



JANUARY 2026

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**STATE BOARD OF EDUCATION & EARLY DEVELOPMENT  
Annual Report to the Legislature**

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## State Board of Education Members



**Sally Stockhausen**  
State Board Chair  
First Judicial District  
Term Expires | 3.01.26



**James K. Fields**  
First Vice Chair  
REAA Representative  
Term Expires | 3.01.28



**Pamela Dupras**  
Second Vice Chair  
At-Large  
Term Expires | 3.01.30



**Kathryn McCollum**  
Third Judicial District  
Term Expires | 3.01.28



**Barbara Tyndall**  
Fourth Judicial District  
Term Expires | 3.01.28



**Kimberly Bergey**  
At-Large  
Term Expires | 7.29.29



**LTC James Fowley**  
Military Advisor  
Since January 2019



**Amber Sherman**  
Student Advisor  
2026-26 School Year

# Alaska State Constitution Education Clause

## ***Section 7.1 - Public Education***

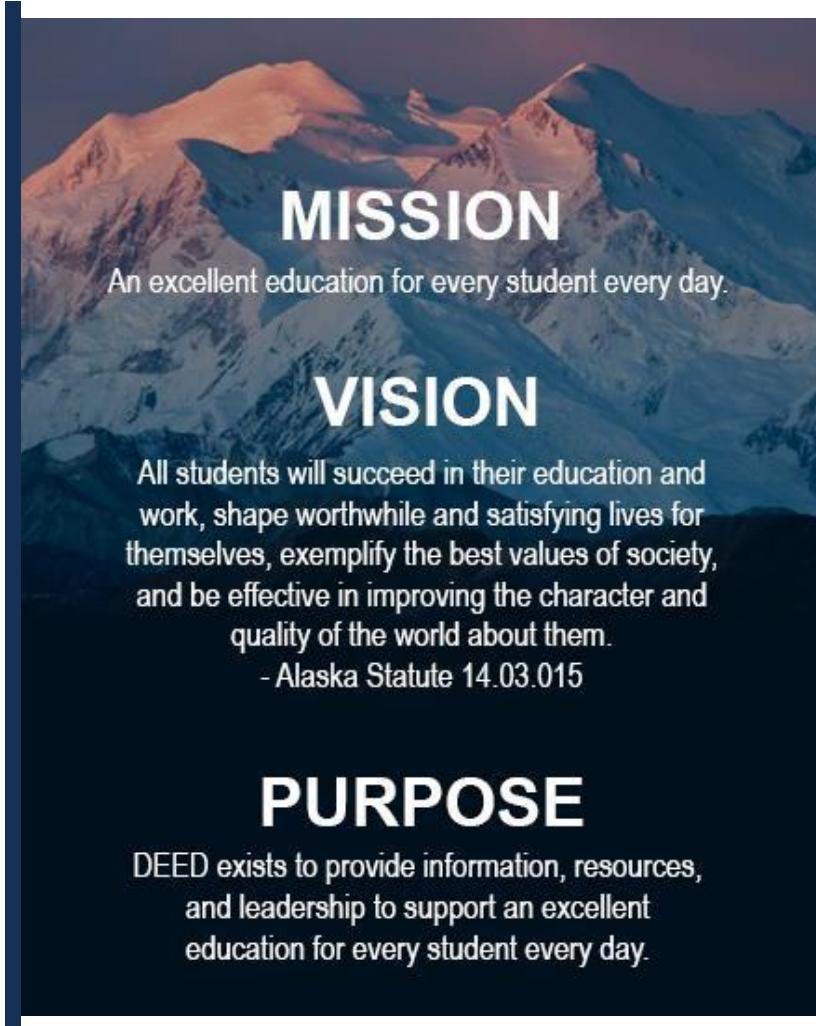
The legislature shall by general law establish and maintain a system of public schools open to all children of the State and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for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

### ***AS 14.07.168. Report to the Legislature***

Not later than the 30th legislative day of each regular session of the legislature, the Board shall prepare and present in person to the legislative committees having jurisdiction over education an annual report that describes the efforts of the Board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the Board. The report must include:

1. a summary of the resolves and rationales provided in support of policy decisions made under AS 14.03.015;
2. program and curriculum changes made, discussed, or recommended in meetings held under AS 14.07.125; and
3. additional information relevant to efforts made to improve and maintain the public education system.

## Mission, Vision, and Purpose



**MISSION**  
An excellent education for every student every day.

**VISION**  
All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.  
- Alaska Statute 14.03.015

**PURPOSE**  
DEED exists to provide information, resources, and leadership to support an excellent education for every student every day.

# Alaska's Education Challenge Overview

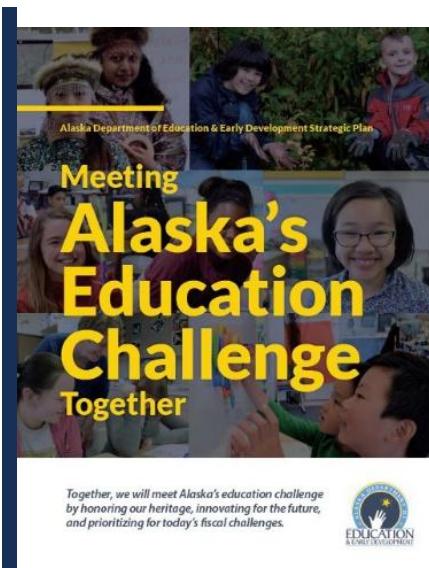
## *Alaska's Education Challenge*

Over the last eight years, parents, students, educators, policymakers, tribal leaders, partner organizations, and local school boards have stepped forward to answer Alaska's call to action to create a shared vision for improving our public education system – the result is Alaska's Education Challenge<sup>1</sup>.

The vision starts with three shared commitments: (1) Increase Student Success, (2) Cultivate Safety and Well-Being, and (3) Support Responsible and Reflective Learners.

In order to meet Alaska's education challenges, the State Board of Education and the Department of Education and Early Development are addressing our public education system through three components:

1. A call to action: Shared Commitments
2. A focus of efforts: Measurable Goals
3. A prioritization of change: Targeted Strategies



<sup>1</sup> <https://education.alaska.gov/akedchallenge>

# Regulation Actions

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## Regulation Changes

On January 22, 2025, two regulation packages were put before the Board to be approved for a 30-day public comment period:

**1. *Retired Teachers; National Board Certification 4 AAC 12.380, 4 AAC 12.412***

- Increase the allowable consecutive days a retired teacher may serve as a long-term substitute from 120 to 165 days.
- Establish regulations for reporting dates and requirements for National Board Certification incentive and reimbursement payments (contingent on legislative funding).

**2. *Teacher Certification Content Area Exams 4 AAC 12.407(1-3)***

- Update accepted Praxis II exams and required scores, replacing discontinued titles with new equivalents.
- Introduce Pearson's Flex Option, allowing candidates who score within one standard error of measurement of the passing score to complete a competency-based portfolio instead of retaking the exam.

On March 11, 2025, two regulation packages were put before the Board to be approved for a 30-day public comment period, and two regulation packages were adopted.

Regulations approved for period of public comment:

**1. *Office of Education Advocacy 4 AAC 06.864, 4 AAC 06.888, and 4 AAC 40.020(e)***

- Establish the OEA as a centralized hub for support and resources.
- The regulatory changes revise the existing complaint process in 4 AAC 06.888 and related provisions, including a formal appeal pathway to the State Board for parties who disagree with the Commissioner's decision.
- Timelines for case assignment and complaint rejection were also updated.

**2. *Alaska Native Language Standards for K-3 Reading 4 AAC 04.140***

- The proposed standards aim to elevate Alaska Native Languages to the same standard level as English reading instruction for K-3 students, aligning policy with culturally responsive teaching and language revitalization efforts.

Regulations adopted:

- ***Retired Teachers; National Board Certification 4 AAC 12.380, 4 AAC 12.412***
- ***Teacher Certification Content Area Exams 4 AAC 12.407(1-3)***

During the June 4, 2025, meeting, the Board adopted two regulation packages:

- 1. Office of Education Advocacy 4 AAC 06.864, 4 AAC 06.888, and 4 AAC 40.020(e)***
- 2. Alaska Native Language Standards for K-3 Reading 4 AAC 04.140***

Regulations regarding Local Contribution were originally put before the State Board as emergency regulations during the June 2025 board meeting. The Board elected not to adopt the regulation at that time, instead directed DEED to gather more stakeholder feedback.

The Board voted to postpone the discussion regarding the Conditional Approval for UAA Master's in Psychology Program to the next meeting on July 1, 2025.

On July 1, 2025, the State Board of Education (SBOE) approved a 30-day period of public comment:

- ***Early Education Program Standards regulation update (4 AAC 14.07.165(a)(5)(A)).***

During the October 9, 2025, meeting, the Board had two regulation packages submitted for consideration. One regulation package was put before the Board to be approved for a 30-day period of public comment, and one regulation package was adopted.

Regulations approved for a period of public comment:

***Special Education Supervision; Eligibility for Vision Impairment 4 AAC 52.250 and 4 AAC 52.130.***

- Add video conferencing as an approved method for supervising distance special education staff.
- Increase supervision frequency for special education staff from once every three months to once per month.
- Revise the vision impairment definition by removing the word "physical" to align with federal guidance from the Office of Special Education Programs.

Regulations adopted:

***Early Education Program Standards regulation update 4 AAC 14.07.165(a)(5)(A).***

The Board was presented with revisions to the Early Education Program Standards aimed at making them more accessible and achievable for districts seeking 0.5 ADM funding. The revisions include:

- Changing the Early Childhood Mental Health Consultation requirement from mandatory to recommended.
- Allowing districts additional time and support to meet the Coaching Requirement.
- Revising the language to allow school districts flexibility in implementation of PreK programs.

The Board voted to open a period of public comment for the regulations regarding the Local Contribution Amendment. This action was taken in order to gather further stakeholder input, provide additional information to reduce confusion regarding the regulations, and increase communication with districts and refine guidance.

The Board heard from the University of Alaska Anchorage's Master of Science in School Psychology Program. The Board was asked to consider provisional state approval for the program through June 30, 2029. The Board voted to provide the University with the opportunity to take into consideration the

Board's feedback and submit materials related to its Master of Science in School Psychology Specialist program at a future board meeting for provisional state approval.

During the December 3, 2025, meeting the Board had two regulation packages submitted for consideration. One regulation package was put before the Board to be approved for a 30-day period of public comment, and one regulation package was adopted.

Regulations approved for a period of public comment:

***Update Alternate Access proficiency levels. 4 AAC 34.055***

- Adds proficiency levels for the Alternate ACCESS assessment for students with the most significant cognitive disabilities.
- Allows students taking the Alternate ACCESS assessment to exit English Learner Status
- Proficiency Level 4 is the proposed level for students to exit English Learner Status. The Scale ranges from Level 1 to Level 5.

Regulations adopted:

***Special Education Supervision; Eligibility for Vision Impairment 4 AAC 52.250 and 4 AAC 52.130***

## Resolutions and Other Board Actions

### *January 22, 2025*

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In January 2025 the Board reviewed and approved the Green to Teach Resolution which supports alternative pathways to teacher certification for military-affiliated adults seeking careers in education. The program is modeled after the federal *Troops to Teachers* program.

The Board voted to approve the State Board of Education and Early Development annual report to the legislature, which details the Department of Education and Early Development's actions over the past year across the five strategic priorities.

The Board approved the sale of the Stratton Library to the highest bidder with the proceeds of the sale be directed towards needed renovations at the Sheldon Jackson Museum, in Sitka, Alaska.

### *February 25, 2025*

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During the February 25, 2025, meeting the Board selected Amber Sherman as the student advisor elect for the remainder of the 2024-2025 school year. On July 1, 2025, Amber Sherman's one-year term began.

### *March 11, 2025*

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In March 2025 the Board approved the School Construction and Major Maintenance list. The final lists for the School Construction Grant Fund and the Major Maintenance Grant Fund were reviewed.

The Board approved eight charter school renewals:

- American Charter Academy School | *Matanuska Susitna Borough School District*
- Academy K-12 Public Charter School | *Matanuska Susitna Borough School District*
- Effie Kokrine Charter School Fairbanks | *Northstar Borough School District*
- Birchtree Charter School | *Matanuska Susitna Borough School District*
- Rilke Schule German Immersion Charter School | *Anchorage School District*
- Hooper Bay Charter School | *Lower Yukon School District*
- Midnight Sun Family Learning Center | *Matanuska Susitna Borough School District*
- Aurora Borealis Charter Schools | *Kenai Peninsula Borough School District*

The Tulen Charter School's initial application was approved for a period of five years. The Tulen Charter School is located in the Kenai Peninsula Borough School District and is designed to be culturally based, academically rigorous and to foster identity, confidence, and community leadership in its students.

The Board approved the Career and Technical Education Committee Awards Recognition Program for:

***Student Engagement & Work-Based Learning***

- Razdolna Welding Program | Wayne McManus (*teacher*) and Michael Sturm (*principal*)  
*Kenai Peninsula School District*
- Housing Build Project | *Matanuska Susitna Borough School District*
- Skagway School Woodshop | Aaron Schmidt (*teacher*) | *Skagway School District*

***Work-Based Learning***

- Galena Interior Learning Academy (GILA) Aviation Program | *Galena School District*

# State Board of Education

## Subcommittees, Boards, and Commissions Assignments

### New Officers, Members, and Staff

The Board has five committees with the following membership:

Reading	CTE and Cultural Education	Safety and Well Being	Tribal Compacting	Effective Educators
Kathryn McCollum	Lt. Col. Fowley	Barbara Tyndall	Pamela Dupras	Sally Stockhausen
Pamela Dupras	Barbara Tyndall	Kathryn McCullum	James Fields	James Fields
Kim Bergey				

In June 2025 the Board approved and appointed the Mount Edgecumbe High School Advisory Members: Molly Kimzey to serve as the Parent Representative and Blossom Teal-Olsen to serve as the Sitka Community Representative.

Kathryn McCullum was assigned the vacant position on the Technical Advisory Committee. In June 2025 the Board nominated and elected officers for Chair, First Vice-Chair, and Second Vice-Chair. The Board elected Sally Stockhausen as Chair, James Fields as First Vice-Chair, and Pam Dupras as Second Vice-Chair.

### Boards and Commissions

Boards and Commissions	Member
Alaska Commission on Postsecondary Education (ACPE)	Kim Bergey
Governor's Council on Disabilities and Special Education	Kathryn McCullum
Public School Trust Fund Advisory Committee (AS 37.14.120)	James Fields Barbara Tyndall
Education Commission of the States	James Fields Pamela Dupras (alternate)
Mt. Edgecumbe High School Advisory Board	Sally Stockhausen
Board of Regents	Kim Bergey

The appointment of Dawn Hannasch as the Administrative Services Director was approved by the Board, effective immediately.

In October 2025 the appointments of David Langford as the Director/Superintendent of Mt. Edgecumbe High School and Paul Reid as the Project Coordinator for the Office of Education Advocacy were approved by the Board.

# Alaska's Education Challenge 2025

## Priority 1 Highlights

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*Support all students to read at grade level by the end of third grade.*

### Early Indicators of Progress

Statewide screening results continued to trend upward in 2025, with more students meeting early literacy benchmarks by the end of the school year. With two full years of mCLASS implementation, districts now have consistent data to guide instruction, strengthen interventions, and adjust supports. District Reading Improvement Plans and Individual Reading Improvement Plans are being used more effectively across schools, and early signs point to stronger foundational skill development in the primary grades.

### Expansion of Virtual Learning Opportunities

Access to virtual learning expanded this year, giving districts more tools to reinforce early literacy. The Virtual Learning Consortium increased its course offerings and professional learning options, and districts, especially in rural and remote regions, reported higher participation. These virtual resources supported Read Act endorsement pathways, provided targeted tutoring and enrichment options, and helped align K–3 instructional practices across schools.

### CLSD Grant Investment

Through the Comprehensive Literacy State Development (CLSD) grant, the state will award \$9.5 million dollars each year for five consecutive years to twenty-six school districts. These funds strengthened literacy efforts from birth through grade twelve by supporting new curriculum adoption, early learning expansion, family engagement work, and the continued scale-up of high-dosage tutoring. Districts used CLSD resources to deepen instructional coherence and sustain the progress made under the Alaska Reads Act.

### High-Dosage Tutoring and Intervention Support

Districts increased their use of high-dosage tutoring this year, building structured blocks for targeted intervention and using progress-monitoring data to guide instruction. Teachers reported stronger alignment between their early screening data and the interventions selected for individual students. This shift is directly tied to statewide professional learning and the increased availability of vetted tutoring providers.

### Monthly Communities of Practice

The Department of Education and Early Development continued hosting monthly communities of practice that brought together district leads, principals, coaches, and early literacy staff. Topics this year included assessment literacy, technology supports, intervention scheduling, and strengthening instructional coaching models. Districts reported that these sessions helped them solve implementation challenges and build greater coherence between curriculum, screeners, interventions, and professional learning.

## Alignment of Preschool and K–3 Literacy Work

The Department of Education and Early Development integrated its early learning team to better align preschool efforts with Alaska Reads Act implementation. This reorganization supports a more cohesive early learning system, strengthens Pre-K through grade three instructional alignment, and ensures that preschool programs are anchored in the same structured literacy approach used in early elementary grades.

## Science of Reading Symposium

From May 1–4, over 900 educators, school leaders, and literacy advocates gathered at Anchorage’s Dena’ina Civic and Convention Center for the 2025 Alaska Science of Reading Symposium, hosted by the Alaska Department of Education and Early Development (DEED). The event featured multiple national experts delivering keynotes and facilitating master classes and hands-on sessions, alongside Alaskan educators sharing strategies and successes. Attendees connected, collaborated, and explored practical ways to strengthen literacy instruction, engage families, and support student success, celebrating the power of the Science of Reading in transforming education across Alaska.

## Program Evaluation

The first annual evaluation of the Alaska Reads Act was completed in March 2025 and includes statewide feedback, screening data, professional learning participation, and district-reported progress.

- [Alaska Reads Act Evaluation Report: Year One \(March 2025\)](#)
- [Alaska Reads Act Evaluation Report: Year One Infographic](#)

## Alaska Native Language Literacy Supports and Resources

In 2025, Alaska strengthened early literacy implementation in Alaska Native Language (ANL) immersion and dual-language programs by advancing a more aligned and coherent instructional system. Schools teaching in Alaska Native languages expanded the use of structured literacy approaches aligned to the Alaska Reads Act while maintaining cultural and linguistic integrity. Instruction increasingly reflected the five pillars of the science of reading, adapted to the sound systems and structures of Alaska Native languages and grounded in community knowledge.

Statewide instructional supports expanded through the use of Alaska Native language-specific literacy guidance. Schools used the Alaska Native Language Literacy Guide<sup>2</sup> and Alaska Native Language Literacy Guidebook Introduction<sup>3</sup> to support instructional planning and professional learning, reinforcing a clear scope and sequence for foundational literacy skills while integrating Alaska Native cultural teachings. Development also continued on the Alaska Native Language Literacy Guidebook, designed as a parallel resource to the Alaska Reading Playbook and intended to serve as a long-term instructional and professional learning tool for immersion and dual-language programs.

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<sup>2</sup> Alaska Native Language Literacy Guide (ANL Literacy Guide 3)  
[https://education.alaska.gov/akreads/2025-11-23\\_Guidance\\_ANLLiteracy%20Guide.pdf](https://education.alaska.gov/akreads/2025-11-23_Guidance_ANLLiteracy%20Guide.pdf)

<sup>3</sup> Alaska Native Language Literacy Guidebook (Draft)  
[https://drive.google.com/file/d/197EmH\\_ZN1oAbmod-w6b9-gygvf2LmY3k/view](https://drive.google.com/file/d/197EmH_ZN1oAbmod-w6b9-gygvf2LmY3k/view)

Implementation of the Alaska Native Language Arts K–3 Reading Standards (ANLARS)<sup>4</sup> strengthened instructional coherence across Alaska Native Language programs. These standards supported schools in organizing curriculum and instruction around foundational literacy skills while aligning with statewide early reading goals. Support for programs seeking to align literacy classrooms with ANLARS included an instructional tool, the ANLARS Worksheet, which organizes the five pillars and integrates the cultural worldview essential to teaching Alaska Native languages.

Targeted coaching continued to support schools teaching in Alaska Native languages. One-on-one coaching and skill-building aligned to the five pillars of reading strengthened classroom practice and provided districts and the department with clearer insight into implementation challenges and support needs. Collaboration between Indigenous educators and statewide literacy teams strengthened culturally rooted professional development and instructional alignment.

Alaska advanced early literacy assessment for Alaska Native language instruction through the Literacy Screeners for Alaska Indigenous Languages (LSAIL) project. Development and validation continued for early literacy screeners in Iñupiaq, Tlingit, and Yugtun, aligned to the Alaska Reads Act and designed for use in Kindergarten through Grade 5. Pilot field testing expanded across immersion and bilingual programs, supporting progress monitoring, instructional decision-making, and ongoing validation of language-specific measures. Literacy screeners for two additional languages will begin in 2026.

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<sup>4</sup> Alaska Native Language Arts K–3 Literacy Standards (ANLARS), Final Report  
<https://sealaskaheritage.org/wp-content/uploads/2024/10/ANLARS-Report-Final-1.pdf>

## Priority 1 | Alaska Education Challenge Review 2017 to 2025

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### What Progress Looks Like by 2025

- K–3 reading measures submitted to the department will show positive trends.
- The number of students in grades 3–5 who are proficient on the statewide English language arts assessment will double.
- The number of students in grades 3–5 who are proficient on the statewide math assessment will double, since research suggests that reading ability is one of the best predictors of strong math skills.
- Student absenteeism rates will be reduced by at least 20 percent.

Since the launch of Alaska’s Education Challenge in 2017, the state has made sustained progress in strengthening early literacy systems with a clear focus on ensuring all students develop strong foundational reading skills by the end of third grade. The Alaska Reads Act, adopted in 2022, served as the primary driver of this work by establishing a coherent statewide framework for early literacy instruction, screening, intervention, and educator training aligned with the science of reading. This framework improved consistency in district planning, strengthened instructional coherence, and expanded the use of evidence-based practices across Alaska’s diverse education landscape.

Central to this progress has been the implementation of District Reading Improvement Plans in every district, targeted coaching and support through the Department Reading Program, expansion of high-quality professional learning, adoption of a consistent statewide K–3 literacy screener, and improved alignment across curriculum, assessment, and instructional practice. These efforts strengthened data use, family engagement, and multi-tiered systems of support across early grades.

In parallel, Alaska advanced early literacy systems for Alaska Native language instruction by aligning language and cultural priorities with evidence-based reading practices. The adoption of the Alaska Native Language Arts K–3 Literacy Standards established consistent expectations for early literacy instruction in Alaska Native languages while maintaining alignment with statewide early reading goals. The development of supporting instructional guidance strengthened coherence across immersion, bilingual, and culturally based program models.

The state also began addressing gaps in early literacy assessment for Alaska Native language programs through pilot work on language-appropriate literacy screeners. In addition, statewide coordination was strengthened through ongoing collaboration with educators, tribal partners, and language leaders to share resources, align instructional practices, and connect Alaska Native language revitalization efforts with broader early literacy systems.

Taken together, progress since 2017 reflects a more coherent and inclusive early literacy framework. Alaska has strengthened foundational reading instruction statewide while ensuring students receiving instruction in Alaska Native languages are supported within the state’s early literacy improvement efforts.

[For additional details, view the full AEC Review for Strategic Priority 1](#)

## Priority 2 Highlights

*Increase career, technical, & culturally relevant education to meet student & workforce needs.*

### Career Guide Project

The Career Guide Demonstration Project, a partnership between the Department of Education and Early Development (DEED), the Department of Labor and Workforce Development (DOLWD), the Bristol Bay Regional Career and Technical Education (CTE) Consortium, Sealaska Heritage Institute, and rootEd Alliance, expands access to career guidance for rural and remote students who often lack dedicated support. Career Guides help students explore training and career pathways, complete vocational, college, and military applications, and navigate financial planning tools, including FAFSA, while connecting them with regional industry opportunities. The initiative aligns with [Alaska's Workforce Future](#) (March 2025) by increasing career awareness, supporting CTE and apprenticeship pathways, and strengthening individualized career planning tied to local workforce needs.

### Facilitation of Statewide Collaboration

Statewide collaboration remains essential to expanding student access. DEED hosted/sponsored two annual statewide CTE convenings that bring together districts, postsecondary partners, industry, and workforce agencies. The Fall event was hosted by Alaska Association for Career and Technical Education (ACTE). Partners in this conference include DOLWD, University of Alaska System, and this year Alaska Workforce Alliance focused on the Alaska's Workforce Future Plan linked above. These events help align priorities, share promising practices, and showcase innovative programs.

Districts also continue to explore diverse high school models such as distance-delivered coursework, regional high schools, CTE centers, and supported internships. While no statewide virtual platform currently exists to deliver CTE content across districts, collaboration efforts through statewide convenings and regional consortia help broaden access.

### Building Back CTE Student Organization Participation

Alaska's six Career and Technical Student Organizations (CTSOs): Business Professionals of America (BPA), Educators Rising, Family, Career and Community Leaders of America (FCCLA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), and Skills USA have seen renewed investment since 2022, helping districts rebuild participation following the pandemic and strengthening leadership pipelines for students. DEED has provided both federal Perkins and state funding for building student, district and local chapter participation in CTSOs, as well as support for annual statewide student conferences held each Spring and coordination leadership among the six organizations.

### Federal Perkins CTE Programming

The Department of Education and Early Development currently supports 45 of 54 school districts that have applied for federal funds to support CTE Programs of Study. In addition to these limited federal funds, districts are using discretionary resources to provide additional CTE opportunities to students. A small specific funding factor provides state funds for CTE through the state's foundation formula based on student enrollment.

## Priority 2 | Alaska Education Challenge Review 2017 to 2025

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### What Progress Looks Like by 2025

- The number of students who, upon graduation, have earned dual credit, obtained an industry certification, or completed Advanced Placement coursework will increase by at least 15 percent.
- The overall four-year graduation rate will increase to at least 90 percent.
- The overall five-year graduation rate will increase to at least 93 percent.
- The number of students participating in CTE Programs of Study will increase by at least 20 percent.

### Summary of Progress Since 2017

Alaska continues to make steady progress toward expanding high-quality, relevant educational pathways that prepare students for the state's workforce needs. Districts across Alaska offer a wide range of Career and Technical Education (CTE) courses and Programs of Study, supported through both federal Perkins funding and local district investments. Fourteen districts received development grants in 2024–2025 to strengthen existing pathways or build new ones in high-demand sectors such as health care, trades, and technology. While Perkins data provide a consistent measure of participation, districts continue to operate CTE programs outside of Perkins reporting, underscoring the need for broader statewide data collection to fully understand the landscape of available opportunities.

Statewide collaboration remains essential to expanding student access. The Department of Education and Early Development hosts two annual statewide CTE convenings that bring together districts, postsecondary partners, industry, and workforce agencies. These events help align priorities, share promising practices, and showcase innovative programs. Collaboration grants awarded in 2017 and 2023 helped launch or grow several regional efforts, including strong models such as the Bristol Bay Regional CTE Consortium, NACTEC, Kusilvak Career Academy, and EXCEL Alaska. These partnerships demonstrate how shared programming can expand opportunities for students in rural and remote communities.

Professional development remains an ongoing need. While DEED has not created induction programs tailored specifically for new CTE instructors, annual professional development grants support technical training and skill development. Districts continue to rely heavily on community partnerships to bring local expertise into classrooms and offer hands-on experiences for students. Alaska's six Career and Technical Student Organizations (BPA, Educators Rising, FCCLA, FFA, HOSA, and SkillsUSA) have seen renewed investment since 2022, helping districts rebuild participation following the pandemic and strengthening leadership pipelines for students.

Strengthening alignment between education and workforce priorities continues to be a major area of progress. The Department of Education and Early Development collaborates closely with the Department of Labor and Workforce Development, the University of Alaska system, tribal organizations, and industry partners. The statewide Workforce Future plan (March 2025) provides a framework for connecting K–12 pathways with regional workforce needs, emphasizing apprenticeships, job training, and youth engagement.

This work is supported by the Career Guide Demonstration Project, a partnership among DEED, DOLWD, BBRCTE, Sealaska Heritage, and rootEd Alaska, which deploys trained career guides in remote regions to help students navigate post-secondary options, complete applications, and explore local employment pathways.

Districts also continue to explore diverse high school models such as distance-delivered coursework, regional high schools, CTE centers, and supported internships. While no statewide virtual platform currently exists to deliver CTE content across districts, collaboration efforts through statewide convenings and regional consortia help broaden access. Expanding systematic data collection on district-run CTE programs would help identify where cross-district delivery or shared staffing could address gaps.

Legislation and board actions have helped accelerate progress. The passage of HB 148 expanded eligibility pathways for the Alaska Performance Scholarship by allowing CTE coursework to count toward scholarship qualification when students complete a sequence of rigorous, sequential courses within a career cluster. The annual SBOE CTE Recognition Awards continue to highlight excellence in work-based learning and student engagement across Alaska, raising the visibility of strong models and encouraging district innovation.

Looking ahead, several needs remain. Districts would benefit from more structured industry engagement, including opportunities for employers to advise on curriculum design and pathway development. Retaining qualified CTE instructors continues to be a statewide challenge, particularly in high-demand fields. More comprehensive statewide data would help DEED and the Board understand the full scope of CTE offerings, financial investments, partnerships, and student outcomes. Finally, ensuring alignment between the Workforce Future Plan and the State Board's priorities will support long-term coherence across state initiatives.

[For additional details, view the full AEC Review for Strategic Priority 2](#)

## Priority 3 Highlights

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*Close the achievement gap by ensuring equitable educational rigor & resources.*

### Advancement of State–Tribal Education Compacts

The most significant progress under this priority in 2025 was the continued legislative movement on State–Tribal Education Compacts. The Department supported work on two active bills (House Bill 59 and Senate Bill 66) that outline the structure, accountability expectations, and operational authority for Tribally operated public schools. Throughout the year, these bills advanced through committee review in the house but failed to be given a hearing in the senate. The bill demonstrated a phased in approach that allows Tribes to operate public schools under government-to-government agreements. This work is a central strategy for addressing long-standing achievement disparities by strengthening local governance, stabilizing school environments, and expanding culturally grounded instruction in communities that have historically experienced the widest performance gaps.

### Instructional Alignment and Language-Based Supports

The Department of Education and Early Development advanced instructional alignment efforts by supporting districts in implementing the Alaska Native Language Arts K–3 Literacy Standards. Development of an Indigenous language literacy screener also progressed, creating a future tool to more accurately measure early literacy for students entering school in Native languages. Updates to English learner supports continued as well, with districts receiving additional guidance on aligning instruction, assessment, and intervention for multilingual students, an area that directly influences statewide achievement gaps.

### Social Studies Standards Update

The Department completed the multi-year update of Alaska’s Social Studies Standards, and the State Board approved the revised standards. This work included statewide engagement, input from educators and tribal partners, and collaboration with content experts to ensure the standards reflect clear expectations for civic understanding, historical thinking, and geographic literacy. The updated standards modernize Alaska’s approach by strengthening primary source analysis, improving clarity across grade levels, and embedding more Alaska-specific content to support student comprehension and relevance. As a next step, DEED will begin work with the Closing the Achievement Gap Committee on developing a Core Social Studies Knowledge companion document to provide added specificity and support consistent implementation across districts.

## **Priority 3 | Alaska Education Challenge Review 2017 to 2025**

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### **What Progress Looks Like by 2025**

- Performance gaps in English language arts and math for all student subgroups will be reduced by at least 45 percent.
- Graduation rate gaps for all student subgroups will be reduced by at least 50 percent.
- English learner proficiency rates will increase to at least 65 percent.
- The number of students in each subgroup requiring remedial coursework upon entry into college will be reduced by at least 50 percent.

### **Summary of Progress Since 2017**

Strategic Priority 3 focuses on ensuring that every student, regardless of background or circumstance, has access to rigorous instruction, high-quality materials, and the supports needed to be successful. Since 2017, the Department has strengthened statewide systems that address disparities in achievement, access, and opportunity. This work is reflected in coordinated efforts across standards, curriculum, assessment, attendance, tribal partnerships, and school improvement processes.

Alignment of instruction and standards continues to be a central lever for improving equity. Updated content standards, including the Alaska Native Language Arts K–3 Literacy Standards, reinforce the importance of culturally relevant learning and early literacy foundations. The department is developing tools to assist districts with implementation, including guidance documents, professional development, and an Indigenous language literacy screener. Statewide adoption of WIDA ACCESS for English learners and aligned alternate assessments ensures coherent expectations for all student groups.

The System for School Success provides a consistent statewide approach to accountability, using indicators such as academic achievement, academic growth, English learner progress, chronic absenteeism, early reading in grade 3, and graduation rates. Based on these measures, schools receive designations that determine the level of support and intervention from the department. Comprehensive and targeted support schools receive additional coaching, resources, and grant opportunities to strengthen instructional systems, improve student outcomes, and build long-term capacity.

Access to high-quality instructional materials has continued to expand. Through federal literacy grants, curriculum review processes, and technical assistance from the department's Alaksa Reads & Early Learning Team, more districts have adopted materials aligned with state standards and evidence-based practices. This support extends across PreK through grade 12 and is paired with professional development opportunities that help educators strengthen implementation, use classroom data, and refine instruction to meet diverse student needs.

Culturally responsive and community-driven approaches continue to be a priority. The department has increased consultation with tribal partners, educators, families, and stakeholders representing Alaska's diverse cultures and regions. This work includes expansion of Tribal Liaison capacity and contractual partnerships to support tribal compacting efforts. House Bill 59 and Senate Bill 66, State-Tribal Education Compacts, outline a process for establishing State-Tribal Education Compacts, creating opportunities for Tribes to operate public schools grounded in local culture and language while maintaining accountability under state law.

Cross-district partnerships also play an important role in addressing disparities in access. Regional collaborations such as the Bristol Bay Regional Career and Technical Education Consortium show how districts can share staff, programming, and resources to provide more equitable opportunities for students. These models help strengthen instructional quality and expand access to coursework, particularly in rural areas.

The department also supports flexibility in school structures to meet the needs of diverse communities, including charter schools and alternative models that provide expanded choices for families. Efforts to increase access to high-quality programs remain aligned with statutory requirements while allowing districts to tailor solutions to local contexts.

Together, these actions reflect Alaska's ongoing commitment to reducing achievement gaps and ensuring all students receive rigorous instruction supported by high-quality materials, strong school climates, and culturally grounded educational opportunities. Continued coordination among districts, tribal partners, educators, and communities will be essential to sustaining progress and closing long-standing disparities in student outcomes.

[For additional details, view the full AEC Review for Strategic Priority 3](#)

## **Priority 4**

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*Prepare, attract, and retain effective education professionals.*

### **Teacher and Principal Registered Apprenticeship Programs**

Significant progress was made across both statewide apprenticeship systems. The Teacher Registered Apprenticeship Program expanded to twenty-six participating districts, with more than fifty apprentices enrolled statewide. The Principal Registered Apprenticeship Program was approved by the United States Department of Labor in September 2025 and is now positioned to support leadership development in partnership with districts and education preparation providers. Together, the two pathways reinforce Alaska's long-term effort to develop homegrown teachers and principals who remain in their communities.

### **Teacher Retention and Recruitment Initiative**

The state continued its comprehensive work through the Teacher Retention and Recruitment (TRR) timeline. This includes the 2020 statewide TRR Working Group, the 2021 TRR Action Plan, the 2023 TRR Playbook, and the 2024 creation of the TRR Backbone Organization. During 2025, this work centered on establishing the TRR Steering Committee, preparing for the annual TRR Convening, and beginning delivery of initial district supports. These steps contribute to the broader effort to stabilize Alaska's educator workforce and improve retention.

### **Modernizing the Certification System**

Modernizing Alaska's certification system continued to support the educator workforce throughout 2025. The TEACH AK system improved application processing, automated communication with districts, and expanded access to renewal information.

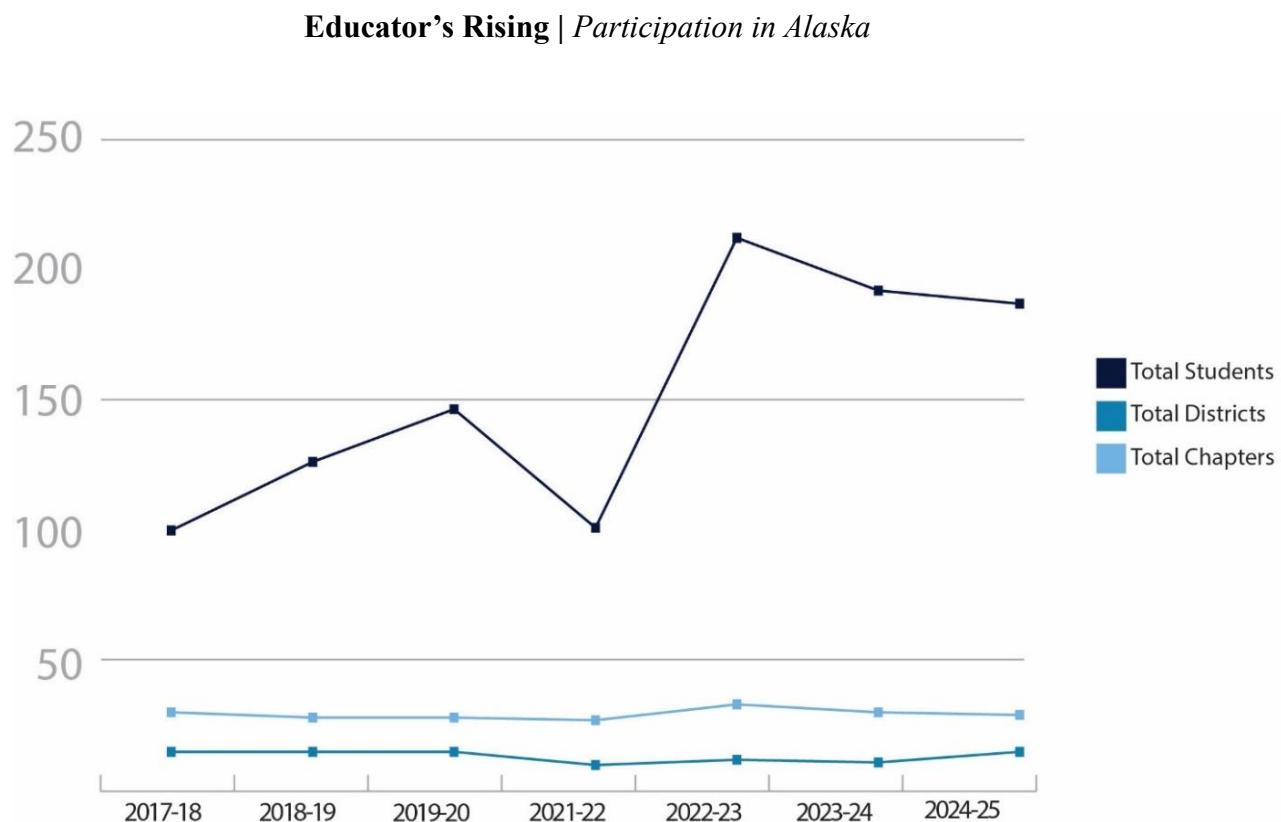
Between June 1, 2024 and June 1, 2025, the Department worked diligently to implement the TEACH AK system and reduce processing times. The following data reflects the effort of the team to improve the certification process.

From June 1, 2024 – June 1, 2025

- 5,088 applications processed
- 2,191 certificates renewed
- 2,834 AK Reads Act endorsements added
- Reduced the 16-week processing time to 4-5 weeks

## Educator's Rising

Strengthening Alaska's educator workforce continued to be a major focus throughout 2025. District participation in Educators Rising remained steady while student involvement continued to grow. This reflects ongoing interest from Alaska youth in pursuing the teaching profession and supports district efforts to build local talent pipelines aligned with the state's Grow Your Own strategy.



*Source: Educator's Rising participation data (districts, chapters, students) provided by Educator's Rising Alaska, University of Alaska, via email to DEED, dated September 3, 2025.*

## **Priority 4 | Alaska Education Challenge Review 2017 to 2025**

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### **What Progress Looks Like by 2025**

- The percentage of new teachers prepared through Alaska's universities will increase.
- Educators new to Alaska or new to the profession will participate in cohort-based induction that includes culturally responsive practices, trauma-informed training, and mentor support.
- Districts statewide will experience annual educator turnover rates below fifteen percent.

### **Summary of Progress Since 2017**

Strengthening Alaska's educator workforce continues to be a central focus. Student participation in Educators Rising has nearly doubled since 2017, helping districts introduce more students to the teaching profession and build local talent pipelines. Alaska's educator preparation providers have maintained national accreditation through CAEP and expanded partnerships that align preparation programs with the needs of districts and with new apprenticeship pathways.

The Teacher Retention and Recruitment (TRR) Initiative provides an overarching framework for this work. Identified as a State Board priority in 2016, TRR moved from planning to coordinated action through the April 2021 TRR Action Plan and the August 2023 TRR Playbook, which organizes sixteen implementation strategies across stakeholder groups. Together, these documents now guide efforts on grow your own pathways, working conditions, leadership development, and incentives that support long term workforce stability.

Grow Your Own efforts have advanced through two statewide apprenticeship pathways. The Teacher Registered Apprenticeship Program and the Principal Registered Apprenticeship Program both use an earn and learn model that allows apprentices to complete required coursework while serving in districts. Twenty-six school districts now participate in teacher apprenticeships, and the principal apprenticeship pathway has been approved to support development of future school leaders. Additional initiatives, such as the emerging Green to Teach model, are being designed to further strengthen local pipelines.

Professional learning opportunities have grown through the development of micro credential courses in literacy, trauma informed instruction, and Alaska's instructional standards. More than two thousand certificates have been issued, providing educators with targeted training connected to student needs and to the expectations of the Alaska Reads Act.

Teacher turnover remains a significant challenge, particularly in remote rural districts, where earlier analyses showed persistent gaps compared to urban areas. To ensure the most current information is available, the Department partnered with the Institute of Social and Economic Research (ISER) to extend statewide turnover data through 2025. Preliminary results were released in December 2025, with the full report expected in spring 2026. These findings will inform strategies aligned to teacher retention and recruitment efforts to improve stability in the educator workforce. The updated data are included in the District and Student Demographic and Achievement Data section of this report.

Modernizing certification processes has also supported recruitment and retention. TEACH AK now provides a fully digital system that streamlines applications, improves district communication, and offers more transparency in renewal and reporting requirements. Since 2017, more than forty regulatory amendments have been adopted to expand certification pathways, improve reciprocity for out of state educators, support world language and CTE staffing needs, and align endorsement requirements with statutory and instructional priorities, including National Board Certification incentives and Alaska Reads Act endorsements.

[For additional details, view the full AEC Review for Strategic Priority 4](#)

## **Priority 5 Highlights**

*Improve the safety & well-being of students through school partnerships with families, communities, & tribes.*

### **Strive for 5 Attendance Initiative**

The Strive for 5 Attendance Initiative promotes consistent school attendance by encouraging students to attend every day and supports districts in addressing chronic absenteeism. This initiative emphasizes the importance of attendance as a foundation for student achievement and well-being. It also builds on partnerships with districts, families, and community organizations to reinforce the message that showing up to school everyday matters. As the initiative moves forward, the department continues to provide technical assistance, share promising practices, and collaborate with districts to identify effective interventions that support student attendance and engagement.

### **Positive Behavior Interventions & Supports**

Positive Behavioral Interventions and Supports (PBIS) is a framework that helps schools establish proactive systems to promote positive behavior, improve school climate, and reduce disciplinary incidents. The approach emphasizes data-informed decision-making, consistent expectations, and tiered support for students and staff. The Department of Education and Early Development has been actively expanding its Positive Behavioral Interventions and Supports (PBIS) project over the last four school years. Participation in PBIS continues to expand across the state. In FY 2025, the project had 9 districts and 28 schools participating. This initiative is supported through collaboration with the NWPBIS Network, which assists ongoing training and coaching to staff, ensuring the continuous development of positive behavior and school culture. This systematic approach is designed to achieve lasting changes in school environments, making them more supportive and conducive to student learning, as well as enhancing the well-being of both students and staff.

### **Safety & Well Being Summit**

In September 2025, DEED brought together 273 educational leaders, key staff, and strategic stakeholders from 27 of Alaska's 53 school districts for a summit aimed at enhancing school safety and well-being. The overarching goal was to foster environments where children can thrive, as research underscores the link between student safety, well-being, and academic success. The summit served as a platform to share methods and tools for promoting healthy student development and improving school safety infrastructure. Participants engaged in discussions on a wide range of topics such as educator wellness, threat assessment, PBIS, suicide prevention, and the implementation of the Alaska Safe Children's Act. The gathering highlighted the importance of community support and the role of comprehensive safety and wellness policies in fostering more successful educational outcomes.

### **eLearning DEED's Online Professional Development**

The Department maintains a catalog of over 100 eLearning courses available for educators across the state. These web-based, interactive courses help district staff comply with state and federal training requirements. In FY 2025, the PBIS course was revised and updated, and several new Virtual Learning Consortium courses were posted. In FY2025, approximately 46,800 certificates were issued for 107 eLearning courses.

## **Physical Activity and Nutrition Initiatives and Partnerships**

The Department of Education & Early Development and the Department of Health (DOH) work together to support student physical health through coordinated efforts that promote physical activity and nutrition in schools. This collaboration includes joint professional development and technical assistance through events like the School Safety and Well-Being Summit and the monthly Alaska School Health Extension for Community Healthcare Outcomes (School Health ECHO) series. Recent sessions have addressed topics such as school wellness policies, culturally relevant approaches to physical activity and nutrition, food insecurity and learning, and using Youth Risk Behavior Survey and School Health Profiles data to guide local planning. The departments also co-develop and promote School Health Issue Briefs, which describe how physical activity and nutrition influence student success and provide Alaska-specific data and resources for educators. The Department of Education and Early Development's eLearning platform hosts related trainings, including courses on local school wellness policies, Smart Snacks nutrition standards, and physical activity and nutrition guidelines for early childhood programs.

### What Progress Looks Like by 2025

- The number of students who report on the 2025 Alaska Youth Risk Behavior Survey (YRBS) that they did not go to school on one or more of the last 30 days because they felt unsafe will decrease by 35 percent.
- The number of students suspended from school for nonviolent and non-safety related incidents in a given school year will decrease by at least 15 percent.

### Summary of Progress Since 2017

Alaska has continued to strengthen school climates so that students, staff, and families experience schools as safe, supportive, and engaging. Positive Behavioral Interventions and Supports has expanded steadily and now reaches fourteen districts and forty-five schools, providing a common framework for teaching expectations, using data to guide behavior supports, and reducing exclusionary discipline. The Department's eLearning system and the School Safety and Well-Being Summit serve as primary statewide training platforms for topics such as crisis planning, mental health, suicide prevention, and positive school climate, with approximately 46,800 course completions recorded in FY2025.

Since the release of Transforming Schools: A Framework for Trauma Engaged Practice in Alaska, nearly fifteen thousand copies have been distributed, and a companion online toolkit has been developed to help schools translate the framework into daily practice. Combined with targeted coaching and technical assistance, these resources support districts in recognizing the impact of trauma, building predictable and supportive environments, and aligning mental health and behavioral support with academic goals.

Expanding access to mental and physical health support has remained a priority. Through Project AWARE, the Trauma Recovery Demonstration Grant, and ongoing behavioral health collaborations, districts have increased access to school-based counseling and strengthened partnerships with community providers. Rural counselors, social workers, and nurses participate in communities of practice that reduce professional isolation and build shared problem solving. Joint efforts with the Department of Health have improved vision and hearing screening, supported School Health ECHOs, and advanced work on physical activity, nutrition, and chronic disease prevention as key conditions for learning.

Improving attendance remains a priority, as consistent attendance is one of the strongest predictors of academic success. The Strive for Five initiative promotes daily attendance and raises awareness among families and communities about its importance. In addition, the Department of Education and Early Development supported adoption of Positive Behavioral Interventions and Supports has expanded to fourteen districts and forty-six schools, creating stronger school climates that encourage engagement. Attendance remains an essential area of focus as the state continues to recover from post-pandemic disruptions.

Data on discipline and school safety demonstrate both progress and continued areas of concern. Overall, the total number of students suspended declined by nearly twelve percent when comparing 2017 through 2019 with 2022 through 2024, reflecting a shift toward more preventative approaches and alternatives to suspension for nonviolent incidents. At the same time, suspensions related to bullying, harassment, intimidation, and cyberbullying increased, and Youth Risk Behavior Survey data indicate that peer victimization remains a challenge even as self-reported bullying on school property has declined over time. These patterns underscore the need for ongoing prevention efforts, staff training, and strong partnerships with families and communities.

Policy and legislative action have reinforced the focus on student safety and well-being. The Alaska Safe Children's Act requires districts to provide ongoing instruction and training related to sexual abuse, sexual assault, and dating violence, and evaluation findings show increased educator reporting of suspected abuse to child protection authorities. The State Board adopted a resolution in October 2024 encouraging strong cell-phone prohibition policies that protect instructional time and reduce distractions. In June 2025, the Legislature enacted HB 57 to limit student cell phone use during the school day, further reinforcing this focus. The Department has also supported schools in implementing Naloxone requirements, addressing vaping through education and alternatives to suspension, and planning for emergencies and mass casualty events in partnership with law enforcement and statewide safety partners.

Taken together, these efforts support safe, healthy, and engaging learning environments built on strong partnerships with families, communities, tribes, and state agencies. Continued focus on improving attendance and strengthening the conditions that help students feel connected and ready to learn will be essential as districts work toward the 2025 targets.

[For additional details, view the full AEC Review for Strategic Priority 5](#)

## Alaska Education Challenge Recommendations

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Since its adoption in 2017, the Alaska Education Challenge (AEC) has served as a guiding framework for continuous improvement across the state's public education system. Grounded in collaboration among educators, families, students, tribal leaders, and community partners, the AEC established five priorities that continue to shape Alaska's educational landscape: early literacy, career and technical education, closing achievement gaps, educator effectiveness, and student well-being.

Over the past eight years, Alaska has seen meaningful progress in each of these areas. The passage of the Alaska Reads Act in 2022 created a unified statewide structure for early literacy, with early indicators showing upward trends in student proficiency and increased access to evidence-based instruction and interventions. Career and technical education programs have expanded and modernized, and students who completed a CTE concentrator pathway achieved a 98 percent four-year graduation rate. Partnerships with Tribes have strengthened through the introduction of State–Tribal Education Compacting legislation, and efforts to grow Alaska's own educators have accelerated through the Teacher Registered Apprenticeship Program and the development of a principal apprenticeship pathway. Schools across the state have also expanded Positive Behavioral Interventions and Supports (PBIS), helping reinforce positive school climates.

While these accomplishments are significant, the work ahead remains essential. Continued focus is needed to ensure every student reads proficiently by third grade, graduates prepared for life and work, and is supported by a strong, stable, and locally rooted educator workforce.

The State Board of Education recommends maintaining the five strategic priorities of the Alaska Education Challenge as the foundation for continued statewide improvement. Built on broad stakeholder engagement, the AEC reflects a shared vision among Alaskans for strengthening public education.

To continue this work, the State Board recommends that each of its standing committees develop specific goals aligned to these priorities. Once these draft goals are developed, the Board will open them for a period of public comment to allow for stakeholder engagement prior to final adoption. These goals will guide the Board's direction and serve as the foundation for a strategic plan that will inform the Department's work. By using this framework to focus efforts, strengthen accountability and transparency, and build on the progress achieved to date, Alaska can continue advancing toward the goal of providing an excellent education for every student every day.

# District and Student Demographic and Achievement Data

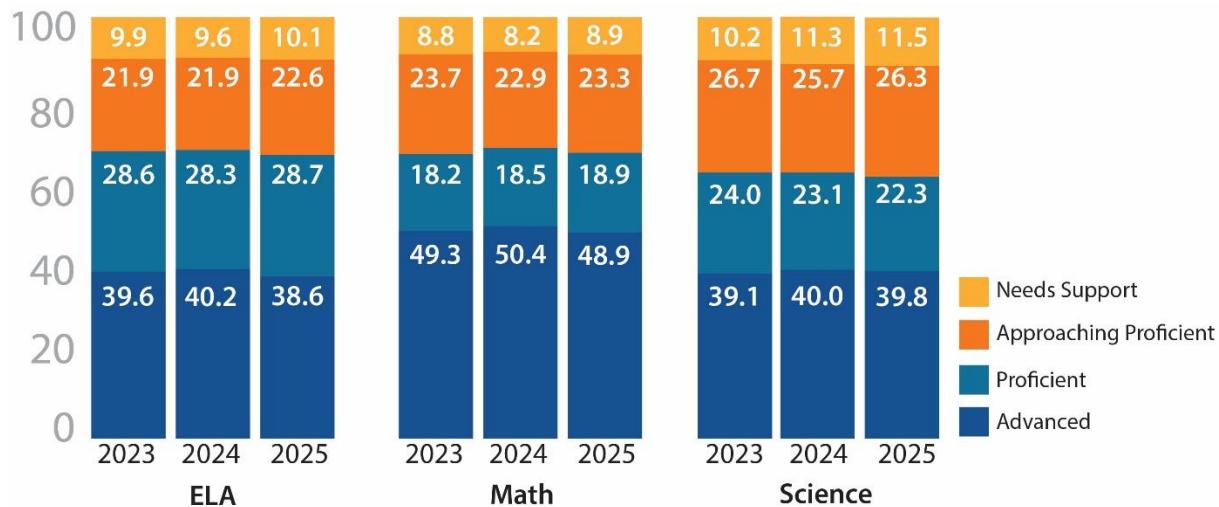
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## *Alaska Balanced Assessment 2025 Summary*

The Spring 2025 administration of the Alaska System of Academic Readiness (AK STAR) English Language Arts (ELA) and Math assessments and the Alaska Science Assessment were implemented smoothly.

- Of the 67,372 students enrolled in grades three through nine, 54,330 completed the ELA assessment and 54,259 completed the math assessment, constituting an 80 percent participation rate.
- Of the 28,227 students enrolled in grades five, eight, and ten, 21,892 completed the Alaska Science Assessment, constituting an approximately 76 percent participation rate.
- Statewide results demonstrate that across all grades, 32.7 percent of students are proficient in ELA, 32.2 percent of students are proficient in math, and 37.9 percent of students are proficient in science.
- The Department of Education and Early Development released statewide results on September 5, 2025, and has provided training opportunities to districts on interpretation of assessment results and use of data to guide district decisions. [The 2025 Assessment Brief](#) can be found on the [DEED Assessment Results](#) website.
- Three-year trend data indicate minimal increases in students scoring proficient or advanced in all subjects across all grades assessed.

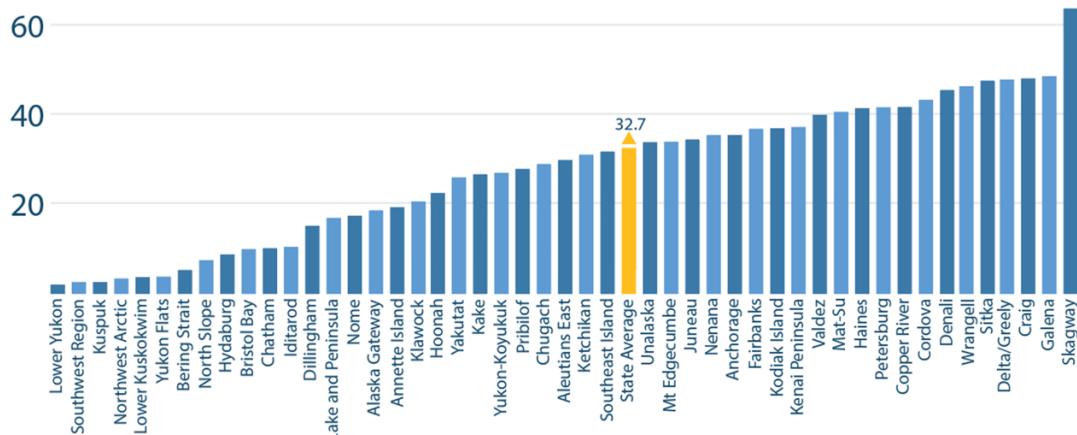
**AK Star | Three-year trend**



## AK STAR District-Level Student Achievement Results

The bar graph below displays district-level proficiency results from the Spring 2025 AK STAR English Language Arts assessment. Each bar represents the percentage of students in a district who met or exceeded the state proficiency standard. Districts are ranked by proficiency rate and compared to the statewide average, which is shown as a yellow vertical bar. Districts to the right of the yellow bar had proficiency rates above the statewide average, and districts to the left had proficiency rates below the statewide average. In districts with small tested student populations, results may be suppressed to protect student privacy.

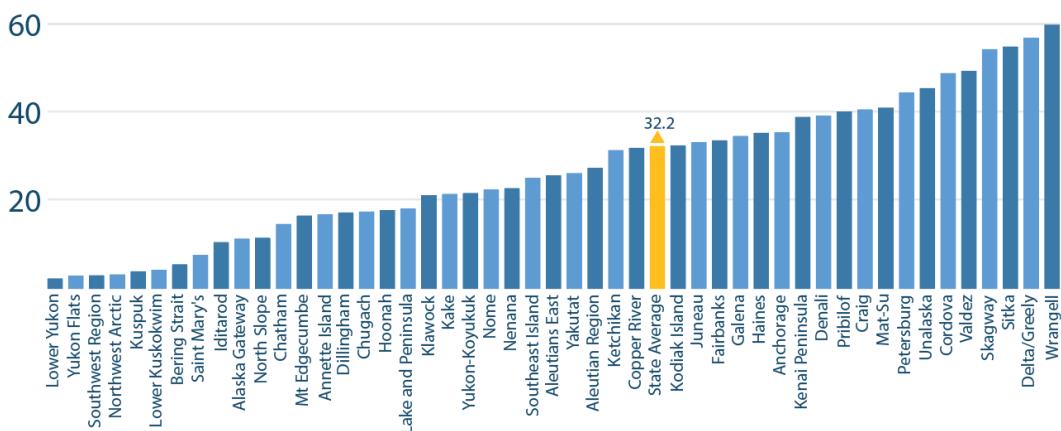
**AK Star | 2025 Spring English/Language Arts**



*Districts not displayed due to sample size: Aleutian Region, Kashunmamiut, Pelican, Saint Mary's, Yupiit*

The bar graph below displays district-level proficiency results from the Spring 2025 AK STAR Math assessment. Like the English Language Arts chart, it ranks districts by the percentage of students who met or exceeded the state proficiency standard and shows the statewide average as a yellow vertical bar. Suppression applies in districts with very small student counts.

**AK Star | 2025 Spring Math**



*Districts not displayed due to sample size: Bristol Bay, Hydaburg, Kashunmamiut, Pelican, Yupiit*

The Department successfully facilitated the administration of other state-mandated assessments including:



## ACCESS



**Dynamic Learning Maps (DLM)** administered to students with significant cognitive disabilities given in grades 3-9 Math and ELA and grades 5, 8 & 10 in science. A total of 541 students participated in Math and ELA and 251 in science.

**Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)** administered to students in grades K-12 identified as English Learners (EL's). A total of 10,606 students participated.

**Alaska Developmental Profile (ADP)** administered to students entering kindergarten and first graders who did not attend kindergarten. Only kindergarten data is reported, 7,836 students were assessed.

In January 2025, NAEP results from the 2024 administration were released. The next NAEP administration will be January 26-March 20, 2026. This assessment is administered every other year and utilizes a complex multistage sampling design to select schools and students; to ensure that a representative sample of students is assessed in each state. NAEP is given in a sample of schools whose students reflect the varying demographics of a specific jurisdiction.

Within each selected school and grade to be assessed, students are chosen at random to participate in NAEP. Every student has the same chance of being chosen—regardless of race/ethnicity, socioeconomic status, disability, status as an English language learner, or any other factors. Federal law requires that NAEP data remain confidential, so no personally identifiable information about students is linked to the NAEP assessment data.

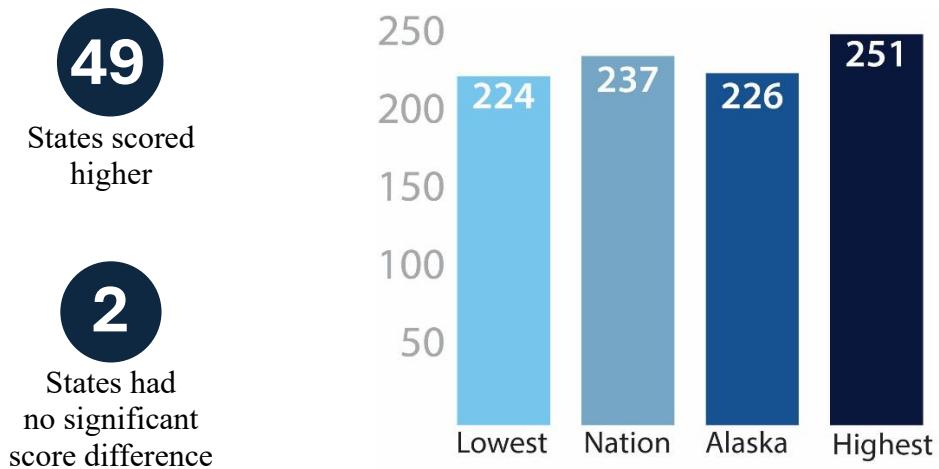
Differences between NAEP and Alaska State Assessments:

- Unlike Alaska's statewide content assessment, AK STAR and Alaska Science Assessment, NAEP does not provide individual scores for students, schools, or districts.
- NAEP produces state results for 4th and 8th graders, while Alaska state assessments report results for students in elementary, middle and high school grade levels.
- The content tested in a NAEP assessment is determined by a national panel of experts convened by the National Assessment Governing Board. Alaska state assessments test the knowledge and skills laid out in the content standards adopted by the Alaska SBOE.

Results indicate where Alaska students scored in relationship to other students that participate in the assessment. NAEP data reflects 50 states, the District of Columbia, and Puerto Rico.

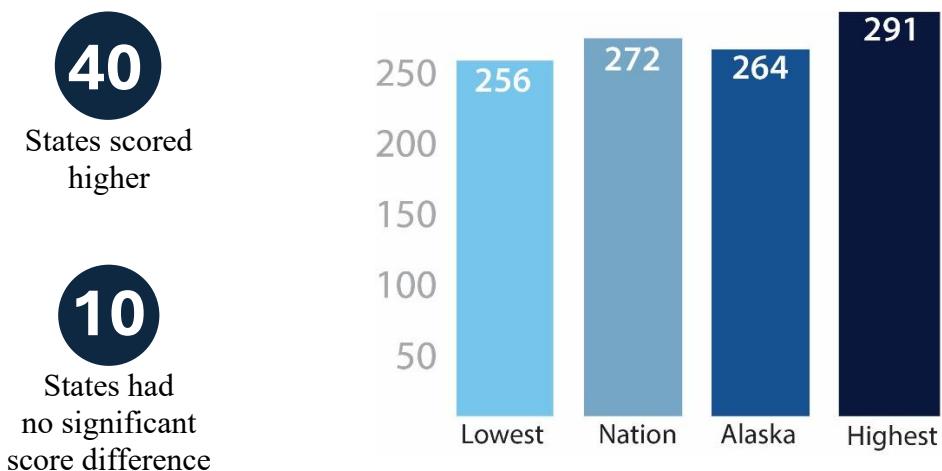
## 2024 NAEP Mathematics | 4<sup>th</sup> Grade

*Comparison of Alaska's average score in 2024 NAEP Mathematics to other states for fourth grade public school students in Alaska.*



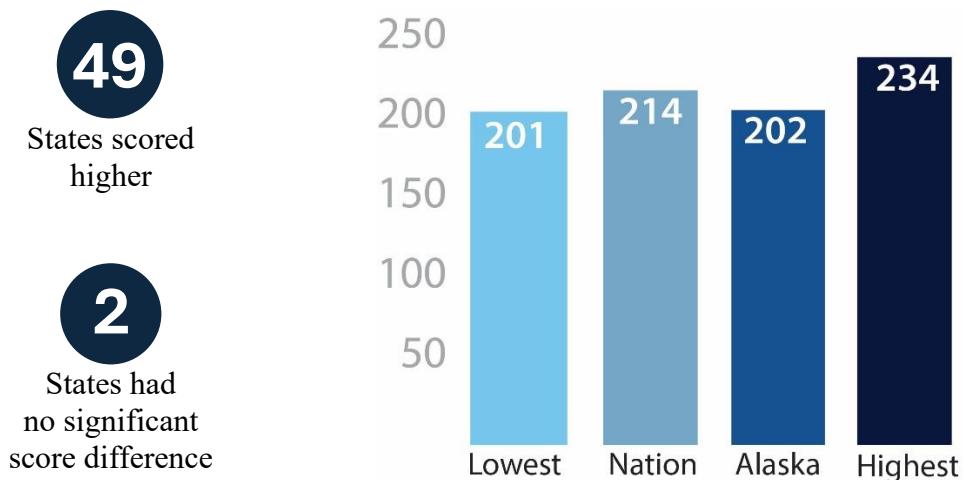
## 2024 NAEP Mathematics | 8<sup>th</sup> Grade

*Comparison of Alaska's average score in 2024 NAEP Mathematics to other states for eighth grade public school students in Alaska.*



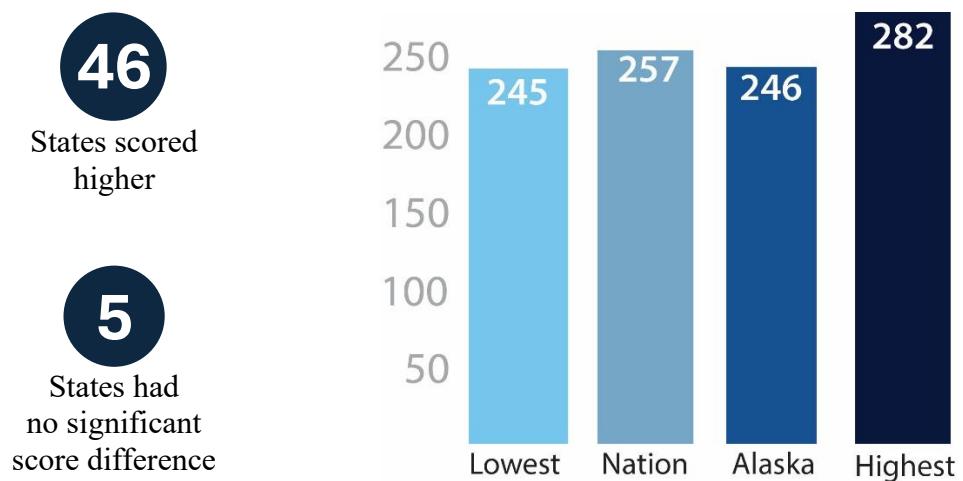
## 2024 NAEP Reading | 4<sup>th</sup> Grade

*Comparison of Alaska's average score in 2024 NAEP Mathematics to other states for fourth grade public school students in Alaska.*



## 2024 NAEP Reading | 8<sup>th</sup> Grade

*Comparison of Alaska's average score in 2024 NAEP Mathematics to other states for eighth grade public school students in Alaska.*



## Alaska Reads Act Data

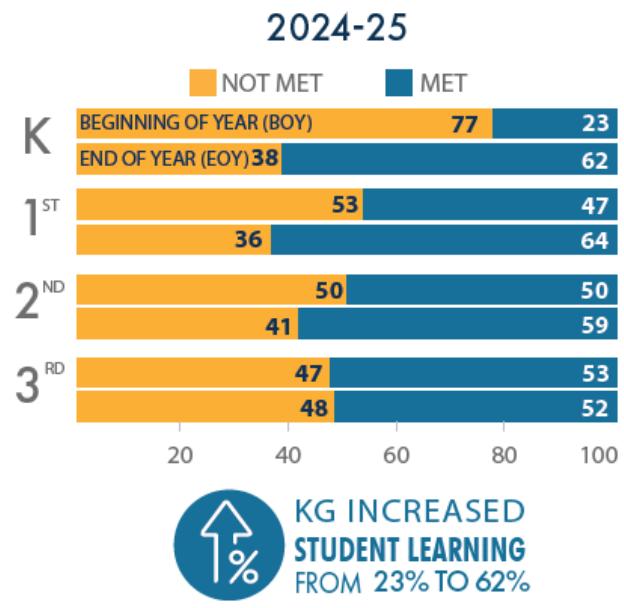
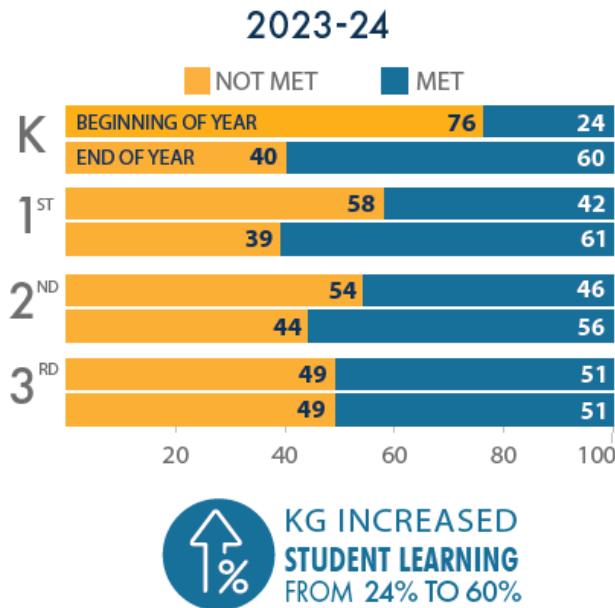
Since the Alaska Reads Act was signed into law in 2022, the state has completed two full years of implementation, with statewide screening results now available across two years of data. A key element of this work is the statewide adoption of mCLASS with DIBELS 8th Edition, now used by most districts to provide consistent, valid, and reliable K–3 literacy data. In addition, District Reading Improvement Plans (DRIPs) and Individual Reading Improvement Plans (IRIPs) ensure progress is monitored at both the system and student level, aligning curriculum, interventions, and professional development while building a foundation for long-term evaluation of outcomes. Early indicators are encouraging—more students are receiving targeted interventions, proficiency rates in the early grades are beginning to improve, and districts are expanding the use of evidence-based instructional practices. The chart below highlights statewide screening results across two years, showing movement in skill achievement across grade levels.



Amplify.

mCLASS  
DIBELS 8

### Alaska Grade Level Skill Achievement



Source: Data from the mCLASS® DIBELS® 8th Edition Early Literacy Screener, Alaska and national user bases, prepared by Amplify Education, Inc., using beginning- and end-of-year results, June 2025.

## Graduation Rates

All states are federally required to report a four-year graduation rate for cohorts of students. Alaska has reported these data since the 2010-2011 school year. A student who entered ninth grade in the 2021-2022 school year would be a member of the 2025 cohort. Cohort groups include students who transfer into an Alaska public school.

The graduation rate is calculated as the number of graduates in the cohort who receive a regular diploma by June 30, divided by the number of all students assigned to the cohort. A graduate is defined as a student who has received a regular diploma from a state or district approved education program; this does not include a student who receives a certificate of achievement or Alternative High School Diploma, also known as a General Educational Development (GED) certificate.

Graduate count is the number of students who graduated with a regular diploma during the school year (July 1-June 30). This count includes all students who graduate during the school year, regardless of cohort year.

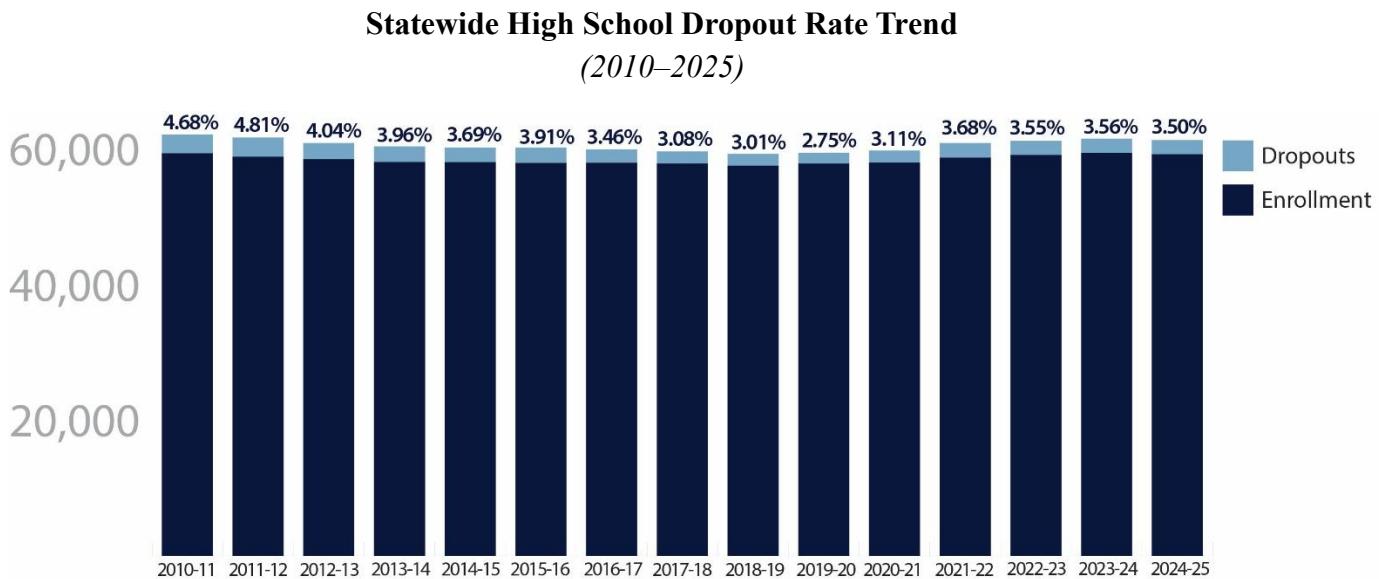
**Statewide Four-Year Graduation Rate**  
*Percent by Calendar Year*



The preliminary 2024-2025 rate is 79.87 percent, or 7,930 graduates out of 9,929 cohort members. This count of graduates does not represent all students graduating from a public high school during the 2024-2025 school year, just the graduates in the 2024-2025 four-year cohort.

## Dropout Rates

Dropout rates are calculated by taking the total number of students in grades 7-12 who drop out of public school during the school year and dividing by the October 1 enrollment count for all students in grades 7-12.



A student is not considered a dropout if his or her departure was due to the 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. A student in pursuit of a General Educational Development (GED) certificate is considered a dropout, as defined by the National Center for Education Statistics. A student who drops out multiple times during a school year is only counted once in the dropout rate numerator.

## Alaska Reads Act

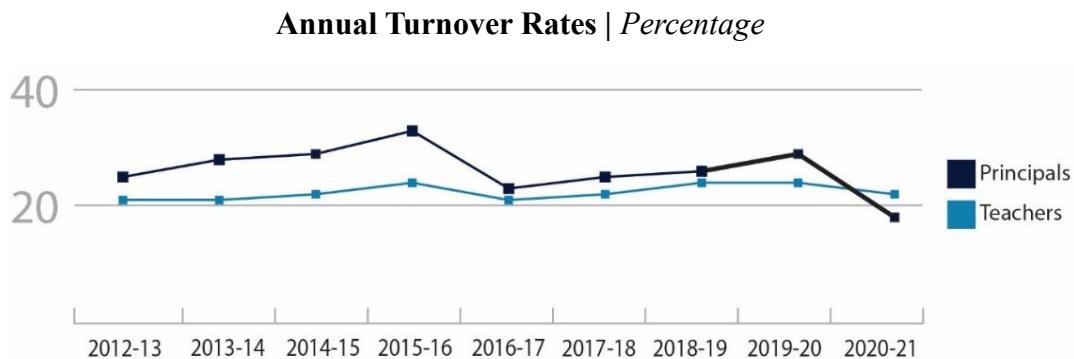
The department continued a division-wide working group to analyze the Alaska Reads Act and review requirements for reporting and data collections. This resulted in revisions to data elements in the annual Summer Online Alaska School Information System (OASIS) data collections for more clarity, and the publication of 2023-2024 school year data in the annual report to the legislature and on the Department's Data Center. The Alaska Reads Act Reports can be accessed: <https://education.alaska.gov/data-center>

## Report Card to the Public

As part of Alaska's Education Challenge, DEED completed and published the Report Cards to the Public for the state, districts and schools on 01/15/2025. The Report Cards reflect Alaska's school performance for the 2023-24 school year. They can be found on the Department of Education & Early Developments website: <https://education.alaska.gov/compass/report-c>

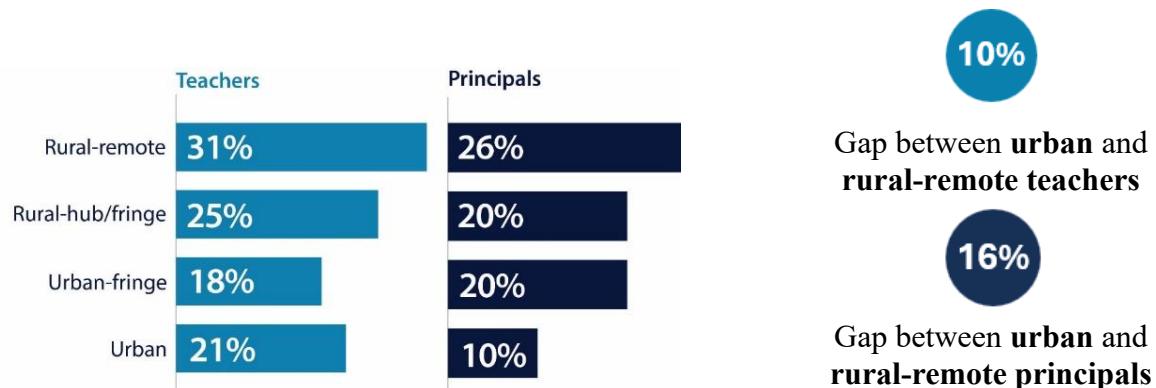
## Alaska Teacher Turnover Data and Trends

Teacher turnover in Alaska has been documented through [Regional Educational Laboratory \(REL\) Northwest reports](#), which tracked statewide trends through 2019 and then updated the analysis for 2019–2021.<sup>5</sup> These studies showed persistent turnover challenges, with the most significant impacts occurring in remote rural districts where staffing instability is highest.



### 2020-21 Annual Turnover Rates | Percentage

*Rural schools have much higher teacher and principal turnover than urban-fringe schools.*



Source: *Educator Retention and Turnover in Alaska: 2021 Update*,  
Regional Educational Laboratory Northwest, 2021.

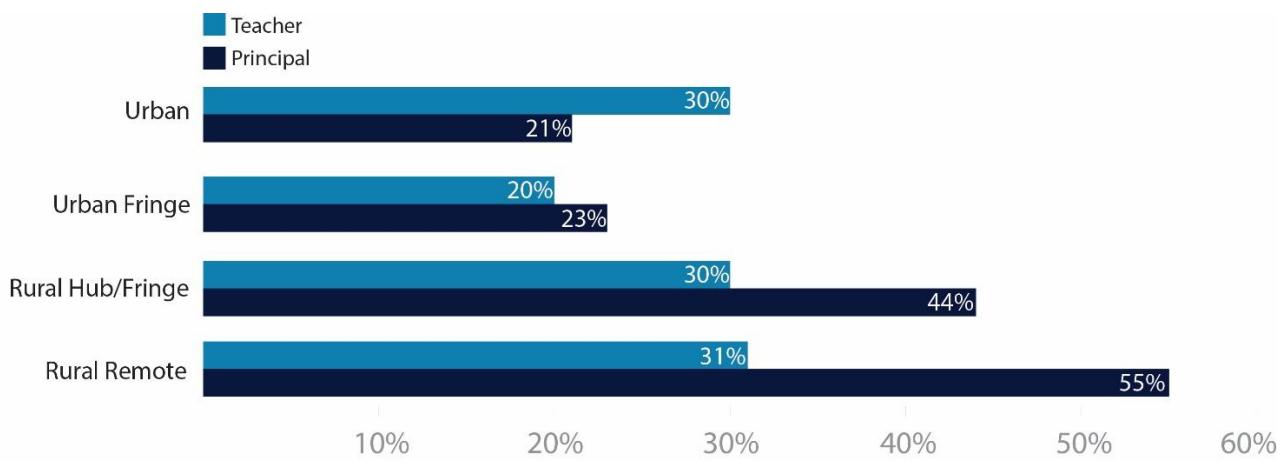
To update and expand this analysis, DEED contracted with the University of Alaska's Institute of Social and Economic Research (ISER) to extend teacher turnover data through 2025. ISER provided preliminary findings to the SBOE in December 2025, with the full report expected in spring of 2026.

<sup>5</sup> Regional Educational Laboratory Northwest (2021). *Educator Retention and Turnover in Alaska: 2021 Update*. Retrieved from [https://www.akleg.gov/basis/get\\_documents.asp?docid=2378&session=33](https://www.akleg.gov/basis/get_documents.asp?docid=2378&session=33).

## Trends in Teacher and Principal Turnover | 2013-2024



## Teacher and Principal Turnover by School Locale | 2024

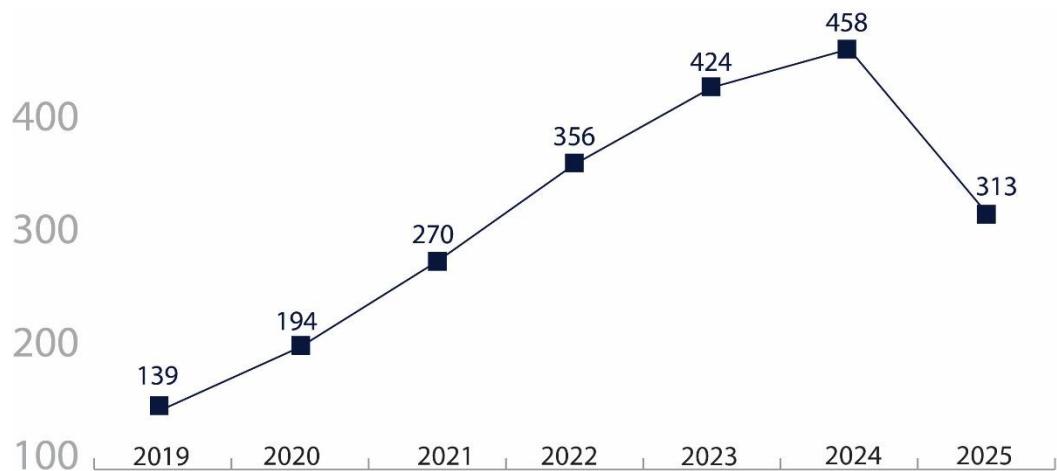


Source: Teacher & Principal Turnover in Alaska, presentation to the State Board of Education & Early Development, University of Alaska Anchorage, Institute of Social and Economic Research (ISER), December 3, 2025.

## First Day Teacher Vacancy Trends

Alaska continues to experience fluctuations in first day teacher vacancies, reflecting both national workforce challenges and Alaska's unique hiring landscape. Over the last five years, first day vacancies rose from 139 full-time equivalent (FTE) positions in 2019 to a peak of 458 FTEs in 2024. For the 2024–2025 school year, first day vacancies declined to 313 FTEs. These figures reflect only certificated teaching positions and do not include non-teaching job codes. These data are drawn from the Fall Staff Accounting Report submitted annually by school districts to the Department.

**First Day Teacher Vacancies (FTE) | 2019-2025**



## District-Level Teacher Vacancy Detail

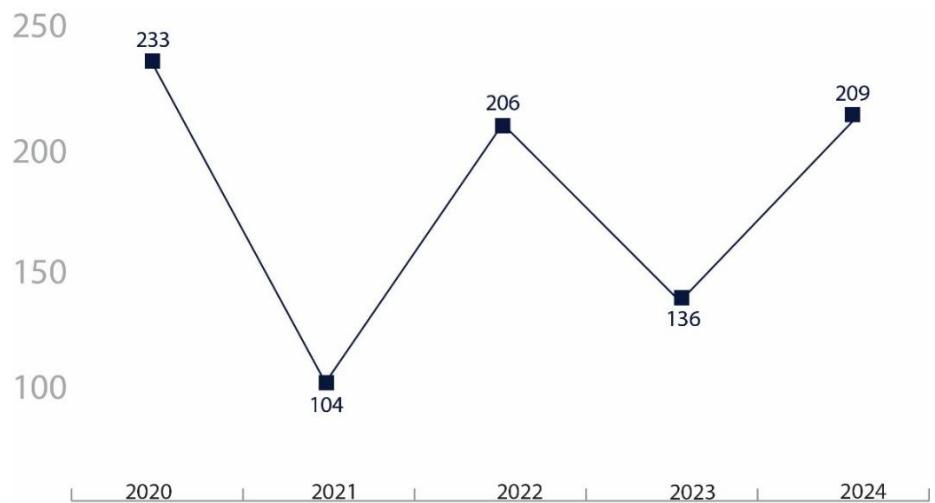
While statewide vacancy counts provide an overall view of Alaska's educator workforce, district-level data help illustrate how staffing challenges differ across regions and communities. The following table reflects first day certificated teacher vacancies for the 2024–2025 school year, reported as both headcount and full-time equivalent (FTE), alongside total teacher positions to determine the percentage vacant at the beginning of the school year.

District	Teacher Count	Teacher FTE	Teacher Vacancy	Teacher Vacancy FTE	Total Teacher Positions	Percent Vacant
Alaska Gateway	32	30.50	1	1.00	33	3.0%
Aleutian Region	3	3.00	0	0.00	3	0.0%
Aleutians East	22	21.30	0	0.00	22	0.0%
Anchorage	2388	2195.50	126	123.70	2514	5.0%
Annette Island	34	33.80	0	0.00	34	0.0%
Bering Strait	162	161.50	38	38.00	200	19.0%
Bristol Bay Borough	10	9.80	0	0.00	10	0.0%
Chatham	22	19.50	0	0.00	22	0.0%
Chugach	19	17.85	0	0.00	19	0.0%
Copper River	24	22.70	2	2.00	26	7.7%
Cordova City	29	28.01	0	0.00	29	0.0%
Craig City	26	25.50	0	0.00	26	0.0%
Delta/Greely	47	45.69	1	1.00	48	2.1%
Dillingham City	NA	NA	0	0.00	0	NA
Denali Borough	29	26.35	0	0.00	29	0.0%
Fairbanks North Star	616	606.24	69	68.50	685	10.1%
Galena City	107	102.10	2	2.00	109	1.8%
Haines Borough	21	20.50	0	0.00	21	0.0%
Hoonah City	NA	NA	3	3.00	3	NA
Hydaburg City	10	9.16	0	0.00	10	0.0%
Iditarod Area	21	20.80	0	0.00	21	0.0%
Juneau Borough	NA	NA	17	16.50	17	NA
Kake City	15	14.30	0	0.00	15	0.0%
Kashunamiut	22	22.00	0	0.00	22	0.0%
Kenai Peninsula	528	510.68	46	44.75	574	8.0%
Ketchikan Gateway	149	147.50	0	0.00	149	0.0%
Klawock City	14	13.40	0	0.00	14	0.0%
Kodiak Island	150	149.30	2	2.00	152	1.3%
Kuspuk	31	30.80	0	0.00	31	0.0%
Lake and Peninsula	41	39.55	0	0.00	41	0.0%
Lower Kuskokwim	256	255.30	6	6.00	262	2.3%
Lower Yukon	129	128.56	29	29.00	158	18.4%
Matanuska-Susitna	1032	1015.10	3	3.00	1035	0.3%
Mount Edgecumbe	25	24.90	4	3.50	29	13.8%
Nenana City	29	27.32	0	0.00	29	0.0%
Nome Public Schools	52	48.57	11	10.70	63	17.5%
North Slope Borough	163	162.10	35	34.00	198	17.7%
Northwest Arctic	123	122.50	41	41.00	164	25.0%
Pelican City	2	2.00	2	2.00	4	50.0%
Petersburg Borough	38	36.19	0	0.00	38	0.0%
Pribilof	7	5.35	0	0.00	7	0.0%
Saint Mary's	14	14.00	0	0.00	14	0.0%
Sitka	84	79.90	2	1.50	86	2.3%
Skagway	14	13.00	0	0.00	14	0.0%
Southeast Island	20	19.20	1	1.00	21	4.8%
Southwest Region	53	47.55	18	17.50	71	25.4%
Unalaska City	27	26.10	1	1.00	28	3.6%
Valdez City	46	45.50	0	0.00	46	0.0%
Wrangell Public	20	20.00	0	0.00	20	0.0%
Yakutat	6	6.00	0	0.00	6	0.0%
Yukon Flats	20	19.50	4	4.00	24	16.7%
Yukon-Koyukuk	82	75.09	1	1.00	83	1.2%
Yupiit	41	39.30	0	0.00	41	0.0%

## Emergency Certified Teacher Trends

Districts have also relied on emergency teacher certificates to help maintain staffing stability. Over the past five school years, the number of teachers serving on emergency certificates has ranged from a low of 104 FTEs in 2021–2022 to a high of 233 FTEs in 2020–2021. For the current 2024–2025 school year, 209 FTEs are serving under an emergency certificate. These data are drawn from the Fall Staff Accounting Report submitted annually by school districts to the Department.

**Emergency Certified Teacher Count (FTE) | 2020-2024**



When viewed as a percentage of the overall teacher workforce, approximately 1 to 3 percent of Alaska teachers each year have served on an emergency certificate:

2020–21	2021–22	2022–23	2023–24	2024–25
3%	1%	3%	2%	3%

Below is district-level data showing the number of teachers serving on emergency certificates, 2024–25.

District Name	Total
Denali Borough	1.00
Anchorage	42.11
Annette Island	2.00
Chatham	1.00
Chugach	1.00
Copper River	1.00
Cordova City	1.00
Craig City	1.00
Delta Greely	2.00
Dillingham City	4.00
Fairbanks	40.00
Hoonah City	1.00
Hydaburg City	3.00
Iditarod Area	2.00
Juneau	5.00
Kake City	2.00
Kenai Peninsula	3.00
Ketchikan	0.50
District Name	Total
Kodiak Island	3.00
Kuspuk	2.00
Lake & Peninsula	1.90
Lower Kuskokwim	19.00
Lower Yukon	20.00
Matanuska-Susitna	17.00
Nome	1.00
North Slope	2.00
Northwest Arctic	12.00
Sitka	2.00
Southeast Island	1.00
Southwest Region	5.00
Unalaska City	1.00
Yakutat	1.00
Yukon Flats	2.00
Yukon-Koyukuk	2.00
Yupiit	1.00
Kashunamiut	3.00

## Educators Serving on Work Visas

Alaska's schools continue to benefit from the contributions of internationally recruited educators who help districts fill positions that would otherwise remain vacant. According to the 2024 Fall Staff Accounting Report, 465 certificated staff statewide held active work visas. This includes 180 educators on J-1 visas, 280 educators on H-1B visas, and 5 educators on other visa types.

Below is district-level data on certificated educators serving on work visas for the 2024–2025 school year, including J-1, H-1B, and other visa categories.

District	J-1 VISA	H-1B VISA	Other Visa	District	J-1 VISA	H-1B VISA	Other Visa
Alaska Gateway	0	0	0	Klawock City	0	0	0
Aleutian East	0	0	0	Kodiak Island	4	23	0
Aleutians Region	0	0	0	Kuspuk	9	10	0
Anchorage	62	7	0	Lake and Peninsula	0	0	0
Annette Island	0	0	0	Lower Kuskokwim	28	30	1
Bering Strait	18	68	0	Lower Yukon	0	0	0
Bristol Bay	0	0	0	Matanuska-Susitna	0	0	0
Chatham	3	0	0	Mount Edgecumbe	0	0	0
Chugach	0	0	0	Nenana City	1	0	0
Copper River	0	0	0	Nome	0	15	0
Cordova City	0	0	0	North Slope	0	2	0
Craig City	0	0	0	Northwest Arctic	24	38	0
Delta/Greely	0	0	0	Pelican City	0	0	0
Denali	0	2	0	Petersburg	0	0	0
Dillingham City	0	5	2	Pribilof	0	4	0
Fairbanks	15	0	0	Sitka	0	0	0
Galena City	0	32	0	Skagway	0	0	0
Haines	0	2	0	Southeast Island	0	0	0
Hoonah City	0	0	0	Southwest Region	0	15	0
Hydaburg City	0	0	0	St. Mary's	0	0	0
Iditarod Area	3	4	1	Unalaska City	0	2	0
Juneau	0	0	0	Valdez City	0	0	0
Kake City	2	2	0	Wrangell Public	0	0	0
Kashunamiut	6	8	1	Yakutat	0	1	0
Kenai Peninsula	0	0	0	Yukon Flats	0	2	0
Ketchikan Gateway	2	0	0	Yukon-Koyukuk	2	0	0
				Yupiit	1	8	0

## Teacher/Student/Administrator Ratios Statewide 2024-2025

The following chart provides information regarding the ratios among students, teachers, and administrators. As part of the Alaska Reads Act, DEED is required to calculate ratios between students and teachers, teachers and administrators, and students and administrators. The following table provides district wide information as well as statewide numbers. Please note that some districts have a very high teacher-to-student ratio that stems from the presence of a correspondence program. For example, Galena School District, Nenana School District, and Yukon-Koyukuk School District have large numbers of correspondence school students.

- Data as of 04/11/2025
- This report is based on unaudited survey data collected in October 2024.
- FTE = Full Time Equivalent
- Student/Teacher Ratio is calculated by dividing the PreK-12 Student Count by the Unduplicated Teacher FTE.
- N/A indicates no teacher data.
- A certified staff member may have multiple teacher job types (e.g. Teacher and SPED Teacher), and a teacher may have assignments in multiple schools within the same district. Therefore, the individual counts of teachers at a school by job type may not sum to the Total Teacher Count. Also, the individual school-level counts of teachers within a job type may not sum to the district total or the statewide total.
- The student enrollment counts are based on enrollment on October 1 in a particular school.
- The district and state level student enrollment counts may contain duplicate students.

District Name	Total Teacher Count	Total Teacher FTE	Total Admin. Staff FTE	Total Student KG-12	Total Student PK-12	Student / Teacher Ratio	Student / Admin. Staff Ratio	Admin. Staff / Teacher Ratio
Alaska Gateway	32.00	30.50	5.50	360	381	12.49	69.27	0.26
Aleutian Region	3.00	3.00	0.46	21	21	7.00	45.65	0.33
Aleutians East	22.00	21.30	3.00	163	178	8.36	59.33	0.14
Anchorage	2388.00	2208.17	165.98	41598	42573	19.28	256.49	0.08
Annette Island	34.00	33.80	3.40	276	301	8.91	88.53	0.12
Bering Strait	162.00	161.50	20.00	1618	1745	10.80	87.25	0.12
Bristol Bay	10.00	9.80	2.00	101	106	10.82	53.00	0.20
Chatham	22.00	19.50	2.50	161	162	8.31	64.80	0.15
Chugach	19.00	17.85	0.50	615	617	34.57	1234.00	0.06
Copper River	24.00	22.70	4.00	387	393	17.31	98.25	0.18
Cordova	29.00	28.01	2.99	355	361	12.89	120.74	0.11
Craig	26.00	25.50	3.00	613	615	24.12	205.00	0.16
Delta/Greely	47.00	46.19	4.00	955	971	21.02	242.75	0.09
Denali	29.00	26.85	2.33	1033	1073	39.96	460.52	0.19
Dillingham	36.00	35.50	4.00	387	403	11.35	100.75	0.11
Fairbanks	616.00	608.24	43.00	11707	11857	19.49	275.74	0.07
Galena	107.00	102.10	13.00	7839	8168	80.00	628.31	0.13
Haines	21.00	20.50	3.00	254	255	12.44	85.00	0.15
Hoonah	13.00	12.00	0.50	109	110	9.17	220.00	0.08
Hydaburg	10.00	9.16	2.00	108	117	12.77	58.50	0.33
Iditarod	21.00	20.80	2.00	254	263	12.64	131.50	0.10
Juneau	237.00	231.24	15.03	3923	4085	17.67	271.79	0.07
Kake	15.00	14.30	1.00	111	117	8.18	117.00	0.07
Kashunamiut	22.00	22.00	2.00	305	320	14.55	160.00	0.09
Kenai Peninsula	528.00	511.18	41.70	8355	8510	16.65	204.08	0.10
Ketchikan	149.00	147.50	14.00	2007	2043	13.85	145.93	0.09
Klawock	14.00	13.40	2.00	124	127	9.48	63.50	0.15
Kodiak Island	150.00	149.30	11.00	2049	2122	14.21	192.91	0.07
Kuspuk	33.00	30.80	3.00	277	309	10.03	103.00	0.10
Lake & Peninsula	41.00	39.55	8.50	288	320	8.09	37.65	0.23
Lower Kuskokwim	256.00	255.30	34.10	3683	3823	14.97	112.11	0.14
Lower Yukon	129.00	128.56	20.00	1939	2027	15.77	101.35	0.16
Mat-Su	1032.00	1015.10	71.95	19019	19518	19.23	271.27	0.07
Mt Edgecumbe	25.00	24.90	5.00	422	422	16.95	84.40	0.20
Nenana	29.00	27.32	3.00	2196	2283	83.57	761.00	0.11
Nome	52.00	49.07	6.00	665	672	13.69	112.00	0.12
North Slope	163.00	162.10	19.00	1696	1853	11.43	97.53	0.12
Northwest Arctic	123.00	122.50	18.50	1834	1945	15.88	105.14	0.16
Pelican	2.00	2.00	1.00	12	12	6.00	12.00	0.50
Petersburg	38.00	36.19	3.00	461	464	12.82	154.67	0.08
Pribilof	7.00	5.35	0.90	60	65	12.15	72.22	0.19
Saint Mary's	14.00	14.00	1.80	161	178	12.71	98.89	0.14
Sitka	84.00	79.90	9.00	1063	1080	13.52	120.00	0.11
Skagway	14.00	13.00	1.00	133	138	10.62	138.00	0.08
Southeast Island	20.00	19.20	1.45	164	164	8.54	113.10	0.10
Southwest Region	53.00	47.55	5.95	558	615	12.93	103.36	0.21
Unalaska	27.00	26.10	2.90	328	337	12.91	116.21	0.11
Valdez	46.00	45.50	2.50	569	605	13.30	242.00	0.07
Wrangell	20.00	20.00	3.00	255	264	13.20	88.00	0.15
Yakutat	6.00	6.00	1.00	94	95	15.83	95.00	0.17
Yukon Flats	20.00	20.00	1.40	171	175	8.75	125.00	0.10
Yukon-Koyukuk	82.00	77.09	9.25	3930	4024	52.20	435.03	0.18
Yupiit	41.00	39.30	4.05	522	525	13.36	129.63	0.13
State	7143.00	6858.27	611.14	126288	129907	18.94	212.57	0.09

# Other Department Functions & Services

## Alaska Commission on Postsecondary Education

In 1974 the Alaska Legislature established the [Alaska Commission on Postsecondary Education](#) (ACPE). Funded by the Alaska Student Loan Corporation (ASLC), ACPE's Mission is to provide sustainable solutions for college, career, and technical training. ACPE is governed by a 14-member Commission, representing a variety of stakeholders including Alaska's educational entities and the public. ACPE administers postsecondary education funding opportunities for Alaskans such as the [Alaska Education Grant](#) (AEG), [Alaska Performance Scholarship](#) (APS), and [Alaska Education Loan programs](#). Additionally, ACPE provides access to financial planning resources to Alaskans pursuing college and career training.

Considerable work efforts were carried forward across FY 2025 in connection with the implementation of HB 148, relating to APS enhancements, which passed in June 2024. ACPE connected with secondary and postsecondary stakeholders statewide through the APS Cross Agency Workgroup to clarify APS-related roles and responsibilities and to improve coordination and communication about APS across Alaska. This year, the APS Step-Up Award process was successfully programmed and implemented, resulting in eligible students receiving their first Step-Up Award disbursement in Fall 2025.

Efforts continued in FY 2025 in support of ACPE's strategic plan initiatives, creating ACPE's Key Performance Indicators Dashboard. Refreshed quarterly, the Dashboard provides an at-a-glance reference for ACPE leadership and stakeholders to learn and reflect about ACPE's ongoing efforts to inform and support its Mission and Vision. Also in FY 2025, ACPE instituted a lending safeguard for Education Refinance Loans over \$125,000, requiring a debt-to-income ratio of 45 percent or less. ACPE continues to offer competitive interest rates below federal education loan levels to our borrowers. ACPE leads statewide efforts to increase state completion rates of the Free Application for Federal Student Aid (FAFSA) through the [Alaska FAFSA Completion Initiative](#). Resources include updated Master the FAFSA Training sessions, redesigned downloadable resources for FAFSA completion, and online tutorials available to Alaskans on-demand.

## **Alaska State Council on the Arts**

The Alaska State Council on the Arts (ASCA), an independent public corporation within the Department of Education and Early Development (DEED), supports arts and culture in Alaska's schools and communities through grants, programs and services. In FY 2025, ASCA awarded 248 grants (34.05 percent increase from FY 2024) totaling \$1,957,159 (30.8 percent increase from FY2024).

FY 2025 Highlights include: 1) the completion of ASCA's five-year strategic plan that involved surveys, stakeholder input and advisory committee planning over two years, 2) the launch of a digitization project to make artworks in the Alaska Contemporary Art Bank Collection accessible online for borrowers, and 3) the new Alaska Arts Health and Well-Being Pilot Grant Program which supports creative projects that use the arts to improve health, reduce risk, and strengthen community connections through partnerships between artists, organizations, and the health sector. For this new initiative, with total combined funding of \$482,030 from Rasmuson Foundation (\$427,480), State of Alaska (\$25,250), and National Endowment for the Arts (\$29,300), ASCA was able to award 19 individuals, and 23 organizations. Although ASCA could not award all 83 applications from across the state, the types of organizations varied: tribes (4), Alaska Native nonprofits (2), schools and school districts (3), library association (1), social/community service organizations (2), local arts agencies (4), theatre and dance production companies (2), institute of higher education (1), performing arts presenters (2), media arts youth organization (1), arts and science residency (1). Additionally, ASCA advanced the Alaska Cultural Trust, now in its fourth year. In collaboration with the Alaska Arts and Culture Foundation, the Trust continues to grow as a fund to support Alaska's artistic and cultural heritage without supplanting public funding.

The Munaret Project is now in its final year of a ten-year partnership with Margaret A. Cargill Philanthropies in Kodiak to support teacher recruitment and retention with a focus on teaching and learning in and through the arts and cultures of Kodiak. ASCA has been invited to apply for an additional three years of support to plan and implement a new project in support of Alaska teachers. Promising practices that will be forwarded from the learning of the Munaret Project include strong cultural partnerships, a cohort model for teacher mentorship and support, flexibility and responsiveness, innovative professional development, independent partnership coordination and project management, and data-driven insights.

The Alaska Arts Education Data Project was supported by a National Endowment for the Arts Collective Impact grant. ASCA joins DEED as key partners in the project, with the Alaska Arts Education Consortium as the Managing Partner. ASCA's support included matching funds, and the goal of the Alaska Arts Education Data Project is to gather data and analyze the accessibility, equity, and quality of arts education in Alaska. Since its inception in 2023, the Alaska Arts Education Data Project has conducted two district surveys and is reporting on the results in school and community partner gatherings.

## **Division of Administrative Services**

The Alaska Department of Education and Early Development's Division of Administrative Services provides a strong operational foundation that enables the department to function efficiently and in alignment with statewide requirements. With a dedicated team of 23 professionals, the division supports 11 divisions and sections, including Mt. Edgecumbe High School, the Alaska Commission on Postsecondary Education, the Alaska State Council on the Arts, and the Professional Teaching Practices Commission. By delivering responsive internal customer service and dependable support, the division helps the DEED teams stay focused on their core mission of serving Alaska's students, educators, and communities.

The division offers a comprehensive range of enterprise services, including human resources, recruitment, travel, grants management, budgeting, procurement, accounts payable, and information technology coordination. These centralized functions ensure consistency, accountability and sound stewardship of public resources across programs. Recent initiatives have modernized budget processes and introduced new tools and training, empowering divisions to manage resources more effectively and make timely, informed decisions.

To further strengthen operations, the division has streamlined workflows, reduced duplication, and aligned practices with Administrative Orders 358, 359, and 360. A transition to a leaner IT structure has fostered greater collaboration and innovation, allowing the team to prioritize critical needs and maintain continuity of essential services. By focusing on high-impact work and aligning resources with time-sensitive responsibilities, the Division of Administrative Services continues to adapt and thrive, providing a strong, reliable foundation for DEED's success.

## **Division of Finance & Support Services**

The Division of Finance & Support Services (FSS) provides statewide fiscal, facilities, and operational oversight in support of Alaska's public education system. The division plays a critical role in ensuring equitable funding, safe and functional school facilities, and compliance with state and federal requirements, particularly for rural, remote, and high-need districts. Through collaborative partnerships with school districts, other state agencies, and federal partners, FSS works to ensure that limited public resources are deployed effectively and aligned with student needs. Finance & Support Services is responsible for administering and overseeing several major program areas:

### **School Finance**

The division administers school finance programs, including the Foundation Program, pupil transportation funding, boarding home grants, residential school funding, and broadband assistance grants to support equitable access to educational services statewide. The division also provides fiscal oversight and compliance through monitoring, technical assistance, and coordination related to audits, federal reporting, and statutory requirements, promoting accountability and sound stewardship of public funds.

### **School Facilities**

The division oversees school facilities programs, including administration of the capital improvement project (CIP) processes, facilities maintenance and preventive maintenance programs, and school bond debt reimbursement, to ensure safe, functional, and sustainable school facilities. The division also coordinates the efforts of the statutory Bond Reimbursement and Grant Review (BRGR) Committee in evaluating and prioritizing facility needs across the state.

## **Child Nutrition**

The division administers child nutrition programs to ensure students have access to nutritious school meals while maintaining compliance with federal nutrition standards and program requirements. These programs include, but are not limited to, USDA Foods, The Emergency Food Assistance Program (TEFAP), the Fresh Fruit and Vegetable Program (FFVP), the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the Child and Adult Care Food Program (CACFP), and the Summer Food Service Program (SFSP).

## **Division of Innovation and Education Excellence**

The Division of Innovation and Education Excellence (IEE) advances statewide priorities focused on student outcomes, continuous improvement, and equitable access to educational opportunities. The division integrates policy, data, program oversight, and technical assistance to support districts, schools, and educators while aligning work with State Board priorities and statutory requirements.

## **Career and Technical Education (CTE)**

IEE oversees Career and Technical Education programs that expand access to career pathways aligned with regional workforce needs. This includes administration of federal Perkins funding, support for Programs of Study, coordination of statewide professional learning, and partnerships with postsecondary institutions, industry, and state agencies. The division also supports Career and Technical Student Organizations to promote student engagement.

## **Data Team**

The Data Team supports evidence-based decision-making through statewide data collection, validation, and reporting. The team works closely with districts to improve data quality, reduce reporting burden, and provide timely information to support accountability, program evaluation, and policy development.

## **Elementary and Secondary Education Act (ESEA)**

The ESEA team administers federal programs that support student achievement and school improvement, including Title I and related grant programs. The team provides fiscal oversight, compliance monitoring, and technical assistance to districts to ensure funds are used effectively to support student learning and close achievement gaps.

## **Health and Safety**

IEE coordinates health and safety initiatives that promote safe, supportive learning environments. This work includes guidance on student well-being, attendance, and school climate, as well as coordination with partners to support districts in addressing barriers to learning.

## **Alaska Reads Act and Early Learning**

This team leads implementation of the Alaska Reads Act, advancing a statewide framework for early literacy through District Reading Improvement Plans, literacy screening, professional learning, and instructional support. The Early Learning team aligns birth–K efforts with K–3 literacy priorities and leverages federal grants to strengthen early learning systems statewide.

## **School Recognition and Support**

IEE administers Alaska's System for School Success, providing differentiated support to schools based on state and federal accountability indicators. This includes targeted technical assistance and recognition of schools demonstrating strong performance or improvement.

## **Special Education**

The Special Education team supports statewide compliance with federal and state requirements while providing technical assistance and oversight to districts serving students with disabilities. The team works to strengthen inclusive practices and improve student outcomes.

## **Standards and Assessment**

IEE oversees academic standards and statewide assessments, supporting alignment among curriculum, instruction, and assessment. The team manages assessment administration and reporting and provides guidance to districts.

## **Teacher Certification**

The Teacher Certification team administers Alaska's educator certification system, supporting workforce stability through certification processing, regulatory implementation, and system modernization. The team also supports alternative pathways and apprenticeship models.

## **Tribal Affairs & Alaska Native Languages**

The Tribal Affairs team advances government-to-government collaboration and supports culturally responsive education. This includes coordination related to State–Tribal Education Compacts, Alaska Native language initiatives, and ongoing consultation with tribal partners.

## **Division of Libraries, Archives, and Museums**

The Division of Libraries, Archives, and Museums (LAM) collects, preserves, and shares Alaska's historical and cultural resources to promote lifelong learning for all Alaskans. It provides library and information services to state agencies and the legislature, supports local libraries, archives, and museums in developing programs, operates state museums for Alaskans and out-of-state visitors, manages state records, and preserves public records of permanent value.

From January–October 2025 the Alaska State Museum (Juneau) and Sheldon Jackson Museum (Sitka) welcomed 41,500 in-person visitors to the museum galleries. Hundreds of educational objects were shared with teachers through the Sheldon Jackson Museum Hands-On Loan Program and over 1,500 K-12 students benefited from hands-on learning opportunities during school visits to the Alaska State Library, Alaska State Archives, and Alaska State Museums.

The number of Alaskan objects and documents available online for educational research soared to 95,250 items. Examples of online materials include museum and archives catalog records, historical photographs, and publications produced by the State of Alaska.

The 2025 Alaska Statewide Summer Reading Program registered 45 Alaska libraries and schools with over 12,300 participants who made reading part of their summer plans. The OWL (Online with Libraries) Internet Program provided funding to 52 Alaska public libraries for procuring high-speed internet and Zoom videoconferencing for educational activities.

Finally, the Talking Book Center supported an average of 600 Alaskans a month who checked out 46,570 large print books and audiobooks as well as digital downloads of books, music, and magazines through the Braille and Audio Reading Download (BARD) service.

### **Information Technology Function**

The Information Services section provides strategic planning, systems management, technology support, and solutions development across the department. At the start of FY26, the section was reduced by 30 percent to align with available resources. The section is organized into two teams—IT and Development—focused on sustaining reliable daily operations while advancing core modernization initiatives that support staff and schools statewide. A Department of Administration Technology Officer supports coordination with the Office of Information Technology (OIT) and DEED.

The IT team ensures that end-user devices, user accounts, and core platforms remain functional and secure so staff can perform day-to-day work without disruption. Over the past year, the team completed a department-wide upgrade of all computers to Windows 11 and is preparing to replace Windows Server 2012 systems with Windows Server 2022 to maintain security and compliance.

The Development team maintains and enhances DEED's custom applications and databases and supports data integration with districts, vendors, and partner organizations. Recently, the team migrated more than 90 databases from on-premises infrastructure to the Microsoft Azure cloud. Additional migrations and targeted application rewrites are planned to further strengthen sustainability, improve system performance, and expand DEED's capacity for data management and reporting.

### **Mt. Edgecumbe High School**

#### **Office of Education Advocacy**

The Department of Education and Early Development established the Office of Education Advocacy (OEA) in August 2025 to serve as a centralized hub of resources for Alaska's families, students, educators, community members, and elected officials. The OEA is designed to help stakeholders navigate the state's education system, access clear information, and receive support in resolving concerns. Its mission is to ensure that Alaskans have the tools they need to understand their educational rights and engage effectively with schools and districts.

Since the office launched, the OEA has begun connecting with students, parents, principals, superintendents, legislators, and community members statewide. This engagement strengthens its role as a trusted point of contact and reinforces DEED's commitment to responsive, student-centered service.

### **Professional Teaching Practices Commission**

The Professional Teaching Practices Commission (PTPC) plays a vital role in upholding educators' ethical and professional standards in compliance with state laws and contractual obligations, as outlined in AS 14.20.370–14.20.510. The PTPC, funded by certificate holders per AS 14.20.020, ensures accountability within Alaska's educational system.

In FY 2025, the PTPC reviewed 39 cases for investigation and sanctioned 13 educators. This number falls below the 10-year average of 16 sanctions per year. Sanctions issued by PTPC range from

warnings and reprimands to suspensions and revocations of teaching certificates. Comprehensive details of these actions are available in the FY 2025 Alaska Professional Teaching Practices Commission Annual Report.

## **Responsive Services: Facilities, Finance, and Educational Continuity**

Although DEED is not a disaster response agency, it plays a critical coordination role when facility-related emergencies disrupt school operations. During events such as flooding, utility failures, or community displacement, the department supports districts by helping stabilize educational continuity, aligning facilities and finance guidance, and coordinating with state and federal partners.

When an incident occurs, DEED works directly with district leadership to assess impacts, provide technical guidance, and elevate information to the Commissioner's Office for broader interagency coordination when needed. This approach allows districts to focus on immediate community needs while maintaining continuity of instruction and student services.

The Finance and Facilities Section serves as the primary point of contact for districts experiencing facility disruptions. Support includes guidance related to damaged or non-operational school buildings, temporary closures, use of school facilities as shelters, and documentation required for state and federal reimbursement. The department also assists districts in navigating funding considerations when emergencies affect enrollment, including student count waivers and other funding accommodations.

In parallel, DEED coordinates education and student services to ensure displaced students are enrolled without delay and connected to instruction and supports. The department works with both sending and receiving districts to maintain continuity of services, support appropriate placements, and align enrollment, staffing, and student support processes. DEED also coordinates with the Office of Management and Budget to address enrollment shifts so districts serving displaced students are compensated appropriately while districts experiencing temporary enrollment loss are supported.

In 2025, DEED provided coordinated support during multiple facility-related emergencies, including widespread impacts from Typhoon Halong and localized infrastructure failures affecting individual school communities. These events involved school closures, damage to facilities and staff housing, utility disruptions, and temporary student displacement across several regions of the state. Across these situations, the department focused on maintaining instructional continuity, supporting student enrollment and services, and assisting districts with facilities, finance, and reimbursement guidance to support both immediate response and longer-term recovery.

The Department of Education and Early Development's Child Nutrition Programs team played an essential role during these events by coordinating with the U.S. Department of Agriculture and affected districts to sustain meal services. This included securing waivers, redirecting commodities, and providing guidance to ensure students and displaced residents continued to have access to nutrition services during periods of disruption.

Together, these efforts reflect DEED's role in supporting districts during emergencies by coordinating facilities, finance, and student services so schools can resume operations as quickly as possible and students remain connected to learning.