ACKNOWLEDGEMENTS

The Alaska Department of Education & Early Development greatly appreciates the cooperation and support of Alaska's 53 school districts and Mount Edgecumbe High School for assisting with the collection of information that provides the basis for this report.

Print and electronic copies of this publication may be obtained by contacting:

Alaska Department of Education & Early Development
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

A free PDF download of this publication is available at:

http://education.alaska.gov/stats

Governor of Alaska
Bill Walker

Alaska Department of Education & Early Development
Dr. Michael Johnson, Commissioner

Alaska State Board of Education & Early Development

James K. Fields, State Board Chair
REAA Representative
Glennallen

Sue Hull, First Vice-Chair
4th Judicial District
Fairbanks

John Harmon, Second Vice-Chair
3rd Judicial District
Palmer

Barbara A. Thompson
Public-at-Large
Douglas

Dr. Keith Hamilton
Public-at-Large
Soldotna

Lieutenant Colonel Jason Toole
Military Advisor
Joint Base Elmendorf-Richardson

Rebecca Himschoot
1st Judicial District
Sitka

Kenny Gallahorn
2nd Judicial District
Kotzebue

Wilfried Zibell
Student Advisor
Aqqaluk High School
Noorvik

Table of Contents

A Message from the Commissioner **4**

Alaska Education at a Glance **5**

Standards and Assessments **6**

History 6

Comprehensive System of Student Assessment 6

Summary 7

National Assessment of Educational Progress (NAEP) **9**

College Entrance Examinations **12**

SAT 12

ACT 12

Alaska School and District Accountability **13**

Overview 13

Alaska School Performance Index (ASPI) 13

Annual Measurable Objective (AMO) Targets 13

Effect of AMP on Accountability 14

Designation of Schools 14

Effect of AMP on the Designation of Schools 15

2014-2015 Reward Schools – Highest Performing 16

2014-2015 Reward Schools – High Progress 18

2013-2014 Priority Schools 20

2013-2014 Focus Schools 21

High School Completion Requirements **23**

Graduation Rate **24**

Annual Dropout Rate (Grades 7-12) **25**

Change in Average Daily Membership **26**

Student Attendance Rate **26**

Accreditation **27**

Teacher Quality **28**

Alaska Statewide Mentor Project **29**

Definitions and Methodology **31**

A MESSAGE FROM THE COMMISSIONER

An excellent education for every student every day - this is Alaska's destination for public education.

We share a vision that all students can succeed in their education and work, shape meaningful lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

To support this mission, the Alaska State Board of Education and Early Development has developed five strategic priorities. They are: 1. Amplify student learning, 2. Inspire community ownership of educational excellence, 3. Modernize the education system, 4. Ensure excellent educators, and 5. Promote safety and well-being. These strategic priorities focus our public school system on fulfilling the mission of providing an excellent education for every student every day.

This Report Card to the Public provides important factual information about our schools' and districts' performance over the past school year. Readers can learn at-a-glance information about state and national assessments and Alaska's graduation rates, dropout rates, schools recognized for excellence, and schools collaborating with the state on improvements. Families can use this information to know how best to support their school in providing an excellent education for every student every day.

We are excited to share that the Department of Education and Early Development now uses social media to share positive messages about education in Alaska and the importance of lifelong learning. Whatever social media platform you use, look for **#aklearns**. Watch our video introduction on Vimeo at https://vimeo.com/186307149. We also house a wealth of information geared toward parents and policymakers on our website at education.alaska.gov.

We are eager to continue supporting, informing, and engaging with the public through a variety of methods, including the Report Card to the Public, about our students and schools and what the State Board, department staff, school and district staff, partner organizations, parents and families, and the public do every day in support of Alaska's students.

Sincerely,

Dr. Michael Johnson, Commissioner
Alaska Department of Education & Early Development

ALASKA EDUCATION AT A GLANCE

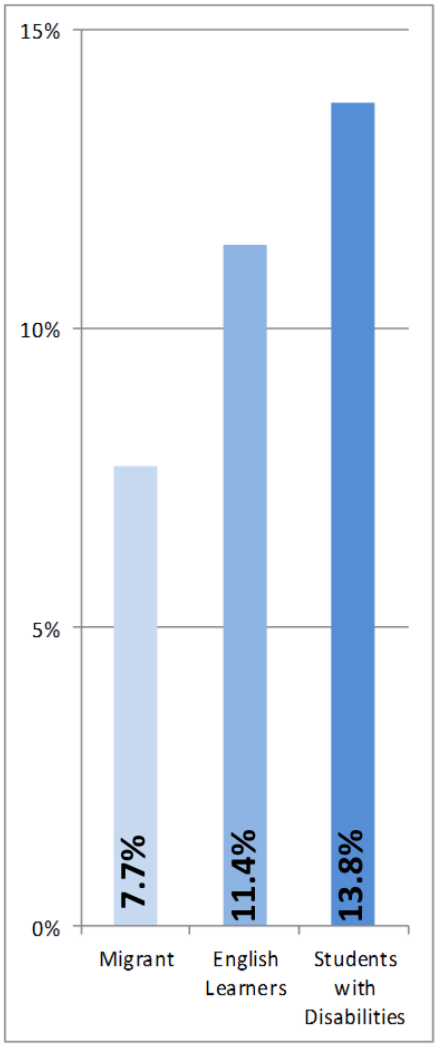
Statewide Profile 2015-2016

Number of Public School Districts	53*	K-12 Student Population in Average Daily Membership (ADM)	129,705
Regional Education Attendance Areas	19		
City, Borough, and Municipality Districts	34	Change in ADM from 14-15 to 15-16	0.1%
		School-Age Low Income Children	53,366
Public Schools: Pre-Elementary to Grade 12	508	Number of High School Graduates in 2016**	8,108
State-Operated Schools	1	Number of Dropouts (Grades 7-12) in 2016	2,268
Charter Schools	28	School District Square Miles	685,175
Correspondence Schools	33	State Population (7/1/2015 DOLWD estimate)	737,625

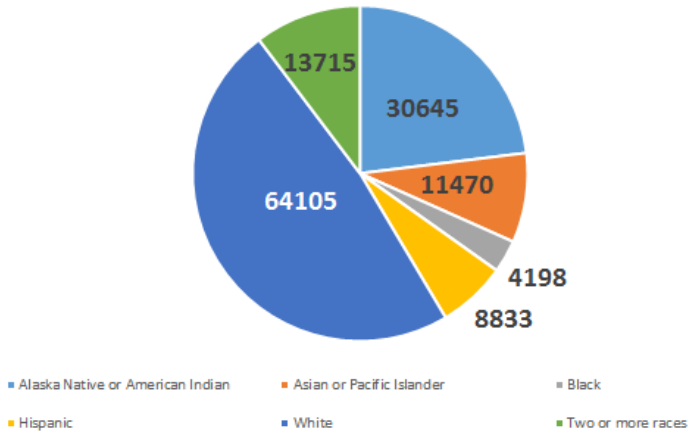
* Mount Edgcumbe High School is state operated and not considered part of a public school district.

** This number reflects all high school graduates in 2016, including 2015 or 2016 Certificate of Achievement recipients who were issued a retroactive diploma after receiving a valid score on a College or Career Ready Assessment (CCRA) or who received a diploma on June 30, 2016, due to the CCRA sunset window. This number may differ significantly from the number of graduates in the 2016 cohort group, used to report graduation rate.

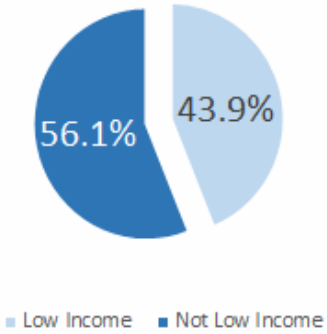
PE-12 Statewide Enrollment In Supplemental Programs



PE-12 Statewide Enrollment by Ethnicity



PE-12 Statewide Enrollment by Economic Status



STANDARDS AND ASSESSMENTS

History

In 1993, Alaskans developed the first set of content standards, broad statements of what students in public schools should know and be able to do. The first set of standards adopted by the State Board of Education & Early Development (State Board) addressed 10 core subject areas: English and language arts; mathematics; science; history; geography; government and citizenship; skills for a healthy life; arts; world languages; and technology. These were followed by standards for employability and library and information literacy. The Alaska Native Knowledge Network developed the Alaska Cultural Standards for Students in 1998, which the State Board adopted later that year. The State Board adopted revised Alaska history standards in 2006.

In 2003, work began to develop performance standards that set grade level expectations for grades 3-10 in reading, writing, and mathematics and grades 3-11 in science. The State Board adopted the revised performance standards in 2005. These performance standards served as an instructional guide for schools and a blueprint for the development of two standardized examinations: the Standards Based Assessments (SBAs) and the High School Graduation Qualifying Examination (HSGQE).

Driven by a need to better prepare graduates for college education, technical training, and careers after high school, Alaskan educators and stakeholders proposed revisions to Alaska's English language arts and mathematics standards. The new, more rigorous standards adopted by the State Board in June 2012 prepare students for their choice of postsecondary education or career path. Students were first assessed on these new standards in the spring of 2015 through use of the Alaska Measures of Progress (AMP), a custom assessment designed for Alaska.

Through the adoption of challenging content standards, the Alaska Department of Education & Early Development (DEED) has provided a framework where:

- Students and teachers share clear and challenging educational goals;
- Educational resources and efforts are focused on student achievement; and,
- Student achievement and school performance are measured using common standards.

Comprehensive System of Student Assessment

State law requires a comprehensive system of student assessments. Assessments that were scheduled to be administered during the 2015-2016 school year include:

- Alaska Developmental Profile
  - A kindergarten-readiness observation tool for all students entering kindergarten, and any first-grade student who was not profiled in kindergarten
- Alaska Measures of Progress (AMP)
  - Measured understanding of the Alaska English Language Arts and Mathematics Standards
  - For students in grades 3-10
- Alaska Science Assessment
  - Measures understanding of Alaska's science standards

    - For students in grades 4, 8, and 10
- A college- and career-readiness assessment (CCRA)
    - Required by passage of House Bill 278, effective July 1, 2014
    - WorkKeys, ACT, or SAT required for graduation
    - Administered to all students in grade 11 and those in grade 12 who had not taken a CCRA
- An alternate assessment for students with significant cognitive disabilities
    - English language arts and mathematics assessments for students in grades 3-10
    - Science assessments for students in grades 4, 8, and 10
- An assessment designed to identify English language proficiency
    - ACCESS for ELLs assesses English language proficiency for eligible students in kindergarten through grade 12
    - Alternate ACCESS for ELLs assesses English language proficiency for eligible students with significant cognitive disabilities in kindergarten through grade 12

In December 2015, the State Board repealed the requirement to administer an early literacy screener to all students in kindergarten and grades 1 and 2, and to those third-grade students identified as experiencing delays in attaining early literacy skills.

House Bill 278, Alaska's Education Opportunity Act, was signed into law and became effective on July 1, 2014. This law repealed the HSGQE and the related graduation requirement. The law required all students in Alaska to take a college- or career-readiness assessment as a requirement for graduation. These assessments were defined as WorkKeys, ACT, and SAT. Students had the option to take either the career-readiness assessment (WorkKeys) or a college-readiness assessment (ACT or SAT) in grade 11, or in grade 12 if not taken in grade 11.

Passed during the 2015 legislative session, House Bill 44 included a repeal of the CCRA graduation requirement effective June 30, 2016.

Summary

Implementing and administering a statewide, comprehensive assessment system to measure the skills and knowledge of Alaska's students is one of DEED's primary activities. The current system measures student achievement in relation to statewide performance standards; provides valid, reliable information to policy makers; allows for data-driven decision making; and informs school improvement efforts.

To this end, DEED provides ongoing technical assistance to school districts in standards-based instruction, the alignment of curriculum to state content standards, the use of data to drive decisions, and the completion of data collection and analysis for internal and external reporting and use.

DEED uses information from the assessments, aggregated at statewide, district, and school levels, to provide parents, educators, policy makers, and the community-at-large with empirical data regarding the degree to which the state's public school students are succeeding in demonstrating knowledge of Alaska's standards. Results are also disaggregated by a variety of student subgroups, such as race/ethnicity, to help ensure educational equity across the state.

On April 1, 2016, DEED announced the cancelation of the state's general and alternate assessments in English language arts, mathematics, and science. This decision was made because of unexplained technology errors and repeated interruptions in computer-based testing following a construction accident that severed a fiber-optic cable. The technical failure was statewide, resulting in no valid, reliable, usable data in Alaska's 54 school districts. On November 17, 2016, the United States Department of Education waived not only the assessment requirement for the 2015-2016 school year, but also the related state and local reporting requirements.

The following pages typically include statewide results of the content assessments in English language arts, mathematics, and science. Due to the cancelation of assessments in 2016, however, the 2015-2016 Report Card to the Public does not include these data. In the spring of 2017, students in grades 3-10 will take the Performance Evaluation for Alaska's Schools (PEAKS) assessments for the first time. Like AMP, PEAKS will be aligned to the Alaska English Language Arts and Mathematics Standards. DEED will report performance on PEAKS and the Alaska Science Assessment in the 2016-2017 Report Card to the Public.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

The National Assessment of Educational Progress (NAEP) is the only national test of what students know and can do. The No Child Left Behind Act of 2001 mandated state participation in NAEP reading and mathematics assessments in grades 4 and 8 every other year so that NAEP could serve as the common measure of student achievement.

NAEP does not test each fourth or eighth grader in the state. A representative sample of schools is chosen to participate in the NAEP. No NAEP individual results are given for students or schools; only statewide results are reported. NAEP scores can be used to compare Alaska to the nation and to other states.

NAEP assessments are designed to assess NAEP standards, also known as NAEP frameworks. NAEP does not assess students on the Alaska standards. More information about the NAEP in Alaska can be found in http://education.alaska.gov/tls/assessment/naep.html.

There are three achievement levels for each grade assessed by NAEP: Basic, Proficient, and Advanced. A fourth level, Below Basic, has no federal policy definition but is indicative of a lack of mastery. Proficient on the NAEP indicates students "have demonstrated competency over challenging subject matter." The following definitions apply to all subjects and all grades assessed by NAEP:

Achievement-Level Policy Definitions	
Basic	**Partial mastery** of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	**Solid academic performance** for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	**Superior performance.**

The most recent data available for NAEP reading and mathematics is from the 2015 administration. The charts on the following pages show Alaska students' scores on the 2015 NAEP assessments compared to the public school students' scores nationally. NAEP will be administered again in spring 2017.

NAEP 2015 Grade 4 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National	Alaska	National	Alaska	National	Alaska	National	Alaska
All students	8	6	27	24	33	31	32	39
White	11	10	34	32	33	33	21	24
Black	2	6	16	19	33	32	49	44
Hispanic	3	5	17	23	33	34	46	38
Asian/Pacific Islander	19	5	34	18	28	34	19	43
American Indian/Alaska Native	4	1	17	9	31	24	47	66
Two or more races	10	5	29	25	34	35	28	35
Eligible for National School Lunch Program	3	2	18	15	34	28	44	54
Students with Disabilities	2	2	10	6	21	14	67	78
English Language Learners	1	*	7	3	24	16	68	81

NAEP 2015 Grade 8 Reading	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National	Alaska	National	Alaska	National	Alaska	National	Alaska
All students	3	3	29	29	42	39	25	29
White	4	5	38	41	42	40	16	14
Black	1	*	14	13	43	49	42	37
Hispanic	1	1	19	30	45	45	35	25
Asian/Pacific Islander	9	1	41	19	35	46	15	33
American Indian/Alaska Native	2	*	21	8	42	31	36	60
Two or more races	4	3	31	36	41	42	23	30
Eligible for National School Lunch Program	1	1	19	16	44	38	36	45
Students with Disabilities	*	*	7	6	28	24	64	69
English Language Learners	*	*	3	1	25	16	72	82

NAEP 2015 Grade 4 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	87	93
English Language Learners	93	96

NAEP 2015 Grade 8 Reading Participation Rate Percentages	National	Alaska
Students with Disabilities	87	89
English Language Learners	90	93

*** -** Statistic rounds to zero percent

NAEP 2015 Grade 4 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National	Alaska	National	Alaska	National	Alaska	National	Alaska
All students	7	6	32	29	42	43	19	22
White	10	9	41	38	39	41	10	11
Black	1	1	17	13	46	47	35	39
Hispanic	3	4	23	26	47	48	27	22
Asian/Pacific Islander	22	5	39	22	29	46	10	28
American Indian/Alaska Native	2	1	21	16	47	41	30	42
Two or more races	9	8	35	34	41	43	15	14
Eligible for National School Lunch Program	2	2	22	19	48	47	28	33
Students with Disabilities	2	1	14	10	38	35	46	55
English Language Learners	1	*	13	6	43	40	43	54

NAEP 2015 Grade 8 Math	% Advanced		% Proficient		% Basic		% Below Basic	
Student Subgroup	National	Alaska	National	Alaska	National	Alaska	National	Alaska
All students	8	7	24	25	38	39	30	29
White	10	11	32	35	39	41	19	14
Black	1	2	11	15	35	41	53	42
Hispanic	3	5	16	21	41	45	40	29
Asian/Pacific Islander	25	4	33	22	28	41	14	34
American Indian/Alaska Native	3	2	16	11	38	33	43	54
Two or more races	9	8	26	27	38	39	28	26
Eligible for National School Lunch Program	2	2	15	15	40	39	42	44
Students with Disabilities	1	1	6	5	24	24	68	70
English Language Learners	1	*	5	2	26	18	69	81

NAEP 2013 Grade 4 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	89	91
English Language Learners	95	97

NAEP 2015 Grade 8 Math Participation Rate Percentages	National	Alaska
Students with Disabilities	90	89
English Language Learners	93	93

***** - Statistic rounds to zero percent

COLLEGE ENTRANCE EXAMINATIONS

SAT

The SAT measures mathematics, critical reading, and writing skills. Participation is voluntary and students may attempt the test multiple times. Results from the SAT are used by many post-secondary institutions for decision-making purposes regarding admission, course placement, and financial aid.

Alaska's 2016 graduating public school seniors scored lower than the 2016 national public school average score in critical reading, mathematics, and writing. Overall, Alaska public and private school graduates scored below the national average in critical reading, mathematics, and writing.

Test Population	Test Subsection	ALASKA Average Score	NATIONAL Average Score
All Graduating Seniors	Critical Reading	485	494
	Mathematics	479	508
	Writing	460	482
Public School Graduating Seniors	Critical Reading	483	487
	Mathematics	478	494
	Writing	458	472

In March 2016, SAT changed to a new format. The new format includes two components - evidence-based reading and writing, and mathematics - plus an optional essay section. This year's data summary did not feature the new format, future score reports will do so.

ACT

The ACT assesses student knowledge in four subject areas: English, reading, mathematics, and science. Participation is voluntary and students may attempt the test multiple times. Results from the ACT are used by many post-secondary institutions for decision-making purposes regarding admission, course placement, and financial aid.

Alaska's 2016 graduating public school seniors earned a lower average composite ACT score than the national public school average and lower average scores in all subject areas in 2015-2016.

Alaska public and private school graduates earned a lower average composite ACT score than the national average and lower than the national average subject scores in all subject areas.

Test Population	Test Subsection	ALASKA Average Score	NATIONAL Average Score
All Graduating Seniors	English	18.9	20.1
	Mathematics	20.0	20.6
	Reading	20.6	21.3
	Science	19.8	20.8
	Composite	**20.0**	**20.8**
Public School Graduating Seniors	English	18.7	19.7
	Mathematics	20.0	20.3
	Reading	20.5	20.9
	Science	19.7	20.5
	Composite*	**19.9**	**20.5**

* Per ACT, Inc. "Both national and state ACT data should be interpreted with an understanding of the tested students being reviewed, and a realization that this is not solely a look at public school tested students. There are many differences in state testing patterns such as full statewide testing of all juniors vs. states where students choose to take the ACT. We also see data differences by the percent of students choosing to take the ACT within states. It is important when viewing the data comparatively to understand these differences and view the data in light of these differences."

ALASKA SCHOOL AND DISTRICT ACCOUNTABILITY

Overview

In September 2012, Alaska applied for a flexibility waiver from provisions of the federal Elementary and Secondary Education Act (ESEA). The waiver was approved in May 2013 by the United States Department of Education. In June 2013, the State Board adopted a new accountability system for Alaska's public schools. This accountability system was based on two separate systems: the Alaska School Performance Index (ASPI) and Annual Measureable Objective (AMO) targets.

With the passage of the Every Student Succeeds Act (ESSA), a new state plan, a new assessment, and a new accountability system are being developed. This plan will include three components: Standards and Assessments; Accountability; and School Support and Improvement.

The state plan is being developed with significant stakeholder engagement, and will continue throughout the 2016-2017 school year. Alaska's state plan will be formally submitted to the United States Department of Education in September 2017, with opportunities for continued input and public comment throughout the 2016-2017 school year.

Alaska School Performance Index (ASPI)

The Alaska School Performance Index (ASPI) system effectively replaced the former Adequate Yearly Progress (AYP) model that had been in place since 2002. AYP reporting was established following implementation of the No Child Left Behind Act (NCLB). Under ASPI, schools were scored on a 100-point scale, based on student growth as well as achievement on state assessments, attendance, high school graduation, and student performance on work-ready and college entrance exams. The overall ASPI score determined the category, or star rating, of each school. The top performing schools in the state were rated as five-star schools, while the lowest performing schools were rated as one-star schools.

2013-2014 Count of Schools by ASPI Rating

Rating	Count	Percent
*****	75	15.0%
****	198	39.5%
***	149	29.7%
**	52	10.4%
*	27	5.4%

2013-2014 Count of Title I Schools by ASPI Rating

Rating	Count	Percent
*****	22	7.8%
****	102	36.0%
***	100	35.3%
**	41	14.5%
*	18	6.4%

In 2013-2014 there were 501 schools that received a star rating. 273 of these schools (54.5%) received a four- or five-star rating. This compares to 2012-2013, when 242 of 503 schools (48.1%) received a four- or five-star rating.

Annual Measurable Objective (AMO) Targets

In addition to the ASPI star designation, each school and district, as well as the state, received individualized AMO targets in reading, writing, and mathematics based upon proficiency on the SBAs in 2012. The targets increased by annual increments toward the goal of reducing by half the percentage of students who are not proficient within six years for each content area. Progress toward AMO targets was reported annually for all students and for each of the currently identified subgroups that include at least five students (economically disadvantaged students, English learners, students with disabilities, and all six race/ethnicity groups).

Effect of AMP on Accountability

In partnership with DEED, school districts implemented the Alaska Measures of Progress (AMP) summative assessment during the spring of 2015. AMP measured a student's understanding of Alaska's English language arts and mathematics standards, which are more rigorous than the state's previous standards.

Because results from AMP and the Standards Based Assessments (SBAs) are incomparable, a measurement of student growth was unable to be calculated in 2014-2015. Student growth was also unable to be measured for 2015-2016 due to the cancelation of assessments. Student growth accounted for 40 percent of a traditional school's ASPI score and 50 percent of an alternative school's ASPI score. For these reasons, DEED did not produce ASPI scores and star ratings for the 2014-2015 or 2015-2016 school years.

Similarly, although AMO targets were calculated through the 2017-2018 school year, these targets were calculated based upon performance on the 2011-2012 SBAs. Since AMP and SBAs are not comparable, those AMO targets are no longer valid.

The United States Department of Education, in recognition of the statistical and reporting challenges caused by the incomparability of SBAs and AMP results and by the cancelation of AMP in 2016, allowed DEED to pause its accountability system, relying on 2013-2014 ASPI and AMO calculations to inform school accountability through the 2016-2017 school year.

Designation of Schools

Schools may receive a designation in addition to their ASPI star rating:

Reward schools were in the top 10% of the highest-performing and high-progress schools in the state. These schools were given special recognition and encouraged to serve as models for other schools.

Priority schools were identified from among the one-star and two-star schools for the most rigorous attention and support. At least 5% of the lowest performing Title I schools were designated Priority and remained so for at least three years. Priority schools were required to develop and implement a comprehensive school improvement plan to implement the seven

turnaround principles as required by state regulations and the United States Department of Education.

Focus schools were selected from among the 1-star and 2-star schools that were not identified as Priority schools but would benefit from a program of improvement targeted to their specific needs. At least 10% of the lowest-performing Title I schools were designated as Focus schools for at least two years. Focus schools were required to develop and implement a school improvement plan targeted to their specific needs, including consideration of the seven turnaround principles that are referenced in state regulations.

Priority, Focus, one-star, and two-star schools are required to submit School Improvement Plans for approval to DEED. All three-star schools are required to complete a School Improvement Plan and submit it to their district office for approval.

A four-star or five-star school is also required to complete a School Improvement Plan under certain conditions:

- For two consecutive years, the school failed to meet its annual measurable objective under 4 AAC 06.815 for the school as a whole or for any subgroup at the school
- The school enrolls students in grade 12 and experienced a decline in the school's graduation rate for the school as a whole or for any subgroup at the school
- The school has a participation rate of less than 95 percent under 4 AAC 06.820(a)

A school remains designated as a Priority school for three years, and every third year DEED will identify and designate Priority schools. A school remains designated as a Focus school for two years, and every two years the department will identify and designate Focus schools. Priority and Focus schools were both identified for the 2013-2014 school year utilizing 2012-2013 assessment data, so no changes to the lists of Priority or Focus schools were made following the 2013-2014 school year.

Effect of AMP on the Designation of Schools

As was the case with accountability, the transition from SBAs to AMP affected the school designation process. No new reward schools were identified for the 2015-2016 school year based on performance on 2015 assessments nor were new reward schools identified for the 2016-2017 school year due to the cancelation of 2016 assessments. The 2014-2015 reward schools identified in this document are based on performance on 2014 assessments.

Priority schools retain their designation for the 2016-2017 school year. This will be the priority schools' fourth year of implementation of required turnaround principles. Focus schools also retain their designation for the 2016-2017 school year for the fourth consecutive year. Priority and focus schools continue to receive support from DEED liaisons, coaches, and staff to assist with implementing the changes described in their approved plans. These schools also continue to revise and update their plans with new tasks and activities for the 2016-2017 school year and to use any available local data that demonstrates student needs or progress.

2014-2015 Reward Schools – Highest Performing

Alaska Gateway School District
- Dot Lake School

Anchorage School District
- Bear Valley Elementary
- Eagle Academy Charter School
- Northern Lights ABC K-8 School

Denali Borough School District
- Cantwell School

Dillingham City School District
- Dillingham Correspondence School

Galena City School District
- Sidney C. Huntington Elementary

Iditarod Area School District
- Takotna Community School

Kenai Peninsula Borough School District
- Aurora Borealis Charter School
- Chapman School
- Cooper Landing School
- Kaleidoscope School of Arts & Science
- Moose Pass School

Lake and Peninsula Borough School District
- Chignik Lagoon School
- Igiugig School

Matanuska-Susitna Borough School District
- Beryozova School
- Mat-Su Career & Tech Ed High School

Nome City School District
- Anvil City Science Academy
- Extensions Correspondence

Skagway School District
- Skagway School

Note: 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data. Due to the pause in the accountability system, no new reward schools were identified for 2015-2016.

2014-2015 Reward Schools – Highest Performing (Continued)

Southeast Island School District

- Port Alexander School

Wrangell Public School District

- Stikine Middle School

Note: 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data. Due to the pause in the accountability system, no new reward schools were identified for 2015-2016.

2014-2015 Reward Schools – High Progress

Aleutians East Borough School District
- False Pass School

Anchorage School District
- Aurora Elementary
- Bayshore Elementary
- Chugiak Elementary
- Ravenwood Elementary

Chugach School District
- Whittier Community School

Denali Borough School District
- Anderson School
- Cantwell School

Fairbanks North Star Borough School District
- Salcha Elementary

Haines Borough School District
- Haines High School

Iditarod Area School District
- Takotna Community School

Kenai Peninsula Borough School District
- Aurora Borealis Charter School
- Cooper Landing School
- Fireweed Academy
- Nikolaevsk School
- Soldotna Montessori Charter School
- Sterling Elementary
- West Homer Elementary
- William H. Seward Elementary School

Ketchikan Gateway Borough School District
- Fawn Mountain Elementary
- Houghtaling Elementary

Note: 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data. Due to the pause in the accountability system, no new reward schools were identified for 2015-2016.

2014-2015 Reward Schools – High Progress (Continued)

Kodiak Island Borough School District
- Karluk School
- Peterson Elementary

Lake and Peninsula Borough School District
- Chignik Lagoon School
- Igiugig School
- Perryville School

Lower Kuskokwim School District
- Ayaprun Elitnaurvik

Matanuska-Susitna Borough School District
- Beryozova School
- Glacier View School
- John Shaw Elementary
- Mat-Su Career & Tech Ed High School
- Pioneer Peak Elementary
- Willow Elementary

Skagway City School District
- Skagway School

Southeast Island School District
- Howard Valentine Coffman Cove School
- Naukati School
- Port Protection School (Closed following 2015-2016 school year)
- Whale Pass School

Southwest Region School District
- William "Sonny" Nelson School

Unalaska City School District
- Unalaska Jr./Sr. High School

Wrangell School District
- Stikine Middle School

Note: 2014-2015 Reward School status is assigned based upon 2013-2014 accountability data. Due to the pause in the accountability system, no new reward schools were identified for 2015-2016.

2013-2014 Priority Schools

Bering Strait School District

- Tukurngailnguq School

Kashunamiut School District

- Chevak School

Lower Kuskokwim School District

- Anna Tobeluk Memorial School
- Ayaprun School
- Chaputnguak School
- Chief Paul Memorial School
- Joann A. Alexie Memorial School
- Lewis Angapak Memorial School
- Nelson Island Area School
- Paul T. Albert Memorial School
- William Miller Memorial School

Northwest Arctic Borough School District

- Davis-Ramoth School
- McQueen School
- Shungnak School

Yupiit School District

- Akiachak School
- Tuluksak School

Note: 2013-2014 Priority School status is assigned based upon 2012-2013 accountability data.

2013-2014 Focus Schools

Alaska Gateway Borough School District
- Tanacross School
- Tetlin School

Anchorage School District
- Avail School

Bering Strait School District
- Brevig Mission School
- Diomede School
- Gambell School
- Hogarth Kingeekuk, Sr. Memorial School

Kuspuk School District
- Crow Village Sam School
- George Morgan, Sr. High School
- Joseph S. & Olinga Gregory Elementary

Lower Kuskokwim School District
- Akiuk Memorial School
- Akula Elitnaurvik School
- Eek School
- Z. John Williams Memorial School

Lower Yukon School District
- Alakanuk School
- Hooper Bay School
- Ignatius Beans School
- Kotlik School
- Pilot Station School

Matanuska-Susitna Borough School District
- Burchell High School

Northwest Arctic Borough School District
- Aqqaluk High/Noorvik Elementary

Sitka School District
- Pacific High School

Note: 2013-2014 Focus School status is assigned based upon 2012-2013 accountability data

2013-2014 Focus Schools (Continued)

Southwest Region School District

- Togiak School

Yukon Flats School District

- Arctic Village School
- John Fredson School
- Stevens Village School (Closed during 2013-2014 school year)

Yukon-Koyukuk School District

- Allakaket School
- Kaltag School

Yupiit School District

- Akiak School

Note: 2013-2014 Focus School status is assigned based upon 2012-2013 accountability data

HIGH SCHOOL COMPLETION REQUIREMENTS

Alaska's public school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit based on achievement of a passing grade for a course of study as prescribed by the local school board. Special education students with severe disabilities who are unable to take regular course offerings are issued a certificate of attendance or certificate of completion.

As of July 1, 2014, Alaska public school students must take one of three college- or career-ready assessments (CCRA) - ACT, SAT, or WorkKeys - or receive a waiver from this requirement prior to graduation. This replaced the requirement that all graduates test proficient in reading, writing, and mathematics on the High School Graduation Qualifying Examination (HSGQE); however, the CCRA requirement sunset on June 30, 2016.

All students must earn 21 or more units of credit to receive a diploma, which include a minimum core of:

- Four units of language arts
- Three units of social studies, including one half-credit in Alaska history
- Two units of mathematics for students graduating from high school on or before June 30, 2017; three units of mathematics for students graduating from high school on or after July 1, 2017
- Two units of science
- One unit of health/physical education

Districts may, at their discretion, choose to require all students to achieve more than 21 credits or assign courses beyond the state-mandated core requirements.

2015-2016 Graduates by Ethnicity

Ethnicity	% of 12th Grade Enrollment	% of Graduates in 2015-2016
Alaska Native or American Indian	22.6%	20.3%
Asian or Pacific Islander	9.4%	9.8%
Black	3.4%	3.4%
Hispanic	6.9%	6.7%
White	49.8%	52.1%
Two or more races	7.8%	7.7%

Percentage of 12th grade enrollment represents the October 1, 2015 count of 12th grade enrollment by ethnicity

Graduation counts reflect **all** graduating students, which are different than the counts used in the cohort graduation rate

Graduation counts also include 2014-15 and 2015-16 certificate recipients who later received a valid CCRA score and students who were issued a diploma on June 30, 2016, with the sunset of the CCRA requirement

In 2016, a total of 8,108 graduates were awarded a regular high school diploma. Of these awardees, three graduates were 2015 or 2016 certificate of achievement recipients who qualified for and received a retroactive diploma after receiving a valid score on a CCRA and seven graduates received a diploma on June 30, 2016, with the sunset of the CCRA requirement.

Additionally, 89 students completed school without a diploma and received a certificate of achievement, certificate of attendance, or certificate of completion in 2015-2016.

GRADUATION RATE

Beginning in 2010-2011, Alaska adopted the adjusted four-year cohort graduation rate methodology required by the United States Department of Education. The adjusted four-year cohort graduation rate method requires every high school student to be assigned a cohort year based on when the student first entered ninth grade and assumes every student is on track to graduate within four years.

A student is added to the cohort group upon entering ninth grade for the first time or by transferring into a public high school in Alaska. A student may only be removed from the cohort group if that student transfers to another high school with a diploma track, moves outside the country, or dies.

The graduation rate is equal to the number of students in the cohort group who graduate within four years divided by the total number of students in the cohort group. In 2015-2016, there were 7,335 graduates among the 9,637 students in the statewide four-year cohort group – a 76.1% graduation rate. This compares to a 75.6% graduation rate in 2014-2015.

2015-2016 Cohort Graduation Rate by Subgroup

Subgroup	Graduates in Cohort	Graduation Rate
Alaska Native or American Indian	1,394	64.1%
Asian or Pacific Islander	732	81.3%
Black	233	74.4%
Hispanic	490	76.0%
White	3,925	80.8%
Two or More Races	561	75.4%
Female	3,746	79.7%
Male	3,589	72.7%
Students with Disabilities	626	53.9%
English Learners	416	54.7%
Economically Disadvantaged	2,628	68.4%
Migrant students	532	78.6%
Students with active duty parents*	321	85.4%
Statewide	7,335	76.1%

* Active duty parents was not a reported field until 2014-2015. Because cohort graduation rates are designed to track graduates, dropouts, and transfers across four years of student data, active duty rates may overstate the graduation rate of this population until at least four years of active duty parent data are compiled.

Note: The count of graduates in the four-year cohort group does not represent the total number of graduates in Alaska's public schools.

ANNUAL DROPOUT RATE (GRADES 7-12)

The dropout rate measures the percentage of students in grades 7 through 12 who ceased attending school for credit during the school year divided by the number of students in grades 7 through 12 as determined by the official statewide student count. A student who leaves the district to obtain a General Educational Development (GED) certificate is considered a dropout, as defined by the National Center for Education Statistics.

A student is not considered a dropout if his or her departure was due to:

- Completion of a state- or district-approved education program;
- Transfer to a public school, private school, or state- or district-approved education program;
- Temporary absence caused by suspension, illness, or medical condition; or,
- Death.

In 2015-2016, a total of 57,949 students were enrolled in grades 7 through 12[1]. A total of 2,268 students in grades 7 through 12 dropped out of school before the end of the school year[2]. This equates to a 2015-2016 dropout rate of 3.9 percent, which reflects an increase of 0.2% from the 2014-2015 dropout rate of 3.7 percent.

2015-2016 Annual Dropout Rate by Ethnicity

Race/Ethnic Group	Enrollment		Dropout Rate by Ethnicity		Percentage of Total Dropouts by Race/Ethnicity	
	Total 7-12	% of Total Enrollment 7-12	Dropouts Count 7-12	Dropouts % 7-12	Dropouts Count 7-12	% of Total Dropouts Count 7-12
Alaska Native/American Indian	13,124	22.6%	873	6.7%	873	38.5%
Asian/Pacific Islander	5,431	9.4%	150	2.8%	150	6.6%
Black	1,967	3.4%	89	4.5%	89	3.9%
Hispanic	3,823	6.6%	144	3.8%	144	6.3%
White	28,463	49.1%	799	2.8%	799	35.2%
Two or more races	5,141	8.9%	213	4.1%	213	9.4%
Statewide Totals	**57,949**	**n/a**	**2,268**	**3.9%**	**2,268**	**n/a**

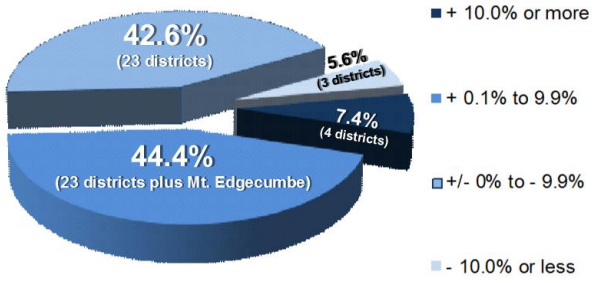
[1] Based on October 1, 2015 enrollment counts.

[2] The dropout count reflects any student who was enrolled at any point of the school year (July 1, 2015 to June 30, 2016) whose enrollment was terminated for any reason other than those specifically exempted and did not re-enroll prior to the end of the school year.

CHANGE IN AVERAGE DAILY MEMBERSHIP

The average daily membership (ADM) for 2015-2016 increased by 0.1 percent compared to 2014-2015. Twenty-seven districts and Mount Edgecumbe High School experienced an increase in ADM compared to the previous year. The most significant percentage increases were in Chugach School District (22.0 percent), Skagway School District (20.1 percent), Hydaburg School District (16.3 percent), and Pelican School District (10.6 percent).

Annual Change in Average Daily Membership



Twenty-four districts experienced a decrease in ADM in 2015-2016 compared to 2014-2015. The most significant percentage decreases were in the Yakutat School District (-16.3 percent), Annette Island School District (-15.8 percent), and Pribilof School District (-13.4 percent). Two districts experienced negligible change (0.0 percent).

STUDENT ATTENDANCE RATE

Numerous national studies have indicated the amount of time students are present at and actively engaged in learning activities at school relates directly to academic performance. Because of the strong correlation between attendance and performance, a district's student attendance rate is considered an important measure of its overall success.

The attendance rate is calculated using the aggregate daily attendance divided by the aggregate daily membership for students in grades KG-12. Attendance of pre-elementary children is not considered in the attendance rate calculation. In the 2015-2016 school year, the attendance rates of six districts and Mt. Edgecumbe High School exceeded 95 percent, 36 districts reported attendance rates of between 90 percent and 95 percent, and 11 districts did not achieve a 90 percent attendance rate.

2015-2016 Attendance Rate by Subgroup

Subgroup	Attendance Rate
Alaska Native or American Indian	90.2%
Asian or Pacific Islander	93.8%
Black	93.7%
Hispanic	93.4%
White	94.4%
Two or more races	93.1%
Female	93.2%
Male	93.1%
Students with disabilities	91.6%
English Learners	90.4%
Economically disadvantaged	91.8%
Migrant students	91.5%
Students with active duty parents	95.5%
Statewide	93.2%

ACCREDITATION

The decision to seek accreditation is a local school board option. Since the 1970s, the Alaska State Board of Education & Early Development has delegated accreditation to the Northwest Accreditation Commission. As of 2012, the Commission is now an accrediting division of AdvancED, a non-profit organization that also provides standards, protocols, and support for accrediting schools in 37 states and over 60 countries. Accreditation continues to be a two-step process for school improvement involving a comprehensive Internal Review based on the accreditation standards, followed by an independent on-site External Review of the school's education program that is conducted every five years by an AdvancED certified Lead Evaluator and trained volunteer peer review team.

Of Alaska's 508 public schools, 116 are currently accredited through the voluntary process. As of December 2016, an additional 18 public schools have applied for accreditation or are currently engaged in the review process leading to accreditation. The largest category of accredited schools serves the K-12 grade span, followed closely by High Schools. Regional Education Attendance Areas (REAAs), where most K-12 schools are located, often accredit a greater percentage of their schools than single-city, borough, or municipal districts. City, borough, and municipal school districts typically accredit their high schools; few accredit their middle or elementary schools. Twenty-nine of Alaska's public school districts plus Mt. Edgecumbe High School have at least one accredited school.

2015-2016 Summary of Schools Accredited by AdvancED

Total Accredited Schools in Alaska	131
Public	116*
Private	13
Other	2**

Breakout of Public Schools	
Public Elementary Schools	3
Public Middle Schools	1
Public High Schools	53
Public K-12 Schools	56
Public State-Run Schools	1
Public Special Purpose Schools	2

* Includes schools in the 53 public school districts & Mt. Edgecumbe

** Includes Alaska Job Corps and Alaska Military Youth Academy

As a supplement to the school-level accreditation, in 2014 a district-level Systems Accreditation process was made available to Alaska's school districts. This process allows for all schools within an accredited district to then be accredited by engaging in the district system's approved plan for accreditation. As of December 2016, two districts have been accredited at the systems level and three districts are currently engaged in the process to become accredited.

Information on school accreditation is available through the Northwest Accreditation AdvancED Alaska Office and may be obtained from the Alaska Director, Tim Cline, at (888) 413-3669, ext. 5775 in Anchorage or directly from the AdvancED website at http://www.advanc-ed.org/. A profile of all accredited schools may be accessed at the AdvancED website under "Find Accredited Schools" tab.

TEACHER QUALITY

The No Child Left Behind Act of 2001 (NCLB) identifies teacher quality as one of the most important factors in improving student achievement and eliminating achievement gaps between subgroups of students. As a result, NCLB set a goal for all students to be taught by highly qualified teachers (HQT). An HQT possesses a bachelor's degree, has obtained full state certification, and has demonstrated knowledge in his or her core academic subjects of instruction.

For the 2015-2016 school year, there were 23,096 total core classes taught in Alaska's public school system. Statewide, nearly seven out of every eight core classes (85.8%, or 19,799 classes) were taught by HQTs in 2015-2016.

2015-2016 will be the last year that HQT data is reported, due to the implementation of the Every Student Succeeds Act and the phasing out of NCLB.

2015-2016 Percentage of Classes Not Taught by Highly Qualified Teachers

School Type	Total Core Classes	HQ Classes	NHQ Classes	% Not HQ Classes
Elementary School*				
High-Poverty Schools	767	746	21	2.74%
Low-Poverty Schools	1,085	1,049	36	3.32%
Mid-Poverty Schools	1,723	1,694	29	1.68%
All Elementary Schools	*3,575*	*3,489*	*86*	*2.41%*
Secondary Schools**				
High-Poverty Schools	2,334	1,833	501	21.47%
Low-Poverty Schools	7,179	5,877	1,302	18.14%
Mid-Poverty Schools	10,330	8,890	1,440	13.94%
All Secondary Schools	*19,521*	*16,310*	*3,211*	*16.45%*
Grand Total	**23,096**	**19,799**	**3,279**	**14.20%**

* Includes K-8
** Includes middle schools and K-12

ALASKA STATEWIDE MENTOR PROJECT

The Alaska Statewide Mentor Project (ASMP) was launched in 2004-05 in partnership with the University of Alaska Statewide. ASMP exists to support the profession of teaching in Alaska. The project provides individualized support to first- and second-year teachers, developing an effective teaching force that is responsive to the diverse academic needs and cultural backgrounds of all students.

The vision for ASMP is to ensure every student in Alaska has the benefit of a great teacher. Great teachers help our children learn, grow, and thrive. They make learning exciting and tap into the knowledge, skills, and resources of local communities to help students achieve both personal and academic success.

The project goals include:

- Improved teacher retention
- Improved student achievement

ASMP was adapted from the national New Teacher Center (NTC) model. ASMP is a research-based program that has been shown to develop reflective teachers who are responsive to the diverse cultural backgrounds of all students.

Many studies have shown there is a problem with teacher turnover. About half of new teachers in the United States leave the profession within their first five years. Mentored teachers stay in the profession longer than other teachers and achieve greater professional efficacy over the course of their careers, with greater gains in student achievement as a result. Further, ASMP has promising evidence that links mentoring of teachers to student achievement by closing the achievement gap typically seen between the students of new and veteran teachers. Results can be found at ASMP's website, under the research link at http://asmp.alaska.edu.

The ASMP model includes:

- Exemplary teachers who are recently retired from classroom duties to mentor first- and second-year teachers. (Each mentor works with 15-18 beginning teachers.)
- Ongoing professional development for mentors through eight Mentor Academies over a two-year period, bi-weekly Mentor Forums, and focused sessions in the areas of culture, technology, academic content, social-emotional behavior, and leadership.
- Use of a non-evaluative Formative Assessment System to structure the mentoring activities and keep them focused on teaching standards and student work.

DEED has collaborated with the University of Alaska K-12 Outreach Office and the NTC to ensure that mentors are properly trained, that mentors are assigned to and serve beginning teachers, and that the program is evaluated for effectiveness in meeting the goals of increased teacher retention and student achievement.

DEED will have no further direct involvement or oversight for ASMP as state funding was eliminated for FY 17. The University of Alaska currently administers ASMP with funding through grants secured by the university as well as a grant through the Alaska Humanities Forum.

DEFINITIONS AND METHODOLOGY

Accreditation – A process whereby a third party audits a school to ensure that best practices are followed and a reasonable core of standards are met.

ACT – The ACT is a standardized assessment designed to measure a student's college readiness. The ACT is administered by ACT, Inc. and was one of three college- and career-ready assessments (CCRA) that fulfilled the requirement that a student must take a CCRA in grade 11 or 12 prior to receiving a regular diploma.

Aggregate Daily Attendance (AgDA) – AgDA measures the cumulative sum of days present for all students during a single school year.

Aggregate Daily Membership (AgDM) – AgDM measures the cumulative sum of days present and absent (*i.e.*, days enrolled) for all students during a single school year.

Alaska Measures of Progress (AMP) – The AMP was a battery of standardized tests administered in Spring 2015 to measure student progress toward meeting the standards outlined by *Alaska English Language Arts and Mathematics Standards*, as adopted in June 2012.

Alaska School Performance Index (ASPI) – The ASPI measures schools on a 100-point scale based on student growth, participation and proficiency in state assessments, attendance, high school graduation, and performance on work-ready and college entrance examinations.

Attendance Rate – Attendance rate is computed by taking the aggregate daily attendance during the school year divided by the aggregate daily membership for the school year. This ratio is expressed as a percentage.

Average Daily Membership (ADM) – ADM is calculated on an individual level by taking the total days of a student's membership during the state mandated reporting period divided by the days in session for that period multiplied by the student's full-time equivalent (FTE) status.

College- and Career-Ready Assessment (CCRA) – CCRAs are standardized assessments whose purpose is to measure and inform a student's level of readiness to enter post-secondary education or the workforce. House Bill 278, effective July 1, 2014, mandated that all students must take a CCRA in either grade 11 or grade 12 as a condition for graduation. The two qualifying college-ready assessments were the ACT and the SAT. The qualifying career-ready assessment was WorkKeys. The CCRA requirement was repealed, effective June 30, 2016.

Days in Membership – Days in membership are FTE days in which an enrolled student is scheduled to attend a school and/or receive special services under an individualized education plan (IEP), or enrolled and participating in a district correspondence program. Days in membership include state-approved in-service days, days present, and days absent.

Dropout – A student who was enrolled in a public school district for a portion of the school year who terminated his or her enrollment for a non-exempt reason. A student who graduates; transfers

to a public or private school; transfers to a district- or state-approved education program; or is absent due to suspension, illness, or death is not considered a dropout.

Dropout Rate – The dropout rate is computed by taking the number of dropouts enrolled in grades 7 through 12 during the school year (July 1 to June 30) divided by the number of students enrolled in grades 7 through 12 as reported in the October 1 enrollment count of the same school year. This ratio is expressed as a percentage.

Elementary School – Per AS 14.03.060, an elementary school is defined as consisting of "grades kindergarten through eight or any appropriate combination of grades within this range."

Enrollment Change – Enrollment change is computed by taking the present school year's enrollment divided by the previous school year's enrollment. This ratio is expressed as a percentage.

Elementary and Secondary Education Act (ESEA) - The Elementary and Secondary Education Act was passed in 1965 as a part of the "War on Poverty." ESEA emphasizes equal access to education and establishes high standards and accountability. The law authorizes federally funded education programs that are administered by the states. In 2002, Congress amended ESEA and reauthorized it as the No Child Left Behind Act (NCLB). NCLB was superseded by the Every Student Succeeds Act (ESSA), signed into law in December 2015.

English Learners (EL) – An EL designation indicates the student has been identified for English language proficiency services, or receives these services but has scored below the proficient level on a state-approved assessment of English language proficiency and not yet met the exit criteria to be removed from EL status. English Learners were formerly referred to as Limited English Proficient (LEP) students.

ESEA Flexibility Waiver – The United States Department of Education invited each state to request flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility has been granted to states through a waiver process. Alaska received an ESEA flexibility waiver in May 2013. Alaska's waiver expired in August 2016 as part of the Every Student Succeeds Act.

Every Student Succeeds Act (ESSA) – The Every Student Succeeds Act was signed into law in December 2015, replacing the No Child Left Behind Act of 2002 as the main federal law affecting education from kindergarten through high school.

Focus School – A focus school is a school that is selected from among the one- and two-star schools not identified as priority schools but determined to be in need of targeted assistance, with consideration given to the seven turnaround principles referenced in state regulations. At least 10% of the lowest-performing Title I schools are designated as focus schools. The focus school designation is applied for at least two years.

Full Academic Year (FAY) – FAY is a designator that may be applied to a student at the school, district, or state level and indicates that a student has been continually enrolled within the given academic environment (school, district, or state) from October 1 through the first day of administration of the statewide standardized assessment.

Full-Time Equivalent (FTE) – FTE represents the fraction of a day in membership during which a student is actively engaged in instruction. FTE is expressed as a real number (1.00, 0.75, 0.50, and 0.25 are accepted values).

Graduate – In 2015-2016, a graduate was an individual who received formal recognition for the successful completion of a prescribed program of studies as set out by the local school board and took a college- or career-ready assessment (CCRA). The CCRA requirement was repealed as of June 30, 2016.

Graduation Rate – The graduation rate is calculated using the adjusted four-year cohort graduation rate method, as mandated by the United States Department of Education. Alaska began using the adjusted four-year cohort graduation rate in the 2010-2011 school year. Students are assigned to a cohort based upon their entrance in grade nine, with the expectation of graduating within four years; therefore, a student who entered grade nine in 2012-2013 is part of the 2016 four-year cohort group. The graduation rate is equal to the number of students in the cohort group who graduated within four years divided by the total number of students in the cohort group. A student may be removed from a school's cohort through verifiable transfer to another diploma-track high school program, by moving out of country, or by death.

High School Graduates – The number of students receiving a regular diploma during the school year (July 1 to June 30).

High School Graduation Qualifying Examination (HSGQE) – The HSGQE was a high-stakes examination that analyzed whether students attained basic skills in reading, writing, and mathematics prior to graduation. The student was required to attain proficiency in each of the three subject areas of the HSGQE in order to receive a regular diploma. The HSGQE was eliminated following the passage of Alaska's Education Opportunity Act (HB 278), effective July 1, 2014.

Individualized Education Program (IEP) – An IEP details the educational plan for a student who receives special education services. All students in Alaska who receive special education services must have an up-to-date IEP.

Limited English Proficient (LEP) – See English Learners (EL)

Low Income Student – A student is identified as a low income student based upon receipt of Temporary Assistance for Needy Families (TANF) funding or is eligible to participate in the federal Free and Reduced Lunch Program of the National School Lunch Act (NSLA).

Migrant Student – A child under the age of 20 (or 22 with an IEP) who has moved due to an economic necessity on their own, with or to join a parent/guardian or spouse, across school district

boundaries (or more than 20 miles in a school district of more than 15,000 square miles) within the last 36 months to obtain or seek work that is seasonal or temporary in a fishing, logging or agricultural activity.

No Child Left Behind (NCLB) Act – NCLB was the main federal law affecting education from kindergarten through high school. The law was built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. This law was superseded by the Every Student Succeeds Act (ESSA), signed into law in December 2015.

October 1 Enrollment – Official enrollment counts are reported for every public school and public school district within Alaska and reflects actual enrollment on October 1 of the school year.

Performance Evaluation for Alaska's Schools (PEAKS) – Aligned to Alaska's standards, PEAKS will be the new summative assessment in English language arts and mathematics. Students in grades 3-10 will take PEAKS for the first time in Spring 2017.

Priority School – A priority school is a one- or two-star school determined to be in need of the most rigorous attention and support. A priority school is required to develop and implement a comprehensive school improvement plan to include the seven turnaround principles required by state regulations and the United States Department of Education. At least 5% of the lowest performing Title I schools are designated as priority schools. The priority school designation is applied for at least three years.

Retention Rate – The retention rate is computed by taking the count of students on the last day of membership who are enrolled in grades kindergarten through eight and retained in the same grade during the following school year divided by the total count of students in grades kindergarten through eight enrolled on the last day of the school year (June 30). This ratio is expressed as a percentage.

Reward School – A reward school ranks in the top 10% of the highest-performing or high-progress public schools in Alaska. These schools receive special recognition and are encouraged to serve as models for other schools.

SAT – The SAT is a standardized assessment designed to measure a student's college readiness. The SAT is administered by The College Board and was one of three college- and career-ready assessments (CCRA) that fulfilled the requirement that a student must take a CCRA in grade 11 or 12 prior to receiving a regular diploma.

School Age – Per AS 14.03.070, a child who is at least six years of age and less than 20 years of age on September 1 following the beginning of the school year is considered to be of school age.

Secondary School – Per AS 14.03.060, a secondary school is defined as consisting of "grades seven through 12 or any appropriate combination of grades within this range."

Standards Based Assessments (SBAs) – The SBAs were a battery of standardized tests administered each April to measure student achievement based on *Alaska Standards: Content and Performance Standards for Alaska Students*, as revised in March 2006. The reading, writing, and mathematics portions of the SBAs were replaced in 2014-2015 by Alaska Measures of Progress (AMP) based upon *Alaska English Language Arts and Mathematics Standards*, as adopted in June 2012. The science portion of the SBAs was administered to students in grades 4, 8, and 10 through Spring 2015.

Student – A person eligible under the laws of Alaska for free public education and who is attending public school.

Teacher Quality – Teacher quality is defined as the number of core classes taught by a highly qualified teacher (HQT) divided by the number of core classes taught overall. These results are reported at the school level. HQT has been removed as a measure in the Every Student Succeds Act and will not be calculated after 2015-2016.

WorkKeys – WorkKeys is a standardized assessment designed to measure a student's career readiness. WorkKeys is administered by ACT, Inc. and was one of three college- and career-ready assessments (CCRA) that fulfilled the requirement that a student must take a CCRA in grade 11 or 12 prior to receiving a regular diploma.

Alaska's Public Schools: A Report Card to the Public is a product of the Alaska Department of Education & Early Development, Division of Teaching and Learning Support. If you have any questions or comments regarding this report, please contact:

Eric Caldwell, Research Analyst III, Assessments, Accountability, and Student Information

- (907) 465-8435, eric.caldwell@alaska.gov