

**State Board of Education & Early Development
Tentative Agenda
Teleconference Meeting
August 24, 2015
Originating in the Auxiliary Board Room
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801**

Mission Statement: To ensure quality standards-based instruction to improve academic achievement for all students.

August 24, 2015

| | | |
|----------|---|---------------------|
| 12:00 PM | Call to Order and Roll Call | James Fields, Chair |
| | Pledge of Allegiance | James Fields, Chair |
| | Adoption of the Agenda | James Fields, Chair |
| | Disclosures of potential conflicts of interest..... | James Fields, Chair |

Public Comment

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The public comment period is an opportunity for the board to hear the public's concerns. The board will not engage in discussions with members of the public during the comment period.

Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau. For participation from Juneau, call 586-9085. This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at noon on August 24, 2015, (audio only). Click on the meeting name to listen to the proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

In the event there are more than two hours of public comment, the board may move to amend the agenda to extend the oral hearing to accommodate those present before 11:55 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

Work Session

- 12:15 PM 1. Regulations to go out for public comment.....Commissioner Hanley
1A. Assessment Achievement Level Scores.....Commissioner Hanley
.....Margaret MacKinnon, Director
- 12:40 PM 2. Adoption of proposed regulations.....Commissioner Hanley
2A. School and Educator Accountability.....Commissioner Hanley
.....Dr. Susan McCauley, Director
.....Margaret MacKinnon, Director

Business Meeting

Regulations

- 1:00 PM 3. Regulations to go out for public comment.....Commissioner Hanley
3A. Assessment Achievement Level Scores.....Commissioner Hanley
.....Margaret MacKinnon, Director
- 1:15 PM 4. Adoption of proposed regulations.....Commissioner Hanley
4A. School and Educator Accountability.....Commissioner Hanley
.....Dr. Susan McCauley, Director
.....Margaret MacKinnon, Director
- 1:30PM 5. Consent Agenda.....James Fields, Chair
5A. Approve the Appointment of Shawn Sypeck
- 1:35 PM Board Comments
- 1:45 PM Adjourn

**To: Members of the State Board of
Education & Early Development**

August 24, 2015

From: Mike Hanley, Commissioner

Agenda Item: 1A

◆ ISSUE

The board is being asked to open a period of public comment on regulations related to assessment achievement level scores on the Alaska Measures of Progress and Alaska Alternate Assessment in English language arts and math.

◆ BACKGROUND

- The new Alaska Measures of Progress (AMP) and Alaska Alternate Assessment for English language arts (ELA) and mathematics were administered in spring 2015.
- New assessments require the development of new score ranges to determine student performance in each achievement level. These score ranges are adopted in regulations.
- Additional changes are required to other regulations to conform to the new achievement level titles and the change from separate reading and writing assessments to one English/language arts assessment.
- On the AMP ELA and math assessments, students score on a scale placing them into one of four achievement categories: Level 1, 2, 3 and 4 (from low to high). Level 3 and 4 represent meeting the standards. Level 1 and 2 represent partially meeting the standards.
- The “cut points” that are proposed to set the ranges of scores for each AMP achievement level were determined through a process of review called “bookmarking.” Alaska educators participated in this process to determine recommended cut points for the score ranges based on achievement level descriptors that had been drafted by Alaska educators in fall 2014.
- The methodology used for setting the score ranges was reviewed and endorsed by the Alaska Technical Advisory Committee in June, and the implementation of the process was reviewed by the committee on August 7.
- The Alaska Alternate Assessment (AA) is taken by students with severe cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses. The items on the AA are linked to the ELA and math standards.
- On the Alaska Alternate Assessment, students’ scores place them into one of four achievement categories: emerging, approaching target, at target, or advanced (from low to high).
- Behind this cover memo are: 1) the proposed regulations, 2) summary of the process for determining the score ranges, and 3) the preliminary impact data showing the percentage of students that would score at each level.

- Staff from the Achievement and Assessment Institute (AAI) at the University of Kansas will be available for questions about the process to determine the range of scores in each achievement level for each assessment.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 3A.

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4 AAC 06.737 is amended to read:

4 AAC 06.737. Standards-based test. The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for **English language arts** [READING, WRITING], mathematics, and science. For school years 2012 - 2014, the standards-based test must test for mastery of the reading, writing, mathematics, and science standards described in the department's publication Alaska Standards: Content and Performance Standards for Alaska Students, as revised as of March 2006, and adopted by reference for purposes of administering a standards-based test through school year 2013 - 2014. For school years after school year 2013 - 2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a). Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in **English language arts** [READING, WRITING,] and mathematics annually to every student in grades three through ten, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am 12/26/2014, Register 212; am ___/___/___, Register ___)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.739(a) is amended to read:

4 AAC 06.739. Assessment achievement level [PROFICIENCY] scores. (a) The subject matter [PROFICIENCY] **achievement** levels **of proficiency** [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] for a student enrolled

in grades 3-10 will be determined as set out in this section, based on the student's scores on the applicable state assessment described in 4 AAC 06.737.

4 AAC 06.739(b) is repealed and readopted to read:

(b) Achievement levels for English language arts and mathematics are levels one through four, with level one being the lowest and level four the highest achievement level. Students obtaining achievement levels of three or four meet standards. To obtain an achievement level of one, two, three, or four in English language arts and mathematics, a student must obtain a score as set out in the following table:

| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| English language arts: Level 4 | 727 or above | 729 or above | 737 or above | 736 or above | 729 or above | 736 or above | 732 or above | 736 or above |
| English language arts: Level 3 | 700-726 | 700-728 | 700-736 | 700-735 | 700-728 | 700-735 | 700-731 | 700-735 |
| English language arts: Level 2: | 686-699 | 686-699 | 680-699 | 667-699 | 664-699 | 662-699 | 668-699 | 666-699 |
| English language arts: Level 1 | 685 or below | 685 or below | 679 or below | 666 or below | 663 or below | 661 or below | 667 or below | 665 or below |
| Mathematics: Level 4 | 726 or above | 732 or above | 741 or above | 731 or above | 747 or above | 754 or above | 740 or above | 737 or above |
| Mathematics: Level 3 | 700-725 | 700-731 | 700-740 | 700-730 | 700-746 | 700-753 | 700-739 | 700-736 |
| Mathematics: Level 2 | 675-699 | 671-699 | 671-699 | 673-699 | 668-699 | 665-699 | 681-699 | 678-699 |
| Mathematics: Level 1 | 674 or below | 670 or below | 670 or below | 672 or below | 667 or below | 664 or below | 680 or below | 677 or below |

4 AAC 06.739(c) is amended to read:

(c) **Achievement levels for science are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level of advanced, proficient, below proficient, or far below proficient in science, a student must obtain a score as set out in the following table:

| <u>Achievement</u> <u>[PROFICIENCY]</u> Level | Grade 4 | Grade 8 | Grade 10 |
|---|-----------------|-----------------|-----------------|
| Science: Advanced | 357 or above | 359 or above | 369 or above |
| Science: Proficient | 300-356 | 300-358 | 300-368 |
| Science: Below Proficient | 233-299 | 258-299 | 245-299 |
| Science: Far Below Proficient | 232 or below | 257 or below | 244 or below |

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am ___/___/___, Register ___)

Authority: AS 14.03.015 AS 14.07.030 AS 14.07.060
AS 14.07.020

The introductory language of 4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710[, EXCEPT THAT A STUDENT WILL NOT BE REQUIRED TO TAKE THE ALASKA ALTERNATE ASSESSMENT TWICE IN ONE SCHOOL YEAR]. **Achievement levels for the English language arts and mathematics Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. Achievement levels for the science Alaska Alternate Assessment are advanced, proficient, below proficient, or far below proficient. Students obtaining an achievement level of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] in

...

4 AAC 06.775(b)(1) is repealed and readopted to read:

(1) English language arts and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

| | | | | | | | | |
|-------------------|---------|---------|---------|---------|---------|---------|---------|----------|
| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|----------|

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| | | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| English language arts: Advanced | 71 or above | 75 or above | 76 or above | 65 or above | 73 or above | 72 or above | 68 or above | 72 or above |
| English language arts: At Target | 50-70 | 57-74 | 53-75 | 46-64 | 52-72 | 48-71 | 48-67 | 47-71 |
| English language arts: Approaching Target | 36-49 | 38-56 | 35-52 | 27-45 | 27-51 | 23-47 | 20-47 | 17-46 |
| English language arts: Emerging | 35 or below | 37 or below | 34 or below | 26 or below | 26 or below | 22 or below | 19 or below | 16 or below |
| Mathematics: Advanced | 37 or above | 56 or above | 48 or above | 38 or above | 53 or above | 53 or above | 33 or above | 36 or above |
| Mathematics: At Target | 21-36 | 30-55 | 32-47 | 28-37 | 37-52 | 40-52 | 21-32 | 21-35 |
| Mathematics: Approaching Target | 12-20 | 20-29 | 15-31 | 13-27 | 19-36 | 17-39 | 10-20 | 8-20 |
| Mathematics: Emerging | 11 or below | 19 or below | 14 or below | 12 or below | 18 or below | 16 or below | 9 or below | 7 or below |

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am ___/___/___, Register _____)

Authority: AS 14.03.075 AS 14.07.060 AS 14.07.165
AS 14.07.020

4 AAC 06.815(b) is amended to read:

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(b) Each annual measurable objective established under (a) of this section is the percentage of students enrolled for a full academic year who are expected to score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics standards-based assessments described in 4 AAC 06.737.

4 AAC 06.815(d) is amended to read:

(d) The department will give each district or school a performance score for **English language arts** [READING, WRITING,] and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics **standards** [STANDARD]-based assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full academic year.

4 AAC 06.815(h) is amended to read:

(h) In calculating whether a school or subgroup has met its annual measurable objective under this section, the department will include as **meeting standards** [PROFICIENT OR HIGHER] **those** students who [TEST] **score** at the **at target or advanced achievement levels** [PROFICIENT LEVEL OR HIGHER] on the alternate assessment **for English language arts and mathematics**, for those grades in which the alternate assessment is available under 4 AAC 06.775(b). However, for the purpose of determining whether an annual measurable objective has been met under this section, not more than one percent of the students in the district may be

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included as **meeting standards** [PROFICIENT OR HIGHER] under the alternate assessment.

(Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am ___/___/___, Register ___)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.820(d) is amended to read:

(d) For purposes of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation and graduation rates, attainment of an annual measurable objective, and inclusion in the Alaska school performance index, the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in **English language arts** [READING AND WRITING].

4 AAC 06.820(f)(1) is amended to read:

(1) excuse the student from participation in the state assessments in **English language arts** [READING OR WRITING]; and
(Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am ___/___/___, Register ___)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.899(24) is amended to read:

(24) "alternative school" means a school that is specifically designed to exclusively serve secondary-school students who are at high risk of failing to graduate because of credit deficiencies, below-proficient academic performance, a history of low attendance, a history or high risk of dropping out, or other barriers to graduation. **In this paragraph, "below-proficient academic performance" means obtaining an achievement level on a standards-based assessment under 4 AAC 06.739 that does not meet standards.** (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 33.421(a)(1) is amended to read:

(1) monitoring of each student by the assigned certificated teacher; the monitoring must include at least monthly teacher-student or teacher-parent contact for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 and quarterly reviews of a student's work or progress in the individual learning plan; the district must maintain a record of the contact required under this paragraph;

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4 AAC 33.421(b) is amended to read:

(b) In addition to meeting the requirements set out in AS 14.03.300 and this section, an individual learning plan for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 must identify strategies to move the student toward **meeting standards** [PROFICIENCY] in the related subject.

(Eff. 12/25/2002, Register 164; am 8/6/2004, Register 171; am 2/20/2005, Register 173; am 9/19/2008, Register 187; am 3/6/2015, Register 213; am ___/___/___, Register _____)

| | | | |
|-------------------|--------------|--------------|--------------|
| Authority: | AS 14.03.090 | AS 14.07.030 | AS 14.14.090 |
| | AS 14.03.300 | AS 14.07.050 | AS 14.17.430 |
| | AS 14.03.320 | AS 14.07.060 | AS 14.30.010 |
| | AS 14.07.020 | AS 14.08.111 | |

4 AAC 33.426(b) is amended to read:

(b) A district may waive the requirement of (a) of this section if the district determines that the student is a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation from the correspondence study program in which the student is enrolled. A district shall waive the requirement of (a) of this section if the student obtained **achievement levels that met standards** [A PROFICIENCY LEVEL OF ADVANCED OR PROFICIENT] in **English language arts** [READING, WRITING,] and mathematics as set out in 4 AAC 06.739(b) during the previous academic year.

(Eff. 8/6/2004, Register 171; am 9/19/2008, Register 187; am 2/16/2013, Register 205; am 3/6/2015, Register 213; am ___/___/___, Register _____)

Authority: AS 14.03.300 AS 14.07.060 AS 14.17.430
AS 14.07.020 AS 14.08.101 AS 14.30.010
AS 14.07.030

4 AAC 34.090(a)(2) is amended to read:

(2) "limited English proficient pupil" or "LEP pupil" means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain **an achievement level that meets standards** [A PROFICIENCY LEVEL OF PROFICIENT OR ADVANCED], as described in 4 AAC 06.739, on the state assessments in **English language arts** [READING AND WRITING OR IN READING AND LANGUAGE ARTS] under 4 AAC 06.737 [OR 4 AAC 06.755];

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(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;

(Eff. 12/29/76, Register 60; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 6/30/2013, Register 206; am ___/___/___, Register _____)

Authority: AS 14.07.060 AS 14.30.410

Process to Determine Score Ranges for Assessment Achievement Levels

Alaska Measures of Progress

- A group of 35 Alaskan educators first drafted Achievement Level Descriptors (ALDs) specific to each grade and subject in September 2014. Content standards define what students should know and be able to do; achievement level descriptors articulate how much they should know and be able to do at each achievement level category.
- 126 Alaska educators gathered in July to determine the proposed range of scores in each achievement level using a process called “bookmarking.” Bookmarking is a research-based procedure developed in the 1990s that has been used in over thirty states and previously in Alaska. The process was led by facilitators from AAI. Staff members from EED were present to observe and to serve as resources.
- Panelists were chosen from the pool of applicants based on their experience with the new ELA and math standards, and based on the strength of their supervisor’s reference rating. 52% of the panelists were from rural schools and 48% were from urban schools.
- The panelists selected to participate were evenly divided with 63 panelists for English language arts and 63 for math. Overall, 67.4% of participants were classroom teachers. The average length of experience for math panelists was 13.2 years, from a minimum of 1 year to a maximum of 32 years. The average experience for ELA was 12.7 years, from a minimum of 1 year to a maximum of 41.7 years. In addition, some panelists had experience participating in reviewing assessment items or achievement level descriptors. Some panelists had previous experience in participating in setting scores for the Standards Based Assessments (SBA) in 2006.
- For each subject – English language arts and math – participants included eight or nine educators from each of grades three to eight, 12 high school educators, two college faculty members, and two representatives of career and technical education. The educators represented the diversity of the schools and districts in Alaska. Location, school size, and ethnicity as well as teachers of special education and English learners were represented at each table group.
- Educators met as grade-level groups that were combined and then re-organized when determining the bookmarks for the scores at each achievement level. For example, educators from grades 3, 4, and 5 worked together on grade 4, then the group split to work on grades 3 and 5.
- First, the educators took each test, thinking about what knowledge and skills were reflected in each question. The educators then described what knowledge and skills a student would need to barely make it into an achievement level. The educators were looking for borderline achievement because cut scores between achievement levels are set at those borders.

- Educators then reviewed each test question again, in order of difficulty, from easiest to hardest, as determined by the number of students who answered each question correctly. The educators discussed what made each question more difficult than the one before it. Each educator individually placed a bookmark after the question he or she judged that two out of three borderline students should be able to answer correctly to be in Level 3. They repeated this process for Level 2 and Level 4.
- After submitting their individual recommendations, each panel received feedback on the lowest, highest, and median bookmark in each group. The educators discussed their decisions in small groups.
- When there were differences in bookmarks, educators referred to the standards and the descriptions of achievement levels to inform their discussion. Following the discussion, each educator could move any of his or her bookmarks. Consensus or agreement was not required. Educators then discussed the bookmarks in a large group.
- After two rounds of placing bookmarks and discussion, the educators were told what percent of students from the spring 2015 tests would fall into each achievement level in the subject area and grade level of the test, based on the educators' median bookmark.
- The educators also were given information about the performance of Alaskans on national tests. The educators discussed their bookmark decisions in a large group. Similar to previous rounds, each educator could move his or her bookmarks following the discussion at the end of the third round.
- Following the third round, 50 educators (24 for math, 26 for ELA) from within the larger group of panelists served on articulation panels to review all of the proposed cut scores to be sure that the cut score represented a similar level of rigor across all of the grade levels. This group reviewed the items for several grade levels and proposed several changes.
- An internal team of department staff including the commissioner reviewed the recommendations from the panels. After consideration, the department team made minor adjustments to the recommended range of scores that fell within the range of panelist recommended scores. It was important to the department team to honor the work of the participants. It was also important to reflect the challenges of a new assessment based on new standards, and to take into account information about the readiness of Alaska's students for college and careers.

Alaska Alternate Assessment

- Students with the most significant cognitive disabilities (approximately 750 Alaska students) take the Alaska Alternate Assessment.
- The Alaska - Dynamic Learning Maps (DLM) Essential Elements are specific statements of knowledge and skills linked to the Alaska Standards for English Language Arts and

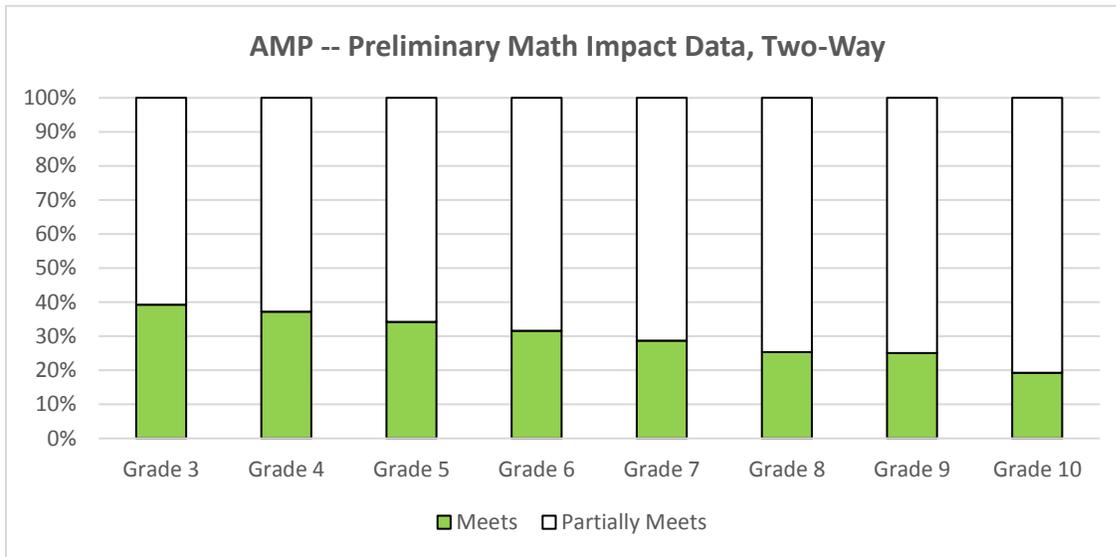
Mathematics. The purpose of the Alaska – DLM Essential Elements is to build a bridge from the content in the Alaska Standards to academic expectations for students with the most significant cognitive disabilities.

- Alaska administers the Dynamic Learning Maps assessment (DLM) as the Alaska Alternate Assessment. DLM is administered by the Assessment and Achievement Institute (AAI) of the University of Kansas.
- Student performance is assessed on Essential Elements (EEs), challenging content standards for the population. Each EE specifies an academic target, and for each EE there are skills at five linkage levels (LLs). Each linkage level represents a juncture on the path toward reaching the target for that EE and is based on the student’s level of communication skills. There are three levels below the target, one at the target, and one above the target.
- In DLM, students take testlets on essential elements of the standards. Testlets are chosen based on the communication skills of the student which determines which linkage level to use for assessment.
- Results are reported in four achievement levels based the numbers of linkage levels (LLs) mastered. The number of LLs possible varies by grade and subject.
- Achievement levels are:
 1. The student demonstrates ***emerging*** understanding of and ability to apply content knowledge and skills represented by the Essential Elements. (EM)
 2. The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is ***approaching the target***. (AP)
 3. **The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is *at target***. (T)
 4. The student demonstrates ***advanced*** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements. (ADV)
- Process to determine cut scores for score ranges in each achievement level
 - Panelists from 14 states that use the assessment, including 2 from Alaska, participated from June 15–18.
 - The task of the panelists was to judge how many total linkage levels across the essential elements a student should master in order to reach each performance level.
 - At the end of the process, educators wrote more detailed Achievement Level Descriptors to articulate how much students should know and be able to do at each achievement level category.
 - DLM Technical Advisory Committee reviewed methodology and cut scores on 7/31.

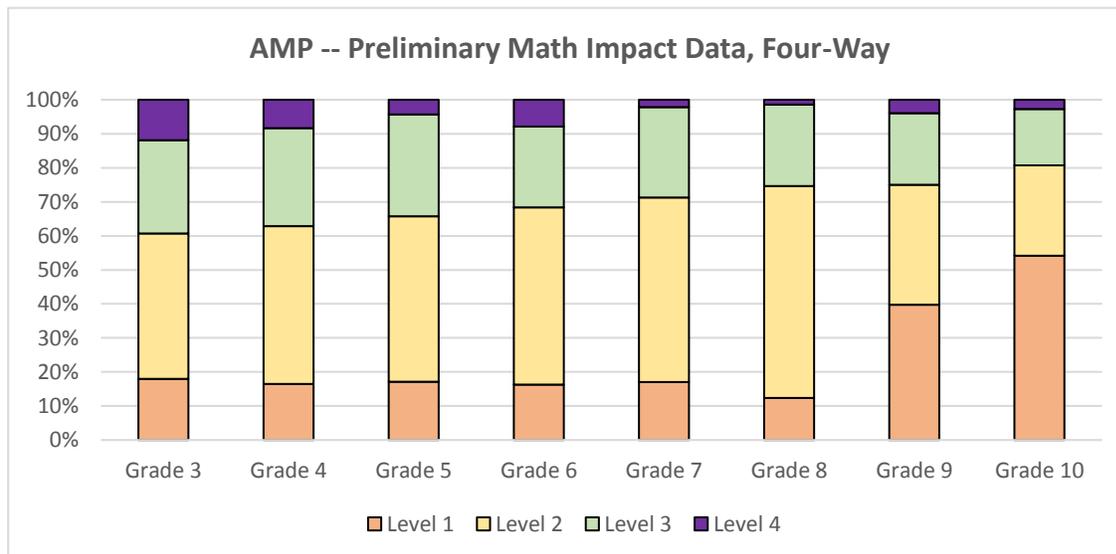
Alaska Measures of Progress -- Math
Preliminary Impact Data Based on Score Setting Process

final data may vary slightly and will be posted when available

| Math | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|----------|
| Partially Meets | 60.7% | 62.8% | 65.8% | 68.4% | 71.3% | 74.7% | 75.0% | 80.7% |
| Meets | 39.3% | 37.2% | 34.2% | 31.6% | 28.7% | 25.3% | 25.0% | 19.3% |



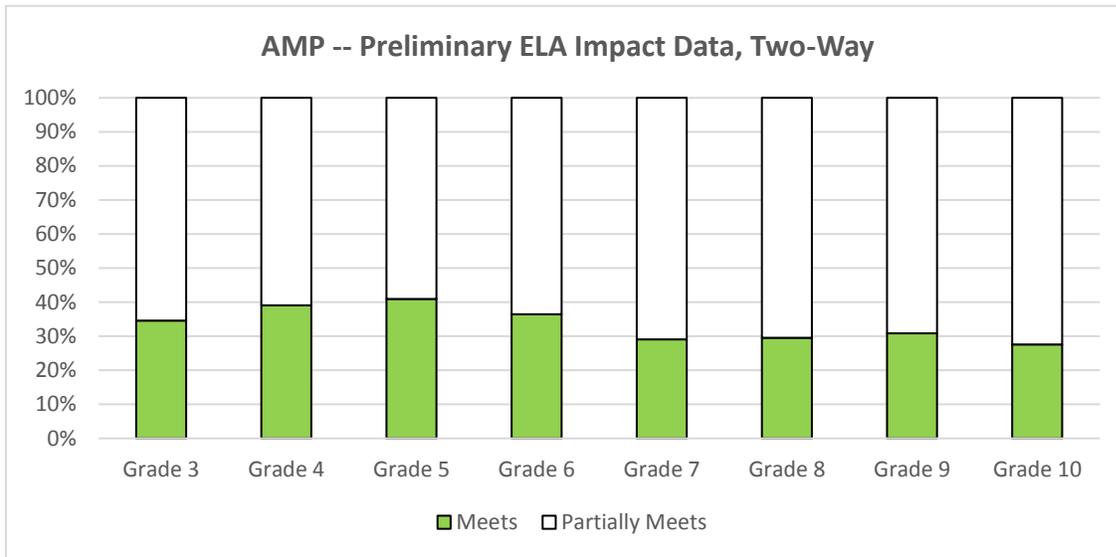
| Math | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Level 4 | 11.9% | 8.4% | 4.3% | 7.9% | 2.2% | 1.4% | 4.0% | 2.7% |
| Level 3 | 27.4% | 28.8% | 29.9% | 23.8% | 26.6% | 23.9% | 21.1% | 16.6% |
| Level 2 | 42.8% | 46.4% | 48.6% | 52.1% | 54.3% | 62.3% | 35.3% | 26.6% |
| Level 1 | 17.9% | 16.4% | 17.1% | 16.3% | 17.0% | 12.4% | 39.7% | 54.2% |



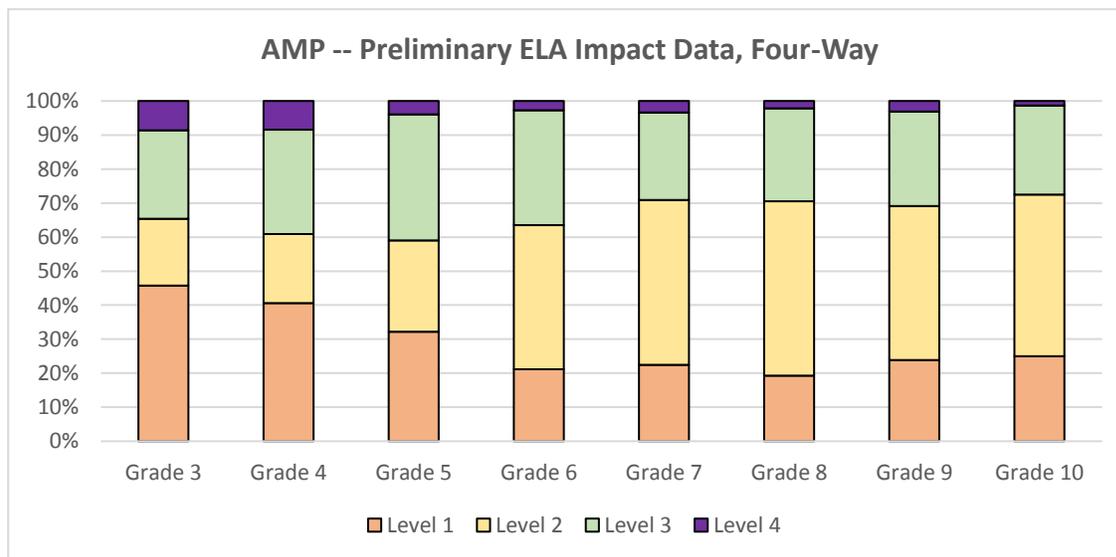
Alaska Measures of Progress -- ELA
Preliminary Impact Data Based on Score Setting Process

final data may vary slightly and will be posted when available

| ELA | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-----------------|---------|---------|---------|---------|---------|---------|---------|----------|
| Partially Meets | 65.4% | 60.9% | 59.0% | 63.5% | 70.9% | 70.5% | 69.1% | 72.5% |
| Meets | 34.6% | 39.1% | 41.0% | 36.5% | 29.1% | 29.5% | 30.9% | 27.6% |



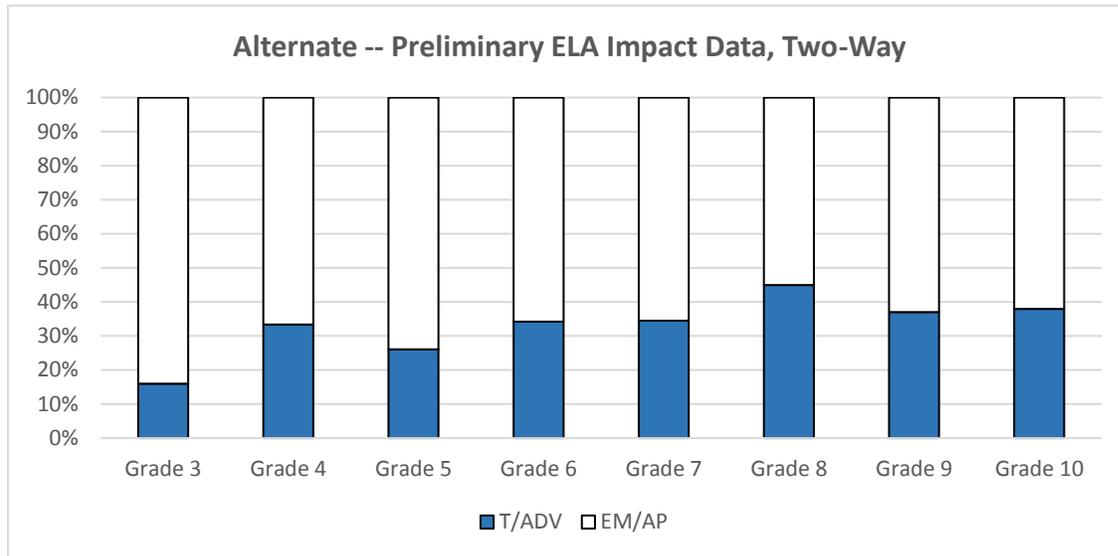
| ELA | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---------|---------|---------|---------|---------|---------|---------|---------|----------|
| Level 4 | 8.6% | 8.5% | 3.9% | 2.8% | 3.4% | 2.2% | 3.1% | 1.3% |
| Level 3 | 26.0% | 30.6% | 37.1% | 33.8% | 25.8% | 27.3% | 27.7% | 26.3% |
| Level 2 | 19.7% | 20.3% | 26.8% | 42.4% | 48.4% | 51.3% | 45.3% | 47.5% |
| Level 1 | 45.7% | 40.6% | 32.2% | 21.1% | 22.5% | 19.3% | 23.9% | 25.0% |



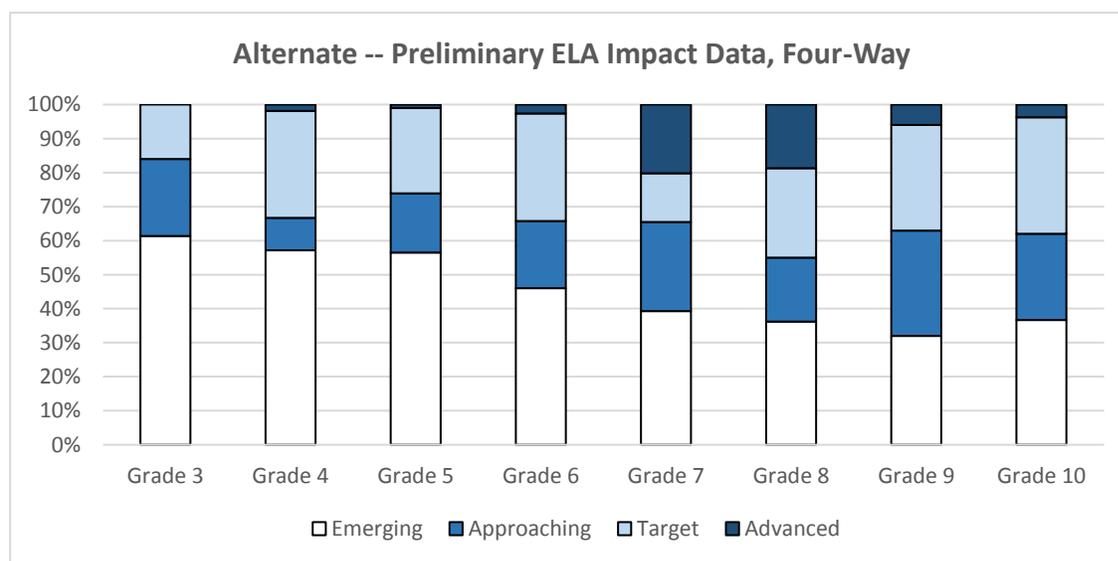
Alaska Alternate Assessment -- ELA
Preliminary Impact Data Based on Score Setting Process

final data may vary slightly and will be posted when available

| ELA | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-------|---------|---------|---------|---------|---------|---------|---------|----------|
| EM/AP | 84.0% | 66.7% | 73.9% | 65.8% | 65.5% | 55.0% | 63.0% | 62.0% |
| T/ADV | 16.0% | 33.3% | 26.1% | 34.2% | 34.5% | 45.0% | 37.0% | 38.0% |



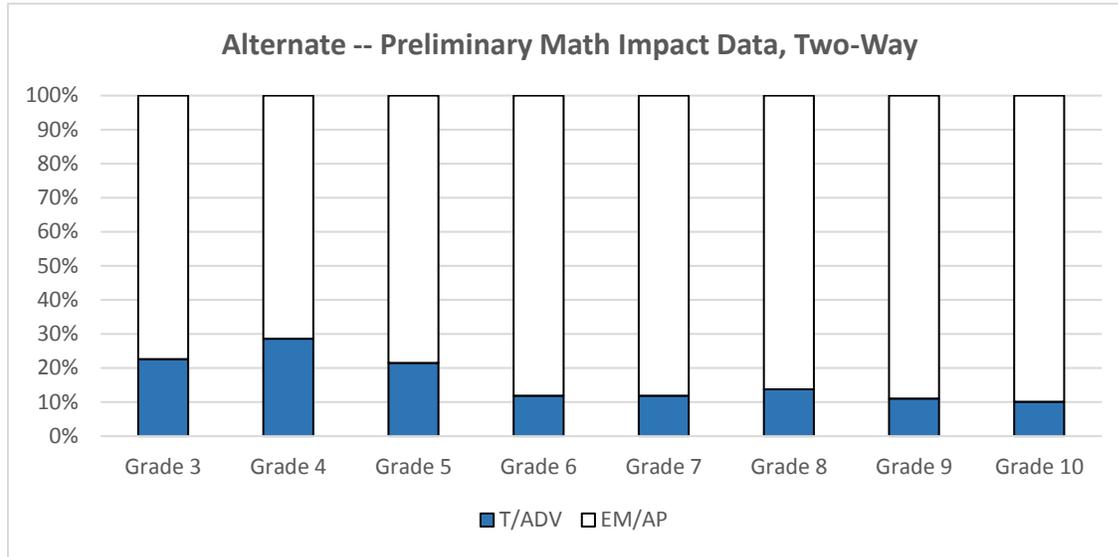
| ELA | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-------------|---------|---------|---------|---------|---------|---------|---------|----------|
| Advanced | 0.0% | 1.9% | 1.1% | 2.6% | 20.2% | 18.8% | 6.0% | 3.8% |
| Target | 16.0% | 31.4% | 25.0% | 31.6% | 14.3% | 26.3% | 31.0% | 34.2% |
| Approaching | 22.7% | 9.5% | 17.4% | 19.7% | 26.2% | 18.8% | 31.0% | 25.3% |
| Emerging | 61.3% | 57.1% | 56.5% | 46.1% | 39.3% | 36.3% | 32.0% | 36.7% |



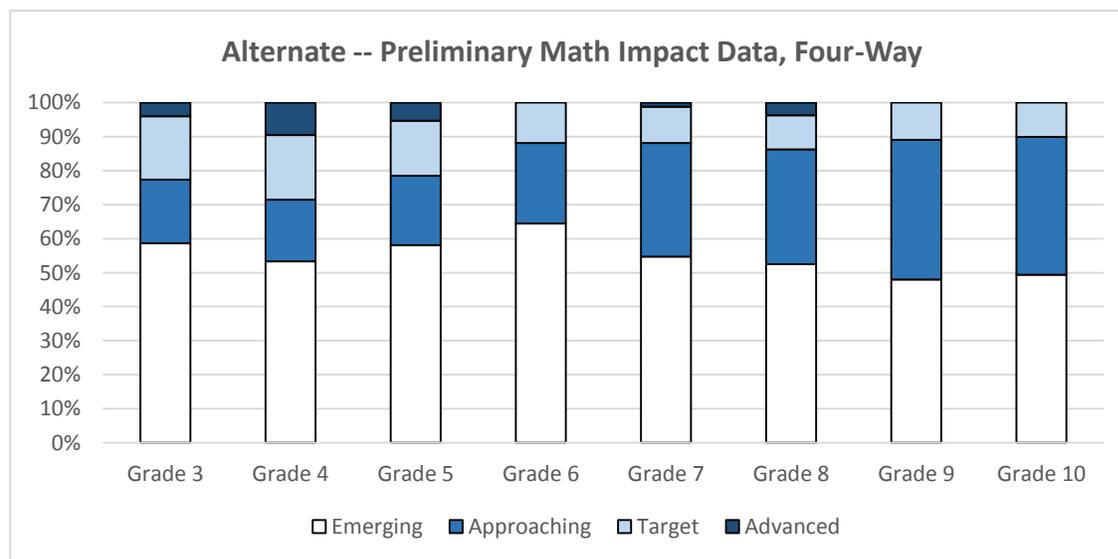
Alaska Alternate Assessment -- Math
Preliminary Impact Data Based on Score Setting Process

final data may vary slightly and will be posted when available

| Math | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-------|---------|---------|---------|---------|---------|---------|---------|----------|
| EM/AP | 77.3% | 71.4% | 78.5% | 88.2% | 88.1% | 86.3% | 89.0% | 89.9% |
| T/ADV | 22.7% | 28.6% | 21.5% | 11.8% | 11.9% | 13.8% | 11.0% | 10.1% |



| Math | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-------------|---------|---------|---------|---------|---------|---------|---------|----------|
| Advanced | 4.0% | 9.5% | 5.4% | 0.0% | 1.2% | 3.8% | 0.0% | 0.0% |
| Target | 18.7% | 19.0% | 16.1% | 11.8% | 10.7% | 10.0% | 11.0% | 10.1% |
| Approaching | 18.7% | 18.1% | 20.4% | 23.7% | 33.3% | 33.8% | 41.0% | 40.5% |
| Emerging | 58.7% | 53.3% | 58.1% | 64.5% | 54.8% | 52.5% | 48.0% | 49.4% |



**To: Members of the State Board of
Education & Early Development**

August 24, 2015

From: Mike Hanley, Commissioner

Agenda Item: 2A

◆ ISSUE

The board is being asked to approve regulations related to school and educator accountability.

◆ BACKGROUND

- The recent transition to the new Alaska Measures of Progress (AMP) assessment necessitates amendments to current regulations related to both school and educator accountability.
- These amendments were also included in Alaska's renewal application to the U.S. Department of Education (USDOE) for a waiver from elements of the Elementary and Secondary Education Act (ESEA).
- At the board's meeting in March, the board put out for public comment the proposed school and educator accountability regulations. At the board's meeting in June, the department advised postponing approval of the school and educator accountability regulations pending approval by USDOE of Alaska's ESEA Flexibility waiver. On July 23, 2015, USDOE announced renewal of Alaska's ESEA Flexibility Waiver for a period of three years.
- For school accountability purposes, the proposed regulation changes related to school and educator accountability are as follows:
 - Adjusting the timeline for notification to districts of new annual measurable objectives;
 - Establishing the date by which the department will produce a report for districts, schools, and the state indicating whether annual measurable objective targets have been met;
 - Establishing the year in which there is a new or significantly changed assessment as a base year for the purposes of reporting and accountability based on those assessments;
 - Providing clarity regarding assessment requirements for students who are counted as 0.25, as well as more than 0.25, full-time equivalent; and
 - Adjusting the timeline for schools to disseminate student assessment results to teachers and their School Report Card to the Public to parents.
- For educator accountability purposes, the proposed regulation changes related to school and educator accountability are as follows:
 - Delaying by one year requirements for inclusion of student learning data as part of an educator's evaluation and overall rating;

- Permitting districts to use multiple or previous years of student learning data to measure educator performance;
 - Removing the requirement to include student learning data as a specific percentage of an educator's overall performance rating;
 - Restricting providing an overall rating of proficient or higher if an educator is evaluated as unsatisfactory on one or more of the content standards or the student learning data standard;
 - Clarifying the date and evaluation-related content that must be reported to the department; and
 - Clarifying what may be considered as student learning data for administrators or teachers on special assignment.
- The proposed regulations can be found behind this cover memo. The public comment already reviewed by the board at its meeting in June is included for convenience.
 - Dr. Susan McCauley, Director of Teaching & Learning Support, and Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 4A.

Register _____, _____ 2016 EDUCATION AND EARLY DEV.

The introductory language of 4 AAC 04.205(e) is amended to read:

(e) Not later than July 1, **2016** [2015], a school district shall adopt for teachers and administrators, standards for performance based on student learning data. In adopting standards for performance based on student learning data, a district shall

• • •

4 AAC 04.205 is amended by adding a new subsection to read:

(f) In addition to the requirements of (e) of this section, districts may use multiple and up to three previous years of student learning data from the statewide test selected by the commissioner under 4 AAC 06.737 and other student learning data as defined in 4 AAC 19.099 to measure educator performance. (Eff. 4/20/97, Register 142; am 2/16/2013, Register 205; am ___/___/___, Register ___)

Authority: AS 14.03.015 AS 14.07.060 AS 14.20.020
 AS 14.07.020 AS 14.20.010

The introductory language of 4 AAC 06.815(a) is amended to read:

(a) Not later than **60 days after the board establishes new assessment proficiency scores in 4 AAC 06.739 for a new assessment given in** [SEPTEMBER 1 OF THE SCHOOL YEAR FOLLOWING] a base year, the department will determine and notify each district of the annual measurable objectives for

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Register ____, _____ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.815(d) is amended to read:

(d) The department will give each district or school a performance score for reading, writing, and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score proficient or higher on the state reading, writing, and mathematics standard-based assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full academic year. **Not later than September 1, the department will produce a report for the state and each district and school showing the performance scores as compared to the annual measurable objective targets and an indication of whether the targets have been met.**

4 AAC 06.815(e) is repealed:

(e) Repealed ___/___/____.

(Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am ___/___/____, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

4 AAC 06.817. Change in assessments. (a) The year in which there is a new or significantly changed assessment under 4 AAC 06.737 that requires new proficiency scores

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under 4 AAC 06.739 shall be considered a base year for the purposes of reporting and accountability based on those assessments.

(b) Notwithstanding any provision in this chapter, in a school year in which the results of a new or significantly changed state standards-based assessment selected under 4 AAC 06.737 are being used for the first time for school and district accountability, the commissioner may, by notice to the districts,

(1) limit new measures of school and district accountability imposed under 4 AAC 06.800 - 4 AAC 06.899;

(2) retain existing measures of school and district accountability imposed under 4 AAC 06.800 - 4 AAC 06.899 for the previous school year for one additional school year; and

(3) reset timelines for required reporting under 4 AAC 06.738(d) and 4 AAC 06.895. (Eff. __/__/____, Register ____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.07.060

4 AAC 06.820(h) is repealed:

(h) Repealed __/__/____.

4 AAC 06.820 is amended by adding a new subsection to read:

(i) Except as provided in (f) and (g) of this section, a student who is counted as more than one-quarter full-time equivalent under 4 AAC 09.040 must be included in the standards-based test described in 4 AAC 06.737. A student who is counted as one-quarter full-time equivalent under 4 AAC 09.040 must only be included in the English/language arts,

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mathematics, or science content-area assessment of the standards-based test under 4 AAC 06.737 if the student receives instruction in a corresponding subject and grade level. (Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am ___/___/____, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.895(b) is amended to read:

(b) A school shall disseminate its *School Report Card to the Public* as required under AS 14.03.120(d). A district shall disseminate its *School District Report Card to the Public* by providing it to the department, distributing it to schools in the district, posting the report on the Internet if the district maintains a web site, and any other means of distribution the district chooses. Each school shall disseminate its report to parents **not later than 30 days after the department has made all necessary data available to districts** [BEFORE THE SCHOOL OPENS FOR INSTRUCTION IN THE FALL]. The report required under this section shall be written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

4 AAC 06.895(e) is repealed:

(e) Repealed ___/___/____.

(Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am

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12/26/2014, Register 212; am 3/6/2015, Register 213; am ___/___/____, Register ____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.50.080
AS 14.03.123 AS 14.07.060

4 AAC 19.010(e)(1) is amended to read:

(1) **not later than school year 2015 - 2016** whether a teacher's, administrator's, or special service provider's overall performance is exemplary, proficient, basic, or unsatisfactory; and

4 AAC 19.010(e)(2) is amended to read:

(2) **not** [NO] later than school year **2016 - 2017** [2015 - 2016], whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory **and include this information in the teacher or administrator's overall rating** [; A DISTRICT SHALL INCLUDE STUDENT LEARNING DATA IN TEACHER AND ADMINISTRATOR EVALUATIONS ACCORDING TO THE FOLLOWING SCHEDULE:

(A) SCHOOL YEARS 2015 - 2016 AND 2016 - 2017 AT LEAST 20 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING;

(B) SCHOOL YEAR 2017 - 2018, AT LEAST 35 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING;

(C) SCHOOL YEAR 2018 - 2019 AND AFTER, AT LEAST 50

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PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL
PERFORMANCE RATING].

4 AAC 19.010(f) is amended to read:

(f) A district may not give a teacher, administrator, or special service provider an overall performance rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated to be performing at a level of **unsatisfactory** [BASIC OR LOWER] on one or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION].

4 AAC 19.010(g) is amended to read:

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION] has not met the district performance standards for purposes of AS 14.20.149(b)(6), (e), or (f).

The introductory language of 4 AAC 19.010(h) is amended to read:

(h) Unless the district is **non-retaining** [NONRETAINING] the teacher, administrator, or special service provider, if a district gives a special service provider, administrator, or teacher a performance evaluation rating of basic on two or more of the content standards or **in the case**

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of teachers and administrators, the district's standard for student learning data [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION], the district

• • •

4 AAC 19.010 is amended by adding a new section to read:

(k) A school district shall implement a pilot program for the incorporation of student learning data. During the 2015 - 2016 school year, student learning data will not be incorporated into the district's evaluation system. Under the pilot program, the district shall

(1) develop pilot standards for performance based on student learning data;

(2) confer with educators who are subject to the evaluation system;

(3) develop procedures based on objective and measurable criteria to ensure that data used to measure performance under the standards accurately reflect student growth based on educator performance; and

(4) evaluate whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory and share this evaluation with the educator. (Eff. 8/30/75, Register 55; am 2/16/2013, Register 205; am ___/___/___, Register ___)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.030(d) is amended to read:

(d) Not later than July 1, **2016** [2015], a school district shall adopt evaluation procedures

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that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level. (Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am 2/16/2013, Register 205; am ___/___/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.055 is amended to read:

4 AAC 19.055. Reporting of evaluation results. Beginning July 1, 2016, a district shall report to the department not later than **September 15** [JULY 10] of each calendar year **on a form prescribed by the department**

(1) the number and percentage of **tenured and non-tenured** teachers, administrators, and special service providers in the district at each of the performance levels described in 4 AAC 19.010(e)(1) at the end of the preceding school year; **and**

(2) **the number and percentage of tenured and non-tenured teachers, administrators, and special service providers in the district during the preceding school year who**

(A) exceeded the district's performance standards under AS 14.20.149(b)(4);

(B) were on a plan of improvement under AS 14.20.149(b)(6);

(C) were receiving district support on a plan of professional growth

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under 4 AAC 19.010(h);

(D) were non-retained under AS 14.20.175;

(E) were dismissed under AS 14.20.170; or

(F) were identified as having unsatisfactory or basic performance on their evaluation by the school district and subsequently resigned. (Eff. 2/16/2013,

Register 205; am ___/___/___, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.099(7) is amended to read:

(7) "student learning data"

(A) means objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;

(B) for an administrator or for a teacher on special assignment, includes data showing one or more of the following changes, if related to the educator's job duties or responsibilities:

(i) changes in participation rates under 4 AAC 06.820;

(ii) changes in graduation rates under 4 AAC 06.825;

(iii) changes in student attendance under 4 AAC 06.895(i);

4 AAC 19.099 is amended by adding a new paragraph to read:

(9) "teacher on special assignment"

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(A) means a teacher who does not provide instruction or academic support to students and does not serve as the teacher of record for any student;

(B) does not include a teacher assigned to a correspondence study program that the department has approved under 4 AAC 33.420. (Eff. 2/16/2013, Register 205; am ___/___/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

Fairbanks North Star Borough School District



520 Fifth Avenue • Fairbanks, AK 99701-4756 • phone (907) 452-2000



FAX COVER SHEET

Date: May 1, 2015

To: Commissioner's Office
Department of Education & Early Development
ATTN: Regulations Review
Fax: (907) 465-4156

From: Superintendent's Office
Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701
ATTN: Sharon Tuttle
Contact: (907) 452-2000, ext. 11400
Fax: (907) 451-0541

RE: Comment on 4 AAC 04.205, School and Educator Accountability

Two Pages (including cover sheet)

Comments:



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Avenue Fairbanks, Alaska 99701-4756 (907) 452-2000

www.k12northstar.org

April 27, 2015

Commissioner's Office
 Department of Education and Early Development
 ATTN: Regulations Review
 801 West 10th Street, Suite 200
 PO Box 110500
 Juneau, AK 99811-0500

RE: 4 AAC 04.205 – School and Educator Accountability

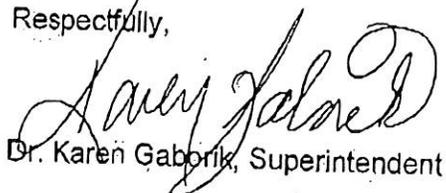
The Fairbanks North Star Borough School District supports the proposed changes outlined in the draft regulation for School and Educator Accountability, however there are some sections that need further clarification.

We request further consideration and clarification regarding the following:

- 4 AAC 06.895(b) – A school should have 60 days, not 30, to disseminate to parents its report card to the public. We feel strongly that once the department has provided all of the necessary data to the school, 30 days is not sufficient time assess the data and present a detailed, informative report to the public.
- 4 AAC 19.099(7) and (9) – The amended language in this section uses the phrase **participation**. *"In the case of administrators and teachers on special assignment, student learning data may include data showing changes to student attendance, participation, and graduation rates that are related to the educator's job duties or responsibilities"*. We feel **participation** is a vague term and needs further definition in this proposed language change as it specifically relates to educators on special assignment.
 - What might participation look like for a teacher on special assignment?
 - What special assignments might be included under this regulation?
 - What if there exists no means by which to measure or assess student participation for a teacher on special assignment?

These are additional factors and scenarios to consider with regard to the proposed regulations. Guidance from the Department will be greatly appreciated.

Respectfully,


 Dr. Karen Gaborik, Superintendent

cc: Shaun Kraska, Interim Assistant Superintendent Secondary
 Sandy Kowalski, Assistant Superintendent Elementary
 Peggy Carlson, Executive Director of Curriculum
 FNSB Board of Education

Fry, Eric V (EED)

m: eric.fry@alaska.gov
sent: Wednesday, April 29, 2015 9:30 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Emily Becker
E-Mail: emilyandzeke@yahoo.com
Telephone: 907 306-7011
I am commenting on: 4 AAC 04.205
My Comments: 4 AAC 04.205

Comments:

The newly revised federal ESEA will likely not require student assessments linked to evaluation of teachers. Alaska shouldn't either. This makes sense for two main reasons:

1. \$\$\$\$ Who is going to develop the equation that shows how student test scores are related to teacher performance? What tests will students have to take? Who will give them? These questions could be answered, but not without a lot of money. My school already has a "testing coordinator" teacher whose main job is just keeping track of data. It's a very expensive position that does not involve any real change to the teaching practice. The money we have would be better spent on ACTUAL teaching or real support of learning.
2. What a mess! In my 5th/6th grade combination class, my students have a more "middle school" model where they walk to different teachers for math, reading, and writing. Who gets scored on their progress? Are these the teachers on "special assignment"? Parsing out whom is responsible for "progress" or lack thereof would be a colossal waste of time. What about the music teacher, etc? Again, these are all questions that COULD possibly be answered, but only without a lot of resources devoting to thinking and solving the puzzle. I do not think any real change will come out of simply figuring out whom to blame.
3. Authentic accountability. So how DO we judge good teaching? A quick GoogleScholar search turns up many different approaches that don't involve narrowing the curriculum and mind-numbing assessments. In my own school, I believe teaching would improve if we had an assistant principal devoted to discipline. That would allow teachers to teach more and the principal to lead on professional development. I think it would be cheaper and less painful than the mess we currently propose.

I look forward to hearing what others around the state have to say about these new regulations.

Sincerely,
Emily Becker

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, April 17, 2015 8:18 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: katrina chambon

E-Mail: katrina.chambon@gmail.com

Telephone: 907 350-5725

I am commenting on: 10.4 AAC 19.010(e), (f), (g), and (h) My Comments: Please do not evaluate teachers or principals on student assessment tests. I do not want it delayed. I want it repealed. Thank you.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, April 08, 2015 1:40 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: David Piazza
E-Mail: piazzad@swrsd.org
Telephone: 907 842-5287
I am commenting on: 4 AAC 04.205
My Comments: The inclusion of language

"(F) resigned as a result of the identification of unsatisfactory or basic performance by the school district."

is speculative unless the individual indicates on their resignation form the specific reason for their resignation.

Optional wording that might get at the data desired could be "(F) resigned, but had been identified as unsatisfactory or basic on the most recent annual evaluation by the school district."

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Saturday, April 18, 2015 6:33 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Marilyn Davidson
E-Mail: mdavidson01@kibsd.org
Telephone: 907 481-6200

I am commenting on: 1. 4 AAC 04.205

My Comments: 4 AAC 04.205

The department proposes to adopt regulation changes in Title 4 of the Alaska Administrative Code dealing with school and educator accountability, including the following:

1. 4 AAC 04.205(e) is proposed to be changed as follows:

2016 rather than 2015 will be the first year that school districts must adopt standards for educator performance based on student learning data.

It should be clarified that this does not exclude districts from the requirement to adopt new performance evaluation systems by July 1 2015. Only the student learning data is delayed.

There should be no expectation that the AMP be included in the pilot, nor should the AMP be required for inclusion for any educator evaluation until the AMP is fully developed and implemented, i.e. following the inclusion of constructed response items in 2016 and the inclusion of the adaptive element in 2017. There will not be a true baseline to the assessment until that is completed.

2. 4 AAC 04.205(f) is proposed to be changed as follows:

Districts may use up to three years of student learning data from state assessments to measure educator performance. This is an advantage for those teachers who will be required to use the AMP as part of their Student Learning Data. It would be good to allow other standardized/norm-referenced/valid and reliable assessments to also be considered for this, e.g. AIMSWeb, MAP.

There should be clarification that this will allow educator evaluations to be completed prior to the end of the school year, since it is likely that the current year AMP data will not be returned in time to complete the process prior to the end of the school year.

3. 4 AAC 06.815(a) is proposed to be changed as follows:

In the base year of a new state assessment, the department will have up to 60 days after establishing proficiency scores to notify districts of their annual measureable objectives.

4. 4 AAC 06.815(d) is proposed to be changed as follows:

Annually by September 1 the department will report performance scores as compared to school, district, and state targets in the annual measureable objectives.

5. 4 AAC 06.817 is proposed to be added as follows:

The first year of a state assessment that requires new proficiency scores will be a base year for reporting and accountability based on those assessments. In that circumstance, the commissioner of education may limit new measures of school and district accountability, retain existing measures for a year, and reset timelines for reporting assessment results.

Since changes are anticipated with the AMP over the next two years, there should be a provision regarding this as well. Scores reported for 14-15, 15-16, and 16-17 will not be comparable. Thus, the AMP should not be required for inclusion for any educator evaluation until the AMP is fully developed and implemented, i.e. following the inclusion of

constructed response items in 2016 and the inclusion of the adaptive element in 2017. There will not be a true baseline to the assessment until that is completed.

6. 4 AAC 06.820(h) is proposed to be repealed because the topic would be covered in the amended 4 AAC 06.817.

4 AAC 06.820(i) is proposed to be added as follows:

; who are 0.25 full-time equivalent must be included in a state standards-based assessment only if the student instruction in the relevant subject and grade level.

4 AAC 06.895(b) is proposed to be changed as follows:

shall disseminate to parents its report card to the public no later than 30 days after the department has given necessary data to the school.

4 AAC 06.895(e) is proposed to be repealed because its topic is an assessment that has been repealed.

4 AAC 19.010(e), (f), (g), and (h) are proposed to be changed as follows:

each school year in which districts will first consider student learning data in evaluating educators; remove requirements that such data compose a certain percentage of the evaluation; and relax criteria for an overall rating of satisfactory or higher.

4 AAC 19.010(k) is proposed to be added:

districts to implement a pilot program for incorporating student learning data into their educator evaluation

(pretty well spelled out in the regulation.) Please clarify that although the information from the pilot must be shared with the educator, it will NOT be included in the evaluation during the pilot period.

4 AAC 19.030(d) is proposed to be changed as follows:

the first year after 2015 will be the first year that districts must adopt evaluation procedures that use student learning

4 AAC 19.055 is proposed to be changed as follows:

districts to report annually the number of tenured and non-tenured educators who exceeded district performance standards, were on a plan of improvement, were receiving district support, were non-retained, were dismissed, and who resigned as a result of a rating of unsatisfactory or basic.

Districts can accurately report all of the requested information with the exception of the last item. To require a report on how many teachers "resigned as a result of a rating of unsatisfactory or basic" would require subjective judgment on the part of the District. This element should be eliminated from the regulation.

4 AAC 19.099(7) and (9) are proposed to be changed as follows:

how student learning data applies to the evaluation of educators on special assignment. Define "teacher on special assignment."

Propose a positive change to the regulation.



Anchorage School District

Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

April 28, 2015

Commissioner Mike Hanley
Attn. Regulations Review
Department of Education and Early Development
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Dear Commissioner Hanley:

Thank you for the opportunity to comment on the proposed amendments to State regulations. Please see Anchorage School District's comments (attached) on the proposed changes to 4 AAC 30 concerning Student Teaching and 4 AAC 04, 4 AAC 06, 4 AAC 19 concerning School and Educator Accountability.

My staff and I are available to answer any questions, and will forward any additional feedback or remarks on the regulations as you deem necessary.

Sincerely,

Ed Graff
Superintendent

Attachment

cc: Anchorage School Board
Mike Graham, Chief Academic Officer
Todd Hess, Chief Human Resources Officer

Educating All Students for Success in Life

4 AAC 30 Student Teaching

The Anchorage School District (ASD) is in support of the regulation changes to student teaching with the following considerations:

- Proposed change 4 AAC 30.020(a): The ASD recommends the state approve and issue Student Teacher Certificates to only those teacher preparation programs that require at least 15 weeks in a public school as a student teacher or in a supervised clinical practice. It is further recommended that clarification be made for those in a supervised clinical practicum, as internships for school counselors are usually tracked as hours (250 – 500+) rather than weeks. Adding this monitoring step to each district individually will require more resources in the form of time and personnel.
- Proposed change (2) 4 AAC 30.020(b): The ASD recommends that passing a basic competency exam should be a requirement that the state requires before issuing a Student Teaching Certificate. Adding this monitoring step to each district individually will require more resources in the form of time and personnel.

4 AAC 04, 4 AAC 06, 4 AAC 19 School and Educator Accountability

The Anchorage School District (ASD) is in support of the regulation changes to school and educator accountability as proposed and appreciates the state taking into account concerns brought forth earlier this year.

Fry, Eric V (EED)

m: eric.fry@alaska.gov
Sent: Tuesday, April 21, 2015 12:30 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: stuart yatsko

E-Mail: yukonyak55@gmail.com

Telephone: 907 229-2449

I am commenting on: 4AAC.205(f)

My Comments: 4 AAC 04.205(f) is proposed to be changed as follows:

Districts may use up to three years of student learning data from state assessments to measure educator performance.

1. How will elective teachers, such as p.e. and art teachers, be evaluated? Will it be how students perform on the AMP?
2. How will correspondence/charter school teachers be evaluated if they don't teach any classes, but supervise homeschoolers or and/or students taking correspondence courses? Will their evaluation be based solely on the AMP?



HUMAN RESOURCES DEPARTMENT

Mission: Mat-Su Borough School District prepares students for success

April 30, 2015

Department of Education & Early Development
801 West 10th Street, Suite
PO Box 110500
Juneau, AK 99811-0500

Re: Support of Regulation Changes 4 AAC 04.205

I am writing in support of the proposed regulations changes in Title 4 of the Alaska Administrative Code dealing with school and educator accountability.

Since the Board adopted the current regulations which changed significantly the Teacher Evaluation requirements for school districts, the Matanuska Susitna Borough School District has been working diligently to not only be in compliance but also to develop an evaluation system which embraces the intent of the changes. We acknowledge that our old system was in need of review and revision and appreciated the push to create a system more in line with the current needs of our education environment.

However, such dramatic change does require intense effort and more importantly adequate time. We are moving forward at great speed but are supportive of the additional time in the proposed amendments to ensure that our process will be effectively implemented. I would like to also express my support for the removal of the requirement that student learning data compose a certain percentage of the evaluation. Please know that I believe that student learning data should be a measureable and significant part of a teacher's evaluation but to prescribe the amount presents challenges for Districts in its implementation. Providing a district with adequate flexibility and discretion to determine the extent and amount that student learning will be incorporated would be an advantage in considering the needs and resources that are available to individual districts.

Thank you for the opportunity to express my support and for considering the proposed changes.

Sincerely,


Katherine Gardner,
Human Resources Director

**To: Members of the State Board of
Education & Early Development**

August 24, 2015

From: Mike Hanley, Commissioner

Agenda Item: 3A

◆ ISSUE

The board is being asked to open a period of public comment on regulations related to assessment achievement level scores on the Alaska Measures of Progress and Alaska Alternate Assessment in English language arts and math.

◆ BACKGROUND

- The new Alaska Measures of Progress (AMP) and Alaska Alternate Assessment for English language arts (ELA) and mathematics were administered in spring 2015.
- New assessments require the development of new score ranges to determine student performance in each achievement level. These score ranges are adopted in regulations.
- Additional changes are required to other regulations to conform to the new achievement level titles and the change from separate reading and writing assessments to one English/language arts assessment.
- On the AMP ELA and math assessments, students score on a scale placing them into one of four achievement categories: Level 1, 2, 3 and 4 (from low to high). Level 3 and 4 represent meeting the standards. Level 1 and 2 represent partially meeting the standards.
- The “cut points” that are proposed to set the ranges of scores for each AMP achievement level were determined through a process of review called “bookmarking.” Alaska educators participated in this process to determine recommended cut points for the score ranges based on achievement level descriptors that had been drafted by Alaska educators in the fall of 2014.
- The methodology used for setting the score ranges was reviewed and endorsed by the Alaska Technical Advisory Committee in June, and the implementation of the process was reviewed by the committee on August 7.
- The Alaska Alternate Assessment (AA) is taken by students with severe cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses. The items on the AA are linked to the ELA and math standards.
- On the Alaska Alternate Assessment, students’ scores place them into one of four achievement categories: emerging, approaching target, at target, or advanced (from low to high).
- Behind this cover memo are the proposed regulations.

- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment.

Amend the proposed regulations and open a period of public comment.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.737 Standards-based test, 4 AAC 06.739 Assessment achievement level scores, 4 AAC 06.775 Statewide assessment program for students with disabilities, 4 AAC 06.815 Annual measurable objectives, 4 AAC 06.820 Participation, 4 AAC 06.899 Definitions, 4 AAC 33.421 Correspondence study program requirements, 4 AAC 33.426 Core course requirements, 4 AAC 34.090 Definitions.

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4 AAC 06.737 is amended to read:

4 AAC 06.737. Standards-based test. The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for **English language arts** [READING, WRITING], mathematics, and science. For school years 2012 - 2014, the standards-based test must test for mastery of the reading, writing, mathematics, and science standards described in the department's publication Alaska Standards: Content and Performance Standards for Alaska Students, as revised as of March 2006, and adopted by reference for purposes of administering a standards-based test through school year 2013 - 2014. For school years after school year 2013 - 2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a). Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in **English language arts** [READING, WRITING,] and mathematics annually to every student in grades three through ten, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am 12/26/2014, Register 212; am ___/___/___, Register ___)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.739(a) is amended to read:

4 AAC 06.739. Assessment achievement level [PROFICIENCY] scores. (a) The subject matter [PROFICIENCY] **achievement** levels **of proficiency** [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] for a student enrolled

in grades 3-10 will be determined as set out in this section, based on the student's scores on the applicable state assessment described in 4 AAC 06.737.

4 AAC 06.739(b) is repealed and readopted to read:

(b) Achievement levels for English language arts and mathematics are levels one through four, with level one being the lowest and level four the highest achievement level. Students obtaining achievement levels of three or four meet standards. To obtain an achievement level of one, two, three, or four in English language arts and mathematics, a student must obtain a score as set out in the following table:

| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| English language arts: Level 4 | 727 or above | 729 or above | 737 or above | 736 or above | 729 or above | 736 or above | 732 or above | 736 or above |
| English language arts: Level 3 | 700-726 | 700-728 | 700-736 | 700-735 | 700-728 | 700-735 | 700-731 | 700-735 |
| English language arts: Level 2: | 686-699 | 686-699 | 680-699 | 667-699 | 664-699 | 662-699 | 668-699 | 666-699 |
| English language arts: Level 1 | 685 or below | 685 or below | 679 or below | 666 or below | 663 or below | 661 or below | 667 or below | 665 or below |
| Mathematics: Level 4 | 726 or above | 732 or above | 741 or above | 731 or above | 747 or above | 754 or above | 740 or above | 737 or above |
| Mathematics: Level 3 | 700-725 | 700-731 | 700-740 | 700-730 | 700-746 | 700-753 | 700-739 | 700-736 |
| Mathematics: Level 2 | 675-699 | 671-699 | 671-699 | 673-699 | 668-699 | 665-699 | 681-699 | 678-699 |
| Mathematics: Level 1 | 674 or below | 670 or below | 670 or below | 672 or below | 667 or below | 664 or below | 680 or below | 677 or below |

4 AAC 06.739(c) is amended to read:

(c) **Achievement levels for science are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level of advanced, proficient, below proficient, or far below proficient in science, a student must obtain a score as set out in the following table:

| <u>Achievement</u> <u>[PROFICIENCY]</u> Level | Grade 4 | Grade 8 | Grade 10 |
|--|-----------------|-----------------|-----------------|
| Science: Advanced | 357 or above | 359 or above | 369 or above |
| Science: Proficient | 300-356 | 300-358 | 300-368 |
| Science: Below Proficient | 233-299 | 258-299 | 245-299 |
| Science: Far Below Proficient | 232 or below | 257 or below | 244 or below |

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am ___/___/___, Register ___)

Authority: AS 14.03.015 AS 14.07.030 AS 14.07.060
AS 14.07.020

The introductory language of 4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710[, EXCEPT THAT A STUDENT WILL NOT BE REQUIRED TO TAKE THE ALASKA ALTERNATE ASSESSMENT TWICE IN ONE SCHOOL YEAR]. **Achievement levels for the English language arts and mathematics Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. Achievement levels for the science Alaska Alternate Assessment are advanced, proficient, below proficient, or far below proficient. Students obtaining an achievement level of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] in

...

4 AAC 06.775(b)(1) is repealed and readopted to read:

(1) English language arts and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

| | | | | | | | | |
|-------------------|---------|---------|---------|---------|---------|---------|---------|----------|
| Achievement Level | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|----------|

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| | | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| English language arts: Advanced | 71 or above | 75 or above | 76 or above | 65 or above | 73 or above | 72 or above | 68 or above | 72 or above |
| English language arts: At Target | 50-70 | 57-74 | 53-75 | 46-64 | 52-72 | 48-71 | 48-67 | 47-71 |
| English language arts: Approaching Target | 36-49 | 38-56 | 35-52 | 27-45 | 27-51 | 23-47 | 20-47 | 17-46 |
| English language arts: Emerging | 35 or below | 37 or below | 34 or below | 26 or below | 26 or below | 22 or below | 19 or below | 16 or below |
| Mathematics: Advanced | 37 or above | 56 or above | 48 or above | 38 or above | 53 or above | 53 or above | 33 or above | 36 or above |
| Mathematics: At Target | 21-36 | 30-55 | 32-47 | 28-37 | 37-52 | 40-52 | 21-32 | 21-35 |
| Mathematics: Approaching Target | 12-20 | 20-29 | 15-31 | 13-27 | 19-36 | 17-39 | 10-20 | 8-20 |
| Mathematics: Emerging | 11 or below | 19 or below | 14 or below | 12 or below | 18 or below | 16 or below | 9 or below | 7 or below |

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am ___/___/___, Register ___)

Authority: AS 14.03.075 AS 14.07.060 AS 14.07.165
AS 14.07.020

4 AAC 06.815(b) is amended to read:

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(b) Each annual measurable objective established under (a) of this section is the percentage of students enrolled for a full academic year who are expected to score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics standards-based assessments described in 4 AAC 06.737.

4 AAC 06.815(d) is amended to read:

(d) The department will give each district or school a performance score for **English language arts** [READING, WRITING,] and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics **standards** [STANDARD]-based assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full academic year.

4 AAC 06.815(h) is amended to read:

(h) In calculating whether a school or subgroup has met its annual measurable objective under this section, the department will include as **meeting standards** [PROFICIENT OR HIGHER] **those** students who [TEST] **score** at the **at target or advanced achievement levels** [PROFICIENT LEVEL OR HIGHER] on the alternate assessment **for English language arts and mathematics**, for those grades in which the alternate assessment is available under 4 AAC 06.775(b). However, for the purpose of determining whether an annual measurable objective has been met under this section, not more than one percent of the students in the district may be

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included as **meeting standards** [PROFICIENT OR HIGHER] under the alternate assessment.

(Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am ___/___/___, Register ___)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.820(d) is amended to read:

(d) For purposes of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation and graduation rates, attainment of an annual measurable objective, and inclusion in the Alaska school performance index, the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in **English language arts** [READING AND WRITING].

4 AAC 06.820(f)(1) is amended to read:

(1) excuse the student from participation in the state assessments in **English language arts** [READING OR WRITING]; and
(Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am ___/___/___, Register ___)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.899(24) is amended to read:

(24) "alternative school" means a school that is specifically designed to exclusively serve secondary-school students who are at high risk of failing to graduate because of credit deficiencies, below-proficient academic performance, a history of low attendance, a history or high risk of dropping out, or other barriers to graduation. **In this paragraph, "below-proficient academic performance" means obtaining an achievement level on a standards-based assessment under 4 AAC 06.739 that does not meet standards.** (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am ___/___/___, Register _____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 33.421(a)(1) is amended to read:

(1) monitoring of each student by the assigned certificated teacher; the monitoring must include at least monthly teacher-student or teacher-parent contact for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 and quarterly reviews of a student's work or progress in the individual learning plan; the district must maintain a record of the contact required under this paragraph;

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4 AAC 33.421(b) is amended to read:

(b) In addition to meeting the requirements set out in AS 14.03.300 and this section, an individual learning plan for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 must identify strategies to move the student toward **meeting standards** [PROFICIENCY] in the related subject.

(Eff. 12/25/2002, Register 164; am 8/6/2004, Register 171; am 2/20/2005, Register 173; am 9/19/2008, Register 187; am 3/6/2015, Register 213; am ___/___/___, Register _____)

| | | | |
|-------------------|--------------|--------------|--------------|
| Authority: | AS 14.03.090 | AS 14.07.030 | AS 14.14.090 |
| | AS 14.03.300 | AS 14.07.050 | AS 14.17.430 |
| | AS 14.03.320 | AS 14.07.060 | AS 14.30.010 |
| | AS 14.07.020 | AS 14.08.111 | |

4 AAC 33.426(b) is amended to read:

(b) A district may waive the requirement of (a) of this section if the district determines that the student is a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation from the correspondence study program in which the student is enrolled. A district shall waive the requirement of (a) of this section if the student obtained **achievement levels that met standards** [A PROFICIENCY LEVEL OF ADVANCED OR PROFICIENT] in **English language arts** [READING, WRITING,] and mathematics as set out in 4 AAC 06.739(b) during the previous academic year.

(Eff. 8/6/2004, Register 171; am 9/19/2008, Register 187; am 2/16/2013, Register 205; am 3/6/2015, Register 213; am ___/___/___, Register _____)

Authority: AS 14.03.300 AS 14.07.060 AS 14.17.430
AS 14.07.020 AS 14.08.101 AS 14.30.010
AS 14.07.030

4 AAC 34.090(a)(2) is amended to read:

(2) "limited English proficient pupil" or "LEP pupil" means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain **an achievement level that meets standards** [A PROFICIENCY LEVEL OF PROFICIENT OR ADVANCED], as described in 4 AAC 06.739, on the state assessments in **English language arts** [READING AND WRITING OR IN READING AND LANGUAGE ARTS] under 4 AAC 06.737 [OR 4 AAC 06.755];

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(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) opportunity to participate fully in society;

(Eff. 12/29/76, Register 60; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am 6/30/2013, Register 206; am ___/___/___, Register _____)

Authority: AS 14.07.060 AS 14.30.410

**To: Members of the State Board of
Education & Early Development**

August 24, 2015

From: Mike Hanley, Commissioner

Agenda Item: 4A

◆ ISSUE

The board is being asked to approve regulations related to school and educator accountability.

◆ BACKGROUND

- The recent transition to the new Alaska Measures of Progress (AMP) assessment necessitates amendments to current regulations related to both school and educator accountability.
- These amendments were also included in Alaska's renewal application to the U.S. Department of Education (USDOE) for a waiver from elements of the Elementary and Secondary Education Act (ESEA).
- At the board's meeting in March, the board put out for public comment the proposed school and educator accountability regulations. At the board's meeting in June, the department advised postponing approval of the school and educator accountability regulations pending approval by USDOE of Alaska's ESEA Flexibility waiver. On July 23, 2015, USDOE announced renewal of Alaska's ESEA Flexibility Waiver for a period of three years.
- For school accountability purposes, the proposed regulation changes related to school and educator accountability are as follows:
 - Adjusting the timeline for notification to districts of new annual measurable objectives;
 - Establishing the date by which the department will produce a report for districts, schools, and the state indicating whether annual measurable objective targets have been met;
 - Establishing the year in which there is a new or significantly changed assessment as a base year for the purposes of reporting and accountability based on those assessments;
 - Providing clarity regarding assessment requirements for students who are counted as 0.25, as well as more than 0.25, full-time equivalent; and
 - Adjusting the timeline for schools to disseminate student assessment results to teachers and their School Report Card to the Public to parents.
- For educator accountability purposes, the proposed regulation changes related to school and educator accountability are as follows:
 - Delaying by one year requirements for inclusion of student learning data as part of an educator's evaluation and overall rating;

- Permitting districts to use multiple or previous years of students learning data to measure educator performance;
 - Removing the requirement to include students learning data as a specific percentage of an educator's overall performance rating;
 - Restricting providing an overall rating of proficient or higher if an educator is evaluated as unsatisfactory on one or more of the content standards or the student learning data standard;
 - Clarifying the date and evaluation-related content that must be reported to the department; and
 - Clarifying what may be considered as student learning data for administrators or teachers on special assignment.
- The proposed regulations can be found behind this cover memo.
 - Dr. Susan McCauley, Director of Teaching & Learning Support, and Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the proposed regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development adopt the proposed amendments to regulations 4 AAC 04.205, District Performance Standards; 4 AAC 06.815, Annual Measurable Objectives; 4 AAC 06.817, Change in Assessments; 4 AAC 06.820, Participation; 4 AAC 06.895, Report Card to the Public; 4 AAC 19.010, Purpose of Evaluations; 4 AAC 19.030, Method for Evaluating Professional Employees; 4 AAC 19.055, Reporting of Evaluation Results; and 4 AAC 19.099 Definitions.

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The introductory language of 4 AAC 04.205(e) is amended to read:

(e) Not later than July 1, **2016** [2015], a school district shall adopt for teachers and administrators, standards for performance based on student learning data. In adopting standards for performance based on student learning data, a district shall

• • •

4 AAC 04.205 is amended by adding a new subsection to read:

(f) In addition to the requirements of (e) of this section, districts may use multiple and up to three previous years of student learning data from the statewide test selected by the commissioner under 4 AAC 06.737 and other student learning data as defined in 4 AAC 19.099 to measure educator performance. (Eff. 4/20/97, Register 142; am 2/16/2013, Register 205; am __/__/__, Register ____)

Authority: AS 14.03.015 AS 14.07.060 AS 14.20.020
 AS 14.07.020 AS 14.20.010

The introductory language of 4 AAC 06.815(a) is amended to read:

(a) Not later than **60 days after the board establishes new assessment proficiency scores in 4 AAC 06.739 for a new assessment given in** [SEPTEMBER 1 OF THE SCHOOL YEAR FOLLOWING] a base year, the department will determine and notify each district of the annual measurable objectives for

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4 AAC 06.815(d) is amended to read:

(d) The department will give each district or school a performance score for reading, writing, and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score proficient or higher on the state reading, writing, and mathematics standard-based assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full academic year. **Not later than September 1, the department will produce a report for the state and each district and school showing the performance scores as compared to the annual measurable objective targets and an indication of whether the targets have been met.**

4 AAC 06.815(e) is repealed:

(e) Repealed ___/___/____.

(Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am ___/___/____, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06 is amended by adding a new section to read:

4 AAC 06.817. Change in assessments. (a) The year in which there is a new or significantly changed assessment under 4 AAC 06.737 that requires new proficiency scores

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under 4 AAC 06.739 shall be considered a base year for the purposes of reporting and accountability based on those assessments.

(b) Notwithstanding any provision in this chapter, in a school year in which the results of a new or significantly changed state standards-based assessment selected under 4 AAC 06.737 are being used for the first time for school and district accountability, the commissioner may, by notice to the districts,

(1) limit new measures of school and district accountability imposed under 4 AAC 06.800 - 4 AAC 06.899;

(2) retain existing measures of school and district accountability imposed under 4 AAC 06.800 - 4 AAC 06.899 for the previous school year for one additional school year; and

(3) reset timelines for required reporting under 4 AAC 06.738(d) and 4 AAC 06.895. (Eff. __/__/____, Register ____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.07.060

4 AAC 06.820(h) is repealed:

(h) Repealed __/__/____.

4 AAC 06.820 is amended by adding a new subsection to read:

(i) Except as provided in (f) and (g) of this section, a student who is counted as more than one-quarter full-time equivalent under 4 AAC 09.040 must be included in the standards-based test described in 4 AAC 06.737. A student who is counted as one-quarter full-time equivalent under 4 AAC 09.040 must only be included in the English/language arts,

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mathematics, or science content-area assessment of the standards-based test under 4 AAC 06.737 if the student receives instruction in a corresponding subject and grade level. (Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am ___/___/____, Register ____)

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080
AS 14.07.020

4 AAC 06.895(b) is amended to read:

(b) A school shall disseminate its *School Report Card to the Public* as required under AS 14.03.120(d). A district shall disseminate its *School District Report Card to the Public* by providing it to the department, distributing it to schools in the district, posting the report on the Internet if the district maintains a web site, and any other means of distribution the district chooses. Each school shall disseminate its report to parents **not later than 30 days after the department has made all necessary data available to districts** [BEFORE THE SCHOOL OPENS FOR INSTRUCTION IN THE FALL]. The report required under this section shall be written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

4 AAC 06.895(e) is repealed:

(e) Repealed ___/___/____.

(Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am

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12/26/2014, Register 212; am 3/6/2015, Register 213; am ___/___/____, Register ____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.50.080
AS 14.03.123 AS 14.07.060

4 AAC 19.010(e)(1) is amended to read:

(1) **not later than school year 2015 - 2016** whether a teacher's, administrator's, or special service provider's overall performance is exemplary, proficient, basic, or unsatisfactory; and

4 AAC 19.010(e)(2) is amended to read:

(2) **not** [NO] later than school year **2016 - 2017** [2015 - 2016], whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory **and include this information in the teacher or administrator's overall rating** [; A DISTRICT SHALL INCLUDE STUDENT LEARNING DATA IN TEACHER AND ADMINISTRATOR EVALUATIONS ACCORDING TO THE FOLLOWING SCHEDULE:

(A) SCHOOL YEARS 2015 - 2016 AND 2016 - 2017 AT LEAST 20 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING;

(B) SCHOOL YEAR 2017 - 2018, AT LEAST 35 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING;

(C) SCHOOL YEAR 2018 - 2019 AND AFTER, AT LEAST 50

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PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL
PERFORMANCE RATING].

4 AAC 19.010(f) is amended to read:

(f) A district may not give a teacher, administrator, or special service provider an overall performance rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated to be performing at a level of **unsatisfactory** [BASIC OR LOWER] on one or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION].

4 AAC 19.010(g) is amended to read:

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION] has not met the district performance standards for purposes of AS 14.20.149(b)(6), (e), or (f).

The introductory language of 4 AAC 19.010(h) is amended to read:

(h) Unless the district is **non-retaining** [NONRETAINING] the teacher, administrator, or special service provider, if a district gives a special service provider, administrator, or teacher a performance evaluation rating of basic on two or more of the content standards or **in the case**

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of teachers and administrators, the district's standard for student learning data [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION], the district

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4 AAC 19.010 is amended by adding a new section to read:

(k) A school district shall implement a pilot program for the incorporation of student learning data. During the 2015 - 2016 school year, student learning data will not be incorporated into the district's evaluation system. Under the pilot program, the district shall

(1) develop pilot standards for performance based on student learning data;

(2) confer with educators who are subject to the evaluation system;

(3) develop procedures based on objective and measurable criteria to ensure that data used to measure performance under the standards accurately reflect student growth based on educator performance; and

(4) evaluate whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory and share this evaluation with the educator. (Eff. 8/30/75, Register 55; am 2/16/2013, Register 205; am ___/___/___, Register ___)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.030(d) is amended to read:

(d) Not later than July 1, **2016** [2015], a school district shall adopt evaluation procedures

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that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level. (Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am 2/16/2013, Register 205; am ___/___/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.055 is amended to read:

4 AAC 19.055. Reporting of evaluation results. Beginning July 1, 2016, a district shall report to the department not later than **September 15** [JULY 10] of each calendar year **on a form prescribed by the department**

(1) the number and percentage of **tenured and non-tenured** teachers, administrators, and special service providers in the district at each of the performance levels described in 4 AAC 19.010(e)(1) at the end of the preceding school year; **and**

(2) **the number and percentage of tenured and non-tenured teachers, administrators, and special service providers in the district during the preceding school year who**

(A) **exceeded the district's performance standards under AS 14.20.149(b)(4);**

(B) **were on a plan of improvement under AS 14.20.149(b)(6);**

(C) **were receiving district support on a plan of professional growth**

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under 4 AAC 19.010(h);

(D) were non-retained under AS 14.20.175;

(E) were dismissed under AS 14.20.170; or

(F) were identified as having unsatisfactory or basic performance on their evaluation by the school district and subsequently resigned. (Eff. 2/16/2013,

Register 205; am ___/___/___, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.099(7) is amended to read:

(7) "student learning data"

(A) means objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;

(B) for an administrator or for a teacher on special assignment, includes data showing one or more of the following changes, if related to the educator's job duties or responsibilities:

(i) changes in participation rates under 4 AAC 06.820;

(ii) changes in graduation rates under 4 AAC 06.825;

(iii) changes in student attendance under 4 AAC 06.895(i);

4 AAC 19.099 is amended by adding a new paragraph to read:

(9) "teacher on special assignment"

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(A) means a teacher who does not provide instruction or academic support to students and does not serve as the teacher of record for any student;

(B) does not include a teacher assigned to a correspondence study program that the department has approved under 4 AAC 33.420. (Eff. 2/16/2013, Register 205; am ___/___/___, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

**To: Members of the State Board of
Education & Early Development**

August 24, 2015

From: Mike Hanley, Commissioner

Agenda Item: 5

◆ ISSUE

The board is being asked to approve its consent agenda.

◆ BACKGROUND

- One item is being presented on the consent agenda.
- Behind this cover memo is item 5A.
- 5A. Approve the appointment of Shawn Sypeck as executive secretary to the Commissioner and the board.

◆ OPTIONS

Approve the consent agenda.

Remove the agenda item and address the item removed.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the consent agenda.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the appointment of Shawn Sypeck as executive secretary to the Commissioner and the board.

**To: Members of the State Board of
Education & Early Development**

August 24, 2015

From: Mike Hanley, Commissioner

Agenda Item: 5A

◆ ISSUE

The board is being asked to approve the appointment of Shawn Sypeck as executive secretary to the Commissioner and board.

◆ BACKGROUND

- AS 14.07.145(e) states that the Commissioner may employ and remove personnel in exempt or partially exempt service subject to the board's approval.
- Commissioner Hanley has appointed Shawn Sypeck as executive secretary to the Commissioner and the board.
- A copy of AS 14.07.145 follows this cover memo.
- A copy of Shawn Sypeck's resume also follows this cover memo.

◆ OPTIONS

Approve the appointment.

Disapprove the appointment.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the appointment.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the appointment of Shawn Sypeck as executive secretary to the Commissioner and the board, effective immediately.

Sec. 14.07.145. Commissioner of education and early development.

(a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.

(b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.

(c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.

(d) The commissioner shall receive the salary set out in [AS 39.20.080](#).

(e) The commissioner shall employ and remove all classified personnel in the department subject to [AS 39.25](#) (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.

(f) *[Repealed, Sec. 5 ch 14 SLA 1996].*

Shawn Sypeck

6310-11 Glacier Highway

Juneau, AK 99801

907-723-0508

ssypeck@yahoo.com

State of Alaska – Office of the Governor

January 2015 - Present

Constituent Relations Coordinator

My position provides executive support to the Director of Constituent Relations in the Office of the Governor, with a focus on reviewing casework responses drafted by Constituent Relation Specialist (CRS) and providing daily organization of the CRS' workflow and the Director's workload and tasks.

My daily duties consist of case review for constituent responses drafted by CRS', and CR staff (thank you(s), retirement letters/certificates, condolence letters, and proclamations); I research different topics to provide the most accurate answers to our constituents. I also, speak to many upset and/or difficult constituents that do not like the answer they've been given or are unhappy with a decision the Governor has made.

State of Alaska – Office of the Governor

March 2014 to December 2014

Executive Office Assistant

The primary purpose of my position is to serve as the executive administrative support to the Policy Director and Special Counsel to the Governor along with providing administrative assistance to the Public Records Specialist as needed. Duties of this position includes: extensive scheduling and coordinating of meetings, conferences, interviews, events and other similar activities. I am responsible for the Special Counsel's travel which entails, requesting approval for travel, research for the best travel itinerary, booking of airfare and lodging accommodations, registrations for conferences (if needed), and finalizing travel authorizations for reimbursement upon completion of travel. This position performs multifaceted administrative support to the daily operations of the Special Counsel Office. This includes: preparation of all business correspondence; answering phones calls by addressing any inquiries from the caller or directing them to the appropriate party; sorting and distribution of mail, sending faxes, managing office files (electronic or hard-copy). Since my employment here in the Governor's Office, I have been instrumental in the structuring of a physical and electronic filing system for the office.

Occasionally, I provide administrative support to the Public Records Specialist. I assist in reviewing and processing records requests including redactions and compilations for final release.

As the primary administrative support for the Special Counsel's office, I am responsible for providing excellent customer service and have a professional demeanor at all times.

City and Borough of Juneau – Juneau Police Department (JPD)
August 2006 to February 2014
Administrative Assistant II

This position served as the personal assistant and provides direct support to the CBJ Juneau Police Department Chief of Police. This position is responsible for the management of human resource support functions of the department, for approximately 100 employees. This entails processing all personnel actions which include new hire, promotions, transfers, and retirement, merit increases and FMLA. Verification of budget authority, review and updates of all position descriptions, requests in establishing long-term and short-term non-permanent positions along with reclassifications of positions. This position serves as the primary contact for the department in the interpretation, guidance and instructions of Policies and Procedures, Regulations, and Bargaining Agreements related to employment and human resource functions. I have an intimate knowledge with the PSEA Union Contract along with the City and Borough of Juneau's Personnel Rules. I managed all internal investigation files, which requires the ability to maintain confidentiality without fail.

This position serves as the Travel Officer for the Juneau Police Department. I am responsible in all aspects of travel for all 59 officers and 41 professional staff combined. This entails, requesting approval for travel, research for the best travel itinerary, booking of airfare and lodging accommodations, registrations for conferences (if needed), and finalizing travel authorizations for reimbursement upon completion of travel.

This position provides assistance in the creation, compilation, and presentation of the Juneau Police Department's annual budget and staffing schedules for the review and approval of the City Manager and the City and Borough of Juneau Assembly.

This position is responsible for the control the department and substation security system which includes: granting access rights and issuance of ID/keycards. I served as the department's point of contact related to Emergency Operations Center (EOC), processing parade permit requests, liquor license renewals and/or requests and Caterers permits.

Other duties assigned includes providing coverage for the Administrative and accounting staff in processing timesheets, procurement/purchasing and providing guidance on CBJ Purchasing Regulations.

As the personal assistant to the Chief of Police, I provided excellent professional customer service.

USTRavel – State Travel Office
August 2005 to August 2006
Corporate Travel Consultant

The State Travel Office handled all the official statewide travel arrangements for the State of Alaska. As a Corporate Travel Consultant, my duties encompassed all aspects of travel planning and reservations. I have extensive knowledge of the difficult and complex travel needs that occurs in travelling throughout Alaska. I was one of the three Lead Agents in an office of 14 agents. I was responsible for providing the necessary training for new hire agents. Providing training requires you to have extensive knowledge on Policy and Procedures specifics for all State of Alaska accounts and the Agent computer system (Sabre).

This position provides assistance to all travel planners in the State of Alaska in addressing any inquiries and/or questions they might have in relation to travel.

Green Acres Playpin
November 1996 to August 2005
Owner/Provider (Self-Employed)

I was the owner and operator of a state-licensed child care facility for eight children. My facility provided a safe, educational, and loving environment. I developed a well-rounded program that allowed the children to experience different learning modules through music, learning to read and write, outdoor adventure, and family-oriented skill building. My contractual relationships with my clients required organization and the ability to maintain confidentiality dealing with all safety/emergency information, immunizations, attendance records, preparation of monthly invoices and year-end tax statements.

USTRavel
May 1994 to September 1996
Juneau Branch Manager

As the Juneau Branch Manager I had oversight of a \$6 million full service travel agency, specializing in both business and leisure travel. I provided supervision and career development for 4 to 6 local employees. This responsibility was inclusive of annual and interim evaluations and all disciplinary actions. I also provided my travel expertise to particular clientele. In addition, I dealt with all aspects of running a small business, daily bank deposits, weekly ARC reports, processing accounts receivables, and submitting payables to the corporate office in Anchorage. I worked with the Anchorage office to prepare our annual budget and was responsible for tracking and operating within the defined parameters.