

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672
1774.1 SCOMM 71: SEN. SPEC. COMM. / JNT. COMM. SCHOOL PERFORMANCE 1988-90

Special Senate Committee on School Performance: QUESTIONNAIRE

1. Do you consider the Department of Education's explanation of standardized achievement tests, their value, and their limitations to be reasonably complete? If not, what would you add to it? *yes*
2. Do any of the schools in your district show sharply different achievement levels from the percentile averages for the district? If so, to what factors do you attribute this difference? *only one school*
3. If you have presented a written interpretation of student achievement in your district for your board or parents, may we have a copy? If you did not, please summarize whatever explanation you have delivered orally. *yes - attached*
4. As a matter of policy and practice, what use is made of standardized test results in defining or shaping your instructional program? *Board + staff. reluctant to discuss concerns.*
5. In addition to standardized achievement tests, what measures does your district use to track student performance? What do they disclose? *Class grades - only test results*
6. If you implemented effective schooling practices urged upon districts six years ago by the Governor's Task Force on Effective Schooling, which have you found to have had the most positive benefits in your district? *N/A*
7. Have the senior surveys conducted by the Postsecondary Commission influenced your instructional program? If so, how? *Have only had one senior graduated in last 4 years.*
8. How has the use of paid in-service days contributed to improving performance of your schools? *Well, allowed for retreat, curriculum review, and adding new programs.*
9. If your district is taking new steps to raise achievement levels in reading and math or other areas you consider basic skills, please briefly describe what they are. *Board has set aside a budgeted amount for academic mini grants. Additional emphasis is placed on these areas*
10. What two or three books, research articles, or studies would be of most benefit to this committee as it considers what recommendations to make toward improving school performance? *Go to schools that are successful and model their programs.*
11. Are there state laws or regulations which handicap your efforts at obtaining the levels of student achievement your district seeks to realize? Please explain. *No.*
12. What do you think are the three or four most important steps the State Board of Education or the legislature should take to help schools improve their performance in basic skill areas?

over.

Petersburg Public Schools

P.O. Box 289 • Petersburg, Alaska 99833
(907) 772-4271

July 21, 1988

Mr. Bob Arnold
Project Director
P.O. Box V
Juneau, Alaska 99811

Dear Mr. Arnold:

This is in response to your questionnaire regarding standardized achievement test scores. The scores for our students here in Petersburg are high and we are justifiably proud of our faculty and student achievement.

The responses to your questions are as follows:

1. Yes.
2. No.
3. We presented a verbal presentation at a public board meeting and the presentations were made by the High School Counselor and the Elementary Principal to parent groups, faculty, and students.

If there appear to be individual needs of students at any particular grade level these are addressed by Principal to teacher contacts and by curriculum review and study.

4. Test scores are used as one of the key indicators in the strengths and weaknesses of our curriculum through continual curriculum review and revision.
5. Student grades administered by teachers along with some subjective evaluation is used to track student performance.
6. Not implemented.
7. Yes. The High School Counselor reviews the Senior surveys with the faculty.
8. Teacher morale and curriculum study have both benefited by paid in-service days.
9. At Elementary level in language arts we have introduced a 'write to read' program and are emphasizing more written work from all students.
10.
 - a. A "Place Called School" by John Goodlad.
 - b. "Schools of the Future" by Marvin Getron.
 - c. "Home/School/Community Involvement" by Larry Decker and Virginia Decker.

CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

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over.

12. a. Ways must be developed to have continuity in teaching staff. Turnover on a short time basis is not good for developing effective programs.

b. Present programs that do not work in some schools must be discarded and new ways of educating developed.

c. Long term contracts that are both rewarding financially and educationally must be developed with master teachers to develop a long range program for unsuccessful schools.

Petersburg Public Schools

P.O. Box 289 • Petersburg, Alaska 99833
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July 21, 1988

Mr. Bob Arnold
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P.O. Box V
Juneau, Alaska 99811

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11. No.

12. a. Commissioner Demmert and the State Board of Education are preparing guidelines for implementation of a standard procedure for statewide testing during the 1989-90 school year.
- b. The concern and interest of the State Board of Education; the Department of Education; and the Legislature will lead to higher achievement.
- c. Stable reliable funding with at least a cost of living increase each year would be highly beneficial to the maintenance and improvement of student achievement.

Sincerely,

William Greger

William Greger
Superintendent

WC/pk



Pribilof School District

District Office Building
St. George School • St. Paul School
St. Paul, Alaska 99660 • Telephone (907) 546-2221

Denver G. Bowen, Superintendent
Gary D. Norris, Principal

Board of Education
John K. Mercurio, President
Alexis Prokopyof, Vice President
Mike Zacharat, Secretary Treasurer
Andranik Rashevart, Jr., Member
Lucia A. Helenidou, Member

November 22, 1988

Senator William L. Hensley
P. O. Box V
Juneau, Alaska 99811

Dear Senator Hensley:

The following are my responses to a questionnaire received by me on November 21, 1988. A memorandum from Bob Arnold indicated that the questionnaire was sent some time previously; however, I do not remember seeing it. I apologize for the lateness of these responses. The responses are numbered in the same order as the questionnaire and due to time constraints are very brief.

1. No in one glaring area. A comparison of scores of local district and individual school scores over a period of several years would show the improvement or lack of improvement. I think that this would be more apt to show the real job that schools are doing.
2. Yes. Our schools have high levels of both gifted and learning disabled students at particular grade levels. As these students move, graduate or leave to go "outside" to high school, our scores on standardized tests vary to the extremes of percentile ranks.
3. We have not presented an official written interpretation of student scores on the Iowa Tests of Basic Skills. Basically my oral interpretation has been that we are generally below the fiftieth percentile, but look at the improvement the students have shown since 1980. It takes several years of improving instruction to bring individual students up a significant number in percentile rank.
4. The standardized test information is used to determine where the weak and strong areas of instruction for the district occur so that our instructional processes may be improved. Individual students who need concentrated help in specific academic areas are identified and provided with additional help.
5. The teachers give teacher made and textbook publishing company tests to indicate what the student has and has not learned. A review of

the material or additional instruction is required for students who are not successful in specific areas.

6. The district has concentrated instruction and time on task in the academic areas of reading, writing, and computation.
7. The influence of the Postsecondary Commission surveys has been only minimal because we are in a basic instructional mode.
8. The effect of paid inservice days is a positive one. The problem is the paperwork associated with setting up these days. Districts should be allowed to set up five of the ten days allowed for inservice so that teachers, paraprofessionals, administrators and others could plan or simply meet with parents and students by local board action when setting up the school calendar for each new school year.
9. In order to raise achievement levels of students, we have an extended school day program, additional paraprofessional help for students with special needs, and teaching students how to take standardized tests.
10. I do not have any research articles or books to recommend to support the following statement but I believe that fostering a spirit of cooperation and support between students, teachers, parents, administrators, board members and community members for all the local school programs, including standardized testing, will do more to increase student performance than anything else that could be recommended.
11. According to the present teacher tenure laws, tenured teachers are almost impossible to remove, particularly when they are weak but not incompetent teachers. The number of reports and requirements for submitting these reports is overwhelming. Surely, some of these reports could be consolidated.
12. Indirectly I believe that a change in teacher tenure laws to allow teachers to become tenured after five full years of successful teaching experience in a district. I have observed that many average teachers who gain tenure after only two years in a district tend to become stagnant and weak quickly after they become tenured (presently the first teaching day of their third year with a district). Another indirect method would be to decrease and consolidate the number of reports, surveys, questionnaires and general paperwork required of districts. In

a small district like ours, we are required to do all the reports that larger districts are required to do and there is no one to do it other than the superintendent. I realize that reports must be done, but even a five percent reduction in the time that I spend in this area would allow me to spend five percent more of my time being the educational leader for my district.

One final general comment is that I do not think that student achievement levels can be raised by legislating it directly nor can they be raised very quickly by any means. I do think that scores and student achievement levels can in fact be raised over a period of years and maintained at a level that is acceptable in each local community. I believe that the most powerful control the legislature has on education and the most stalwart support the legislature can give to education are to provide stable funding, to maintain the present educational districts across the state of Alaska, and to allow local school boards to control education at the local level.

Thank you for your consideration in allowing me to respond to your questionnaire.

Sincerely,

Denver G. Bowen

Denver G. Bowen
Superintendent

dgb



RAILBELT SCHOOL DISTRICT

Drawer 129, Healy Alaska 99743 • (907) 683-2278
James W. Paul, Superintendent

RESPONSE TO THE SPECIAL SENATE COMMITTEE QUESTIONNAIRE on SCHOOL PERFORMANCE

1. Yes

2. On occasion Cantwell and Browns will deviate up or down from the average. We attribute this occasional change to the size of the population in these schools. (Browns approximately 8; Cantwell approximately 35.) They are too small to be making meaningful statistical comparisons. One very bright (or opposite) student can swing the average significantly in these small schools.

3. Our average is significantly above the national - so generally our Board has been pleased with the results. We did show a dramatic drop when we went from the older ITBS to the newer normed version - but we anticipated that drop and kept the Board and public informed.

4. Our curriculum review process is tightly tied to test results!! That is not to say that a low score generates a change in all cases because in the primary, for example, we don't teach "time" in the same sequence that the ITBS tests for that particular skill - so a low score there doesn't cause much concern. However, a low score in any of the basics usually causes some intense scrutiny of the curriculum and potential causal factors, with an eye towards change if appropriate.

5. Really - other than teacher grades and of course any anecdotal records, the ITBS is the major instrument, and is given K-12.

6. Eight years ago we instituted a curriculum policy that provides for that which the current law now requires - i.e., a written curriculum and regular review. It must be noted, however, that there is a real commitment from the Board, administration and teaching staff to utilize the curriculum and to therefore keep it current. It has become the significant document districtwide.

We have also regularly polled the public as to their perception of the schools performance, likes and dislikes and direction for the future.

Lastly, we operate on a fairly decentralized school governance model, with a minimum central office staff and significant authority delegated to the local community school committies and principals.

7. No.

8. Absolutely!! - This is where we do the curriculum review and update, utilizing the whole staff. This is where we establish a sense of the district philosophy. This is where we keep current on sound educational practices - "Math Their Way," Computers, Writing Consortium, etc.

9. Note #8 above.

10. }
11. } I want to combine these three in the following
12. } collective response.

Many books could be (and have been) written on these - especially numbers 11 and 12. For some rather simplistic answers to some very complex problems - I think there first needs to be a recognition that there are different levels when looking at the problem.

At the uppermost level - concern about low test scores is only warranted if the test measures that which is considered to be important. I'm not sure the ITBS and other standardized achievement tests actually test that which is going to be important for the young people entering the 21st century. Please note the attached AASB article.

At a lower level - possible causes for low test scores. Bilingualism is blamed for low scores in some of the state's school districts - but recent Asian immigrants have this problem along with the low income and environments culturally different from that of most Alaskans - and they still beat the national average by considerable margins. The difference, I suspect, is the expectations of the family/village/society/culture in regard to their young people. If, in fact, students come to school without feeling that English language literacy and computational skills are important, then I think we must recognize the hurdles that even a super teaching staff faces in teaching these skills.

We are fortunate in the Railbelt School District that the communities' cultural/educational expectations match up pretty well with the items tested on the ITBS, the test we

use. I suspect this isn't so in some areas. A corollary to the aforementioned concept would be that trying to fix the perceived problem by applying more regulations to the school end of the the problem will probably simply generate more frustration from all concerned.

As I say this, however, I don't mean to imply that all is well in this district - or across the nation for that matter.

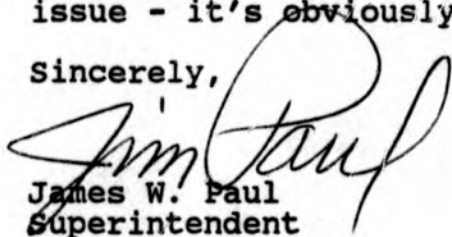
At a more down-to-earth level, and looking from the school end of the problem, the more ownership/commitment/pride of authorship, etc. that the teaching staff has, from both a community and professional perspective - the more efficient, I believe, they will be professionally.

In some communities in the state land ownership for teachers is a problem, and there is an expectation by community and staff alike that teachers are only there temporarily (a few years at best). Under these conditions - the staff has trouble conveying the needed sense of commitment to the students/communities, and vice versa.

As regards current regulations, laws, etc. that impact our system negatively - I have also enclosed a copy of a letter I wrote to the State Board of Education awhile back that I believe is still very valid.

I wish all of you good fortune in your consideration of this issue - it's obviously a tough one.

Sincerely,



James W. Paul
Superintendent

JWP:ca

AASB REPORT

ON THE 1988 NSBA ANNUAL CONVENTION

FUTURIST ALVIN TOFFLER URGES RECONCEPTUALIZATION OF SCHOOLS TO PREPARE FOR "DEMASSIFICATION"

"The new slogan for education should not be back to the basics, but forward to the new basics of the 21st century," warned futurist Alvin Toffler, addressing a packed house at the Second Educational Assembly.

Education needs a reconceptualization from the ground up, according to Toffler, who described what he calls the "demassification" of society in the midst of an information and technological revolution.

"What future are we trying to simulate for our kids?" Toffler asked, explaining that the current "smokestack" schools were designed to prepare children for the industrialized world in which they were destined to live and work. "We're living through a revolution. We're at the beginning of the end of the smokestack school," which he said helped prepare students for an enormously organized and uniform society.

The renowned author of the best sellers "Future Shock" and "The Third Wave" answered his own questions and warned the audience that the kids know that what's going on in school has no real bearing on the futures they will live in.

According to Toffler, we will need people who know how to cope with high diversity, people who can relate to a diversity of organizational structures. We're not preparing children for a demassified world.

He described the ways in which demassification permeates our society in a world which is becoming increasingly more diverse. Demassification is the process through which everything from factories to families are becoming more diversified, he explained. "The industrial system is breaking up," he said. These changes represent one of the massive changing points in history.

Toffler provided several examples of demassification, beginning with the demise of the nuclear family and the establishment of a plethora of socially acceptable family models.

"When I was writing Future Shock 25 years ago, there wasn't a reputable sociologist in the country who would say the nuclear family was in trouble," he said. Today, less than 5 to 7 percent

of the American population lives in a nuclear family, which Toffler defined as a family with a father who works out of the home, a mother who works in the home and two children under 18. "That was the mass model for the mass system," he said. "That model has since exploded."

The demassification of the media can be seen through the diversity of television programming and the explosion of special interest magazines and newsletters. Since 1977, according to Toffler, the networks have been losing prime-time audience shares, while the numbers of miniature audiences have been increasing. Demassification is occurring in the economy as well. Toffler said that when he and his wife worked on an assembly line in a factory, it was a big deal to change the products because of the expense of retooling and reorganizing away from the mass production model. He said that in new factories, they can change the product by just pushing a button or doing some minor reprogramming. "The cost of variety is going down," he noted.

Toffler predicted that fewer than 5 percent of the population will be working in manufacturing or manual labor in the future, just as less than 5 percent of today's society is engaged in agriculture.

He cautioned that today's children will be faced with an explosion of moral dilemmas and our definition of literacy will have to change if tomorrow's adults are going to successfully cope with these dilemmas. "Are they literate if they can't tell a lie in a TV commercial?" he asked.

Students need value awareness, he emphasized, because every human action reflects some human value. He said the children need thinking skills and schools must recognize and deal with the fact that loneliness is of epidemic proportions in our world.

Instead of continuing to prepare students for failure in smokestack schools, Toffler challenged his audience to understand that the crisis in education is part of the crisis of change in the world and board members and educators must undertake a complete reconceptualization.



RAILBELT SCHOOL DISTRICT

Drawer 129, Healy Alaska 99743 • (907) 683-2278
James W. Paul, Superintendent

June 15, 1987

Dr. William Demmert, Commissioner
Department of Education
P. O. Box F
Juneau, Alaska 99811

Dear Bill:

The purpose of this letter is to request a vocational education waiver as detailed below. However - before that, I would like to take this opportunity to once again express my concern about the direction vocational education is taking in Alaska, especially as reflected by the recently passed vocational education regulations.

I believe strongly that the concept of teaching a vocation to students in high school such that they have entry level skills upon graduation from high school is a dinosaur whose time has come and gone. Interestingly - all educational research in this area (outside the highly biased vocational education community) along with the business community - supports my contention. The basis of this perspective is two fold:

- 1) The United States is moving rapidly to a service based economy along with the fact that technology is advancing at such a rapid rate. Employers are asking the schools to give them students with a sound background in communication skills (reading, writing and speaking), math, broad generalist type classes, and, maybe most important, to give them students with a good work ethic. Almost universally, employers are asking that schools not waste the time with "entry level skills" in any particular area - because by the time the student is through school the skills are either no longer current - or the student hasn't been trained the way the company wants. Employers have repeatedly indicated they want students with a sound basic education - and they will take care of specific entry level skills training.
- 2) Secondly, I think we are doing a serious moral disservice to any student that we encourage to specialize in one vocation at such an early age. To illustrate this, let's take carpentry for example. To teach entry level carpentry skills to a student today requires significantly more training than it did say 20 years ago. Today we have new and complex building codes, new materials fastening systems, glues, etc, and it is simply going to take longer to impart this new information. To do this, we



RAILBELT SCHOOL DISTRICT

Dr. William Demmert, Commissioner

Page 2

June 15, 1987

need to use more of the school day focusing on carpentry, and like everything else in life - there is no free lunch - something must give. What gives is the opportunity to take some of the elective classes, other vocational classes, and some continuations of the required classes (i.e. additional math, computer, foreign language, drama, etc.)

So under the current philosophy what we end up producing is a very specialized student with entry level skills that may well be already outdated. But - worst of all - we have specialized a student during his/her important formative years - and then are sending him/her out in a world where statistically he/she is going to change major occupations five to nine times in the course of his/her life. In addition, the best experts can't predict what life will be like in the next generation other than to say it will change significantly from what we have today. And into this unpredictable changing world - we have sent - not generalists with a solid basic education and a broad exposure to a number of different disciplines and vocations - who can and would be flexible and have the ability to adapt easily to a changing environment. Instead, we have sent out a specialist without the important broad general background, whose skills may or may not be current and who can't and won't be as flexible in the changing marketplace as a fellow generalist graduate. There are a lot of unemployed and ex-heavy industry employees that have learned this lesson the hard way.

I believe vocational skills today are reading, writing, speaking, computer familiarity, math, a good work ethic - and a broad exposure (not entry level skill preparation) to a number of disciplines and vocations. I believe that the entry level skills needed for a specific vocation should be learned in a post graduate experience - either a vocational/technical center or training connected with a company.

I further believe the intent of these regulations (along with categorical funding of "vocational education") tend to support the old concept of vocational education that I again repeat is a dinosaur whose time has come and gone. With that off my chest, the following is a formal request for a waiver (4 AAC 51.360) from the following regulations:



RAILBELT SCHOOL DISTRICT

Dr. William Demmert, Commissioner

Page 3

June 15, 1987

- 1) 4 AAC 51.220 Local Vocational Education Plan We have developed a curriculum including "vocational education" that has a five year review cycle built into it. In the review of this curriculum, we work with the staff, the students, community school committees, School Board members, and regularly formally survey the communities (Note attachment 1 - Railbelt School District Community Survey - sent out in October, 1986.) We feel we have a sound educational plan based on input from essentially all the various constituencies that make up our district. We feel a separate vocational education plan with a three year review is unnecessarily redundant and burdensome.
- 2) 4 AAC 51.230 Advisory Committee I don't ever see the need for this requirement in our district. Our communities are small, the business people and concerned citizens outside the school make up our policy making school board (total of seven) and advisory community school committees (total of twelve). The staff is involved directly (see our curriculum plan as submitted to the Department of Education) with the curriculum and the students both formally (student council) and informally are listened to. In addition, as indicated above, we regularly survey the community. This requirement will simply be another meeting for the same people and will burden them further without providing anything they didn't already provide through the already established process.
- 3) 4 AAC 51.240 Needs Assessment It is generally the feeling of the school board and community that the schools should not prepare the students for employment in the local area. Most of the jobs locally involve either essentially unskilled labor intensive jobs at the Usibelli Coal Mine, Golden Valley Power Plant, Clear Air Force Station and the various services provided tourists in the summertime, or highly technical positions at the above agencies requiring intensive training and/or college degrees.

So - our vocational program tends to look at state and national needs for direction and that direction of late, has been to produce students that can reasonably communicate, understand and be familiar with math, be familiar with computers, and generally be well rounded students - rather than the specifically trained student of past decades. Employers are repeatedly indicating they will provide the specific technical training with the various apprentice programs offered by the unions. At this point we don't feel a formal assessment would be appropriate or productive.



RAILBELT SCHOOL DISTRICT

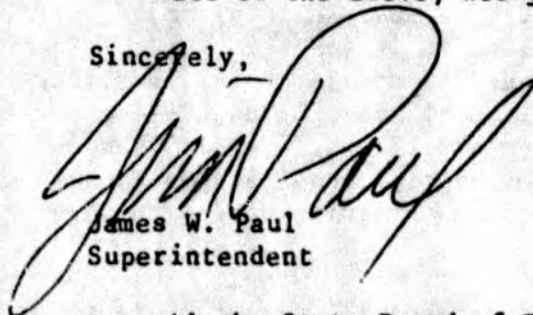
Dr. William Demmert

Page 4

June 15, 1987

- 4) 4 AAC 51.250 Personnel Qualifications With the reduction in staffing required as a result of decreased revenue the last couple of years, this particular regulation is simply unrealistic in schools the size of Anderson, Tri-Valley and Cantwell. Tri-Valley is the only school that may have more than 50 ADM in the high school next year, and even there, to find a vocational education certified home economics teacher, to teach one class in home economics and five classes in language arts and math, just doesn't make sense.
- 5) 4 AAC 51.300 Vocational Facilities and Equipment Part (b) We are in the process of developing a written maintenance plan for the whole district and hope to have some of it in place by the summer of 1988 with the remainder in by the summer of 1989.
- 6) 4 AAC 51.320 Vocational Student Leadership Organizations This may not apply to any of our schools, but Tri-Valley may come in slightly over the 50 student mark. If students are interested in a vocational student organization - we provide it, for example - OEA flourished for a few years in Anderson - until student interest dropped off. But it is very hard for the students to find the time and therefore have these type organizations be successful when students are so interested in basketball, wrestling, volleyball, cross-country skiing, music (band and choir) student government, academic decathlon, etc.. It must be noted that in small schools such as ours, most students are in all of the above, not just one or two.

Sincerely,



James W. Paul
Superintendent

xc: Alaska State Board of Education Members
Alaska School Superintendents
Steve McPheters, ACSA
Bob Greene, AASB

ST. MARY'S SCHOOL DISTRICT R

P.O. Box 171 St. Mary's, Alaska 99658
(907) 438-2311 OR (907) 438-2834

September 23, 1988

Mr. Bob Arnold
Special Senate Committee on School Performance
Alaska State Senate
P.O. Box V
Juneau, Alaska 99811

Dear Bob:

I wish I had more time to devote to replying to your June 22nd letter. However, it is a constant struggle for school administrators in small schools and districts to be able to cope with both local matters and those more external to day-to-day operations. So far, I have been giving top priority to getting the current school year off to as good a start as possible. We made some key changes this year and started some new programs that have required my full attention except for two weeks I took off in July. The focus has paid off so far in that we have been able to attract some of our at-risk students back to school, morale has improved on the staff, and the school board members seem pleased. One of our seniors even seems to have a good chance to be admitted to a school like Harvard or Stanford next year.

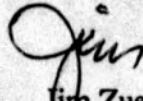
While I don't think the student achievement issue has been handled very well, I am glad the School Performance Committee was created. Alaska spends a great deal of money on public schools and the university system and yet really hasn't made education a top priority. In some states, you can get yourself elected governor if you really know your stuff about schools and how to make them better. It's a mistake the Japanese don't make---probably not because they are so much smarter than us but because they are forced to because they aren't as blessed with natural resources. I have felt for some time that the Alaska Federation of Natives, for example, should have made schooling and/or human development their top-most priority. Since 1976, only sporadic attention has been given to issues like student achievement by the AFN. Local or regional school boards were created but no systematic, continuing efforts were made to follow this up so political power could be combined with a working knowledge of schooling in order to develop schools that were not just copies of those already proven to be ineffective with most minority groups in the lower 48 and elsewhere. Perhaps the School Performance Committee and the efforts of people like Willie Hensley and Johnne Binkley can start to get the situation turned around.

I know that schools can range from having a very positive influence upon kids to neutral to perpetuating old, debilitating injustices. In my own experience, the public schools made it possible for me to help overcome a severe stuttering problem and learn how to enjoy a better life than that of my parents despite the fact that I was brought up to feel like a member of a minority group. One reason I have enjoyed working in schools for so long is that it is very pleasing to see some students come to profit from public schooling as much or even more than I did. However, after working 23 years in Alaskan schools, I'm planning on going on to other things.

It was enjoyable to be able to talk with you by phone the other day. I'm sorry I did not give your June request top priority, but hope you will understand. Naturally, it was easy for me to do this because I have confidence in your own very good judgement and that of the Committee members.

Please call me at home (438-2211) or work (438-2311 or 2834) if you have any questions or concerns about the response.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Jim", with a small dot above the "i".

Jim Zuelow

cc: Flora Paukan, School Board President

enc.

JZ/pa

**Special Senate Committee on School Performance.
Questionnaire Response from St. Mary's School District.**

1. Do you consider the Department of Education's explanation of standardized achievement tests, their value, and their limitations to be reasonably complete? If not, what would you add to it?

I would have preferred to learn that the State and Department of Education were going to exercise a real leadership role and for the first time have standardized achievement tests developed specifically for use in Alaskan schools. In the 1930's, Stanford University conducted a major educational study in Alaska and gave I.Q. tests to students across the state. They concluded that most Alaskan Native students were mentally retarded and needed more vocational education. Then as now, the cultural relativity of schooling practices such as achievement testing was not adequately recognized. If and when public school issues become important enough, Alaskan solutions to Alaskan schooling problems will eventually be developed.

2. Do any of the schools in your district show sharply different achievement levels from the percentile averages for the district? If so, to what factors do you attribute this difference?

Yes, the high school students in St. Mary's showed a much lower achievement level than the elementary students in 1984-85 and 1985-86 (see page 161 of the Department's 1988 Basic Skills report). The single most important reason for this is that while nearly all St. Mary's students attended the public school system for grades K-8 in those years, nearly all academically talented students transferred to St. Mary's Catholic High School, a local private school, that closed in May, 1987. High school students who attended public school until then were those who had been expelled from the private school or from Mt. Edgecumbe or were not otherwise interested in a vigorous high school education. St. Mary's high school achievement test scores can be expected to increase starting with the 1987-88 school year. The K-8 scores may also increase as a result of having more positive role models at the secondary level. Mt. Edgecumbe, however, continues to take some of St. Mary's best students: a situation that is destructive to the rural schools and to the long-term interests of Alaska.

3. If you have presented a written interpretation of student achievement in your district for your board or parents, may we have a copy? If you did not, please summarize whatever explanation you have delivered orally.

Nearly all standardized tests producers make written explanations available for parent and student use. We make use of such explanations but prefer to have such "explanations" interpreted personally by a member of the school staff to an interested student, parent or interested person. I usually try to explain that such tests are best when used as a predictor of future school success in competitive or highly selective situations. For example, the standardized tests have a great deal of relevance for a student who is considering attending Stanford or Harvard (as one of our current seniors is now planning), but less for students who are more interested in pursuing a modern subsistence life style (or a myriad of other choices including one day becoming a successful business person or legislator).

4. As a matter of policy and practice, what use is made of standardized test results in defining or shaping your instructional program?

At the present time this district is focusing on trying to meet some very basic school accreditation requirements. Provisional accreditation was awarded for the first time to any St. Mary's School in early 1988. Standardized test results must be utilized to modify school programs in order to earn and maintain school certification.

5. In addition to standardized achievement tests, what measures does your district use to track student performance? What do they disclose?

Like all other districts, we use student attendance data as a basic way of tracking student performance. Students need to be in school in order to become academically successful if they are not being taught at home. Federal funds are used to employ a two-hour per day home-school liaison person to investigate unexcused absences and/or continued unexcused tardy students. Also, the district uses JTPA funds to conduct a work study program this year to help keep at-risk students and others in school on either a full or part-time basis. Our efforts have resulted in fewer drop-outs. School wide average achievement scores may actually decrease, however, since we are keeping the less academically talented students in school longer. Concerned legislators need to find out why some Alaskan schools apparently have higher drop out rates for Alaskan Natives and certain other "minority" students instead of just considering standardized test results that may serve to help mask more basic deficiencies.

6. If you implemented effective schooling practices urged upon districts six years ago by the Governor's Task Force on Effective Schooling, which have you found to have had the most positive benefits in your district?

This is the only my third year as a school Superintendent in St. Mary's. However, my previous ten years as an Alaskan school superintendent lead me to believe that all of the recommendations would have positive results upon student achievement if they were adapted to each school and implemented. School accreditation also encourages schools to implement effective schooling practices.

7. Have the senior surveys conducted by the Postsecondary Commission influenced your instructional program? If so, how?

The surveys were not really used in St. Mary's until this fall because most high school students attended the local private school until it closed in 1987. School accreditation also encourages schools to do follow-up studies of its former students.

8. How has the use of paid in-service days contributed to improving performance of your schools?

There are literally millions of variables directly or potentially involved with nearly any schooling practice. As such, adequate research efforts tend to be both complex and time-consuming. Less rigorous and more personal evaluation techniques indicate to me that paid in-service days are vitally needed in most Alaskan schools especially since the vast majority of teachers are not prepared or up-dated in Alaskan colleges. Teacher training and schooling research have unfortunately not been high priorities with the University of Alaska. The problems are compounded because of a tendency to employ university officials and teachers who are new to Alaska. Dr. Marshall Lind of UAS is one of the exceptions to this debilitating practice. In brief, paid in-service days help make it possible for some schools to address professional needs typically met by postsecondary institutions in other states.

9. If your district is taking new steps to raise achievement levels in reading and math or other such areas you consider basic skills, please briefly describe what they are.

Yes, like other Alaskan school districts, St. Mary's is attempting to increase student achievement levels despite decreasing funding and erratic, illogical changes in the Alaskan Public School Foundation Program that demand an inordinate amount of school administrator time and effort that make it more difficult to address achievement issues. In 1987-88, for example, St. Mary's purchased IBM's Writing to Read program, a computerized instructional program to teach 1st graders how to read and write better than more traditional methods alone. The program was purchased with funds the school board had saved over a ten-year period. A competitive grant program, Title VII was written several years ago to specifically address reading and math achievement issues. This grant was recently extended for two more years by the federal government; the program pays for an additional elementary teacher and for classroom instructional aides. Additional recent local efforts include adopting new math and reading/language arts

textbooks and developing a new math scope and sequence. Current efforts to meet accreditation requirements help to guide these and other efforts to improve basic skill instruction in the schools.

10. What two or three books, research articles, or studies would be of most benefit to this committee as it considers what recommendations to make toward improving school performance?

Since I work for a district where 90% of the student body is Alaskan Native, I recommend the following two works:

- A. Cummins, James, "The Role of Primary Language Development in Promoting Educational Success for Language Minority Students." In *Schooling and Language Minority Students: A theoretical Framework*, Office of Bilingual Bicultural Education, California State Department of Education, pub. by Evaluation, Dissemination and Assessment Center, California State University, L.A. Los Angeles, California, 1981.
- B. Krashen, Stephen D., "Bilingual Education and Second Language Acquisition Theory." In *Schooling and Language Minority Students: A theoretical Framework*, Office of Bilingual Bicultural Education, California State Department of Education, pub. by Evaluation, Dissemination and Assessment Center, California State University, L.A. Los Angeles, California, 1981.

11. Are there state laws or regulations which handicap your efforts at obtaining the levels of student achievement your district seeks to realize? Please explain.

There are many, many laws and regulations that adversely impact improving student achievement levels in St. Mary's and elsewhere in Alaska. While the relative importance of particular laws and regulations may vary depending upon local conditions, some adversely impact large numbers of schools and districts. The current school finance law, for example, will result in a gradual lowering of achievement levels in single-site and small school districts unless changes are implemented very soon that put such districts on a more equal footing with larger, multiple-site districts. St. Mary's is currently using money purposely saved by the school board during the past ten years in an effort to develop a basic, accredited program. The present school finance plan is only vaguely related to student achievement and educational equity. School funding needs to be treated as an on-going issue instead of as a search for a quick-fix every year or so. Continued failure to tackle the basic problem of equality of educational opportunity in Alaska will only result in increased litigation with additional money going to law firms and lobby efforts that could be better used helping improve student achievement levels. Other districts will be forced to seek legal remedies similar to efforts now being made by the Matanuska-Susitna Borough Schools and others.

Apart from improving school finance laws and regulations, Alaska would also profit from creating laboratory schools where innovative and/or alternative approaches could be tested and observed. If the Alaska Legislature would be willing to create the schooling equivalent of free-trade zones by allowing laboratory schools to be exempt from specific laws and regulations for specific periods of time, genuinely different schooling practices would be tried and evaluated. All such efforts should be subject to the approval of locally-elected school boards and monitored by the Department of Education. The Alaska Legislature should also directly monitor such laboratory schools because the involvement of other state agencies, The University of Alaska, and other private businesses would likely be required in more innovative approaches.

The continuing tendency to adopt more laws and regulations is not the only approach that can be taken to improve student achievement. The new special education regulations, for example, like the vocational education regulations adopted earlier, may be beneficial to some students in some schools but they will mainly result in an increase in administrative costs in St. Mary's and to a diversion of dollars away from more fundamental, locally-recognized needs. Instead of piling more regulations upon even more laws that don't quite fit local needs, St. Mary's and other schools would like to be given opportunities to test alternatives to specific vocational education, teacher certification and a myriad of other regulations for specific periods of time in order to better evaluate real alternatives to the status quo in schooling.

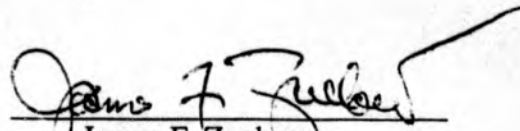
12. What do you think are the three or four most important steps the State Board of Education or the legislature should take to help schools improve their performance in basic skill areas?

1. The State Board of Education seldom meets in smaller Alaskan communities, yet most schools are located in just such places. If it is impossible for the Board to meet in smaller communities, individual board members need to be encouraged to visit such schools and communities and meet with individual school members, teachers, students and administrators. The great majority of school board members and teachers from rural Alaska visit Alaska's larger towns and cities and are able to become at least vaguely familiar with urban Alaskan schools but very few State Board of Education and "urban" board members are familiar with contemporary rural communities and schools.

2. The Alaska Legislature and State Board of Education could encourage local school community problem solving as an alternative to increasing state regulation as a general approach and in particular, closely monitored laboratory school situations.

3. The Alaska Legislature and State Board of Education could encourage the development of a school finance plan that is increasingly related to the equality of educational opportunities in Alaska and in particular to student needs and outcomes.

4. The Alaska State Senate should continue the Special Senate Committee on School Performance in order to encourage the development of excellent educational opportunities for all Alaskan youth and to monitor such plans as the QEM Project.


James F. Zuelow
Superintendent

✓ C

Sand Point City School District
Box 269
Sand Point, Alaska 99661

John A. Davis
Superintendent

(907) 383-2393

September 1, 1988

Bob Arnold
Box V
Juneau, Alaska 99811

Dear Bob,

Please find the answers to your survey attached. You might note that I am currently serving as the Supt. of Sand Point as well as the new Aleutian East Borough primary consultant in helping them with the development of this new district. I will answer for both as best I can.

Sincerely,



John A. Davis

Special Senate Committee of School Performance
Questionnaire Responses
Sand Point City School District
Aleutian East Borough School District

1. No. I do not believe we have adequately addressed the ultimate use of the data and the significant differences found throughout Alaskan education. We have established local control over education and we appear to want to evaluate centrally.
2. At this time yes. However, three different districts have been responsible for the schools. In Sand Point we have one site.
3. Student achievement is average to above average at the elementary levels. As students advance test scores slip to average and below average when reviewed by grade. We are finding students moving in one of two directions when they approach 6th grade.
4. Information is used to look for trends and indicators. Used as one source of information, we have changed out staffing patterns at the junior high level as a result of information gathered in part from testing scores.
5. Grades, parent and teacher comments and observations, student participation, and standardized testing scores.
6. Raising expectations of all involved; teachers, parents, board members, administrators, and mostly students.
7. No.
8. Not enough information to answer.
9. Reviewing curriculum and textbooks, increasing funding, increasing staff, and established goals school wide to deal with raising scores.
11. No. But at the department there seems to be a difficulty in defining its role. If it's going to be a regulatory agency, a supportive agency, or both. The lack of direction on early childhood education is seen as a major problem by the Sand Point community.
12. Improve early childhood education and beef up its technical support for school districts. Office of Improvement should be more adequately funded.



SKAGWAY CITY SCHOOL

P.O. Box 497

• Skagway, Alaska 99840

• (907) 983-2960

November 22, 1988

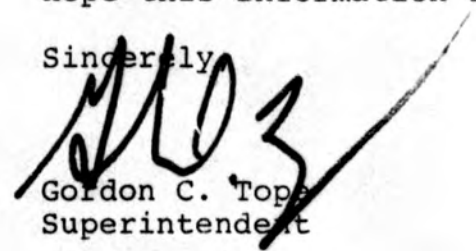
Bob Arnold, Project Director
Senate Special Committee on School Performance
Alaska State Senate
P.O. Box V
Juneau, Alaska 99811

Dear Mr. Arnold:

As the only administrator in the Skagway City School District, who also teaches two classes, I find it very difficult to repond to questionnaires.

Hope this information is helpful to your committee.

Sincerely,



Gordon C. Topps
Superintendent

Skagway City School's responses to the Special Senate Committee on School Performance questionnaire.

- 1) Yes.
- 2) N/A, one school district.
- 3) See enclosed board minutes under superintendent's report.
- 4) Curriculum is developed and materials selected to strengthen those areas deficient by standardized tests.
- 5) I place greater value on college entrance exams as our curriculum goals are aimed at preparing students for admission to colleges, trade schools, etc.
- 6) N/A
- 7) No.
- 8) Curriculum review and textbook adoption.
- 9) Student numbers and lack of state funding dictates our curricular offerings.
- 10) N/A
- 11) Please refer to the Small District Financial Consortium's report which clearly states that single site school districts, 'Skagway', are being treated disparagingly.
- 12)
 - a. Require teachers to teach in their area of expertise. Research clearly shows quality instruction takes place when a teacher is teaching in their subject area.
 - b. Abolish tenure!

SKAGWAY CITY SCHOOL BOARD
REGULAR MEETING
July 27, 1988

- 1) CALL TO ORDER: President Tronrud called this regular meeting to order at 8:01 p.m. in room 219.
- 2) ROLL CALL: Knorr - Present Selmer - Present
 Tronrud - Present Lawson - Present
 Ibbotson - Present
- 3) ESTABLISHMENT OF A QUORUM: With all four members present, a quorum was established.
- 4) APPROVAL OF MINUTES: Lawson moved to accept the minutes of the regular meeting of June 29, 1988. The motion was seconded by Knorr and carried 5/0.
- 5) PUBLIC HEARINGS, PRESENTATIONS & COMMENTS: None
- 6) COMMUNICATIONS: Received a bulletin dated June/July 1988 from Alaska Schools Insurance Company.
- 7) UNFINISHED BUSINESS:
 - 7.1 Revision of Policy #4211, 2nd Reading: Lawson moved to accept the second reading of the revision of policy #4211. The motion was seconded by Ibbotson and carried 5/0.
- 8) SUPERINTENDENT'S REPORT: Superintendent Tope reported that:
 - the SAT results showed that most Skagway students scored higher than the national average,
 - the class schedules he was presenting were tentative because of the continually changing enrollment. Enrollment is increasing in the elementary and decreasing in the high school. This trend will probably continue for the next three or four years.
 - we received \$3500 AKCIS grant which was recommended by the Vocational Ed program audit and the \$10,400 legislative appropriation for satellite dish.
 - we need to decide the direction we'd like to take in regards to preschool program this year.
 - he'd be attending the Superintendent Conference in Juneau next week on Monday and Tuesday.

Alaska State Senate

P.O. Box V
Juneau, AK 99811
Phone: (907) 465-2444
465-3862/465-4923

P.O. Box 1069
Kotzebue, Alaska 99752
(907) 442-2494



Senate Finance Committee
State Affairs Committee
Vice-Chair, Rules Committee
Chair, Administrative Regulation Review

William L. Hensley

RECEIVED
NOV 21 1988

November 15, 1988

To: Superintendents not responding to this committee's questionnaire

From: Bob Arnold, project director
Senate Special Committee on School Performance

Subj: Request for completion of questionnaire

In a presentation to members of the Association of Alaska School Boards, Senator Willie Hensley expressed his disappointment and dismay that nearly half of the superintendents of the state had not replied to the questionnaire sent them four months ago. Following his presentation, he asked that I send copies of the questionnaire to superintendents who had not responded.

Accordingly, a copy of the questionnaire is enclosed. You will find it to be self-explanatory. Since it is so late in this committee's life, you may omit questions which would impose a burden of research, for we need early responses. In your answers, you are free, of course, to make brief or detailed responses as you think appropriate.

I would appreciate having your responses reach me in Juneau by December 1.

Thank you.

Bob Arnold

Mr. Arnold -
We have previously
responded, and so notified
a letter from the committee
when asked. We verified
our response had been received.
Sincerely, Robert W. Lemaire



Southwest Region Schools

P.O. Box 3196
Dillingham, Alaska 99576
Phone (907) 842-5287



July 13, 1988

Bob Arnold
P.O. Box V
Juneau, AK 99811

Dear Bob:

I am going to respond to your questionnaire by giving you my opinions as to what would increase basic skills performance of rural children. And then I will try to answer some of the individual questions.

In my experience there are a number of problems inhibiting basic skills performance of rural children. The first is a lack of emphasis and priority on basic skills. If we are to improve basic skills there must be a deliberate focus in the curriculum on reading, writing, math and language arts. Each district must establish competency standards which define the academic progress expected of each child. And there must be regular feedback provided to students and parents. Teachers must expect that all children can achieve the competencies established and clearly focus on that expected achievement.

Second, Alaskan educators must clearly define the link between language and learning. Rural students are less proficient in English language, i.e., the language used in school and will have difficulty in deriving academic benefit from their educational experience. The inability to understand the language of instruction is interfering with comprehension of the content of that instruction.

Language comprehension is the basis of reading comprehension. If students do not understand something that is presented orally, it is unlikely they will understand the same information presented in written language. A language foundation must be in place for basic skill achievement to occur.

To that end, districts need to take the following steps:

- a. Begin the teaching of language in pre-school and emphasize language instruction all through the pre-school and elementary program.
- b. English should be taught as a second language and teachers should be trained in English as a second language teaching techniques.

Districts should make a sustained effort to cope with social problems presently inhibiting learning. All districts should consider elementary and secondary counselors at a ratio of approximately one per every 50 students. Direct instruction should take place in drug and alcohol education and efforts should be made to include village members in the solving of social problems inhibiting learning.

Rural teacher training, both pre and post inservice, should be focused on the following topics:

1. Clinical Teaching or Instructional Theory Into Practice.
2. Language and learning and teaching English as a second language.
3. Peer coaching and collegial relationships which focus on peer feedback.

I will now try to answer some of the questions presented to us.

1. Southwest Region Schools' achievement tests reflect a consistent pattern of problems in language and learning. We can teach children to decode, but they are not making that crucial link to language/reading comprehension. I would add a requirement of competency in basic skill/language areas and each district could report not on norm referenced standards, but on achievement of pre-determined language competencies.
2. Schools in our district that have substantially greater numbers of level A bilingual students, those students whose first language is other than English, i.e. Yup'ik, scored significantly lower than villages where English is the first language.
5. The district is presently using the California Achievement Test (CAT). It is somewhat diagnostic of our instructional problems. Next year we will be defining competencies for each grade in language and math. It will be the responsibility of teachers to determine if children are meeting the competencies at each grade level. We further intend to establish competency based standards which will be listed at four benchmark grades, 3rd, 6th, 8th and 10th. If children do not achieve a standard of pre-determined performance at those grade levels, there will be either more time on task, i.e. retention, or further curriculum emphasis in basic skills areas.
8. Our inservice plan includes three areas of emphasis: Teacher skill development through clinical teaching and peer coaching. We are using the Madeleine Hunter Professional Teaching Into Practice model and focusing on the development of specific instructional skills.

Bob Arnold
Page 3

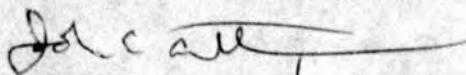
Secondly, the District has purchased Here's Looking At You 2000, a drug and alcohol curriculum and through a trainer of trainers process we are educating or inservicing all of our staff on implementation of this curriculum.

Next year we will be concentrating on the link between language and learning. Our inservice will focus on the theory of whole language learning and the relationship of whole language to language acquisition. All teachers will be trained to teach English as a second language.

9. The competency assessment discussed in question 5 will be tested in a draft form this coming school year. The next school year each grade will have in place competency statements defining expected basic skills achievement. By the year after next I anticipate the district will have competency based test standards at the three grade levels mentioned in question 5.
12. In my opinion the most important task for the State Board of Education and the Department of Education to undertake is assistance to the districts in development of language teaching skills and language curriculum development. Further, we need to determine if our current bilingual program offerings are really teaching and preserving the native languages of Alaska. The State is spending approximately \$10 million per year on our bilingual/bicultural programs with very little research as to their effectiveness or how native language teaching may affect the teaching of English. In other words, I believe we should do substantial research on language development and language programs for rural school children.

I hope this has been of some help. I look forward to meeting with you in November.

Sincerely,



John Anttonen
Superintendent

11/12 Summarized
this group
15

205 Bentley Drive
Fairbanks, Alaska 99701
July 5, 1988

Bob Arnold
%Senator William Hensley
P.O. Box V
Juneau, Alaska 99811

Dear Mr. Arnold

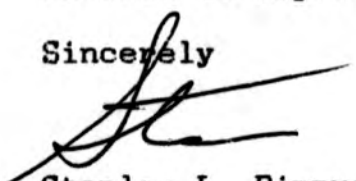
I am no longer serving as superintendent of schools in Tanana so I will be responding to your letter of June 22nd as an interested party. Following are my opinions concerning the questions you outlined in your letter.

1. Yes. I believe every school district should be following the same curriculum in basic skill areas and every district should use the same standardize test. Until this occurs, any data used for the purpose of judging the worth of a school or program will have limited validity.
2. There is only one school in the Tanana district.
3. I do not have a copy of my summary with me and I am writing this while I am on vacation in Indiana. Basically I said:
 - * Our test scores are a reflection of the achievement level of their parents.
 - * Our test scores are low because we have ineffective programs, teachers, and administrators.
 - * Our test scores are low because expectation levels from parents and teachers are far too low.
 - * Our test scores are low because we sacrifice quality for a low dropout rate and higher attendance records.
 - * Our test scores are low because a significant number of teachers reject their importance and do not adequately prepare their students for taking tests.
4. My response may appear to be flippant or sarcastic but it is meant to be serious. The primary use of the test results is for staff members to discredit their value and worth. We are able to come up with many reasons why the scores are not valid but no one seems willing to re-evaluate program priorities based on test results. I believe standardize test results should be used to evaluate the effectiveness of the teaching and administrative staff. The worth of teachers and administrators should be based on student achievement.

5. Performance outcomes as outline in the district curriculum. They have helped us relocated students who have been scheduled into a class they do not have the skills to handle. We have also identified students in need of remedial help more quickly.
6. No comment.
7. No.
8. Good question. I really don't know. My gut reaction is that very little improvement has been made because of our "shotgun" approach to in-service. Needs were determined more on interest than on actual needs as determined by tests or evaluation results.
9. Improvement of reading test scores was identified as one of the districts major goals. Special programs were implemented to service all students scoring in the lower 50th percentile. A special program was implemented in problem solving and character development. The cause of most problems with youth and adults stems from low self concepts and poor thinking skills. More emphasis must be given to improving the self esteem of young people.
10. State of Alaska curriculum guides
11. All state laws are based around time and not performance. As long as lawmakers only required time, that's all they will get. I believe there must be minimum performance standards set for all students. Certification requirements only protect the jobs of education majors while restricting local districts from hiring many competent individuals. The state should be telling local district what to teach in the basic skills and then evaluating their success and rewarding and punishing them accordingly. It makes no sense to let district teacher what ever they want when receiving 80 to 90 percent of their money from the state. The state is getting exactly what they deserve for the expectation they have for local school districts.
12.
 - A. Identify basic skills in performance terms.
 - B. Establish a computerized curriculum management system that all districts must use and follow.
 - C. Require school boards, administrators, and all teachers on probation be evaluated by a disinterested third party.
 - D. Adopt the New Jersey model for dealing with ineffective school districts based on student achievement.

I am very pleased to see the Senate looking critically at the school performance issue. Much needs to be done and some drastic action needs to be taken. I hope you will place me on your mailing list even though I am no longer serving as a school administrator. I wish you and the members of the Senate committee the best of luck in your efforts to improve services to Alaskan school children.

Sincerely



Stanley L. Bippus, Ph.D.

Unalaska City School District



July 26, 1988

Bob Arnold
c/o Senator William Hensley
PO Box V
Juneau, Alaska 99811

Dear Mr. Arnold:

The following information is provided in response to your letter of June 22, 1988 regarding standardized achievement testing. I have kept my answers as brief as possible. It seems that much of the content of your letter is not applicable to our situation.

1. I am not aware of what the Department of Education's explanation is. To what are you referring?
2. No.
3. I have attached the document sent out to parents and students with their scores this summer.
4. Teachers are expected to be familiar with the test scores for students and groups that they teach, and structure instruction accordingly. Test scores are also used extensively in determining eligibility for some academic classes, etc.
5. We informally monitor students' interaction with students from other schools, particularly large, city high schools when they are in such settings.
6. I was in another district six years ago, but I believe that the greatest benefit accrues to students from insuring that schools are lead by positive, knowledgeable principals, and that high expectations for students and staff results in the greatest improvement in achievement levels. This also applies to standardized testing. If a teacher introduces a standardized test by saying to the students that "the test isn't used for anything", or that "the results won't be very accurate because it was designed a different type of student", then the students are not likely to do well. If students are told that they are capable, well

taught, and told they are expected to do well on the test, they likely will.

7. No.

8. Especially in rural areas, where teachers are not able to attend graduate school at night, and where they have so little time to meet together to discuss teaching and learning, inservice time becomes crucial to insuring quality instruction.

9. We are placing special emphasis on language arts skills in FY 89 because our lowest scores tended to be in those areas.

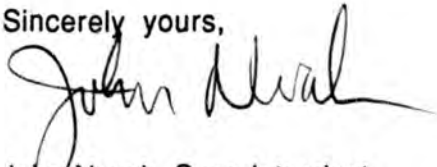
10. "Excellence" by John Gardener; Anything by Judith Kleinfeld.

11. The foundation formula is not yet been adjusted to treat small rural single site schools districts fairly. I could have a greater impact on achievement if I could avoid having to spend time in Juneau fighting a few dollars of adverse consequence money to mitigate the discrepancy. I have, in the past, had problems with the tenure law, which allows tired, boring teachers to hold down jobs that might otherwise go to enthusiastic, energetic, competent teachers.

12. Hire more people to provide direct training and assistance to school districts and fewer people to invent paperwork for compliance purposes. Everytime a new regulation is issued, time has to be spent in trying to understand why it is needed that could otherwise be spent on activities toward instructional improvement.

I hope this is helpful.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "John Novak". The signature is fluid and cursive, with the first name "John" being more prominent than the last name "Novak".

John Novak, Superintendent

Unalaska City School District



July 11, 1988

Dear Parents:

Enclosed are achievement test score reports for your child or children. The students in grade 1 through 12 took these nationally standardized tests in early May this year.

Standardized tests may be useful to use as a tool by teachers to identify specific areas of weakness in each child's progress, as well as to identify areas where the school wide or classroom programs need to be adjusted. The State of Alaska also publishes a report annually of each district's average scores.

I have found that the national percentile (NP) scores are the easiest to use. An "average" score is generally in the 40th to 60th percentile. Students are generally doing exceptionally well if their scores are between the 75th and 99th percentiles. Students whose score falls in the 1st-25th percentiles should probably be receiving special tutoring or help at school.

The School wide average for Unalaska is 56, indicating that, on the average, the students at Unalaska are doing slightly better than the National average, which is 50. grade level averages for Unalaska range from the 45th to the 80th percentiles.

Overall, Unalaska students appear to do best in the areas of math and science, and score lowest in reference skills and spelling.

If you would like more information, or a further explanation of your child's score report, please feel free to see me at the school.

Sincerely yours,

A handwritten signature in cursive script that reads "John Novak". The signature is written in dark ink and is positioned above the printed name.

John Novak, Superintendent

Valdez City Schools
Office of the Superintendent

Box 398
Valdez, Alaska 99686
Phone: (907) 835-4357

September 14, 1988

Bob Arnold
Alaska State Senate
P.O. Box V
Juneau, AK 99811

Dear Mr. Arnold:

Listed below is the information responding to the questions posed in your letter of June 22, 1988 regarding school performance:

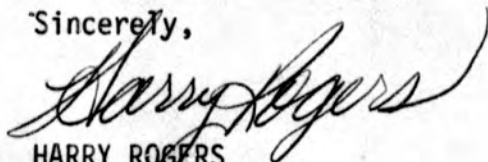
1. Yes
2. No
3. Yes, presently doing that. (*See Enclosure*).
4. In the past, when a curriculum area was diagnosed as being weak based upon standardized test scores, we have placed emphasis on that specific area. For example, approximately six years ago language arts was a weak curricular area based upon test scores. Since then we have initiated a district-wide written language assessment, implemented the daily use of written language expression in grades 2-6, and generally improved and updated the entire language arts curriculum. Presently, our district-wide language arts test scores are quite strong, ranging from the 63rd%ile to the 80th%ile on a nationally normed standardized test.
5. Prognostic tests for placement.
6. I do not know if any of the practices were put in place.
7. No
8. Absolutely - Each year specific areas are targeted for staff improvement. This year, gifted and talented is being targeted along with a specific curriculum area.
9. Each year a subject area is targeted. This year, language arts, K-12 will be reviewed.

Two major changes were made in the H.S. schedules this year that will effect the "basics." First study halls were eliminated and all students will take seven classes. Second, a number of electives were eliminated forcing students into a "more basic" schedule.

INFORMATION REQUESTED FOR THE
SPECIAL SENATE COMMITTEE
ON SCHOOL PERFORMANCE

10. No
- ✓ 11. Any State Statute that forces the local district to spend extra and more time in areas outside the basic curriculum. Any Statute that forces the local district to make staff changes as they have become available rather than as need dictates.
- ✓ 12. Spend their (Legislature and State Board) energies in the areas of basic education and not with special-interest programs and groups.

Sincerely,



HARRY ROGERS
Superintendent

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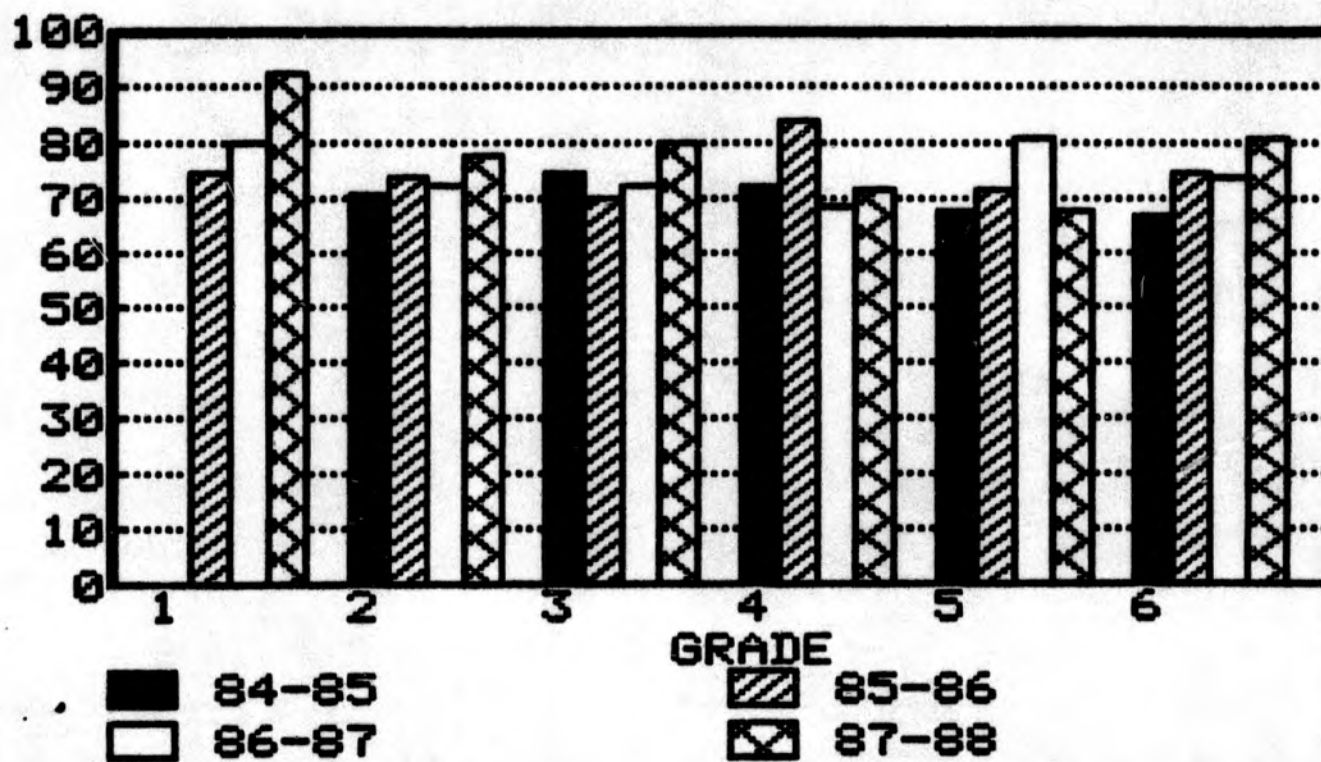
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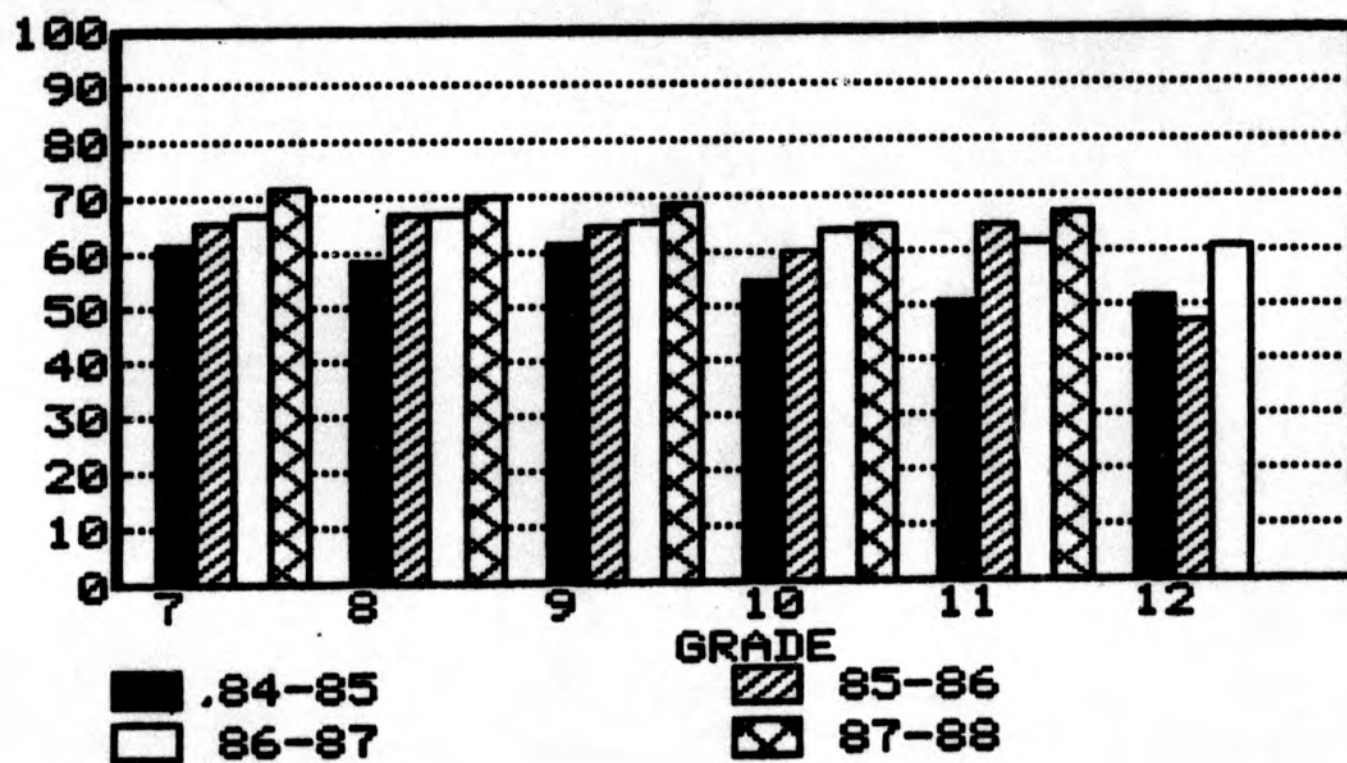
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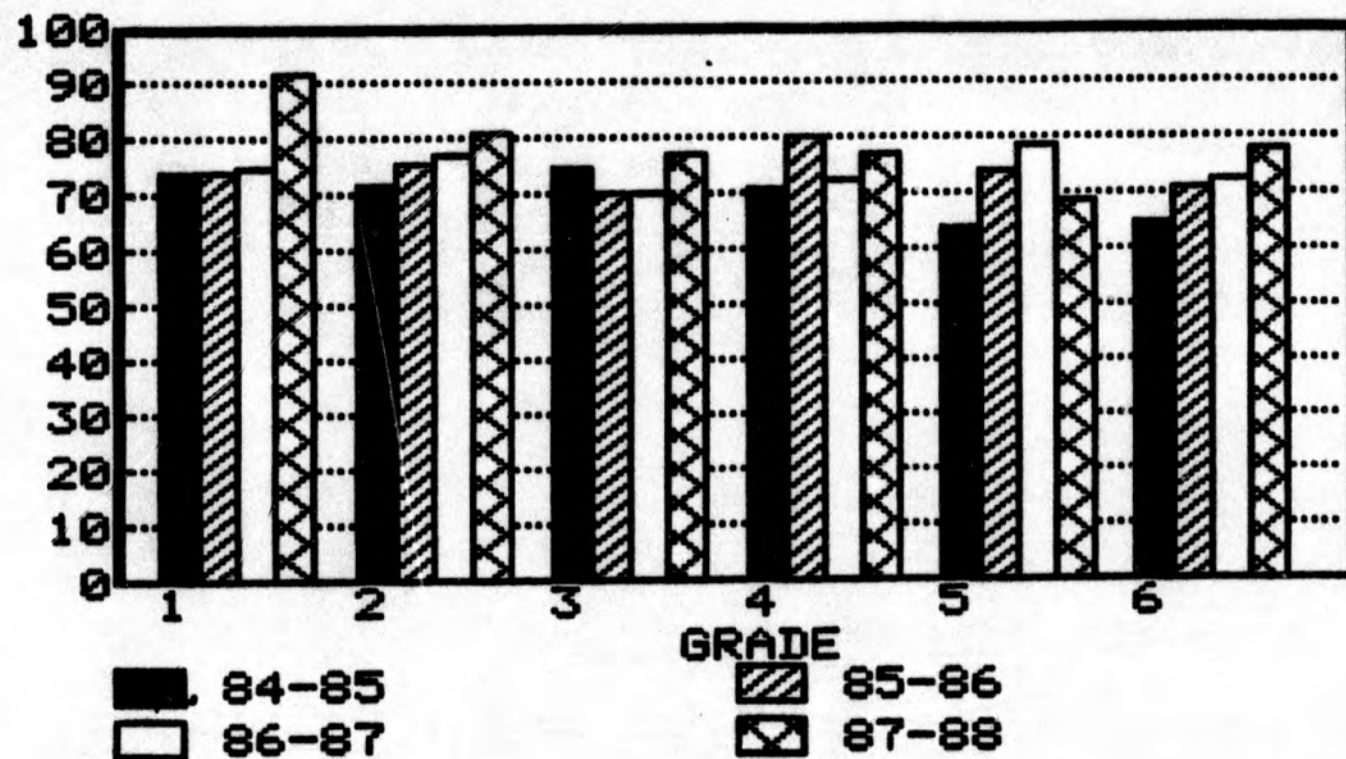
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SRA TEST RESULTS-READING



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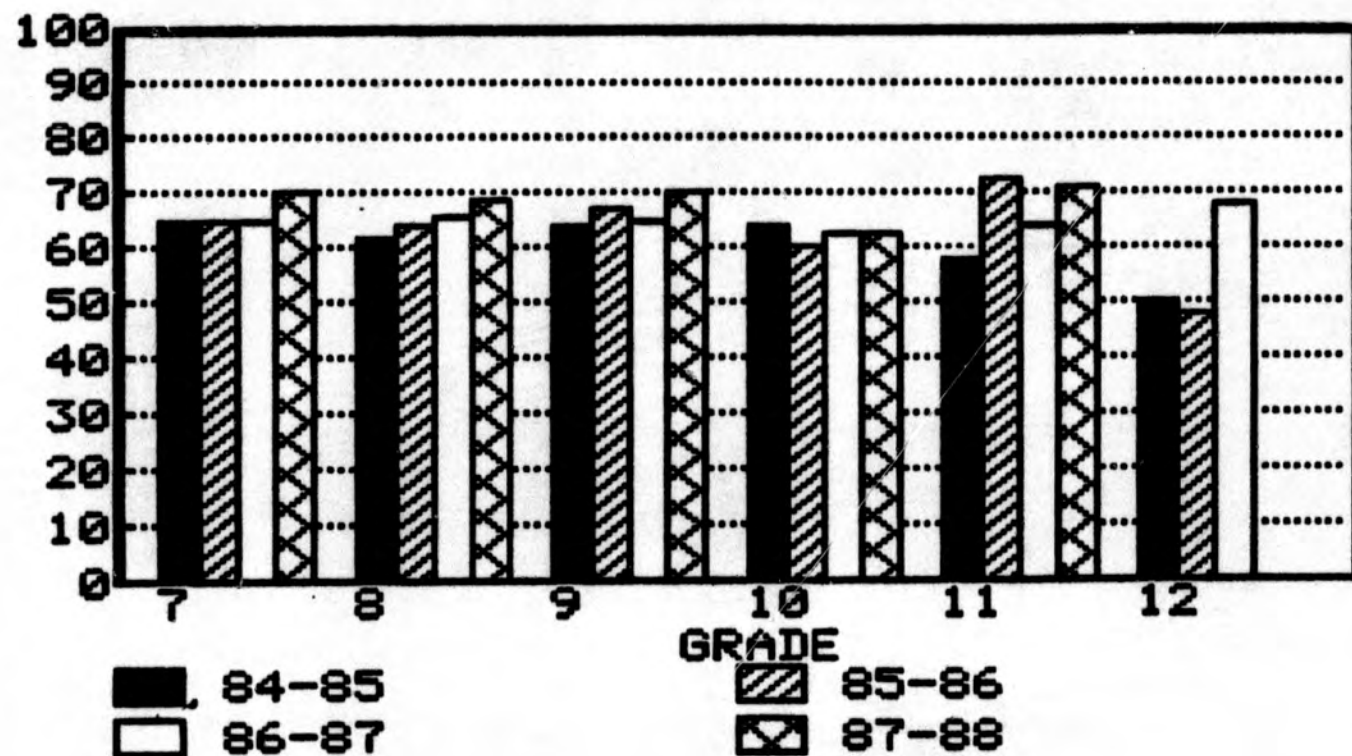
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SRA TEST RESULTS-READING



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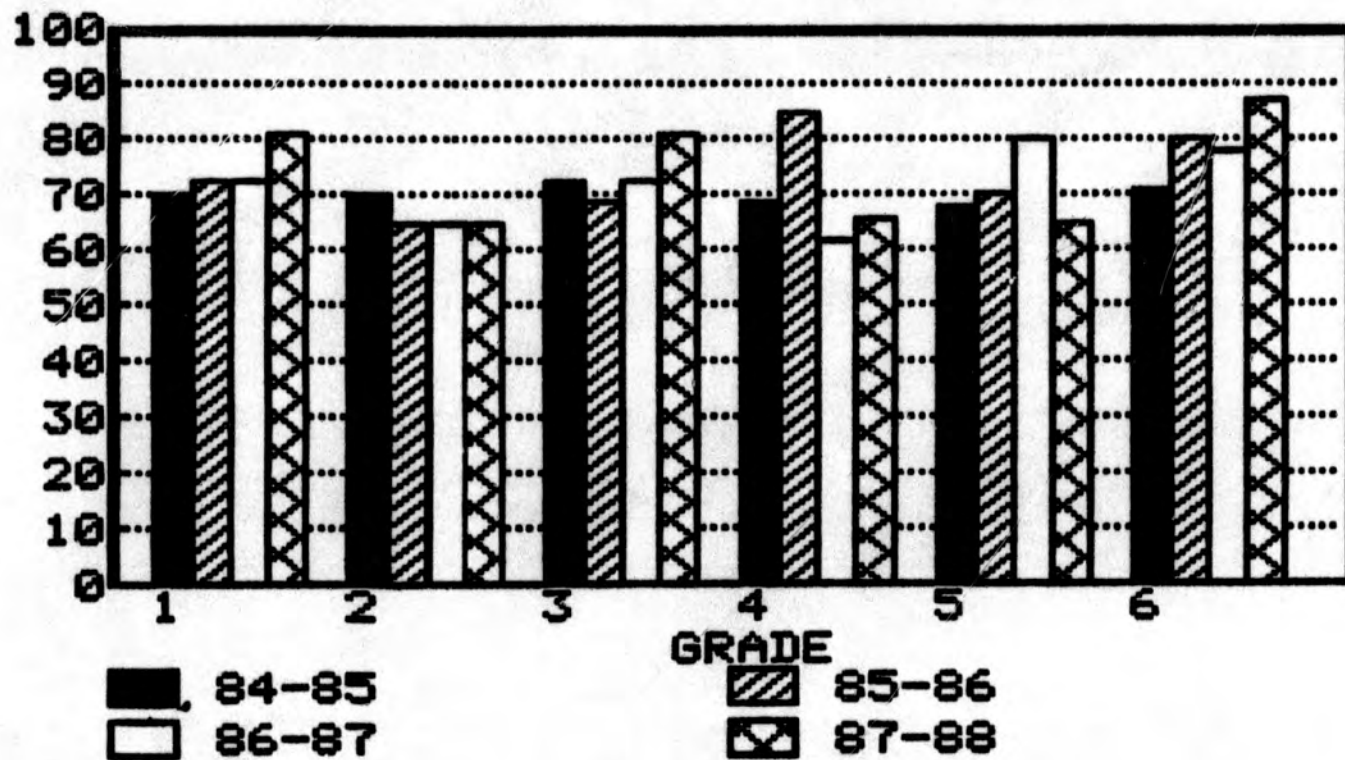
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SRA TEST RESULTS-MATH



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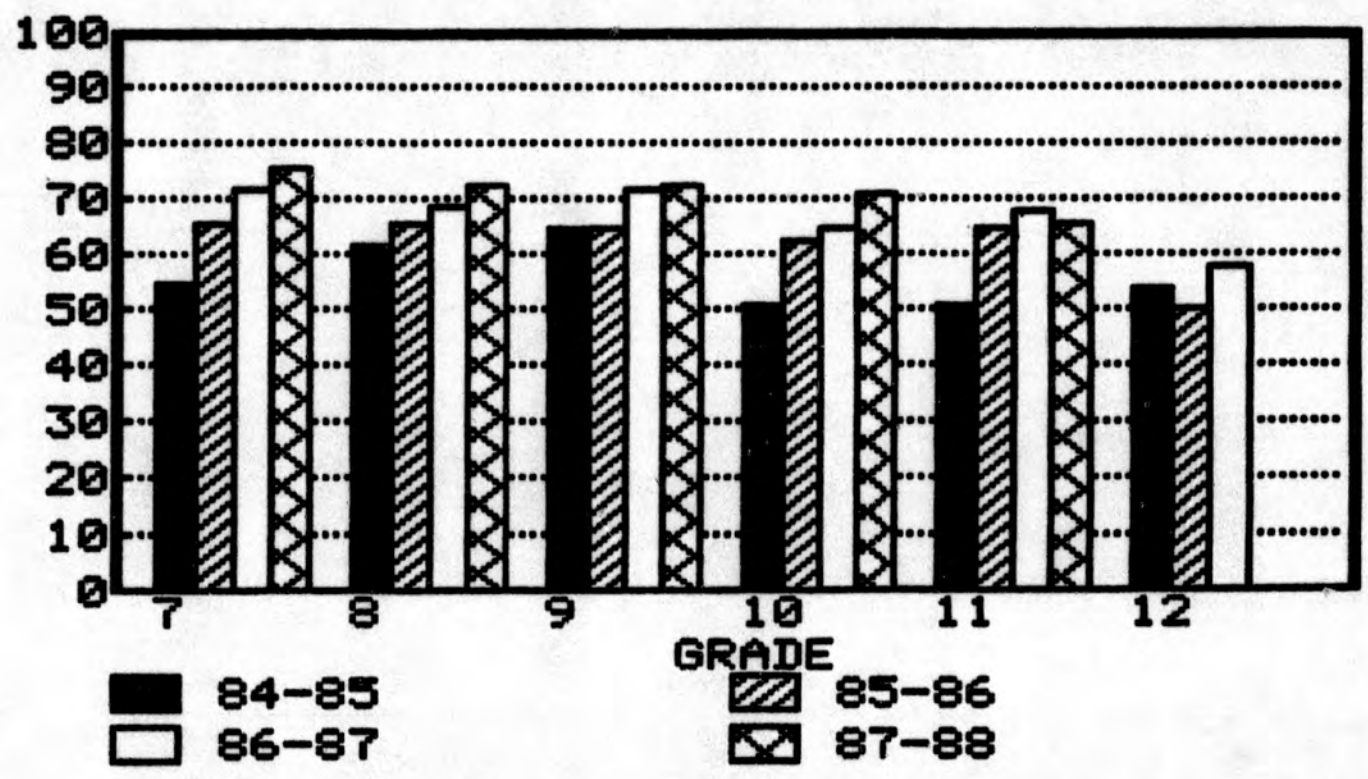
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SRA TEST-MATH

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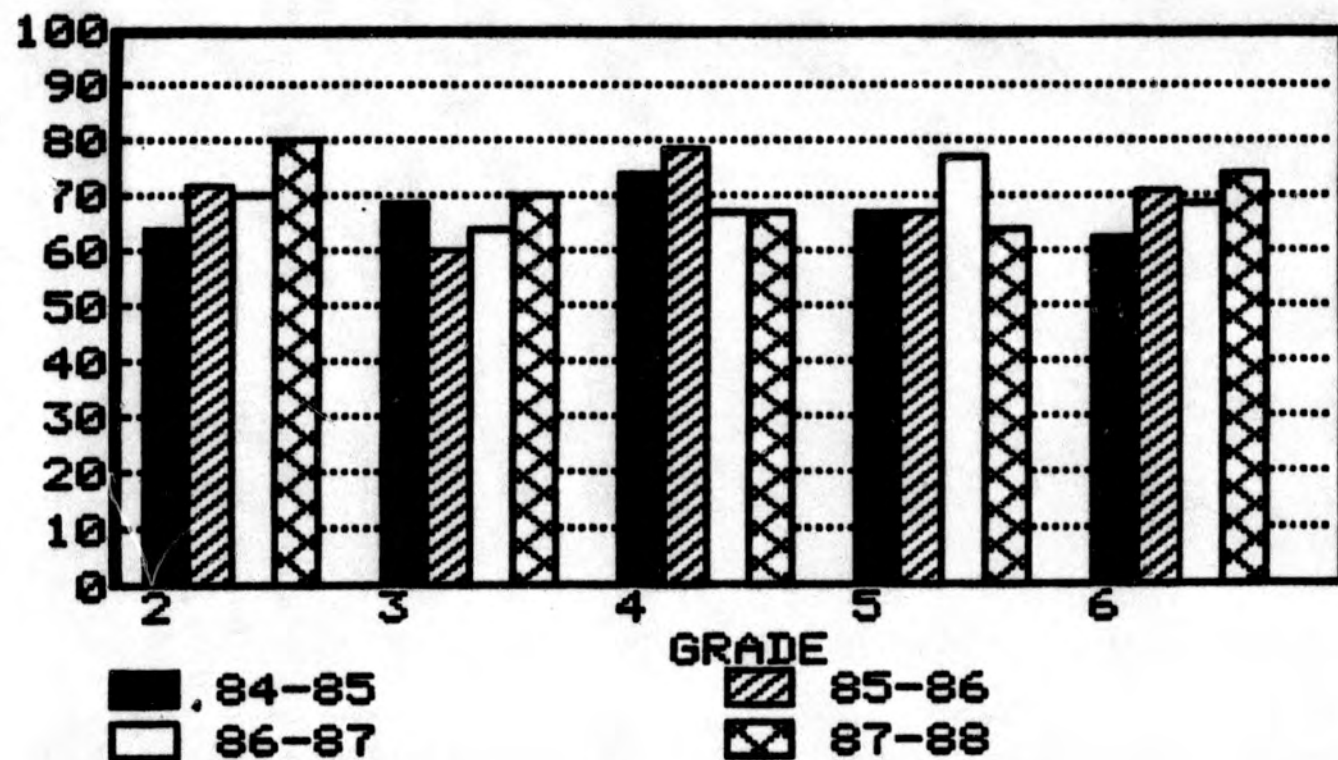
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SRA LANGUAGE ARTS TEST



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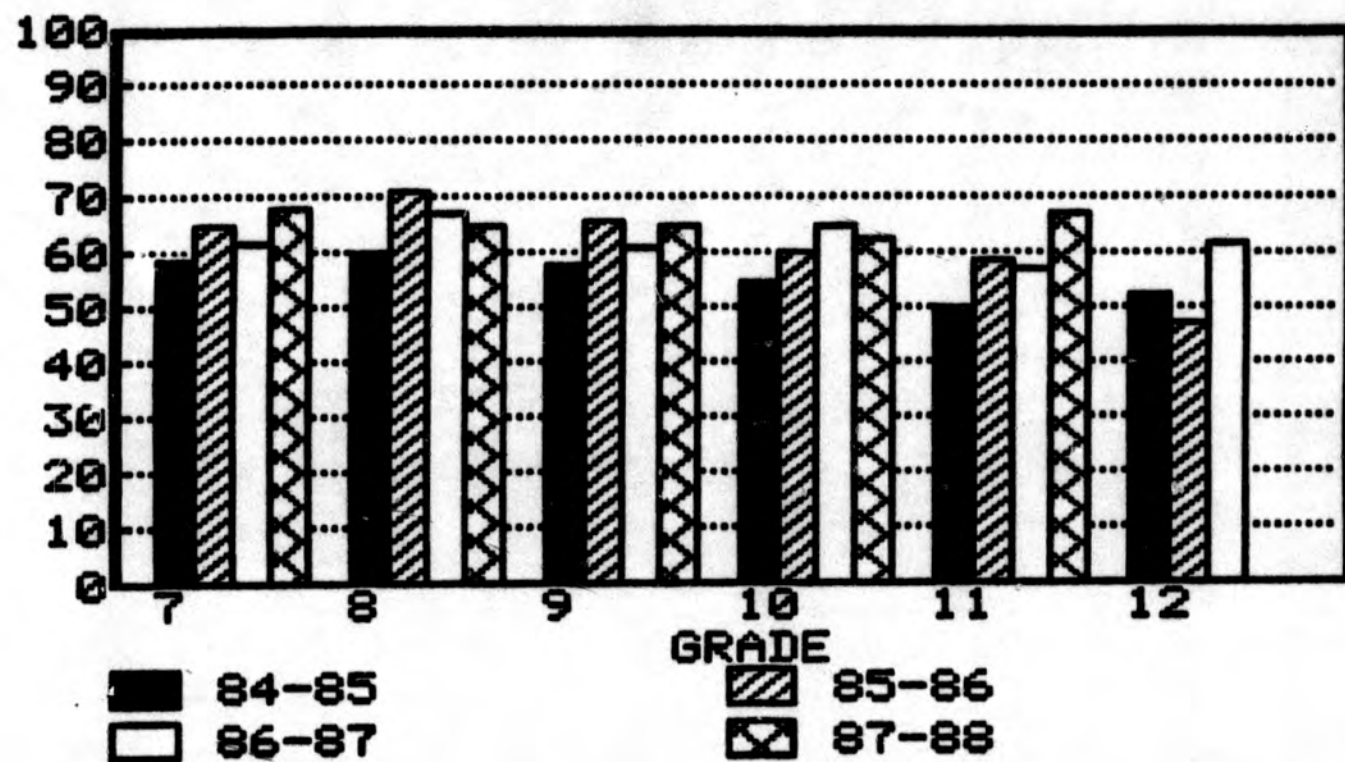
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SRA LANGUAGE ARTS TEST





WRANGELL

**PUBLIC SCHOOLS
DISTRICT OFFICE**

P.O. BOX 2319

WRANGELL, ALASKA 99929

Telephone (907) 874-2347

GATEWAY TO THE STIKINE

November 28, 1988

Bob Arnold
Project Director
Senate Special Committee on School Performance
P.O. Box V
Juneau, Alaska 99811

Dear Bob:

Thanks for your letter of 15 November 1988. As you know, I have been Superintendent here for just about three and a half months and would like Senator Hensley and the committee members to be made aware of that fact. Also, what I have to respond to the committee's questions does not reflect how I believe the world ought to be. With those disclaimers made, following are my responses.

1. *Do you consider the Department of Education's explanation of standardized achievement tests, their value, and their limitations to be reasonably complete? If not, what would you add to it?*

A: Yes.

2. *Do any of the schools in your district show sharply different achievement levels from the percentile averages for the district? If so, to what factors do you attribute this difference?*

A: Not applicable; we only have one school at each level so district averages are school averages.

3. *If you have presented a written interpretation of student achievement in your district for your board or parents, may we have a copy? If you did not, please summarize whatever explanation you have delivered orally.*

A. Test scores have never been reported to the school board.

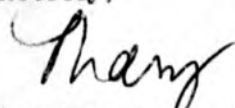
4. *As a matter of policy and practice, what use is made of standardized test results in defining or shaping your instructional program?*
 - A. Scores have not been used effectively here, however I intend to report this fall's data to the board, and also see that principals and teachers analyze the individual and collective results and modify instructional focus accordingly. The results will likewise help us guide new textbook adoption for next year and help determine staff development needs.
5. *In addition to standardized achievement tests, what measures does your district use to track student performance? What do they disclose?*
 - A. Basal criterion-referenced tests, teacher made tests. I don't know at this point.
6. *If you implemented effective schooling practices urged upon districts six years ago by the Governor's Task Force on Effective Schooling, which have you found to have had the most positive benefits in your district?*
 - A. To my knowledge effective schooling practices were not systematically adopted here, but principals have implemented positive discipline programs, function somewhat as instructional leaders, and focus on high expectations for students.
7. *Have the senior surveys conducted by the Postsecondary Commission influenced your instructional program? If so, how?*
 - A. I am not aware of this having been done.
8. *How has the use of paid in-service days contributed to improving performance of your schools?*
 - A. This district did not have any in-service days last year. However, I believe that in-service days are the best opportunity to train teachers in school improvement practices and have allocated five (5) days for this school year.
9. *If your district is taking new steps to raise achievement levels in reading and math or other areas you consider basic skills, please briefly describe what they are.*
 - A. We are about to adopt new textbooks, we had people trained and involved in Alaska Math Consortium, and I sent nine people to the State Reading Conference. All these activities are aimed at elevating teachers' awareness of new research and improving their skills in teaching of reading and math.

10. *What two or three books, research articles, or studies would be of most benefit to this committee as it considers what recommendations to make toward improving school performance?*
- A. Two articles are enclosed that I think are important. Neither is pure research but useful nonetheless. Ernest Boyer's book on the American High School is also significant reading.
11. *Are there state laws or regulations which handicap your efforts at obtaining the levels of student achievement your district seeks to realize? Please explain.*
- A. Collective bargaining with teachers ties administrators' hands by making it difficult to assign the best teachers where needed. It is also very time-consuming to fire incompetent tenured teachers.
12. *What do you think are the three or four most important steps the State Board of Education or the legislature should take to help schools improve their performance in basic skill areas?*
- A:
- a. Provide for full forward funding of education so that assignment of teachers can be done carefully and without last minute panic;
 - b. Extend period for attainment of tenure to five (5) years;
 - c. Provide incentives to districts to reward master teachers.

This was rather hurriedly done. I am working hard to identify and address our district's student performance, but I can see that to rectify problems will take a long time. All I can hope to do is to leave in place a process that mitigates against achievement decline and aims toward improvement.

Please call if I can provide you and the committee with additional information.

Sincerely,



Mary Annexstad Francis, Ph.D.
Superintendent

MF:lh

Encl.



YUKON FLATS SCHOOL DISTRICT

P.O. Box 359
Fort Yukon, Alaska 99740
Phone: (907) 662-2515

November 2, 1988

ARCTIC VILLAGE
99722
BEAVER
99724
BIRCH CREEK VILLAGE
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CENTRAL
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CHALKYITSIK
99788
CIRCLE
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FORT YUKON
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NORTHERN LIGHTS
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RAMPART
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STEVENS VILLAGE
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VENETIE
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Mr. Bob Arnold
P.O. Box V
Juneau, Alaska 99811

Dear Bob,

I hope that this information will be of assistance to you and the Special Senate Committee on School Performance. We are all anxious to hear the results of the committee's hearings when you've finished.

Thank you very much for the opportunity to take part in these important efforts.

Sincerely,

Juana

Juana Sanchez, Ph.D
Administrative Assistant

cc: To the file

JS/abp

Special Senate Committee on School Performance: QUESTIONNAIRE

1. Do you consider the Department of Education's explanation of standardized achievement tests, their value, and their limitations to be reasonably complete? If not, what would you add to it?

If this is in reference to the Department of Education's explanation found in the grey book, Basic Skills Performance of Alaska's Students issued last year, then my answer is that yes, it is "reasonably complete", especially for schools in Alaska that more closely fit descriptions of the norming group. However, it is not complete in reference to native students. Many villages such as those in our district are totally different from the norming group on which the tests were standardized. These differences must account for some of the differences in scores.

Commissioner Demmert and his task force are to be commended not only for their awareness of this problem, but also for their effort in making test publishers address these issues. Because of the State's interest in the problem of achievement testing throughout the state and especially in rural, non-English speaking communities, I hope that we can expect a future definition of standardized tests which addresses our awareness of the cultural differences between our populations and those of the norming group.

2. Do any of the schools in your district show sharply different achievement levels from the percentile averages for the district? If so, to what factors do you attribute this difference?

Three of our villages consistently score higher than the other eight that make up our district. Two of the villages are on the road and are non-native. Both of these sites had at least two gifted/talented students, one as many as five last year. Whenever there is a small number of children tested, very high scores or very low scores tend to give a distorted picture of the group as a whole. Parents who are very involved in shaping their children's learning experiences also contribute greatly to higher test performance. The other village with high test averages is native and again, parents are active as volunteers and as designers of the student's program. When parents, teachers, and administrators work together as partners, children have a better chance of succeeding in school.

This is not to say that our other villages are doing badly. Our data indicate that there are increases in learning, however slight, over the three year period, this is especially true at the high school level.

3. If you have presented a written interpretation of student achievement in your district for your board or parents, may we have a copy? If you did not, please summarize whatever explanation you have delivered orally.

I am including the memo that was sent to members of the Board.

YUKON FLATS SCHOOL DISTRICT

P.O. Box 359
Fort Yukon, Alaska 99740
Phone: (907) 662-2515



MEMORANDUM

ARCTIC VILLAGE
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BEAVER
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BIRCH CREEK VILLAGE
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STEVENS VILLAGE
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TO: Regional Board Members
FROM: Juana Sanchez, Administrative Assistant *Juana*
RE: Statewide Assessment Report
DATE: February 29, 1988

Commissioner Demmert will be presenting the results of the Statewide Assessment Report to the State Board of Education and to the Legislature today. We are one of 11 Districts with low achievement scores. Last Thursday the Commissioner held an audio conference to hear the concerns of the 11 "low profile" districts.

We were all concerned that the scores did not tell the whole story about what was happening in our districts and we wanted to make sure that Commissioner Demmert would discuss this in his presentation. He assured us that he would stress the following:

- . The results should not be used to compare the academic achievement of different districts.
- . Emphasis will be given on how districts are using achievement scores for program planning (others, like us, are stressing oral language development).
- . Socio-economic and cultural differences play an important role. Specifically, districts score low if the students lack English language proficiency and/or if they qualify for free or reduced lunch.
- . Tests used have not been standardized on our populations.

There were many other issues discussed, but the bottom line was that the results from this Statewide Assessment Survey were a "simplistic look at a complex matter." We all hoped that newspaper reporters would be given this same information so that the reporting of the study would not be completely negative.

They did not say when we would be getting the final report, but we should be reading about it in the papers soon.

If you have any questions, please call me at 662-2520.

JS:abp

The following points were made orally during the Board meeting:

We are looking at our entire system to find answers to the questions about why our students are not scoring higher on achievement tests.

1) Curriculum Alignment: An effort to better match what we teach with what we test was instigated by Estelle Tafoya, our former Assistant Superintendent. At this time, we should have a good match. However, as we re-evaluate our curriculum we will be re-designing some subject areas such as reading and language arts. These areas will need special attention because our emphasis will be on learning to write and writing to read.

2) Needs Assessment: Part of our three year bilingual plan is to gather information on the students actual oral language development levels. The data we have collected so far, especially in Venetie, suggests that our students shouldn't be doing as well as they are on the CATs because their oral language development, at least, is well below the national average. The test we are using is called Test of Oral Language Development (TOLD). Interestingly, but not surprisingly, students do better on this test when teachers teach vocabulary development and thinking skills as a regular part of the day.

3) Chapter I: An effort is being made to introduce more language experience into the classroom. The emphasis this year has been on inservicing teachers whose students qualified for the program. The emphasis next year will be on inservicing aides who will have more student contact in the regular classroom. (Not a pullout).

4) Bilingual Education: Gwitchin is taught or used to tutor students only in Venetie, Arctic Village and to a lesser extent, Chalkyitsik. These aides are inserviced in Whitehorse, Canada. They also teach ESL however. Our emphasis at the rest of our sites is on skill development and next year the aides will receive several training sessions on developing oral language skills. This is a tricky area. We are not advocating that students not learn or practice Gwitchin. We are advocating use of ESL techniques. Again, we have assessed the needs and know what has to be done, but we need a staff to carry it out.

5) As far as the CATs are concerned, we stressed the use of locator tests this year and are using form D. We had been using C. This change might cause our scores to change for this year. We will also begin stressing the importance of the tests to our teachers in case there is a self-fulfilling prophecy in effect. We want to know if achievement scores will improve if teachers themselves believe that we can get valuable information from the tests even though they feel that they shouldn't be given to our population.

4. As a matter of policy and practice, what use is made of standardized test results in defining or shaping your instructional program?

Standardized test results are used in our district for placement of students into categorical programs. For example, the test results are one indicator of whether or not a child qualifies for special education. They are the sole indicator for Chapter One Reading and Indian Ed tutoring.

The results also help us to determine whether a child who comes from a home where a language other than English is spoken will qualify for additional bilingual programming. In addition, the results from each subtest provide information necessary for teachers to use in planning individualized lessons.

5. In addition to standardized achievement tests, what measures does your district use to track student performance? What do they disclose?

Both our adopted series in reading and math have built in criterion referenced tests. These tests are used to determine if students have mastered the concepts in each chapter. These are used by all teachers through 8th grade. In addition, many of our schools use formal subject area specific tests which go into the subject in greater depth in order to show what the student's strengths and weaknesses are. Examples of these are Brigance and Key Math. We have made an effort to test all of our students using the Test of Oral Language Development (TOLD) in order to get a better idea of whether children in our district had enough command of English to be able to learn in the language or whether they were more able to converse in English, but were not able to grasp concepts. The results of the TOLD supported the language results of the standardized tests. The results indicated that the students in our district were well below average in oral language development and therefore would benefit from vocabulary development and a whole language approach to the teaching of reading and writing. We are using these results to move our district into the Whole language methodology.

We are presently revising our curriculum. One of our goals is to have curriculum referenced tests at each grade level for each subject area.

6. If you implemented effective schooling practices urged upon districts six years ago by the Governor's Task Force on Effective Schooling, which have you found to have had the most positive benefits in your district?

Teachers who have high expectations and principals and principal/teachers who are instructional leaders seem to have made the greatest impact. When you have these two together, you have a staff committed to bringing out the best in youngsters. This in turn contributes to a positive school climate and if you have that, you have parental and community support.

7. Have the senior surveys conducted by the Postsecondary Commission influenced your instructional program? If so, how?

The senior surveys have given us guidance for planning for our Jr. High students. To date we do not have significant numbers of students graduating. We are, therefore, looking at ways of making the offerings in Jr. High more meaningful and interesting. We need to address student's emotional, social, and cultural needs more at this grade level. Life skills need to be addressed. Some of the results of the surveys do not affect us since we have so few, if any extra-curricular activities. It would be more helpful if the information from the surveys were from small school districts such as ours.

8. How has the use of paid in-service days contributed to improving performance of your schools?

Paid inservice days are very valuable because they can be counted on. We don't have to worry about local budget cuts doing away with them. They afford us the opportunity of bringing instructional aides and teachers together for shared learning and planning. However, they can pose a public relations problem in districts such as ours where the costs to bring people in to a central location for inservicing can be over \$3,000. Some community members feel that money would be better spent to send students to conferences and other activities. Community members are invited to every inservice in our schools.

9. If your district is taking new steps to raise achievement levels in reading and math or other areas you consider basic skills, please briefly describe what they are.

Our district is emphasizing the writing to read project and the Whole language approach to reading. Most of our inservice to date on the use of Whole language has been through Chapter I. We are currently discussing the possibility of inservicing our staff together with Fairbanks whenever possible. One of the methods of teaching writing will be the use of APEL software developed in Yukon Koyukuk.

We are re-designing our curriculum and including curriculum referenced testing as an integral part of instruction. Last but not least, we are actively supporting our professional development plan (PDP) which pays for aides to take University level courses towards a degree in education. The more courses they take the greater the benefit to our students. We are very proud of our success rate in helping people complete their education.

10. What two or three books, research articles, or studies would be of most benefit to this committee as it considers what recommendations to make toward improving school performance?

Both "Teaching Exceptional Children" and "Exceptional Children" published by the Council for Exceptional Children contain articles about assessing minority children and the need to be aware of cultural differences. Bilingual Education and Bilingual Special Education, edited by Fradd and Tikunoff is an excellent resource for understanding the pitfalls of the usual assessment measures used with bilingual students.

11. Are there state laws or regulations which handicap your efforts at obtaining the levels of student achievement your district seeks to realize? Please explain.

Yes, there are regulations which handicap us. No one will argue with the intent of these regulations, but we are tremendously frustrated in trying to carry them out. These are some examples in our district:

- . We are charged with providing special education for children as young as three years of age, yet pre-schools are not funded by the State. If quality care is to be given to youngsters and if you truly believe that early childhood education is important, then you would see to it that these programs are funded and in place before requiring educators to meet the more complicated needs of handicapped youngsters. Our pre-schools are funded by JOM funds for only 60 days. That leaves our special ed teachers in a real bind trying to fulfill the IEP goals of young children in their already too full classrooms.
- . Children are to attend school until they are 16 years old. This is difficult to enforce with some families who are habitually truant. High absenteeism is common for some families. Reporting this negligent behavior to social workers hasn't had any effect. Solutions to solving the truancy problem would be very much appreciated.
- . Substance abuse is a way of life and it very much affects our students ability to learn. They're tired, they're frightened, they're hungry, and they're frustrated. They need a way to let off steam. They need recreational facilities, after school safe-houses, counselors, and social workers. We can teach them to "Just say no" just so long, but it is in the area of social services that you can be of most help to these youngsters.
- . Finally, regulations requiring educators to report suspected child abuse are particularly difficult for us in the bush. In the past we have had one social worker for the entire district. Now we don't have anyone. Beefing up social services would do much to help educators help students.

12. What do you think are the three or four most important steps the State Board of Education or the legislature should take to help schools improve their performance in basic skill areas?

Teacher preparation at the University level needs to be addressed. We need higher standards, especially now that we are facing a teacher shortage. Teachers should be expected to know the subject matter they will be teaching and they should know how to teach basic skills. In addition, they need to know about different learning and teaching styles so that they can adjust their lessons accordingly. Therefore, the State Board of Education could take steps to evaluate our teacher certification system to help insure that teachers are indeed certified in the area they are to teach. Present certification standards are too broad.

Secondly, (but not in importance) the legislature should put more money into funding social programs as many of our academic failures stem from substance abuse, neglect, and other factors over which educators have no control.

The legislature could help rural districts such as ours by insuring that programming such as Learn Alaska would be available to our students. Presently children in our villages watch only what's on one channel or they rent or buy videos, few if any are educational in nature. A large part of our offerings were eliminated when Learn Alaska became unavailable to us.

10/25/88

Administrative
& Support Offices
P.O. Box 00309
Nenana, Alaska 99760



Fred L. Lau
Superintendent

(907) 832-5594

July 7, 1988

Mr. Bob Arnold
P.O. Box V
Juneau, Alaska 99811

Dear Mr. Arnold:

As per your request the Yukon Koyukuk School District is pleased to offer comment on the questionnaire sent out from Senator Hensley's office.

There are a couple of overall comments that need to be said prior to responding to the questions. The Senate resolution briefly touches on some of the overriding issues, the socio-economic difference of students in the village schools and the level of parent involvement in the readiness activities prior to schooling. These are definite research based indicators of students success in school.

1. By just looking at the test data as compiled by the Department of Education, the growth achieved over a long period of time can not be seen. For example, the Yukon Koyukuk students enter Kindergarten at the 15th percentile and exit in grade 12 at the 45th to 60th percentile in Math and Language and at the 35th percentile in reading. By any researchers standard that's significant growth. Looking at the longitudinal growth within each district is a truer picture than comparing students district to district.

2. The communities of Manley and Bettles in the Yukon Koyukuk School District show students entering 1st grade at the 40th to 60th percentile. The communities are not bi-cultural and have a majority of parents who have college or professional training. This lends some support to the socio-economic theory.

In answer to question #3, the attached pages were presented to the Board of Education. The statements reflected in the pages indicates the value and the success of the testing program. The testing statistics for the district are compiled by Dr. Niki McCurry. Dr. McCurry is a 7 year employee who has followed the district tests scores. The Board also received a total district profile of each class at all school sites, from the graduating class 1984 through the class of 1999.

4. The curriculum development in the Yukon Koyukuk School District is on-going and reviewed in a set cycle. The Iowa Test of Basic Skills and the objectives for each area within the curriculum have been analyzed by

the staff and the curriculum is aligned with the test.

The other questions through 9 are addressed in the attached pages. A comment on #8. The in-service in the district is most helpful in introducing or reinforcing new research based programs to improve student performance. Math consortium, writing consortium, holistic language, drug and alcohol training and self image enhancement workshops have kept the teachers current, recharged, and informed about ways to help students do better in school.

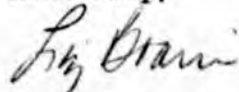
10. The study that was done on effective schooling is informational and based on research and is a good place to start to improve performance. The Educational Testing Service does a booklet on National Assessment of Educational Progress which might be helpful for specific content area improvement. Any of the ITIP or Instructional Theory into Practice research can improve student's progress and performance by helping teachers understand what factors are proven to help each student perform to their utmost.

11. The constant debate over levels of funding which can affect what programs can or cannot continue or be implemented. When districts have to "catch" children up before beginning, levels of achievement expected take time to reach. Many outside influences have to be dealt with including parenting training, quality early childhood programs with degree trained specialists, language programs for bi-lingual students etc. The district also wants to offer it's children all the extra special programs such as close-up, sports programs, academic and talent programs etc. This all competes for the same dollar as the basic instructional program.

12. Continue to support monetarily quality educational programs. Support parenting programs. Think "kids" all kids in this vast state. Stop promulgating regulations that categorize teachers and children under certain labels in order for the funding to be forwarded to the districts. Insist on well trained, qualified administrators and qualified teachers who are graduates of first rate programs. Insist the University of Alaska set standards for entering, prospective teachers and then fund the University sufficiently to hire the best professors to teach our future generation of student teachers. (The best and the brightest in this state are going elsewhere! Check your post-secondary studies.)

Thank you for the opportunity to comment. The Yukon Koyukuk District is proud of its students, staff and programs and take any opportunity to share with others what it's doing. The district does agree that scores here are still low and must keep coming up, that's our goal, but don't compare us to anyone but us. Look at our kids and see where they have been and where they are heading.

Sincerely,

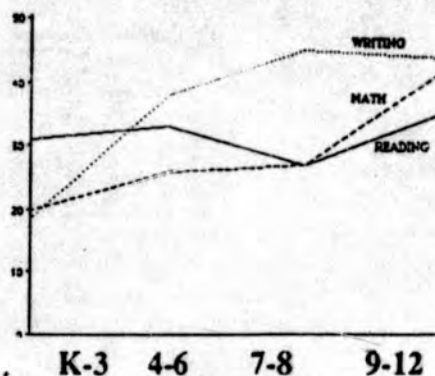


Liz Boario
Assistant Superintendent

LB/dc
Enclosures

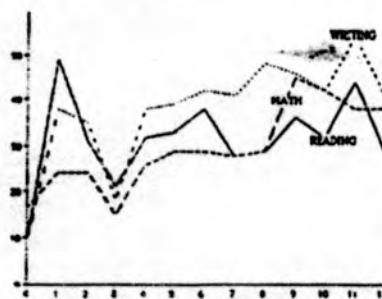
YK STUDENTS: GAINING OR LOSING GROUND?

At first glance, the Alaska DOE report, *Basic Skills Performance of Alaska's Students*, seems to imply that YKSD is not doing a very good job at serving its population. A closer scrutiny reveals however that YKSD is doing a significantly better job than the urban districts. First, let's look at the 1987 data using an equal interval scale (the graph in the DOE report was not accurate). Notice that in every subject, the senior high scores are much higher than the primary grade scores.



GRADE LEVEL	READING	WRITING	MATH
PRIM	31	19	20
INTER	33	38	26
JRHS	27	45	27
SRHS	35	44	42

However, the DOE report combined the scores for several grades. This method of presentation does not reflect the real growth achieved by YKSD students. Let's look at the same data presented grade by grade.



GRADE	READING	WRITING	MATH
K	12	10	12
1	45	38	24
2	31	35	24
3	21	18	15
4	32	38	26
5	33	39	29
6	34	42	29
7	28	41	28
8	25	48	29
9	35	46	45
10	32	42	42
11	44	54	38
12	26	41	38

This second more accurate graph reflects the low scores of the entering kindergarten class. It is true that YK high schoolers are about 5 to 10 percentile points lower than their urban peers, but they entered school more than 40 points behind. While students in urban districts enter school above the national average, about 55% in kindergarten and are at the 49th% when they exit in the twelfth grade, having lost about 6 points, YK students generally enter school about the 20th% and exit around the 45-50th%, thereby gaining between 20 and 25 percentile points. Which district is doing the better job, one where students gain or one where students lose?

YKSD ACHIEVEMENT PROFILE

1. STATEWIDE ASSESSMENT REPORT

1.1 Data is not comparable

Comparison of The YK data and the Alaskan Total data is not reliable for two reasons: first, testing policies differ from district to district; and second, the Alaskan Total data aggregates scores from 8 different tests, a procedure considered invalid by testing experts. The YKSD data is based on one standardized norm referenced test, the Iowa Test of Basic Skills, form G. The tests were administered in the spring on the same week for both years within the approved norming dates. All YKSD students were tested, no group was excluded, including special education, Chapter 1, and bilingual students. In the case of the Alaska Total data we have no information about whether the data are based on fall or spring scores and whether all districts have the same testing policy in regard to Special Education, or bilingual education students. More significantly, what we have here are averages based on eight different tests including ITBS, SRA, CTBS, Metropolitan, etc. These scores have been aggregated with no statistical account taken for the differing reliability and validity of the different tests.

1.2 Data shows that YKSD is doing a good job

Although rural schools generally show achievement dropping from primary grade relative highs to secondary school lows. YKSD has reversed that trend. YK students are entering primary school very poorly prepared for school success (YKSD Kindergartners, 1987 Fall scores: 17% vocabulary, 18% math, 7% composite) and are exiting from our high schools very close to the national average, within 3 points. Whereas, Alaska students in general start out above the national average in the primary grades and slip about 5-10 points by the time they are in high school. To review the data, we used two well validated assessment evaluation models: The Gap Reduction Technique and classic group comparison.

Gap Reduction Technique

The so-called "gap reduction" technique which is recommended by the U.S. Department of Education looks at the improvement over time based on reducing the gap between the target population (YKSD) and the target norm (Alaska). In K-3, the primary grades which basically illustrate the learning readiness with which our population enters schools, YK kids are about 30 points behind Alaska in Reading, 35 points in Language, and 40 points in Math. However, by high school, YK kids are only 20 points behind in reading, 11 points behind in math, and 11 points behind in language. So, if we look at the data longitudinally, YK high schoolers have reduced the gap between themselves and their Alaskan peers by 10 points in reading, 24 points in Language, and 29 points in Math.

Classic Comparison Group Technique

Another way of looking at the data is to compare the percentile improvement over time between two groups. In this type of analysis we do not ask which group has better scores but which group showed greater improvement. Using this technique we compare the percentile change from K-3 to high school of YK students to the percentile change of Alaskan students as a whole. YK students gained 5 points in reading comprehension whereas their Alaskan peers lost 7 points from primary to high school; YK kids gained 25 points in language whereas Alaskans lost 3 points; YK kids gained 20 points in math whereas Alaskans lost 4 points. This shows pretty conclusively that YK is doing a significantly better job than Alaskan schools as a whole in reducing the gap or educational disadvantage with which our student population enters school.

2. YKSD ACHIEVEMENT & PROGRAMS

When we go beyond the data dealt with in the statewide profile, the achievement picture at YKSD is even more positive. First, it should be made clear that YK regards the test scores as reliable and valid. The test that we use, the *Iowa Test of Basic Skills*, has been carefully analyzed

by district instructional staff, and our curriculum has been aligned with it. It is fruitless and defensive to argue that the test is invalid. The test is very valid. Yes, there are cultural differences which our students exhibit which will lower their test scores. But by looking at patterns of growth, we can determine how good a job we as a district are doing. Over the past three years we have analyzed test scores using a variety of approaches. In every instance, we can see a solid pattern of growth. Here are a few examples.

2.1 Three Examples of Achievement Growth

We compared the districtwide scores for selected grades in 1981 and 1986. The first grade class of 1981 scored in the 24% (national percentile rank) in reading and 27% in language; in 1986 the first graders scored in the 55% in both reading and language. In 1981 the twelfth graders scored at the 12% in reading and the 6% in writing; in 1986 their scores in both tests were at the 47%. Although these were different groups of students in 1981 and 1986, they came from the identical population, the same income levels, family and language backgrounds. Since we do have a relatively stable population, this type of comparison is considered valid.

Another way of charting progress is to view the exact same population over time. The graduating classes of 1986, 87, 88 and 89 were tracked on their writing subtest scores from 1979-86. The Class of '86 improved a dramatic 29 percentile points; the class of '87 improved 14 points; the class of '88 12 points; and the class of '89 14 points. Their most recent scores reflected achievement at the 47%, 32%, 43%, and 52%.

As a final example, let us look at the reading scores for the entire Nulato School comparing 1981 and 1987. In this sample we compared 79 scores for the same student population. This includes grades K-12. Theoretically, although students appear to improve as they continue in the system and move up the grades, the scores in 1981 for all grades and 1987 should be similar because each includes an equal proportion of low scoring primary graders and relatively higher scoring secondary schoolers. In fact, when we compared the aggregated data, we found a 10.3 NCE growth from 1981-1987. Using the t-test as a statistical measure, it was determined that the 10.3 NCE gain had a 99.999% validity. In fact, a gain of 3-5 NCEs is usually considered highly significant.

In summary, it is clear that YKSD in the 11 short years of its existence has dramatically improved the student academic achievement in the region. It is important to stress that not only is the student population living in very rural, very isolated communities, but that 52% of the population is considered low income, 96% of the population is Native American, and well over 90% of the students are considered either bilingual underachievers or formerly bilingual underachievers using U.S. Department of Education guidelines. YKSD is serving a population which by any measure should be considered educationally/academically disadvantaged. Most similar populations in the lower forty-eight have high drop out rates and a pattern of declining achievement as student progress up through the grades. As the examples above illustrate, YKSD has definitively reversed that downward trend. Our students gain from 12 to 40 points as they progress toward graduation. For the past five years, the average YKSD graduate has been within 5 points of the national average. Our dropout rate for communities with K-12 school is virtually non-existent.

2.2 Programs Which Have Affected Achievement

To what factors can YKSD attribute its positive academic achievement? First, we have had an almost unprecedentedly consistent administration: one superintendent for ten years succeeded by the assistant superintendent who had served in the district for nine years. In 1988, every site administrator had been a staff member in the district for not less than five years. Second, the district has implemented a number of supplemental programs using funds from Chapter 1, Chapter II, Title IV, Title VII, Special Education, and JOM intended to focus on academic achievement. There are preschools in 8 of the ten sites. District funded programs like Academic Decathlon,

Spring Festival, and Battle of the Books challenge students, raising their sights and giving new definition to academic excellence within the district. The vocational and urban skills program provided in short courses at the District Office serves all students grades 9-12 annually and has won numerous state vocational awards. The post-secondary counseling program has helped over 120 young adults within the region to enroll and successfully participate in college and advance vocational training. Twelve community members from the region have completed their bachelor's degrees in education and returned to teach in classrooms in their home community, with two earning masters' degrees; thus providing students with local successful role models.

Project APEL, a nationally recognized program of Academic Excellence, has provided innovative high tech instructional materials and training in the teaching of writing to all ten sites. In the last five years, the Office of Instruction has systematically revised the curriculum guides for all major academic areas and completed a detailed alignment with the selected textbooks and achievement tests. The district has been a leader in supporting and participating in state supported curriculum and staff development programs, such as being a charter member of the Alaska Writing Project (since 1981) and the Alaska Math Consortium (since 1987). YKSD principals have participated in the Rural School Leadership Academy for the last four years. An annual needs assessment of the academic achievement of the district is conducted by the Office of Instruction and the results are used to prioritize programs and plans for the next academic year.

All of these activities and programs have been planned, implemented, and evaluated with a consistent goal, the improvement of student achievement. The results, as measured on standardized test score gains, two State Battle of the Books Team championships, awards such as Alaska State Promising Practices, Alaska Vocational Education Association Recognition, and national recognition from The Secretary of Education and the National Center for Educational Computing, all suggest that these programs have, over the long term, had a positive impact.

Yupiiit School District

P.O. Box 100

Akiachak, Alaska 99551

(907) 825-4428 or 825-4127

TO: Bob Arnold, Project Director
Senate Special Committee on School Performance

FROM: Steven L. Levine, Director of Federal Program and
Supplementary Funding

DATE: November 23, 1988

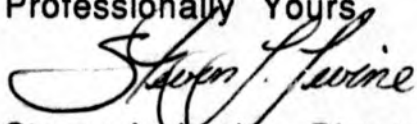
SUBJECT: Questionnaire

The following are brief answers to the questionnaire you sent us.

- 1) No, because the audience they have presented to was limited, and many times inappropriate. The information need to be presented to the individuals that will be using it first hand.
- 2) Yes, the village of Akiak tends to have higher achievement scores due to its English language dominance. Akiak was the economic, and transportation "hub" of the region at one time, much like Bethel is today.
- 3) This information has been enclosed for your reference.
- 4) Most of our supplemental, federal assistance programs use standardized test results to identify students' academic deficits. For example Chapter I - Disadvantaged focuses on Reading Comprehension.
- 5) attendance records for home-school coordination services, high school transcripts for credit accumulation and career guidance counseling, teachers criterion assessments (grades), parent conferences and survey to inform and identify community needs and wants

- 6) critical thinking skills and block scheduling
- 7) We have hired two guidance counselors in response to a need for academic/career and personal counseling as demonstrated on the survey.
- 8) Teachers are now better prepared to effectively use the many instructional programs being implemented throughout the District. Without this extensive inservice training our teachers, and the programs and materials they use, would not yield the positive gain they do.
- 9) Yupiit Reading Project
Success in Reading and Writing
Hoffman Reading
Educational Systems Incorporated
Mortensen Math
- 10) No three or four or even several books and articles will provide you with a complete and accurate background for developing sound education reform. I recommend that you listen to your State of Alaska Department of Education, they have the expertise derived from experience which you will not find in a book.
- 11) No.
- 12) Refer to the State of Alaska Department of Education.

Professionally Yours



Steven L. Levine, Director of Federal Programs & Supplementary Funding

YUPIIT SCHOOL DISTRICT

PRE-POST TEST NCE GAINS FALL 1987-SPRING 1988

AKIACHAK:

	<u>NCE GAIN</u>	<u>TOTAL RAW SCORE</u>	<u>STUDENT COUNT</u>
MATH	+ 9.8	1,051	107
READING	+ 6.5	694	106

AKIAK:

	<u>NCE GAIN</u>	<u>TOTAL RAW SCORE</u>	<u>STUDENT COUNT</u>
MATH	+ 5.85	322	55
READING	+ 6.2	341	55

TULUKSAK:

	<u>NCE GAIN</u>	<u>TOTAL RAW SCORE</u>	<u>STUDENT COUNT</u>
MATH	+12.1	786	65
READING	+ 6.6	315	48

YUPIIT SCHOOL DISTRICT:

	<u>NCE GAIN</u>	<u>TOTAL RAW SCORE</u>	<u>STUDENT COUNT</u>
MATH	+ 9.5	2,159	227
READING	+ 6.4	1,350	209

MIGRANT ACHIEVEMENT INFORMATION

SUBJECT: Reading

TESTING PERIOD: Fall 1987 - Spring 1988

TEST	TEST EDITION	DATE ADMINISTERED (Month/Day)
PRE TEST <u>CTBS</u>	Form U <u>Copyright 1984</u>	Sept. <u> </u> / <u>02</u>
POST TEST <u>CTBS</u>	Form U <u>Copyright 1984</u>	April <u> </u> / <u>12</u>

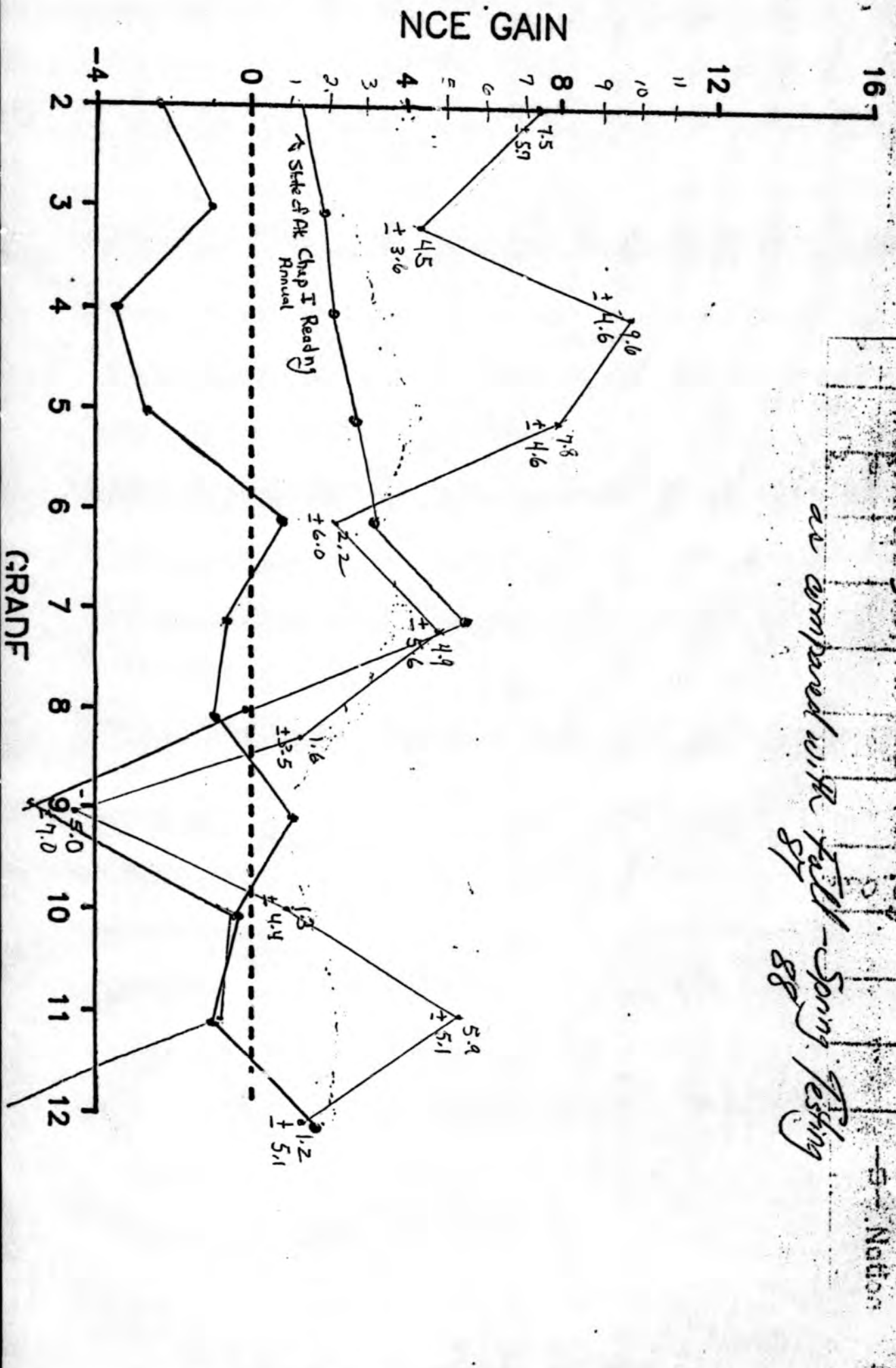
Project description					Normal Curve Equivalents (NCE's)			
Grade	Hrs/Week Instruction	Project Length in Weeks	Student To Instructor Ratio(S:I)	Member- ship	N	Pretest	Posttest	Gain
2	<u>5</u>	<u>36</u>	<u> </u>	<u>18</u>	<u>18</u>	<u>3.9</u>	<u>13.1</u>	<u>+ 9.2</u>
3	<u>5</u>	<u>36</u>	<u> </u>	<u>19</u>	<u>24</u>	<u>11.6</u>	<u>14.7</u>	<u>+ 3.1</u>
4	<u>5</u>	<u>36</u>	<u> </u>	<u>19</u>	<u>15</u>	<u>6.8</u>	<u>21.7</u>	<u>+ 14.9</u>
5	<u>5</u>	<u>36</u>	<u> </u>	<u>14</u>	<u>10</u>	<u>8.4</u>	<u>14.9</u>	<u>+ 6.5</u>
6	<u>5</u>	<u>36</u>	<u> </u>	<u>20</u>	<u>14</u>	<u>17.8</u>	<u>14.1</u>	<u>- 3.7</u>
7	<u>2</u>	<u>18</u>	<u> </u>	<u>15</u>	<u>12</u>	<u>13.0</u>	<u>15.4</u>	<u>+ 2.4</u>
8	<u>2</u>	<u>18</u>	<u> </u>	<u>31</u>	<u>31</u>	<u>13.3</u>	<u>16.3</u>	<u>+ 3.0</u>
9	<u>2</u>	<u>18</u>	<u> </u>	<u>17</u>	<u>10</u>	<u>23.0</u>	<u>17.1</u>	<u>- 5.9</u>
10	<u>2</u>	<u>18</u>	<u> </u>	<u>17</u>	<u>18</u>	<u>17.2</u>	<u>20.2</u>	<u>+ 3.0</u>
11	<u>2</u>	<u>18</u>	<u> </u>	<u>17</u>	<u>15</u>	<u>13.0</u>	<u>17.5</u>	<u>+ 4.5</u>
12	<u>2</u>	<u>18</u>	<u> </u>	<u>21</u>	<u>13</u>	<u>24.8</u>	<u>23.8</u>	<u>- 1.0</u>

CHAPTER I MIGRANT ACHIEVEMENT

Reading Annual Testing

as compared with Fall-Spring Testing

— Nation



MIGRANT ACHIEVEMENT INFORMATION

SUBJECT: Math

TESTING PERIOD: Fall 1987 - Spring 1988

	TEST	TEST EDITION	DATE ADMINISTERED (Month/Day)
PRE TEST	<u>CTBS</u>	Form U Copyright 1984	Sept. / 02
POST TEST	<u>CTBS</u>	Form U Copyright 1984	April / 12

Normal Curve Equivalents (NCE's)

Project description

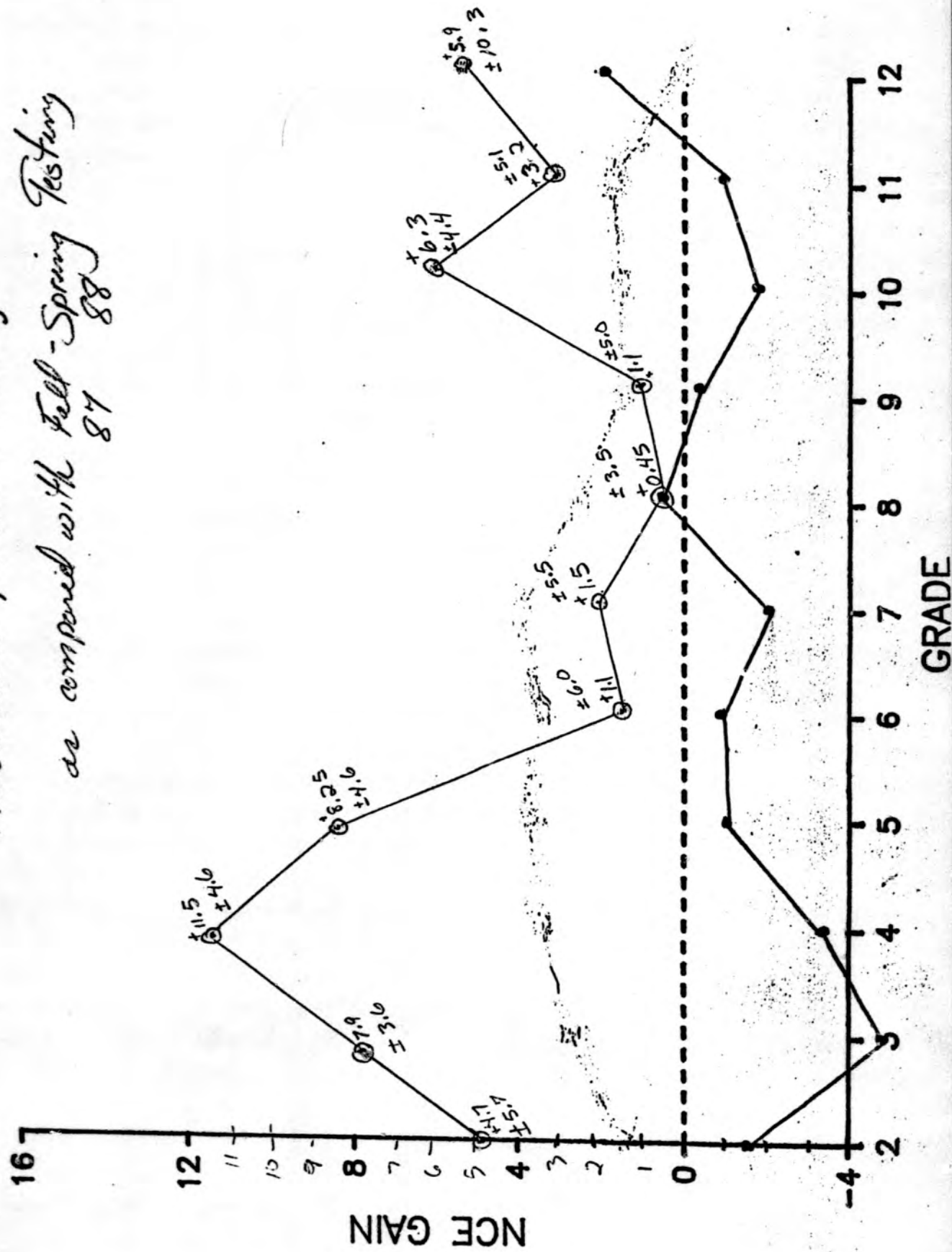
Grade	Hrs/Week Instruction	Project Length in Weeks	Student To Instructor Ratio(S:I)	Member- ship	N	Pretest	Posttest	Gain
=====								
2	<u>5</u>	<u>36</u>	<u> </u>	<u>18</u>	<u>18</u>	<u>8.4</u>	<u>17.7</u>	<u>+ 9.3</u>
3	<u>5</u>	<u>36</u>	<u> </u>	<u>19</u>	<u>24</u>	<u>9.2</u>	<u>16.0</u>	<u>+ 6.8</u>
4	<u>5</u>	<u>36</u>	<u> </u>	<u>19</u>	<u>15</u>	<u>9.3</u>	<u>16.9</u>	<u>+ 7.6</u>
5	<u>5</u>	<u>36</u>	<u> </u>	<u>14</u>	<u>10</u>	<u>3.7</u>	<u>11.6</u>	<u>+ 7.9</u>
6	<u>5</u>	<u>36</u>	<u> </u>	<u>20</u>	<u>14</u>	<u>13.1</u>	<u>15.7</u>	<u>+ 2.6</u>
7	<u>2</u>	<u>18</u>	<u> </u>	<u>15</u>	<u>12</u>	<u>9.7</u>	<u>12.9</u>	<u>+ 3.2</u>
8	<u>2</u>	<u>18</u>	<u> </u>	<u>31</u>	<u>31</u>	<u>16.7</u>	<u>18.2</u>	<u>+ 1.5</u>
9	<u>2</u>	<u>18</u>	<u> </u>	<u>17</u>	<u>9</u>	<u>19.6</u>	<u>19.6</u>	<u>0.0</u>
10	<u>2</u>	<u>18</u>	<u> </u>	<u>17</u>	<u>18</u>	<u>22.2</u>	<u>24.3</u>	<u>+ 2.1</u>
11	<u>2</u>	<u>18</u>	<u> </u>	<u>17</u>	<u>14</u>	<u>14.4</u>	<u>19.9</u>	<u>+ 5.5</u>
12	<u>2</u>	<u>18</u>	<u> </u>	<u>21</u>	<u>13</u>	<u>28.4</u>	<u>32.9</u>	<u>+ 4.5</u>
=====								

K = 29.0
±4.3

CHAPTER I MIGRANT ACHIEVEMENT

Mathematics, Annual Testing

as compared with Fall-Spring Testing
87 88



YUPIIT SCHOOL DISTRICT
MIGRANT SUMMER READING PROGRAM
TEST DATA SUMMARY
SPRING 1988 - FALL 1988

KINDERGARTEN - ELEVENTH GRADE

<u>AKIACHAK READING:</u>	<u>NCE GAIN</u>	<u>GIVE OR TAKE</u>	<u>TOT RAW SCORE</u>	<u>STUD COUNT</u>
Mig. Sum. Participant	-5.67	1.5	-255.0	45
Non-Participant	-6.72	1.3	-390.0	58

<u>AKIAK READING:</u>	<u>NCE GAIN</u>	<u>GIVE OR TAKE</u>	<u>TOT RAW SCORE</u>	<u>STUD COUNT</u>
Mig. Sum. Participant	-7.06	2.5	-113.0	16
Non-Participant	-5.62	1.8	-163.0	29

<u>TULUKSAK READING:</u>	<u>NCE GAIN</u>	<u>GIVE OR TAKE</u>	<u>TOT RAW SCORE</u>	<u>STUD COUNT</u>
Mig. Sum. Participant	-9.32	2.3	-177.0	19
Non-Participant	-9.21	1.6	-387.0	42

<u>DISTRICT TOTALS:</u>	<u>NCE GAIN</u>	<u>GIVE OR TAKE</u>	<u>TOT RAW SCORE</u>	<u>STUD COUNT</u>
Mig. Sum. Participants	-6.81	1.2	-545.0	80
Non-Participant	-7.29	.9	-940.0	129

Total Net Effect: The degree of regression in scores for total reading, as measured on the CTBS test, was .48 NCEs less for those students that participated in the summer reading program, than those students that did not.

YUPIIT SCHOOL DISTRICT
MIGRANT SUMMER READING PROGRAM
TEST DATA SUMMARY
SPRING 1988 - FALL 1988

KINDERGARTEN - EIGHTH GRADE

AKIACHAK READING: NCE GAIN GIVE OR TAKE TOT RAW SCORE STUD COUNT

Mig. Sum. Participant	-5.64	1.6	-237.0	42
Non-Participant	-9.62	1.65	-356.0	37

AKIAK READING: NCE GAIN GIVE OR TAKE TOT RAW SCORE STUD COUNT

Mig. Sum. Participant	-9.71	2.7	-136.0	14
Non-Participant	-7.04	2.1	-162.0	23

TULUKSAK READING: NCE GAIN GIVE OR TAKE TOT RAW SCORE STUD COUNT

Mig. Sum. Participant	-9.50	2.4	-171.0	18
Non-Participant	-11.22	1.8	-359.0	32

DISTRICT TOTALS: NCE GAIN GIVE OR TAKE TOT RAW SCORE STUD COUNT

Mig. Sum. Participants	-7.35	1.2	-544.0	74
Non-Participant	-9.53	.9	-877.0	92

Total Net Effect: The degree of regression in scores for total reading, as measured on the CTBS test, was 2.18 NCEs less for those students that participated in the summer reading program, than those students that did not.

SCOMM

71:3

HOW TO IMPROVE THE EDUCATIONAL PATHWAY FOR MINORITIES IN ALASKA

Agenda

Alaska Public Hearing
for
Quality Education for Minorities Project
together with
Alaska Senate Special Committee on School Performance

Chairpersons
Senator William L. Hensley, Chairman
Alaska Senate Special Committee on School Performance
and
Dr. Shirley M. McBay, Project Director
Quality Education for Minorities Project
Massachusetts Institute of Technology

University of Alaska Anchorage
Arts Building, Room 117
Anchorage, Alaska

August 26-27, 1988

Friday, August 26, 1988

8:30-8:45 a.m.	<u>Welcome and Introductions</u> Commissioner William G. Demmert
8:45-9:00 a.m.	<u>Statement of Goals for Quality Education for Minorities Project</u> Dr. Richard Hope, MIT
9:00-9:15 a.m.	<u>Statement of Goals for Alaska Senate Special Committee on School Performance</u> Senator William L. Hensley
9:15-9:45 a.m.	<u>Demographic Overview of Alaska</u> Edna Ahgeak MacLean Toni Kahklen-Jones Alaska Department of Education
9:45-10:00 a.m.	<u>Overview of Education for Minorities in U.S.</u> Dr. Robert Rath, Director Northwest Regional Educational Laboratory
	BREAK
10:15-10:30	Lynn Johnson, Director Chukchi College Kotzebue

10:30-11:30 a.m. Panel of Alaska School Administrators
 Steve McPhetres, Executive Director
 Alaska Council of School Administrators

Sam Towarak, Educational Specialist
 Bering Straits School District

Dorothy Jordan, Principal
 Yukon-Koyukuk School District

Frank Hill, Superintendent
 Lake and Peninsula Schools

Carl Lamarr, Assistant Superintendent
 Anchorage Schools

Dr. Shirley Halloway, Superintendent
 North Slope Borough School District

Jerry Covey, Superintendent
 Northwest Arctic School District

11:30-11:45 a.m. Dr. Gerald Mohatt, Dean
 College of Rural and Human Development
 University of Alaska Fairbanks

11:45-12:00 noon Tsuguo Arai, Director
 Bilingual Programs
 Anchorage School District

LUNCH

1:30-2:30 p.m. Alaska Federation of Natives Panel
 Janie Leask, President
 Alaska Federation of Natives

Edward Thomas, President
 Tlingit-Haida Central Council

Dorothy Larson
 Dillingham

Sam Kito
 Anchorage

2:30-3:30 p.m. Black Panel
 Sophia D. Dawson, Assistant Principal
 Bartlett High School
 Anchorage

Lance S. Bowie, Principal
 Wendler Jr. High
 Anchorage

Charlie Mae Moore, Certification Administrator
 Department of Education
 Juneau

Anna M. Seabrook, Principal
Ursa Major Elementary
Anchorage

Lewis J. Sears, Assistant Principal
Chugiak High School
Anchorage

3:30-4:30 p.m.

Tanana Chiefs Conference Panel
Mitch Demientieff, President
Tanana Chiefs Conference

Ernest Holmberg, Sub-Regional Director
McGrath Area

plus others

4:30-5:30 p.m.

Association of Alaska School Boards Panel
Carl Rose, Executive Director
Association of Alaska School Boards

Carole C. Huntington, President
Galena City School Board

Robert Nick, President
Lower Kuskowim School Board

Bettye Davis, Member
Anchorage School Board

Leona Okakok, Member
North Slope Borough School Board

Sophie Ferguson, President
Northwest Arctic School Board

5:30--5:45 p.m.

Dennis Demmert, Associate Professor
School of Education
University of Alaska Fairbanks

5:45-6:00 p.m.

Patsy Aamodt, Chairperson
North Slope Higher Education Learning Center Board

Dr. Gary Smith, Director
North Slope Education Higher Learning Center
Barrow

DINNER

7:30-7:45 p.m.

Jeanine Kennedy, Executive Director
Rural CAP

7:45-8:00 p.m.

Mary Wolcuff, Executive Director
Association of Stranded Rural Alaskans in Anchorage

Saturday, August 27, 1988

9:00-10:00 a.m.

NEA-Alaska Panel
Judy Sato, President
NEA-Alaska

Margaret Bellamy - member of multi cultural
Anchorage Shish, Anuk

~~Darlene Heckler~~ Connie Gale's - Real concerns Committee
~~Selawik~~

Pam McCarl
Anchorage

10:00-11:00 a.m.

The Alaska Native Education Council Panel
Bobby Andrews, President
Dillingham

Charmaine Ramos
Anchorage

Luann Pelagio
Anchorage

Kathy Itta
Fairbanks

Virginia Thomas
Anchorage

Linda Green
Fairbanks

11:00-12:00 noon

Alaska Congress of Parents and Teachers Panel
Ann McCoy, President
~~Anchorage~~

Carol Evertt
Anchorage

~~Carol Comeau~~
~~Anchorage~~

Lottie Sparks

~~Abby Hensley~~
~~Kotzebue~~

May Kenworthy

Joe Upicksoun, President
Barrow PTA

Lottie Sparks
Galena

LUNCH

1:30-1:45 p.m.

Brenda Itta, NSBSD
Barrow

1:45-2:15 p.m.

Mt. Edgecumbe High School Students

2:15-2:30 p.m.

Dr. Paul Goodwin
Anchorage

2:30-3:15 p.m.

Alaska Pacific University Panel
Dr. F. Thomas Trotter, President ✓

Mr. David Ochoa, Vice President
University Relations

Dr. Ramona Suetopka-Duerre, Director
Alaska Native Institute

3:15-4:15 p.m.

Alaska Association for Bilingual Education Panel
Mollie Sipe, President

Alice Taff
Anchor Point

Marianne Imman
Anchorage

Vera Metcalf
Nome

Sandra Hendricks, Fairbanks

4:15-5:15 p.m.

Alaska Native Education Association Panel
Reva Wulf-Shircl, President
Fairbanks

Dr. Ramona Suetopka-Duerre
Anchorage

Toni Kahklen-Jones
Juneau

Joanne Eckels
Anchorage

Edna A. MacLean
Juneau

5:15 p.m.

Open Microphone

Closing Remarks

Dr. Shirley M. McBay

Senator William L. Hensley

Agenda

**Alaska Public Hearing
for
Quality Education for Minorities Project
together with
Alaska Senate Special Committee on School Performance**

**Chairpersons
Senator William L. Hensley, Chairman
Alaska Senate Special Committee on School Performance
and**

**Dr. Shirley M. McBay, Project Director
Quality Education for Minorities Project
Massachusetts Institute of Technology**

**University of Alaska Anchorage
Arts Building, Room 117
Anchorage, Alaska**

August 26-27, 1988

Friday, August 26, 1988

8:30-8:45 a.m.	Welcome and Introductions Commissioner William G. Demmert
8:45-9:00 a.m.	Statement of Goals for Quality Education for Minorities Project Dr. Richard Hope, MIT
9:00-9:15 a.m.	Statement of Goals for Alaska Senate Special Committee on School Performance Senator William L. Hensley
9:15-9:45 a.m.	Demographic Overview of Alaska Edna Ahgeak MacLean Toni Kahklen-Jones Alaska Department of Education
9:45-10:00 a.m.	Overview of Education for Minorities in U.S. Dr. Robert Rath, Director Northwest Regional Educational Laboratory
10:15-10:30	Lynn Johnson, Director Chukchi College Kotzebue
10:30-11:30 a.m	<u>Panel of Alaska School Administrators</u> Sam Towarak Bering Straits School District Dorothy Jordan, Principal Yukon-Koyukuk School District