mathematics Standards

	Δ API	Avg. API	Pass API	s.d. API
A.1 Numeration	13	71	58	19
A.2 Measurement.....	14	76	62	19
A.3 Estimation and computation.....	17	75	58	21
A.4 Functions and relationships.....	13	80	67	18
A.5 Geometry.....	16	66	50	19
A.6 Statistics and probability.....	9	77	68	14
B/C/D Prob Solv/ Comm/ Reasoning.....	8	75	67	15

Letter grades

Lang. Arts	#	%	Math	#	%
O A	0	0%	O A	0	0%
O B	0	0%	O B	0	0%
O C	0	0%	O C	0	0%
O D	0	0%	O D	0	0%
O F	0	0%	O F	0	0%
O NG	415	100%	O NG	415	100%

Demographics

testDate: 3/07/2000

Reading Levels			Writing Levels		
☐ ADV	78	19%	☐ ADV	14	3%
☐ PRF	246	59%	☐ PRF	199	48%
☐ BLW	46	11%	☐ BLW	154	37%
☐ NOT	38	9%	☐ NOT	41	10%

Mathematics Levels		
☐ ADV	194	47%
☐ PRF	129	31%
☐ BLW	62	15%
☐ NOT	24	6%

	Proficient	count	% of group	Dist. %
Read		324	78%	78%
Write		213	51%	51%
Math		323	78%	78%
ALL		209	50%	50%
Gender	O F	206	50%	50%
	O M	209	50%	50%
Eth.	O W	267	64%	64%
	O AN	83	20%	20%
	O A/PI	29	7%	7%
	O B	3	1%	1%
	O H	13	3%	3%
	O AI	2	0%	0%
	O Other	18	4%	4%
ELL		90	22%	22%
FRL		52	13%	13%
SpEd		49	12%	12%
ExtLrn		40	10%	10%



not Prof. Math

Found 92

The *Alaska*
Comprehensive System
of Student Assessment

Grade 3 Benchmark

Meeting standards

	count	% of group	Dist	AK%	+
Adv./Prof. reading	28	30%	78%	73%	-43
Adv./Prof. writing	1	1%	51%	49%	-48
Adv./Prof. math	0	0%	78%	65%	-65
Adv./Prof. all three	0	0%	50%		

Averages

	group avg	Dist avg	pass score	+
Avg. reading	271	366	271	
Avg. writing	258	358	318	-60
Avg. math	268	374	374	-106

Reading Standards

	Δ API	Avg. API	Pass API	s.d. API
R1.1 Use phonics; read words.....	-12	65	77	17
R1.2 Comprehend literal meaning.....	-12	50	62	18
R1.4 Restate or restate information.....	-9	46	55	14
R1.5 Identify main idea.....	-12	48	60	16
R1.6 Follow simple directions.....	-6	33	39	12
R1.7 Identify forms of text.....	-8	37	45	12
R1.8 Identify basic story elements.....	-15	52	67	20
R1.9 Make connections.....	-14	66	80	21

Writing Standards

	Δ API	Avg. API	Pass API	s.d. API
W1.1/1.2 Write short stories.....	-19	44	63	12
W1.3 Proofread writing.....	-22	25	47	9
W1.4 Revise writing for clarity.....	-17	29	46	10

Mathematics Standards

	Δ API	Avg. API	Pass API	s.d. API
A.1 Numeration	-16	42	58	13
A.2 Measurement.....	-14	48	62	11
A.3 Estimation and computation.....	-16	42	58	14
A.4 Functions and relationships.....	-13	54	67	13
A.5 Geometry.....	-12	38	50	10
A.6 Statistics and probability.....	-12	56	68	13
B/C/D Prob Solv/ Comm/ Reasoning....	-13	54	67	13

Letter grades

Lang. Arts	#	%	Math	#	%
OA	0	0%	OA	0	0%
OB	0	0%	OB	0	0%
OC	0	0%	OC	0	0%
OD	0	0%	OD	0	0%
OF	0	0%	OF	0	0%
ONG	92	100%	ONG	92	100%

Demographics

testDate: 3/07/2000

Reading Levels			Writing Levels		
☐ ADV	0	0%	☐ ADV	0	0%
☐ PRF	28	30%	☐ PRF	1	1%
☐ BLW	27	29%	☐ BLW	49	53%
☐ NOT	31	34%	☐ NOT	35	38%

Mathematics Levels		
☐ ADV	0	0%
☐ PRF	0	0%
☐ BLW	62	67%
☐ NOT	24	26%

Proficient	count	% of group	Dist. %
Read	28	30%	78%
Write	1	1%	51%
Math	92	100%	78%
ALL	0	0%	50%
Gender			
OF	41	45%	50%
OM	51	55%	50%
Eth.			
OW	35	38%	64%
OAN	35	38%	20%
OAPI	5	5%	7%
OB	2	2%	1%
OH	5	5%	3%
OAI	1	1%	0%
Other	9	10%	4%
ELL	35	38%	22%
FRL	25	27%	13%
SpEd	32	35%	12%
ExLrn	0	0%	10%

25207

[illegible]

Individual Student Profile Interventions

25207

LName	FName	ID	25207	06	M	W	HomePhone	tchr_LName	Charter School
Parent/Guard. 1	Parent/Guard. 2	MailAddress				Juneau	AK	99801	
Birthdate	Date entered JSD	PhysicalAddress				City	ZIP		
19871214	19930824								
						id_ContactPhone	EmergencyContact		

Program Involvement	☐ SPED	☐ EL	☐ BASE/Access	☐ 504	☐ Math CORE Assist	☐ MedicalConcerns	☐ Program Excellence
	☐ A2R	☐ LEP	☐ SCoT	☐ Read CORE Assist	☐ FRcd lunch	☐ Summer school	☐ Home School Assist

Attendance History	K	1	2	3	4	5	6	7	8	9	10	11	12
Absences													
Tardies													

Interventions Applied	K	1	2	3	4	5	6	7	8	9	10	11	12
Class. Adapted Curr.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Sm. Group Addn'l instr.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SpEd	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
ESL / LEP	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Homework adaption	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Classroom aide	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Additional instr. o/s class	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SCoT plan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
504 plan	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
BASE or ACCESS	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Counseling support	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Summer school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Bldg. disc. incidents	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Behavior plans	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Comments
Below

Individual Student Profile Interventions

25207

Intervention Comments

K

1

2

3

4

5

6

7

8

9

10

11

12

NAME: _____

Grade: _____

House: _____

Not Meeting Standards Because:

_____ Academic Proficiency

_____ Reading

_____ Writing

_____ Mathematics

_____ Attendance

_____ Social/Behavioral:

Check or add:

_____ work habits

_____ organization

_____ homework not complete

_____ discipline

_____ refuses to attempt

_____ _____

_____ _____

_____ Health Concerns

_____ Appears to be an issue outside of school

_____ Under Achievement for Potential

Current Interventions:

_____ Study Detentions

_____ Calls Home

_____ After School Study Lab

_____ Reduced Assignments

_____ SCoTs Interventions: _____

_____ Modifications: _____

_____ PASS

_____ Math Exploration

_____ Soar to Success

_____ DZAP Power Hour

_____ BASE

_____ _____

Recommendations:

SCOMM

125:28

Presentation Overview
Alaska Business Education Council

Presenters (in order they wish to appear)

- 1) **Dave Rees, Immediate Past President of ABEC**
 - a) Will provide general information about ABEC
 - b) See inside their folder in your packet for his bullet points
 - i. Who they are
 - ii. Quality Education Systems
 - iii. Quality Framework Elements
 - iv. Legislative Incentives
 - v. Quality Framed Systems are Effective
 - vi. ABEC is ready to assist DEED and the Legislature

- 2) **Tom Hamill, 1st Vice President of ABEC and Executive Director of the School to Work Program at the Chugach School District**
 - a) He would like to de-emphasize Chugach School District in this presentation, as ABEC works with many districts.
 - b) Will discuss Educational Excellence
 - i. ABEC has researched, evaluated, awarded and promoted best practices in education throughout Alaska.
 - ii. Strong correlation between system components and an aligned system.
 - iii. System components include: Shared Visionary Leadership, Performance Based Quality Standards and Measures, Individual Needs of Students, Stakeholder and Community Involvement, and Staffing
 - c) He will discuss a model for the adoption and implementation of Education Criteria for Performance Excellence

- 3) **John Hart, ABEC Treasurer**
 - a) Will discuss the Education Quality Award
 - b) ~~He did not bring his materials to me on Tuesday. I expect that he will bring them Wednesday morning.~~ Mr. Hart brought the Baldrige booklet Wednesday morning.



March 6, 2001

Honorable Con Bunde
Alaska State House of Representatives
Alaska State Capitol
Juneau, AK 99801

Board of Directors

Mark Hamilton
Honorary Education
Co-Chairman

Mary E. Shields
President

Sarah Scanlan
President Elect

Tom Hamill
1st Vice President

Kris Forrester
2nd Vice President

Oliver Smith
Secretary

John Hart
Treasurer

Dave Rees
Immediate Past President

Board Members

Kathleen Barrows
Debra Call
Sharon Fisher
Gia Hanna
Whit Hicks
Vernon Marshall
Rich Owens
Marjorie A. Payton-Hewlett
Paula Powlowski
Mary Ann Schaffer

Staff/Consultants

Kathleen Castle
Ron Gleason

Dear Representative Bunde,

It was a pleasure to have you join us at the Chugach School District Malcolm Baldrige National Quality Award (MBNQA) training, "Voyage to Excellence" at Girdwood a several of weeks ago. Your presence and support demonstrated your commitment to improving Alaska student academic performance through the continuous improvement of the Alaska education system.

The Alaska Business Education Compact (ABEC) has supported the Chugach (CSD) and the Mat-Su Borough (MSBSD) School Districts' quests for excellence over the past few years. ABEC is encouraged by the results of the approach to school restructuring that these districts are taking and supports the use of the Education Criteria for Performance Excellence to assess progress in these visionary districts. CSD is to also be commended for its leadership in sharing its experiences in an effort to build a system that provides each student in Alaska with the skills, training, and applied learning opportunities necessary to ensure their success as lifelong learners.

ABEC adopted a Criteria-based framework to evaluate its own activities and has created an action plan to support Alaska corporations, small businesses, school districts, health care organizations, agencies, and non-profits choosing to use the Criteria to assess organizational performance. This plan offers learning opportunities for schools, districts, businesses, agencies and other organizations in Alaska from beginning orientations to more advanced assessment strategies, skills, and techniques. ABEC members represent all businesses and public sectors in Alaska. The leadership, concern, diversity, and expertise of the individuals and organizations represented by ABEC make it a unique and powerful advocate and ally for positive change in Alaska.

In discussions among ABEC members, it has been determined that Alaska would benefit from the development of an Alaska state quality award based on the MBNQA. ABEC supports and is ready to offer its leadership in the development of such an award and is supported in this effort by Alaska Section 608 of the American Society for Quality, one of the sponsors of the MBNQA. Originally the MBNQA was based on a single set of criteria for all applicants, the vast majority of which were businesses and corporations. In 1999, the MBNQA was expanded to include additional Criteria, specific for education and health care institutions. ABEC believes that the implementation of an Alaska state quality award will hasten the adoption of Criteria based assessments by organizations from all sectors of the Alaska economy, businesses, public sector agencies, and non-profit organizations, including schools and districts. A state award would provide a common vocabulary for discussing performance excellence and help focus and align the state's human resource development system. It would also identify, recognize and showcase benchmark companies and practices.

PO Box 240546 • Anchorage, AK 99524-0546

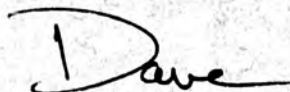
Phone: 907-278-7567 • Fax: 907-278-4932 • E-mail: akbec@alaska.net • www.akbec.com

Representative Con Bunde
March 6, 2001
Page 2

At the request of Dale Anderson, Legislative Assistant to Representative Eldon Mulder, ABEC member John Hart from the University of Alaska has outlined the basics of state quality awards as they are now implemented in 42 other states. A copy of that outline is attached

ABEC lauds your efforts to focus the legislature on the use of the MBNQA as a tool to spur economic development and to encourage performance excellence in schools. Thank you again for your visionary leadership. Do not hesitate to call on ABEC in support of your initiatives.

Sincerely,

A handwritten signature in cursive script that reads "Dave".

Dave Rees
Past President

CC: Representative Eldon Mulder
Dale Anderson

Enclosure



March 6, 2001

What – State Quality Award

More than 40 states have developed State Quality Awards based on the Malcolm Baldrige National Quality Award (MBNQA) Criteria. Following on the tremendous success of the MBNQA at identifying superior companies, states are finding that these awards help focus state businesses, labor unions, school districts, health care organizations, state agencies, municipalities, and non-profit organizations on performance excellence through continuous improvement. The awards also provide national and international recognition for award winning organizations and showcase the states as places where world class companies and organizations can thrive.

Why – Economic Prosperity

States implement quality awards as a tool for economic development to improve business performance and competitiveness, and to recognize excellence. MBNQA winners are 4-5 times more profitable than competitors. Results for state award winners are similar. Beginning in 1999, MBNQA added Education and Health Care categories to the existing Manufacturing, Service, and Small Business categories. Many state awards have followed suit. The importance of the award to state government is demonstrated by the fact that in six states, the award is known as the "Governor's" award.

Special note: because of spectacular improvements shown when schools and districts adopt state quality award criteria, Indiana is now using the state quality award application in lieu of accreditation documents. In Florida, Pinellas County Schools (115,000 students) is requiring that each building complete a Governor's Sterling Award application as its basis for its annual school improvement plan. Two elementary schools PCS have won the Governor's Sterling Award. These Title I (high poverty) schools with high mobility rates continue to record the student academic achievement in the state.

How – Independent Review of Performance Excellence

State quality awards are typically established as independent non-profit corporations funded by contributions from patrons, members, and award applicants. Often a partnership government/private sector partnership is formed to provide start-up funding. Award corporations are small and efficient, depending heavily on volunteers from the private sector.

Who – State and Private Enterprise Alliance

The Alaska Business Education Compact and Alaska Section 608 of the American Society for Quality encourage Alaska to consider implementing a state award and are able to provide leadership for the establishment of an Alaska Award for Performance Excellence. Colleagues in Texas and Florida have volunteered to assist Alaska in this pioneering effort and a statewide committee has met with individuals from Quality Texas in very preliminary discussions taking place last year.

When – Now!

Because of the need of the state to diversify its economy, to attract and grow successful economic enterprises, to educate, train, and retain Alaskans to fill local, high-paying jobs, to improve health care for its citizens, and to improve governmental and private sector operational efficiency, and because businesses, educators, and the health care industry are ready to provide leadership and accept the challenge of developing a state quality award, there has never been a better opportunity than now to begin.

PO Box 240546 • Anchorage, AK 99524-0546

Phone: 907-278-7567 • Fax: 907-278-4832 • E-mail: akbec@alaska.net • www.akbec.com

Continuous Renewal Cycle Content Review - Brief

	Lname	Fname	Title	Agency or School	District	City
Content Area	Math					
	Bryant	Kenny		Phillips Oil		Anchorage
	Collins	Mardene		Central Office (Dept. of I	Matanuska-Susitna Boro	Palmer
	Foster	Martin		Randy Smith Middle Sch	Fairbanks North Star Bor	Fairbanks
	Gallivo	Pam		Veco		Anchorage
	Gho	Carol Lee		Howard Luke	Fairbanks North Star Bor	Fairbanks
	Gilbert	Patricia		Wrangell High School	Wrangell Public School	Wrangell
	Graham	Mike		East High School	Anchorage School Distric	Anchorage
	Griswold	Karla		Hanshew Middle School	Anchorage School Distric	Anchorage
	Kowalski	Sandy			Northwest Arctic Boroug	Kotzebue
	Lunda	Angie		Floyd Dryden Middle Sch	Juneau Borough School	Juneau
	Mauer	Richard			Delta/Greely School Distr	Delta Junction
	McLain	Ed		District Office	Kenai Peninsula Borough	Soldotna
	Murr	Andy		Wasilla High School	Matanuska-Susitna Boro	Wasilla
	Norton	Judy		Glenallen Elementary Sch	Copper River School Dist	Glennallen
	Smith	Beverly		Department of Educaiton		Juneau
	Stewart	Sam		Kenai Central Middle Sch	Kenai Peninsula Borough	
	Stillwell	Pam			North Slope Borough Sch	
	van Delden	Andre		Nome-Beltz High School	Nome City School Distric	
	Wachter	Jim			Matanuska-Susitna Boro	Wasilla
Content Area	Reading					
	Benson	Linda		Lathrop High School	Fairbanks North Star Bor	Fairbanks
	Deisher	Jon		Pacific Rim Consultants		Anchorage
	Falconer	Maynard		MCF Inc. Consulting		
	Griffin	Elaine			Kodiak Island Borough S	Kodiak
	Hanna	Gia		NANA Regional Corporat		

Lname	Fname	Title	Agency or School	District	City
Hill	Maxine			Anchorage School Distric	
Keller	Sharon		Process Industries		
Knight	Viletta			Fairbanks North Star Bor	Fairbanks
Martinson	Karen		Pacific High School	Sitka Borough School Di	
McMillan	Melvin		Guardsmark, Inc.		Anchorage
Miller	Ardy		Department of Education		
Parlow	Toni		Homer Middle School	Kenai Peninsula Borough	Homer
Stitham	Susan		Lathrop High School	Fairbanks North Star Bor	Fairbanks
Volkman	Linda		Colony Middle School	Matanuska-Susitna Boro	Wasilla
Whitney	Bonnie		District Office	Unalaska City School Dis	Unalaska

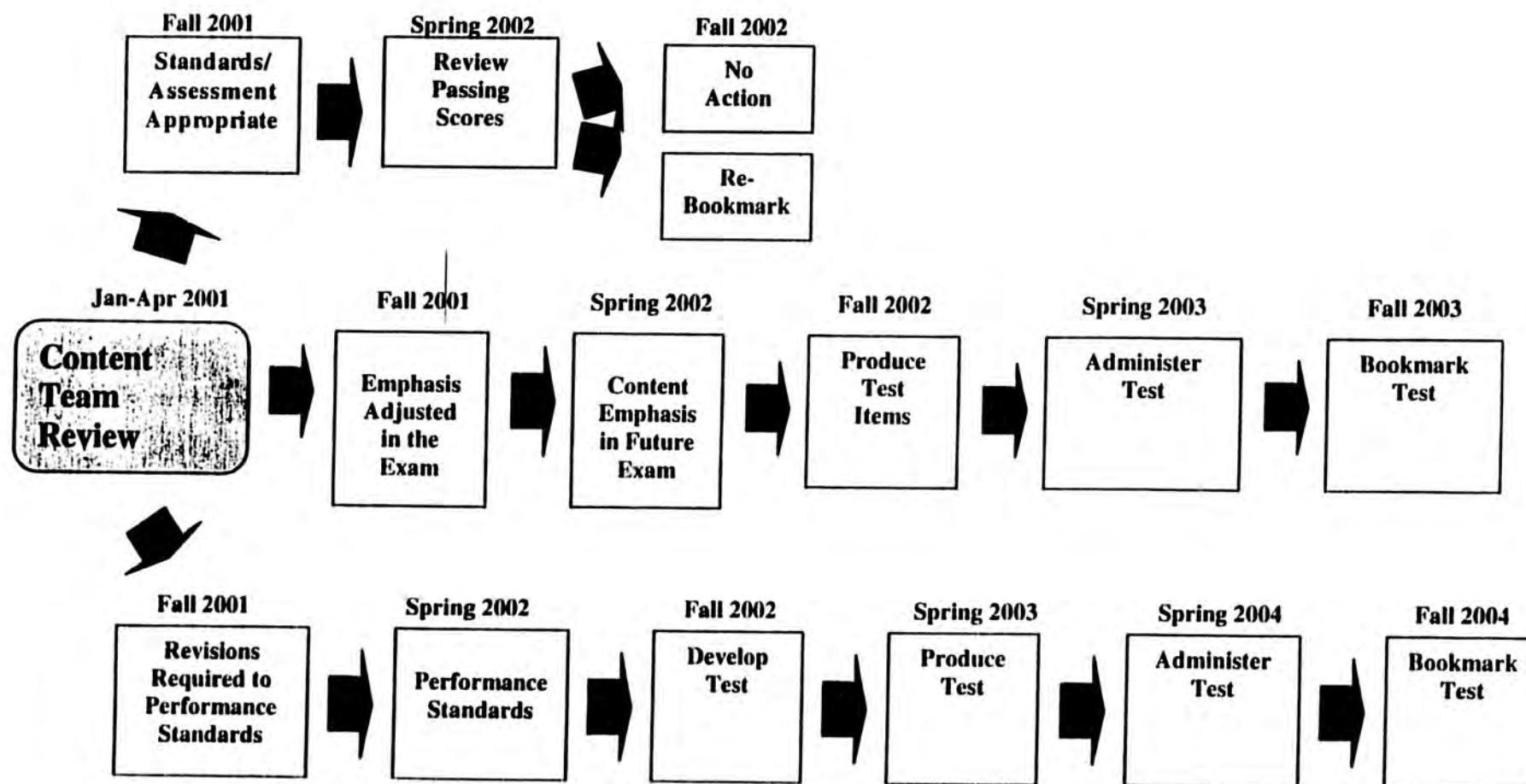
Content Area

Writing

Adams	Debra		Cordova Jr/Sr High Scho	Cordova City School Dist	Cordova
Barbarick	Deanna		Municipality of Anchorag		
Calkins	Annie		Retired	Juneau Borough School	Juneau
Curran	Cyndy		Department of Education		Juneau
Dillon	Frank		Alaska Trucking Assoc.		Anchorage
Foy	Jeanne		Alyeska Central School	Alyeska Central School	Juneau
Galle	Pete		IBEW		Anchorage
Genne	Thomas		District Office	Lower Yukon School Dis	Mountain View
George	Diane		District Office	Yupit School District	Akiachak
Gomez	Elia		NANA Regional Corp.		
Gray	Dorothy		District Office	Kenai Peninsula Borough	Soldotna
Lazur	Louise		Anchorage Convention &		Anchorage
McAlister	Tammy			North Slope Borough Sch	
Morris	Anne			Anchorage School Distric	
Nations	Andi			Matanuska-Susitna Boro	Palmer
Richter	Cathy		National Bank of Alaska		Anchorage
Roppel	Rose			Ketchikan Gateway Boro	Ketchikan
Walker	Dan			Kenai Peninsula Borough	Seward
Williams	Bev		District Office	Lower Kuskokwim Schoo	Bethel

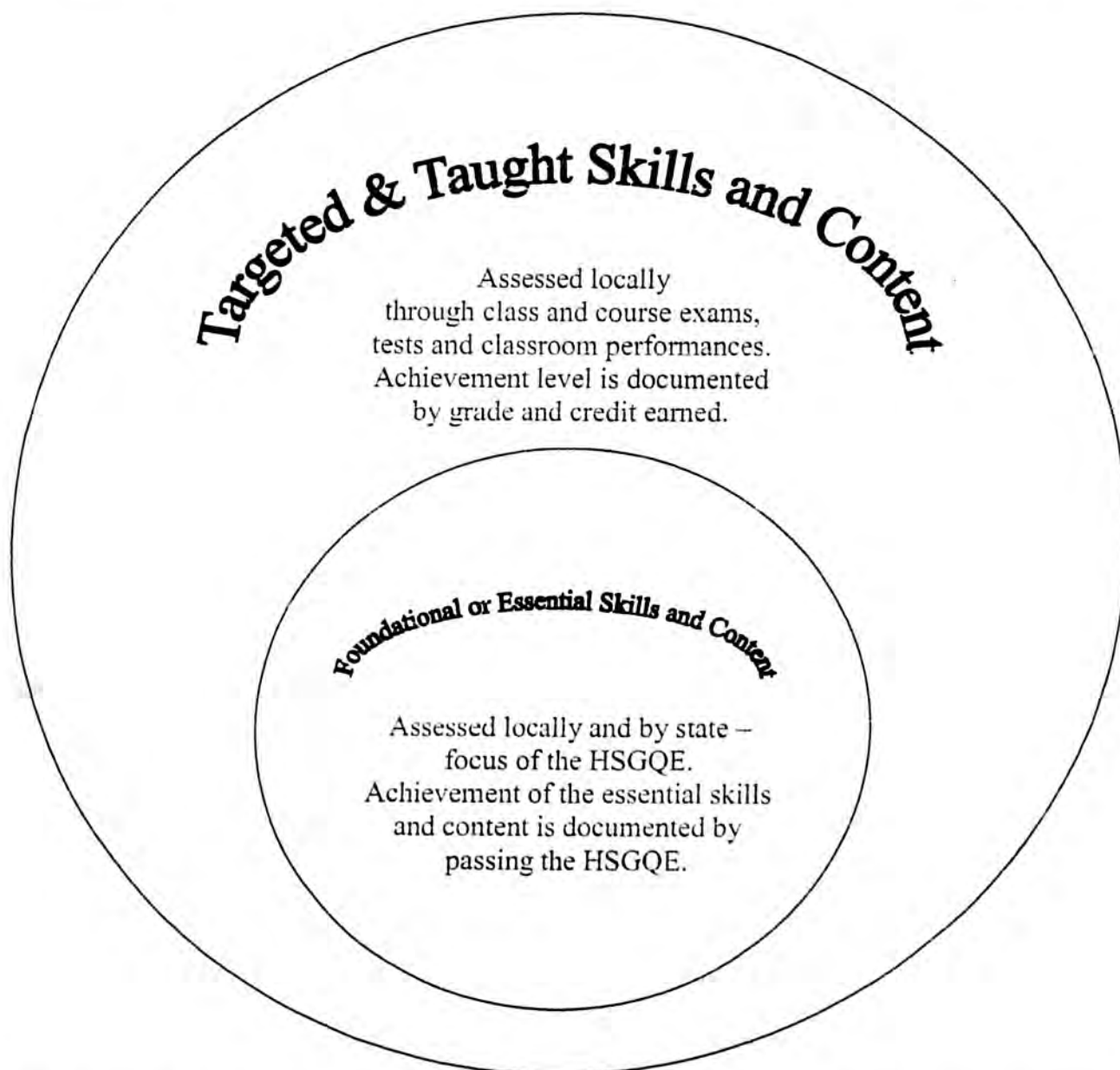
Alaska Standards-Based Assessment Initiative

FRAMEWORK FOR CONTINUOUS RENEWAL



Essential Skills as a sub set of the Targeted and Taught Curriculum

State performance standards list and describe the "targeted and taught skills and content" in reading, writing and math. These standards describe what we "want our students to know and be able to do." The state performance standards are a guide to good instruction and solid curriculum.



The "Essential Skills and Content" is a sub set of the targeted skills and content. These are the skills and knowledge that a person would need to have or know to function at a basic or introductory level in our society.

To determine if a given performance standard or exam question reflected an **essential** skill or content," the committee asked the following question: would you deny a diploma to a person if he or she did not have that skill or know that content?

"Target and Taught Skills and Content" versus "Essential Skills and Content"

For each of the skills or content in a discipline or field of study, we can ask the question — is this something we want our students to know and be able to do.... The answers to this question provide direction and content for our schools' curriculum and instruction. Those skills and content are identified and described by content and performance standards. The *Alaska State Performance Standards* list and describe what we want our students to know and be able to do in reading, writing and math. The *Alaska State Performance Standards* identify the targeted and taught skills and content in our schools. The *Alaska State Performance Standards* are a guide to good instruction and solid curriculum.

The "Essential Skills and Content" is a sub set of the targeted skills and content. These are the skills and knowledge that a person would need to have or know to function at a basic or introductory level in our society.

To determine if a given performance standard or exam question reflected an **essential** skill or content," a committee of community members, business people, and educators asked the following question: would you deny a diploma to a person if he or she did not have that skill or know that content?

These are two different questions (1) what do we want our students to know, be able to do? (2) would you deny a diploma to a student if he or she did not have that skill or know that content?

These two questions are being confused with each other in the current AK HSGQE debate.

The following diagram provides an overview of the relationship of the targeted skills and content (described by the performance standards) and the foundational / essential skills and content.

3/21/01

**ABEC Presentation
Education Excellence**

Results Through Partnering, Quality, & Accountability

Notes on reverse

Excellence in Education

Since inception the ABEC has researched, evaluated, awarded and promoted best practices in education that are found throughout our great state.

From our efforts we have discovered a strong correlation between the presence of the following system components which when found in an aligned system optimize results and most importantly improve student achievement.

Excellent education system focus & process components

- **Shared Visionary Leadership**

District leadership provides direction, resources, staff development and professional development opportunities, removes barriers, promotes best practices, aligns and coordinates all processes and components to ensure an effective, efficient, system and staff that are accountable for results and student achievement.

- **Performance - based: quality standards and measures**

- Strong foundation in basic skills, integrated and applied at higher levels
- Clear, high, developmental expectations and standards for all students, continuous authentic assessment and evaluation, progression through performance, accountability for performance
- Integrated curriculum – Thematic units, problem solving and projects
- Application of learning, simulations, contextual, and work based learning Opportunities – Employability /SCANS skills
- Character Education
- Transition Planning and practice
- Goal setting and continuous improvement
- Meaningful diploma

Results: A graduate prepared to pass the exit exam and apply their learning. An individual fully prepared and qualified to transition into their next phase of training or employment, live and learn independently, and be a contributing member of society.

EDUCATIONAL EXCELLENCE:

J. Thomas Hamill,
Executive Director, School to Work, Chugach School District
First Vice President, ABEC

Excellence in Education (continued)

- **Individual needs of all students** – learning centered education-develops the full potential of all students— promotes active and applied learning
 - Lessons and units are made relevant & meaningful to learners
 - Individual learning plans
 - Individual career plans
 - Student Learning Profiles – learning styles, emotional intelligence, values
- **Stakeholder/Community involvement and accountability**
 - Community learning partnerships – curriculum input – learning and values reinforced in the community
 - Prescriptive prevention is accomplished by engaging students and building strong assets, community connections, resiliency skills, relationships w/significant adults
- **Staffing**
 - Philosophically aligned, participating in staff and professional development opportunities – 30 days
 - Teachers as professional learning facilitators and responsible for the success of each student and compensated accordingly
 - Competent, compassionate staff of life long learners

We firmly believe that the aforementioned components in an aligned education system that is valued by all stakeholders will provide the best opportunity for all youth to experience success.

As we are establishing clear standards for students we need to establish clear standards of excellence for our Districts to aspire to and we will speak briefly to a model for the adoption and implementation of Education Criteria for Performance Excellence.

John Hart - Prof Dev Director @ UAA (Teachers)

Spoke about Baldrige plan for systemic improvement!

High performance systems have core values, and a vision.

Baldrige is an organizational assessment plan.

State Quality Awards - 42 states have them

North Carolina - leads the nation in statewide alignment everyone working together, gov't, schools, business.

Joule - Does Chugach keep turnover down? Yes.

Do you pay merit pay? Non-state money paid for performance pay (probably) & all of School → Work.

ABEC - They can facilitate improvement & change.

Not selling Baldrige^{Per}, but those concepts are catalysts for improvement.

Business Community's needs - math skill application
- employability skills

Meaningful Diploma - Dave Rees: uniform standards & can they do?
Tom Hamill: all stakeholders value it. Chugach diploma
John Hart: represents concrete info on what kid knows & does

Annual Membership Fee

Individual \$50.00
(Not associated with a business, school
or agency.)

Organization

Based on total number of employees:

1-25	\$100.00
26-75	\$250.00
76-150	\$400.00
151-300	\$700.00
301-500	\$1,500.00
Over 500	\$2,500.00

Special Membership Opportunities

Contributions in addition to annual
membership fees:

Sustaining Membership	\$5,000.00
Supporting Membership	\$2,000.00
Contributing Membership	\$500.00



For more information, contact:

Alaska Business Education Compact
P.O. Box 240546
Anchorage, Alaska 99524-0546
Phone: 907-278-7567
Fax: 907-278-4932
E-mail: lei@alaska.net

The Alaska Business Education Compact receives
venture capital funding from:

Alaska Department of Education and Early
Development, School to Work Initiative

Alaska Department of Labor and Workforce
Development, Job Training Partnership Office.



Employers, educators and

community members

working together to prepare

Alaska's youth for work and

lifelong learning.

Alaska's youth need strong skills and commitment to life-long learning to successfully participate in today's workforce.

To prepare our youth, we need a coherent system that connects employers, educators, parents, community members and students. This system must be locally driven by parents and the private sector.

Members of the Alaska Business Education Compact unite to build and sustain this system to successfully prepare our youth for their futures.

Please join the Alaska Business Education Compact today, and work with us to prepare Alaska's youth for work and lifelong learning.

WHO ARE WE?

We are employers, educators and community members who work together to ensure all Alaska's youth are prepared for work and lifelong learning.

WHAT DO WE DO?

- ▶ Offer training and technical assistance for employers, educators and local partnerships to build their capacity to prepare youth for work and lifelong learning.
- ▶ Build connections among:
 - Students
 - Employers
 - K-12 education system
 - Post-secondary education system
 - Parents
 - Government agencies
 - Community organizations
- ▶ Share information on effective programs and best practices.
- ▶ Support school and community changes to better meet students' and employers' needs.

WHY SHOULD I JOIN THE COMPACT?

As a member of the Alaska Business Education Compact, you have many opportunities:

- ▶ *Use the services provided* by the ABEC at whatever level fits your needs (with discounts on those services for which a fee is charged).
- ▶ *Get positive public recognition* for efforts to prepare youth for the world of work and life-long learning.
- ▶ *Learn about model programs* and best practices.
- ▶ Get involved and *advocate* for policies and procedures that prepare students for work and further education and training.
- ▶ *Volunteer* to provide services and fulfill civic responsibility.
- ▶ *Keep up to date* on what is happening to prepare youth for work and lifelong learning.
- ▶ Ask provocative questions and *express ideas and concerns* about the system of preparing students for the world of work.
- ▶ *Connect with a network* of people throughout Alaska who are working to prepare youth for their futures.

House Special Committee on Education ABEC Presentation

Alaska Business Education Compact

- Derived from Alaska's Youth: Ready for Work
- Re-established to continue Business focus on School to Work programs
- Serves as a resource to connect Business & Education resources and ideas

Quality Education System

- Models: Chugach, Mat-Su
- Performance-based: quality standards and measures
- ABEC endorses Quality Schools Initiative / Exit exams
- System underpinned with a quality framework
- Prepares youth for the world of work & life-long learning

Quality Framework Elements:

- Leadership & Strategic Planning in place
- Manage the Process
- Analyze Results
- Continuously improve Performance

Legislative Incentives

- Propose incentives be tied to develop of a framework to provide quality school system
- Propose state-wide Baldrige recognition

Quality-framed Systems are Effective

- Business: ISO, Baldrige (BPX, FedEx)
- Other states educational systems bearing results of meeting higher standards, operating more efficiently and more safely

ABEC Ready to Assist DEED & Legislature

- Technical assistance
- Business & Education resources
- Contextual Learning symposium: joint workshop with APICC & ASHNHA (April 5-6)
- Quality Systems workshop: Joint session with DEED, AHRIC, others (April 24)



Vision:

"Employers, educators and other community members working together to prepare Alaskans for work and lifelong learning"

Mission:

"Building a coherent system that connects all community members including employers, educators, parents and students, so Alaskans develop strong skills and a commitment to lifelong learning to successfully participate in today's workforce"

Accomplishments and Partnerships Formed
July through November, 2000

CHOICES: is an interactive seminar for middle and high school students. Through CHOICES, volunteer presenters from the business community work with students using highly participatory exercises to help students learn how to take control of their lives by making wise decisions.

❖ **Conducted Seminar Leader training** with employers in:

Kotzebue with representatives from:

NANA Development Corporation

University of Alaska Anchorage

Juneau with representatives from:

Alaska Department of Commerce and Economic Development

ASNHA

CCTHITA

Department of Labor and Workforce Development

Juneau Borough School District

Anchorage with representatives from:

BP

Copper River School District

First Alaskans Foundation

Matanuska-Susitna Borough School District

King Salmon with representatives from:

Bristol Bay Tours

Bristol Bay School and Newhalen School

King Salmon Chapel

Lake and Peninsula School District

Tundra Sub

US Fish and Wildlife

US Park Service

- ❖ **Facilitated meeting with Delta Career Pathways participants**, a group of Alaskan teachers and counselors working to develop K-8 web-based curriculum connected to Alaskan Content Standards. Project partners included:

- Delta Greely School District*
- Fairbanks North Star Borough School District*
- Kenai Borough School District*
- Matanuska Susitna Borough School District*
- North Slope Borough School District*
- Northwest Arctic Borough School District*

- ❖ **Coordinated business/industry involvement with Delta Career Pathways Curriculum Project** at meeting in Fairbanks. Industry representatives viewed curriculum project and provided feedback and support for the project. Meeting included representatives from:

- Alaska Department of Education and Early Development – Career and Technical Education*
- Alaska Department of Labor and Workforce Development – School to Work Office*
- Alaska Hospitality*
- Alaska Native Tribal Health Consortium*
- Alaska Process Industry Career Consortium (APICC)*
- Alaska Science and Technology Foundation*
- Alaska State Hospital and Nursing Home Association (ASHNHA)*
- Anchorage School District, Wonder Park Elementary School*
- Associated General Contractors*
- Painters and Allied Trades Local Union #1555*
- PetroStar Refinery*
- Providence Health System*
- Williams Petroleum*

- ❖ **Conducted “The Nuts and Bolts of Work Based Learning” training** for business people in Dillingham and King Salmon. Oriented the following employers on how to organize a meaningful job shadow and internship for students in local high schools:

Dillingham

- Bristol Bay Native Association Workforce Development*
- City of Dillingham*
- Department of Public Safety*
- Southwest Region Schools*

King Salmon

- Bristol Bay Tours*
- Bristol Bay School and Newhalen School*
- King Salmon Chapel*
- Lake and Peninsula School District*
- Tundra Sub*
- US Fish and Wildlife*
- US Park Service*

CORRECTION

**THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION**



Central Microfilm Services
Department of Education & Early Development
State of Alaska



Vision:

"Employers, educators and other community members working together to prepare Alaskans for work and lifelong learning"

Mission:

"Building a coherent system that connects all community members including employers, educators, parents and students, so Alaskans develop strong skills and a commitment to lifelong learning to successfully participate in today's workforce"

Accomplishments and Partnerships Formed
July through November, 2000

CHOICES: is an interactive seminar for middle and high school students. Through CHOICES, volunteer presenters from the business community work with students using highly participatory exercises to help students learn how to take control of their lives by making wise decisions.

❖ ***Conducted Seminar Leader training*** with employers in:

Kotzebue with representatives from:

NANA Development Corporation

University of Alaska Anchorage

Juneau with representatives from:

Alaska Department of Commerce and Economic Development

ASNHA

CCTHITA

Department of Labor and Workforce Development

Juneau Borough School District

Anchorage with representatives from:

BP

Copper River School District

First Alaskans Foundation

Matanuska-Susitna Borough School District

King Salmon with representatives from:

Bristol Bay Tours

Bristol Bay School and Newhalen School

King Salmon Chapel

Lake and Peninsula School District

Tundra Sub

US Fish and Wildlife

US Park Service

Dillingham with representatives from
Bristol Bay Native Association Workforce Development
City of Dillingham
Department of Public Safety
Southwest Region Schools

- ❖ **Delivered CHOICES seminars** to schools around the state

Science Curriculum Pilot and Development: provides a way for classroom teachers to work directly with industry partners to supplement standard high school chemistry, biology, earth science, or physics textbooks. This is an effort to help expose students to the opportunities available in jobs in the oil industry as well as prepare students to enter the Process Technology Associates Degree program if that is their career path of choice.

- ❖ **Piloted use of Science in a Technical World curriculum** in five school districts including:

Anchorage School District
Delta Greely School District
Kuspuk School District
Matanuska-Susitna Borough School District
North Slope Borough School District

- ❖ Contracted with *Delta Mine Training Center* for development of **new web-based module called "Mineral and Petroleum Exploration."**

- ❖ Coordinated meeting with school district partners using modules and **connected school district partners with industry partners** in related fields including:

Alaska Process Industry Careers Consortium (APICC)
Alyeska Pipeline Service Company
Delta Mine Training Center
Golden Heart Utilities
Municipality of Anchorage
PetroStar Refinery
Williams Petroleum

Career Pathways Involvement: A career pathway is an integrated, multi-year sequence of career guidance, course work, and work-based learning experiences that enables students to explore a variety of career choices and provides a context for learning.

- ❖ **Participated in Education Committees** of the following organizations:

Alaska Process Industry Career Consortium (APICC)
Alaska State Hospital and Nursing Home Association (ASHNHA)
Information Technology Consortium
Transportation Consortium
Construction Consortium