

**State Board of Education & Early Development  
Tentative Agenda  
Audio-conference Meeting  
January 25, 2016  
State Board Room  
Department of Education & Early Development  
801 West 10<sup>th</sup> Street  
Juneau, AK 99801**

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

January 25, 2016

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**12:00 PM**

Call to Order and Roll Call .....James Fields, Chair  
Pledge of Allegiance .....James Fields, Chair  
Adoption of Agenda.....James Fields, Chair  
Disclosures of potential conflicts of interest.....James Fields, Chair

**12:10 PM**

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 January 25, 2016, (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

### 12:25 PM

1. Department's FY2017 operating and capital budgets.....Commissioner Mike Hanley  
.....Heidi Teshner, Director

### 12:55 PM

2. University of Alaska Southeast Secondary Education Graduate Certificate program  
.....Commissioner Mike Hanley  
.....Dr. Susan McCauley, Director  
.....Dr. Deborah Lo, UAS Dean  
.....Dr. Scott Christian, UAS Administrator  
.....Sondra Meredith, Education Administrator

### 1:10 PM

3. Regulation to go out for public comment .....Commissioner Mike Hanley
- 3A. Districts' educator evaluation systems.....Dr. Susan McCauley, Director  
.....Sondra Meredith, Education Administrator

## Business Meeting

### 1:30 PM

4. Regulation to go out for public comment .....Commissioner Mike Hanley
- 4A. Districts' educator evaluation systems.....Dr. Susan McCauley, Director  
.....Sondra Meredith, Education Administrator

### 1:45 PM

5. Consent Agenda.....James Fields, Chair
- 5A. Approve the department's FY2017 operating and capital budgets  
5B. Approve the University of Alaska Southeast Secondary Education Graduate  
Certificate program  
5C. Approve the December 10 & 11, 2015 minutes  
5D. Approve the board's January 2016 report to the legislature

1:50 PM Board Comments

2:15 PM Adjourn

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

**January 25, 2016**

**From: Mike Hanley, Commissioner**

**Agenda Item: 1**

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◆ **ISSUE**

The board is being asked to approve the department's FY2017 operating and capital budgets.

◆ **BACKGROUND**

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board. The development of the education budget is part of the annual executive budget process.
- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development, and worked with the department on the FY2017 operating and capital budgets.
- The budgets were released on December 9, 2015.
- The FY2017 operating budget is reflecting a total reduction of \$9,024.2 UGF (undesignated general funds) when compared to the FY2016 Management Plan.
- These reductions include:

Formula:

- Foundation Program \$4,255.0 UGF reduction; and
- Pupil Transportation \$270.5 UGF reduction.

Non-Formula:

- Removing prototypical design funding of \$66.0 UGF;
  - Eliminating the following programs and all associated UGF funding:
    - Alaska Resource Education (formerly known as AMEREF) \$25.0;
    - Best Beginnings \$320.0;
    - Parents-As-Teachers \$500.0; and
    - Pre-Kindergarten Grants \$2,000.0;
  - Reducing base grant funding for the Alaska Native Science & Engineering Program (ANSEP) of \$385.2 UGF;
  - Removing one-time funding to support dual occupancy of \$200.0 UGF;
  - Reducing School Broadband Assistance Grants funding by \$672.7 UGF; and
  - Unallocated reduction of \$329.8 UGF.
- The FY2017 operating and capital budgets can be found behind this cover memo.
  - Heidi Teshner, Director of Administrative Services, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 5A.



# **FY2017 Governor's Operating Budget**

*December 9, 2015 – Agency Budget*

**Department of Education & Early Development**  
**FY2017 Governor's Operating Budget \***

*\*includes school debt reimbursement, foundation program and pupil transportation*

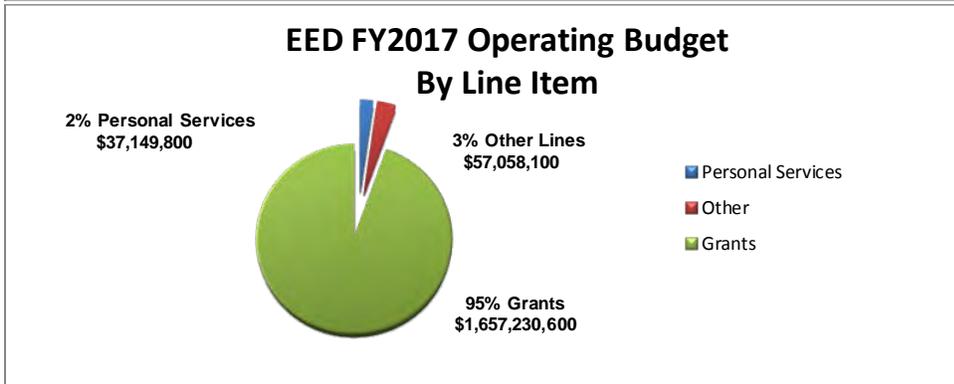
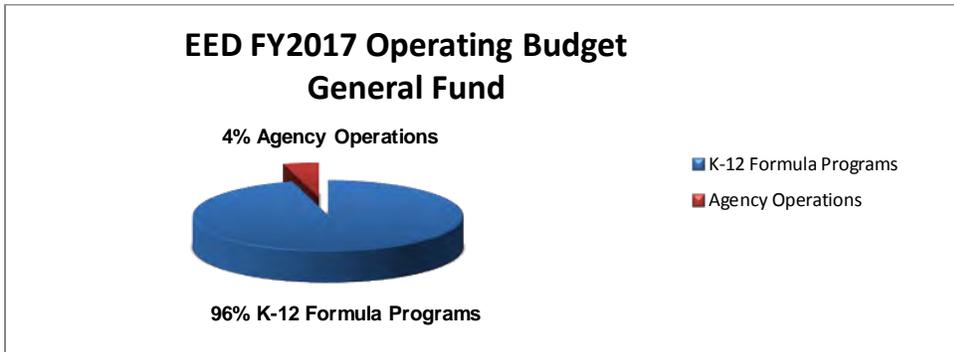
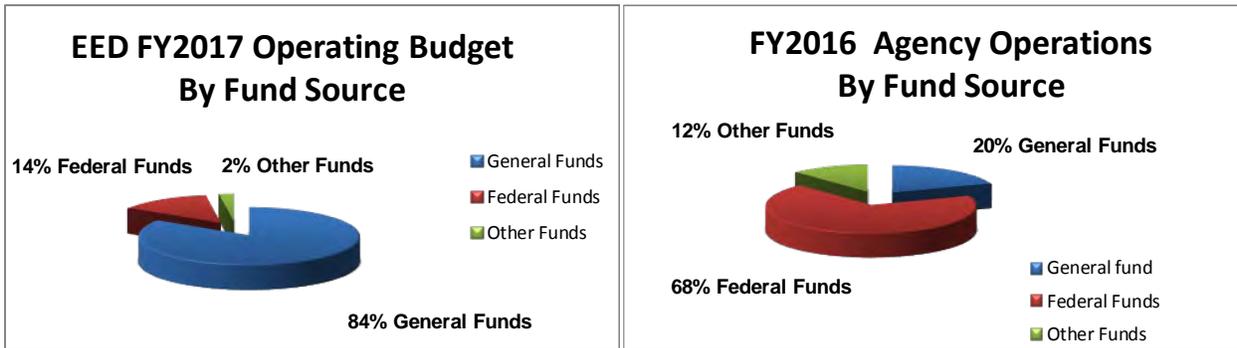
	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
<b>K-12 Formula Programs</b>	48,300.0	1,359,029.5	20,791.0	0.0	<b>1,428,120.5</b>
<b>Agency Operations</b>	25,923.7	37,289.8	221,103.3	39,001.2	<b>323,318.0</b>
<b>Total</b>	<b>74,223.7</b>	<b>1,396,319.3</b>	<b>241,894.3</b>	<b>39,001.2</b>	<b>1,751,438.5</b>

**Position Count:**

Full-time 323

Part-time 15

Non-perm 6



**Department of Education & Early Development  
FY2017 Governor's Budget**

	<b>Designated General Funds</b>	<b>Unrestricted General Funds</b>	<b>Federal Funds</b>	<b>Other Funds</b>	<b>Total</b>
<b>K-12 Formula Programs:</b>					
Foundation Program	30,000,000	1,163,984,500	20,791,000	0	1,214,775,500
Boarding Home Grants	0	7,696,400	0	0	7,696,400
Youth in Detention	0	1,100,000	0	0	1,100,000
Special Schools	0	3,582,400	0	0	3,582,400
Pupil Transportation	0	78,969,800	0	0	78,969,800
School Debt Reimbursement	18,300,000	103,696,400	0	0	121,996,400
<b>Subtotal K- 12 Formula Programs</b>	<b>48,300,000</b>	<b>1,359,029,500</b>	<b>20,791,000</b>	<b>0</b>	<b>1,428,120,500</b>

	<b>Positions</b>			<b>Designated General Funds</b>	<b>Unrestricted General Funds</b>	<b>Federal Funds</b>	<b>Other Funds</b>	<b>Total</b>
	<b>PFT</b>	<b>PPT</b>	<b>NP</b>					
<b>Agency Operations:</b>								
Executive Administration		5		0	894,600	0	22,400	917,000
Administrative Services		11		0	905,100	145,000	747,400	1,797,500
Information Services		7		0	312,800	0	759,200	1,072,000
School Finance & Facilities		13		0	1,539,000	0	821,100	2,360,100
Student and School Achievement		60		531,600	6,487,700	153,969,000	675,300	161,663,600
Alaska Native Science and Engineering Program		0		0	1,000,000	0	0	1,000,000
State System of Support		6		0	1,976,400	0	0	1,976,400
Statewide Mentoring Program		0		500,000	1,000,000	0	0	1,500,000
Teacher Certification		5		913,700	200	0	16,400	930,300
Child Nutrition		10		0	103,900	63,705,800	0	63,809,700
Early Learning Coordination		3		0	7,572,400	278,500	0	7,850,900
Pre-Kindergarten Grants		0		0	0	0	0	0
Professional Teaching Practices Commission		2		299,500	4,400	0	0	303,900
Alaska State Council on the Arts		6		10,900	729,600	805,000	1,258,600	2,804,100
Mt. Edgecumbe Boarding School		37	11	57,400	4,654,800	0	6,096,100	10,808,300
State Facilities Maintenance		7		0	0	0	1,187,900	1,187,900
State Facilities Rent		0		0	2,098,200	0	26,000	2,124,200
Library Operations		31	2	1,863,000	5,619,100	1,200,000	358,300	9,040,400
Archives		10		0	1,076,600	40,000	160,500	1,277,100
Online With Libraries (OWL)		1		761,800	0	0	0	761,800
Museum Operations		14	4	500,000	1,644,800	60,000	0	2,204,800
Live Homework Help		0		138,200	0	0	0	138,200
ACPE - Program Admin & Operations		95	4	5,882,800	0	900,000	14,354,000	21,136,800
WWAMI Medical Education		0		2,964,800	0	0	0	2,964,800
Alaska Performance Scholarship Awards		0		11,500,000	0	0	0	11,500,000
Loan Servicing		0		0	0	0	12,518,000	12,518,000
Unallocated Reduction (FY16 sal adj)				0	-329,800	0	0	-329,800
<b>Subtotal Agency Operations</b>	<b>323</b>	<b>15</b>	<b>6</b>	<b>25,923,700</b>	<b>37,289,800</b>	<b>221,103,300</b>	<b>39,001,200</b>	<b>323,318,000</b>
<b>Total</b>	<b>323</b>	<b>15</b>	<b>6</b>	<b>74,223,700</b>	<b>1,396,319,300</b>	<b>241,894,300</b>	<b>39,001,200</b>	<b>1,751,438,500</b>

**Department of Education & Early Development**  
**Operating Budget Comparison - General Funds (Designated & Unrestricted)**  
**FY2016 Management Plan to FY2017 Governor's Budget**

	<b>FY2016 Management Plan</b>	<b>FY2017 Governor's</b>	<b>FY16 Management Plan to FY17 Governor's</b>	<b>% Change</b>
<b>K-12 Formula Programs:</b>				
Foundation Program	1,181,239.5	1,193,984.5	12,745.0	1.1%
Boarding Home Grants	7,696.4	7,696.4	0.0	0.0%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,582.4	3,582.4	0.0	0.0%
Pupil Transportation	79,240.3	78,969.8	-270.5	-0.3%
School Debt Reimbursement	123,423.0	121,996.4	-1,426.6	-1.2%
<b>Subtotal Formula Programs</b>	<b>1,396,281.6</b>	<b>1,407,329.5</b>	<b>11,047.9</b>	<b>0.8%</b>

	<b>FY2016 Management Plan</b>	<b>FY2017 Governor's</b>	<b>FY16 Management Plan to FY17 Governor's</b>	<b>% Change</b>
<b>Agency Operations:</b>				
Executive Administration	894.6	894.6	0.0	0.0%
Administrative Services	905.1	905.1	0.0	0.0%
Information Services	312.8	312.8	0.0	0.0%
School Finance & Facilities	1,605.0	1,539.0	-66.0	-4.1%
Student and School Achievement	7,538.1	7,019.3	-518.8	-6.9%
Alaska Native Science and Engineering Program	1,385.2	1,000.0	-385.2	-27.8%
State System of Support	1,976.4	1,976.4	0.0	0.0%
Statewide Mentoring Program	1,500.0	1,500.0	0.0	0.0%
Teacher Certification	913.9	913.9	0.0	0.0%
Child Nutrition	103.9	103.9	0.0	0.0%
Early Learning Coordination	8,392.4	7,572.4	-820.0	-9.8%
Pre-Kindergarten Grants	2,000.0	0.0	-2,000.0	-100.0%
Professional Teaching Practices Commission	303.9	303.9	0.0	0.0%
Alaska State Council on the Arts	740.5	740.5	0.0	0.0%
Mt. Edgecumbe Boarding School	4,712.2	4,712.2	0.0	0.0%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,298.2	2,098.2	-200.0	-8.7%
Library Operations	8,154.8	7,482.1	-672.7	-8.2%
Archives	1,076.6	1,076.6	0.0	0.0%
Online With Libraries	761.8	761.8	0.0	0.0%
Museum Operations	2,008.3	2,144.8	136.5	6.8%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	5,832.8	5,882.8	50.0	0.9%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	11,500.0	11,500.0	0.0	0.0%
Unallocated Reduction (FY16 sal adj)	0.0	-329.8	-329.8	-
<b>Subtotal Agency Operations</b>	<b>68,019.5</b>	<b>63,213.5</b>	<b>-4,806.0</b>	<b>-7.1%</b>

**Total Education**      **1,464,301.1**      **1,470,543.0**      **6,241.9**      0.426%

**Department of Education & Early Development**  
**Operating Budget Comparison - Total Funds**  
**FY2016 Management Plan to FY2017 Governor's Budget**

	FY2016 Management Plan	FY2017 Governor's Budget	FY16 Management Plan to FY17 Governor's	% Change
<b>K-12 Formula Programs:</b>				
Foundation Program	1,202,030.5	1,214,775.5	12,745.0	1.1%
Boarding Home Grants	7,696.4	7,696.4	0.0	0.0%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,582.4	3,582.4	0.0	0.0%
Pupil Transportation	79,240.3	78,969.8	-270.5	-0.3%
School Debt Reimbursement	123,423.0	121,996.4	-1,426.6	-1.2%
<b>Subtotal Formula Programs</b>	<b>1,417,072.6</b>	<b>1,428,120.5</b>	<b>11,047.9</b>	<b>0.78%</b>

	FY2016 Management Plan	FY2017 Governor's Budget	FY16 Management Plan to FY17 Governor's	% Change
<b>Agency Operations:</b>				
Executive Administration	917.0	917.0	0.0	0.0%
Administrative Services	1,797.5	1,797.5	0.0	0.0%
Information Services	1,072.0	1,072.0	0.0	0.0%
School Finance & Facilities	2,426.1	2,360.1	-66.0	-2.7%
Student & School Achievement	162,207.4	161,663.6	-543.8	-0.3%
Alaska Native Science and Egnineering Program	1,385.2	1,000.0	-385.2	-27.8%
State System of Support	1,976.4	1,976.4	0.0	0.0%
Statewide Mentoring Program	1,500.0	1,500.0	0.0	0.0%
Teacher Certification	930.3	930.3	0.0	0.0%
Child Nutrition	52,809.7	63,809.7	11,000.0	20.8%
Early Learning Coordination	8,670.9	7,850.9	-820.0	-9.5%
Pre-Kindergarten Grants	2,000.0	0.0	-2,000.0	-100.0%
Professional Teaching Practices Commission	303.9	303.9	0.0	0.0%
Alaska State Council on the Arts	2,004.1	2,804.1	800.0	39.9%
Mt. Edgecumbe Boarding School	10,808.3	10,808.3	0.0	0.0%
State Facilities Maintenance	1,187.9	1,187.9	0.0	0.0%
State Facilities Rent	2,324.2	2,124.2	-200.0	-8.6%
Library Operations	9,713.1	9,040.4	-672.7	-6.9%
Archives	1,277.1	1,277.1	0.0	0.0%
Online With Libraries	761.8	761.8	0.0	0.0%
Museum Operations	2,068.3	2,204.8	136.5	6.6%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	9,008.2	21,136.8	12,128.6	134.6%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	11,500.0	11,500.0	0.0	0.0%
Loan Servicing	12,518.0	12,518.0	0.0	0.0%
Unallocated reduction (FY16 sal adj)	0.0	-329.8	-329.8	-
<b>Subtotal Agency Operations</b>	<b>304,270.4</b>	<b>323,318.0</b>	<b>19,047.6</b>	<b>6.3%</b>

**Total Education**      **1,721,343.0**      **1,751,438.5**      **30,095.5**      **1.7%**

**Positions:**

Full-time	326	323	-3
Part-time	15	15	0
Non-Perm	15	6	-9
<b>Total</b>	<b>356</b>	<b>344</b>	<b>-12</b>

Department of Education & Early Development  
**Operating Budget - Changes from FY2016 Management Plan to  
 FY2017 Governor's Budget**

**FY2016 Management Plan**

		326	15	15	1,464,301.1	232,003.7	25,038.2	1,721,343.0
Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
1	Unallocated reduction				-329.8	0.0	0.0	-329.8
2	Foundation Program				-1,168,239.5			-1,168,239.5
3	Foundation Program				1,163,984.5			1,163,984.5
4	Foundation Program				17,000.0			17,000.0
5	Pupil Transportation				-79,240.3			-79,240.3
6	Pupil Transportation				78,969.8			78,969.8
7	School Debt Reimbursement				-123,423.0			-123,423.0
8	School Debt Reimbursement				121,996.4			121,996.4
9	Administrative Services			-1				0.0
10	School Finance and Facilities			-1	-66.0			-66.0
11	Student & School Achievement						75.0	75.0
12	Student & School Achievement						-100.0	-100.0
13	Student & School Achievement				-525.0			-525.0
14	Student & School Achievement	-3						0.0
15	Student & School Achievement				31.2			31.2
16	Student & School Achievement				-25.0			-25.0
17	Alaska Native Science & Engineering Program				-385.2			-385.2
18	Child Nutrition					11,000.0		11,000.0
19	Early Learning Coordination				-820.0			-820.0
20	Pre-Kindergarten				-2,000.0			-2,000.0
21	Alaska State Council on the Arts				0.0	0.0	800.0	800.0
22	State Facilities Rent				-200.0			-200.0
23	Library Operations				-672.7			-672.7
24	Museum Operations				136.5			136.5
25	ACPE - Program Admin & Ops					-1,109.4		-1,109.4
26	ACPE - Program Admin & Ops			-7				
27	ACPE - Program Admin & Ops						12,518.0	12,518.0
28	ACPE - Program Admin & Ops						720.0	720.0
29	ACPE - Program Admin & Ops				50.0		-50.0	0.0
<b>Total Proposed Operating Changes</b>		<b>-3.0</b>	<b>0.0</b>	<b>-9.0</b>	<b>6,241.9</b>	<b>9,890.6</b>	<b>13,963.0</b>	<b>30,095.5</b>
<i>Total FY2017 Governor's Budget - Operating</i>		<i>323</i>	<i>15</i>	<i>6</i>	<i>1,470,543.0</i>	<i>241,894.3</i>	<i>39,001.2</i>	<i>1,751,438.5</i>

**Alaska Department of Education & Early Development**

Public School Funding Program

FY2016 Authorized vs FY2017 Projected

11/20/2015 update

	FY2016 <i>Authorized</i>	FY2017 <i>Projected</i>	Difference
Regular ADM	117,375.16	118,474.42	1,099.26
Correspondence ADM	11,120.00	11,358.83	238.83
<b>Total ADM</b>	<b>128,495.16</b>	<b>129,833.25</b>	<b>1,338.09</b>
<b>Adjusted ADM</b>	<b>251,050.80</b>	<b>254,032.54</b>	<b>2,981.74</b>
Basic Need	\$1,476,178.7	\$1,506,293.8	\$30,115.1
Required Local Effort	(235,572.6)	(241,477.4)	(5,904.8)
Deductible Impact Aid	(68,699.1)	(80,179.9)	(11,480.8)
Supplemental Funding Floor	79.4	47.2	(32.2)
Quality Schools Grant	4,016.8	4,064.5	47.7
Military Flow Through and Other	26,027.3	26,027.3	0.0
<b>Total</b>	<b>\$1,202,030.5</b>	<b>\$1,214,775.5</b>	<b>\$12,745.0</b>
<b>Funding Sources</b>			
1004 General fund: Public Education Fund/formula	1,168,239.5	1,163,984.5	(4,255.0)
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	13,000.0	30,000.0	17,000.0
<b>Total</b>	<b>\$1,202,030.5</b>	<b>\$1,214,775.5</b>	<b>\$12,745.0</b>

**Alaska Department of Education & Early Development  
FY2017 Projected State Program Allocations.**

Allocations are subject to adjustment based on individual program requirements.  
12/16/2015

	FY2017 Projected ADM	Projected Total Foundation @ \$5,930	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	Projected Debt Retirement	PROJECTED FY2017 TOTALS
ALASKA GATEWAY	367	7,747,909					\$ 705,793		8,453,702
ALEUTIAN REGION	32	1,208,265					0		1,208,265
ALEUTIANS EAST	225	4,704,179					77,175	852,172	5,633,526
ANCHORAGE	47,929	331,539,279		45,600	512,252	1,181,400	22,625,759	44,852,793	400,757,083
ANNETTE ISLANDS	305	3,087,673					61,355		3,149,028
BERING STRAIT	1,676	29,149,587		431,184			90,504		29,671,275
BRISTOL BAY	121	1,262,280					357,192		1,619,472
CHATHAM	165	3,791,146					51,150		3,842,296
CHUGACH	329	3,001,101		273,600			0		3,274,701
COPPER RIVER	420	6,204,675					648,610		6,853,285
CORDOVA	343	3,875,030					126,140	965,156	4,966,326
CRAIG	536	4,661,393					128,892		4,790,285
DELTA/GREELY	774	9,824,473					1,277,340		11,101,813
DENALI	912	6,919,510					423,364		7,342,874
DILLINGHAM	449	5,971,168	34,310				598,525	823,438	7,427,441
FAIRBANKS	13,883	119,480,989			112,797		12,263,845	13,082,813	144,940,444
GALENA	3,906	23,359,120		3,517,074			85,986		26,962,180
HAINES	260	2,452,418					170,232	900,826	3,523,476
HOONAH	113	2,067,368					37,290	110,549	2,215,207
HYDABURG	80	1,743,411					0		1,743,411
IDITAROD	277	5,875,061	21,300				41,418		5,937,779
JUNEAU	4,688	37,254,062			89,733		3,090,240	12,302,262	52,736,297
KAKE	96	1,842,511					28,800		1,871,311
KASHUNAMIUT	324	3,647,933					1,620		3,649,553
KENAI	8,782	81,016,925	26,960		69,143		8,137,539	3,095,496	92,346,063
KETCHIKAN	2,225	22,987,854			69,081		1,734,480	2,691,451	27,482,866
KLAWOCK	115	2,107,722					74,175		2,181,897
KODIAK	2,420	26,818,052					2,037,964	5,515,472	34,371,488
KUSPUK	353	7,643,308	7,540				254,866		7,905,714
LAKE AND PENINSULA	315	9,606,600					130,168	994,062	10,730,830
LOWER KUSKOKWIM	4,103	59,646,643		1,060,616	98,193		1,255,518		62,060,970
LOWER YUKON	2,032	31,197,029					2,032		31,199,061
MAT-SU	18,819	168,253,106	4,920		63,181		16,853,850	22,779,158	207,954,215
NENANA	1,040	7,777,787		1,382,572			116,820		9,277,179
NOME	719	8,830,205			85,620		486,374	333,355	9,735,554
NORTH SLOPE	1,798	16,354,195					2,224,126	1,699,729	20,278,050
NORTHWEST ARCTIC	2,032	38,325,673	17,120	799,794			54,675	4,131,626	43,328,888
PELICAN	13	518,323					0		518,323
PETERSBURG	479	6,081,639					198,306	468,213	6,748,158
PRIBILOF	76	1,525,656					0		1,525,656
SAINT MARY'S	180	3,479,212					38,340		3,517,552
SITKA	1,305	13,468,510					605,440	2,481,695	16,555,645
SKAGWAY	105	909,368					4,200		913,568
SOUTHEAST	175	5,721,836					223,300		5,945,136
SOUTHWEST	582	9,875,293	68,630				384,377		10,328,300
TANANA	37	1,019,352					19,499		1,038,851
UNALASKA	410	4,319,647					293,560	1,238,773	5,851,980
VALDEZ	648	4,796,796					512,190	1,684,298	6,993,284
WRANGELL	276	3,475,591					213,624	171,938	3,861,153
YAKUTAT	83	1,135,683					55,074		1,190,757
YUKON FLATS	237	7,361,022					69,204		7,430,226
YUKON/KOYUKUK	1,396	14,312,092	5,120				97,976		14,415,188
YUPIIT	453	6,334,493					906		6,335,399
Mt. EDGE CUMBE	415	3,178,050							3,178,050
OTHER	1	26,027,300				2,401,025		821,100	29,249,425
Sub Totals	129,833	1,214,775,503	185,900	7,510,440	1,100,000	3,582,425	78,969,813	121,996,375	1,428,120,456
TOTALS	129,833	\$1,214,775,503	\$185,900	\$7,510,440	\$1,100,000	\$3,582,425	\$78,969,813	\$121,996,375	\$1,428,120,456

1 OTHER INCLUDES SESA, OTHER ADJUSTMENTS.

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2017 ESTIMATED STATE AID  
for October 15 Reporting

SCHOOL DIST.	90% BOND SALES 7/1/77 TO 1/1/82 2YR LAG	80% ESTIMATED CASH PAYMENTS 2YR LAG	80% BOND SALES 7/1/83 TO 3/31/90 CURRENT PAY	70% BOND SALES 4/1/90 TO PRESENT CURRENT PAY	60% BOND SALES 6/30/99 TO PRESENT CURRENT PAY	90% BOND SALES 6/30/99 TO 10/31/2006 CURRENT PAY	60%-70% ESTIMATED NEW BONDS CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2017
ALEUTIANS EAST				375,505	476,667		0	ALEUTIANS EAST	852,172
ANCHORAGE			82,734	28,635,431	13,677,341		2,457,287	ANCHORAGE	44,852,793
CORDOVA				575,094	390,062		0	CORDOVA	965,156
DILLINGHAM				823,438			0	DILLINGHAM	823,438
FAIRBANKS		3,477		9,462,207			3,617,129	FAIRBANKS	13,082,813
HAINES				900,826			0	HAINES	900,826
HOONAH				110,549			0	HOONAH	110,549
JUNEAU				11,695,451	606,811		0	JUNEAU	12,302,262
KENAI				3,095,496			0	KENAI	3,095,496
KETCHIKAN				2,691,451			0	KETCHIKAN	2,691,451
KODIAK				4,376,936	374,976		763,560	KODIAK	5,515,472
LAKE & PEN				994,062			0	LAKE & PEN	994,062
MAT-SU				18,304,963	4,474,195		0	MAT-SU	22,779,158
NOME				236,829	96,526		0	NOME	333,355
NORTH SLOPE							1,699,729	NORTH SLOPE	1,699,729
NORTHWEST ARCTIC				3,469,537	258,878	403,211	0	NORTHWEST ARCTIC	4,131,626
PETERSBURG				175,630	292,583		0	PETERSBURG	468,213
SITKA				1,988,165	493,530		0	SITKA	2,481,695
UNALASKA				1,238,773			0	UNALASKA	1,238,773
VALDEZ				63,055	1,621,243		0	VALDEZ	1,684,298
WRANGELL				171,938			0	WRANGELL	171,938
<b>TOTALS</b>	<b>0</b>	<b>3,477</b>	<b>82,734</b>	<b>89,385,336</b>	<b>22,762,812</b>	<b>403,211</b>	<b>8,537,705</b>		<b>121,175,275</b>

THESE ENTITLEMENTS ARE SUBJECT TO ADJUSTMENTS BASED ON ACTUAL BOND PAYMENTS.

BOND ENTITLEMENT	\$112,634,093
CASH ENTITLEMENT	3,477
SUB TOTAL	112,637,570
ESTIMATED NEW DEBT	8,537,705
EST. STATE AID-FY2017	121,175,275
EED OVERHEAD	821,100
<b>TOTAL FY2017 STATE AID</b>	<b>121,996,375</b>

**FY2017 Division of Teaching & Learning Support Component / Program Funding**

Component / Program	Federal	Federal ESEA	General Fund	GF / Mental Health	GF/ Match	GF/PR	AHEIF	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program		
															PFT	PPT	
<b>Student and School Achievement</b>																	
ESEA Title 1 Grants to LEAs		40,032.0												40,032.0	7		
ESEA Title I-Part A 1003(g) School Improvement Grants (SIG)		1,436.0												1,436.0			
ESEA Title I-Part C Migrant Education		6,895.0												6,895.0	4		
ESEA Title I-Part D Neglected & Delinquent		250.0												250.0			
ESEA TII A Improving Teacher Quality		10,516.0												10,516.0	1		
ESEA TIIB Math and Science Partnerships		838.0												838.0	1		
ESEA TIII English Language Acquisition		1,213.0												1,213.0	1		
ESEA Title IVB 21st Century Community Learning		5,640.0												5,640.0	1		
ESEA Title VI Part A State Assessments		3,508.0	2,684.4											6,192.4	15		
ESEA Title VI, part B, subpart 1 Small rural School Achievement		11.4												11.4			
ESEA Title VI, part B, subpart 2 Rural & Low Income	87.1													87.1			
ESEA Title X Part C Education for Homeless Children & Youth		165.0												165.0	1		
IDEA Title VI B 611 Special Education	37,788.0													37,788.0	6		
IDEA Title VI 619 Special Education - Preschool	1,339.0													1,339.0	1		
Carl Perkins Vocational Education Career & Tech PL 109-270	4,215.0				263.7									4,478.7	5		
Charter/Correspondence Schools			168.8											168.8	1		
Counseling (suicide prevention & at risk)				39.8										39.8	1		
School Health and Safety			265.0					40.0						305.0	1		
Alaska Longitudinal Data System			610.0											610.0	2		
Rural Transition Services				150.0										150.0			
Autism Resource Center				188.0					75.0					263.0			
Senate Youth										1.0				1.0			
Accountability and Oversight			2,118.0											2,118.0	12		
Galena TVEP Grant											531.6			531.6			
School Leadership (RAPPS)										134.0				134.0			
Project AWARE	1,800.0													1,800.0			
Unallocated/Carryforward	10,475.8	27,759.7						307.5		117.8				38,660.8			
<b>Total</b>	<b>55,704.9</b>	<b>98,264.1</b>	<b>5,846.2</b>	<b>377.8</b>	<b>263.7</b>	<b>0.0</b>	<b>0.0</b>	<b>347.5</b>	<b>75.0</b>	<b>252.8</b>	<b>531.6</b>	<b>0.0</b>	<b>0.0</b>	<b>161,663.6</b>	<b>60.0</b>	<b>0.0</b>	

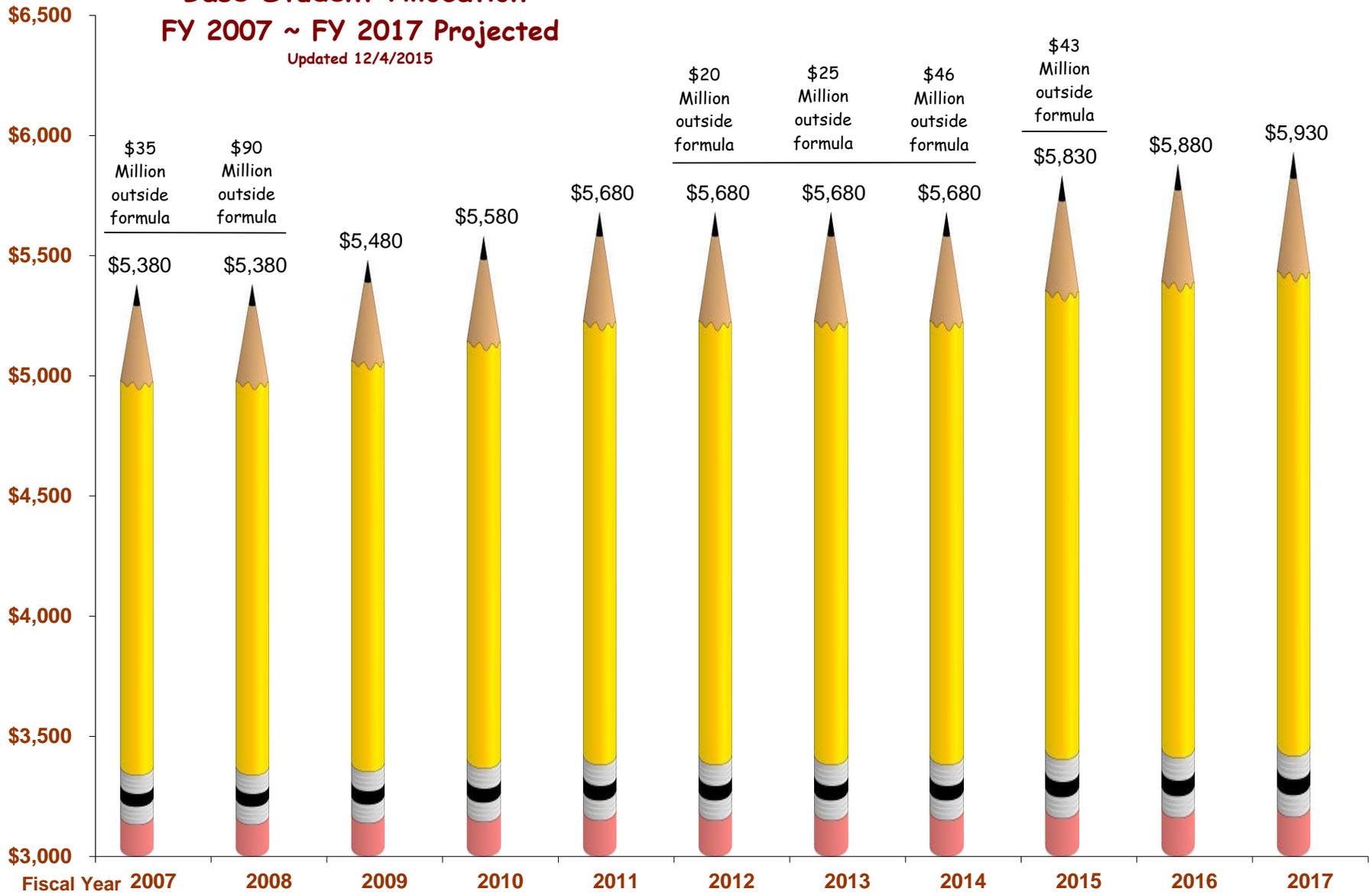
Division of Teaching & Learning Support (continued)

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	GF/PR	AHEIF	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Donated Commodities	Total	Positions by Program	
														PFT	PPT
<b>Alaska Native Science &amp; Engineering Program</b>			1,000.0										1,000.0		
Total	0.0	0.0	1,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,000.0	0	0
<b>State System of Support</b>			1,976.4										1,976.4		
Total	0.0	0.0	1,976.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,976.4	6	0
<b>Statewide Mentoring Program</b>			1,000.0				500.0	0.0					1,500.0		
Total	0.0	0.0	1,000.0	0.0	0.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0	1,500.0	0	0
<b>Teacher Certification</b>			0.2			913.7		16.4					930.3	5	
Total	0.0	0.0	0.2	0.0	0.0	913.7	0.0	16.4	0.0	0.0	0.0	0.0	930.3	5	0
<b>Child Nutrition</b>	63,325.2		33.2		70.7							380.6	63,809.7	10	
Total	63,325.2	0.0	33.2	0.0	70.7	0.0	0.0	0.0	0.0	0.0	0.0	380.6	63,809.7	10	0
<b>Early Learning Coordination</b>	278.5		7,572.4										7,850.9	3	
<i>Headstart</i>	278.5		7,155.5											2	
<i>EL component</i>			416.9											1	
Total	278.5	0.0	7,572.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7,850.9	3	0
<b>RDU Totals</b>															
Student & School Achievement	55,704.9	98,264.1	5,846.2	377.8	263.7	0.0	0.0	347.5	75.0	252.8	531.6	0.0	161,663.6	60	0
Alaska Native Science & Engineering Program	0.0	0.0	1,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,000.0	0	0
State System of Support	0.0	0.0	1,976.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,976.4	6	0
Statewide Mentoring Program	0.0	0.0	1,000.0	0.0	0.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0	1,500.0	0	0
Teacher Certification	0.0	0.0	0.2	0.0	0.0	913.7	0.0	16.4	0.0	0.0	0.0	0.0	930.3	5	0
Child Nutrition	63,325.2	0.0	33.2	0.0	70.7	0.0	0.0	0.0	0.0	0.0	0.0	380.6	63,809.7	10	0
Early Learning Coordination	278.5	0.0	7,572.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7,850.9	3	0
Total	119,308.6	98,264.1	17,428.4	377.8	334.4	913.7	500.0	363.9	75.0	252.8	531.6	380.6	238,730.9	84	0

# Alaska K-12 Funding

## Base Student Allocation\* FY 2007 ~ FY 2017 Projected

Updated 12/4/2015



\*Base Student Allocation has increased by 10% since FY2007

**FY2017 Governor's Capital Budget**

	General Funds	Other Funds	Total
<b>School Major Maintenance Grants</b>			
Kake Schools Boiler Replacement	185,944.0	-	185,944.0
Petersburg Middle/High School Boiler Replacement	49,135.0	-	49,135.0
Bristol Bay School Energy Upgrades and Renovations	11,048,454.0	-	11,048,454.0
		-	-
<b>Total School Major Maintenance Grants:</b>	<b>11,283,533.0</b>	<b>-</b>	<b>11,283,533.0</b>
<b>School Construction Grants</b>			
Kachemak Selo New K-12 School Construction	10,867,503.0	-	10,867,503.0
<b>Total School Construction:</b>	<b>10,867,503.0</b>	<b>-</b>	<b>10,867,503.0</b>
<b>Deferred Maintenance</b>			
Mt. Edgecumbe High School	1,000,000.0	-	1,000,000.0
<b>Additional Capital Projects</b>			
Kivalina K-12 Replacement School - remaining amount needed to fully fund replacement school	7,238,422.0	-	7,238,422.0
		-	-
<b>Total All:</b>	<b>30,389,458.0</b>	<b>-</b>	<b>30,389,458.0</b>

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

**January 25, 2016**

**From: Mike Hanley, Commissioner**

**Agenda Item: 2**

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**◆ ISSUE**

The board is being asked to approve a Secondary Education Graduate Certificate program at the University of Alaska Southeast (UAS).

**◆ BACKGROUND**

- Responding to the increased need for secondary teachers in Alaska, UAS has modified its current, approved Secondary Masters in the Art of Teaching (MAT), to offer an alternative path to certification.
- The proposed option, the Secondary Education Graduate Certificate program, will provide increased accessibility and affordability for those wishing to become secondary teachers in Alaska.
- The proposed option will maintain the quality and integrity of the current MAT program by using the same five Secondary Education Key Assessments, which are aligned with the Alaska Teacher Standards.
- The proposed Secondary Education Graduate Certificate program:
  - Meets the same rigorous standards as the original Secondary MAT program;
  - Allows students to use previous educational and life experiences to satisfy the more rigorous admission criteria; and
  - Decreases the credits course load from a 36 credits to 24 credits.
- The letter from Dean Lo requesting approval of the program is behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support; Sondra Meredith, Administrator, Teacher Education and Certification; Dr. Deborah E. Lo, Dean, School of Education and Graduate Studies, UAS; and Dr. Scott Christian, Administrator, Secondary Master of Arts in Teaching, UAS, will be present to brief the board.

**◆ OPTIONS**

This is an information item. Action will take place under Agenda Item 5B.



November 5, 2015

Dear Commissioner Hanley,

In December of 2014, the UAS School of Education brought together a diverse group of experienced Alaskan educators to review and revise the UAS Secondary Master of Arts in Teaching program. After nine months of research, data analysis and collaboration, the council recommended that UAS offer a variation of the Secondary MAT program, one that would maintain the quality and integrity of the program, while increasing the accessibility and affordability for Alaskans to become secondary teachers. Bernie Sorenson, a former teacher, principal and administrator for the Juneau School District, facilitated the council.

### **UAS Secondary MAT Program Council**

Micheal Byer, former teacher, principal, superintendent

Peggy Cowan, Superintendent, North Slope

Shirley Holloway, former commissioner

Carton Kuhns, Assistant Superintendent, LKSD

Angie Lunda, former teacher, principal, superintendent

Jamie Marks, Middle School Teacher, MAT Alumni

Sondra Meredith, Administrator, Teacher Certification and Education, EED

Lisa Richardson, UAS Faculty

Scott Christian, Program Administrator, Sec. MAT Program, UAS

We are writing to let you know that UAS would like to formalize the pilot program that we began last year, to offer a “certification only” option for graduate students seeking secondary certification at UAS. This option is a variance on the current Secondary MAT approved program. The Secondary Education Graduate Certificate program will only be available to students who meet the admission requirements. These requirements will be more rigorous for the graduate certificate program, since these students will not be required to complete the full 36 credit course load required in the MAT degree. In addition to the UAS graduate school admissions requirements, applicants will need to fulfill these requirements:

1. Scheduled interview with faculty, either face to face or through web conference. The admissions interview will be conducted by UAS supervision faculty in alignment with subject area disciplines.
2. Praxis I, CASE exam. (Core Academic Skills for Educators)
2. Praxis II Content Area Assessment in a subject area aligned with the undergraduate degree.
3. Students must complete a transcript evaluation form to be reviewed by faculty prior to admission. (If there are content deficiencies, the student will be advised to defer enrollment.)

#### Secondary Education Graduate Certificate Program Only

Applicants must verify at least one of the following criteria:

1. A completed master's degree in a relevant field. (Content area discipline or education.)
2. Documented teaching experience.
3. Coursework in education from an approved teacher preparation program.
4. Current Alaska Type A certification in elementary or special education.



5. Current certified position, or job offer from Alaskan school district. (Initial licensure through program enrollment required.)

All students in the Secondary Education Graduate Certificate program agree to regularly supervision meetings with UAS faculty through onsite visits, video-recorded lessons, web-conferencing and other telecommunication tools. In order to complete the graduate certificate program, students must complete 24 graduate credits, including the full-year, full-time internship. In order to be recommended for secondary certification candidates must demonstrate competence in the five Secondary Education Key Assessments:

1. Standards-based Unit Plan
2. Teacher Work Sample
3. Mid-Program Evaluation of Classroom Practice
4. End of Program Evaluation of Classroom Practice
5. Comprehensive Portfolio

Like the Secondary MAT Program, these assessments are aligned with the Alaska Teacher Standards. This variance on the established Secondary MAT Program will provide an alternative path to certification, especially designed for Alaskan wishing to change careers. Thank you for support as we adapt our programs to increase the number of qualified applicants for Alaskan school districts.

Deborah Lo  
Dean, School of Education  
University of Alaska Southeast

Scott Christian  
Program Administrator  
Secondary Master of Arts in Teaching □  
University of Alaska Southeast

Cc: Sondra Meredith

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

**January 25, 2016**

**From: Mike Hanley, Commissioner**

**Agenda Item: 3A**

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◆ **ISSUE**

The board is being asked to open a period of public comment on regulations related to districts' educator evaluation systems.

◆ **BACKGROUND**

- As a condition of Alaska's waiver from components of the Elementary & Secondary Education Act, districts are required to incorporate student learning data into the evaluation process for certificated educators beginning with the 2016-2017 school year.
- 4 AAC 19.010(k) requires districts to implement a pilot for the incorporation of student learning data during the 2015-2016 school year.
- The Every Student Succeeds Act, which recently reauthorized the Elementary & Secondary Education Act, does not require the use of student achievement data as part of the educator evaluation process.
- It will be necessary for the State Board of Education & Early Development to determine whether or not to maintain the use of student achievement data as part of the educator evaluation process, as well as whether to maintain or revise other elements of the evaluation process currently required by regulation.
- The department recommends a full discussion of possible regulatory revisions as part of the a future board meeting.
- Due to the possibility that the board may decide to revise requirements for educator evaluation, including the requirement for the use of student achievement data, the department recommends putting out for public comment the repeal of the requirement for districts to conduct a pilot during the current school year.
- The proposed repeal can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator, Teacher Education and Certification, 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.

4 AAC 19.010(k) is repealed:

(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.] Repealed \_\_/\_\_/\_\_\_\_. (Eff. 8/30/75, Register 55;

am 2/16/2013, Register 205; am 10/9/2015, Register 216; 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**

**January 25, 2016**

**From: Mike Hanley, Commissioner**

**Agenda Item: 4A**

---

**◆ ISSUE**

The board is being asked to open a period of public comment on regulations related to districts' educator evaluation systems.

**◆ BACKGROUND**

- As a condition of Alaska's waiver from components of the Elementary & Secondary Education Act, districts are required to incorporate student learning data into the evaluation process for certificated educators beginning with the 2016-2017 school year.
- 4 AAC 19.010(k) requires districts to implement a pilot for the incorporation of student learning data during the 2015-2016 school year.
- The Every Student Succeeds Act, which recently reauthorized the Elementary & Secondary Education Act, does not require the use of student achievement data as part of the educator evaluation process.
- It will be necessary for the State Board of Education & Early Development to determine whether or not to maintain the use of student achievement data as part of the educator evaluation process, as well as whether to maintain or revise other elements of the evaluation process currently required by regulation.
- The department recommends a full discussion of possible regulatory revisions as part of a future board meeting.
- Due to the possibility that the board may decide to revise requirements for educator evaluation, including the requirement for the use of student achievement data, the department recommends putting out for public comment the repeal of the requirement for districts to conduct a pilot during the current school year.
- The proposed repeal can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator, Teacher Education and Certification, will be present to brief the board.

**◆ OPTIONS**

Open a period of public comment on the proposed regulations.

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

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment on the proposed regulations.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment for regulation 4 AAC 19.010(k) Purpose and Scope of Evaluations.

Register \_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 19.010(k) is repealed:

(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

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(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.] Repealed \_\_/\_\_/\_\_\_\_. (Eff. 8/30/75, Register 55;

am 2/16/2013, Register 205; am 10/9/2015, Register 216; 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**

**January 25, 2016**

**From: Mike Hanley, Commissioner**

**Agenda Item: 5**

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**◆ ISSUE**

The board is being asked to approve its consent agenda.

**◆ BACKGROUND**

- There are four items being presented on the consent agenda.
- Behind this cover memo are items 5A through 5D.

5A. Approve the department's FY2017 operating and capital budgets

5B. Approve the University of Alaska Southeast Secondary Education  
Graduate Certificate program

5C. Approve the December 10-11, 2015, minutes

5D. Approve the board's January 2016 report to the legislature

**◆ OPTIONS**

Approve the entire consent agenda.

Remove any number of consent agenda items and approve the remainder of the consent agenda individually; address those items 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 department's FY2017 operating and capital budgets; approval of the University of Alaska Southeast Secondary Education Graduate Certificate program; approval of the December 10-11, 2015, minutes; and approval of the board's January 2016 report to the legislature.

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

**January 25, 2016**

**From: Mike Hanley, Commissioner**

**Agenda Item: 5A**

---

◆ **ISSUE**

The board is being asked to approve the department's FY2017 operating and capital budgets.

◆ **BACKGROUND**

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board. The development of the education budget is part of the annual executive budget process.
- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all state agencies for budget development, and worked with the department on the FY2017 operating and capital budgets.
- The budgets were released on December 9, 2015.
- The FY2017 operating budget is reflecting a total reduction of \$9,024.2 UGF (undesignated general funds) when compared to the FY2016 Management Plan.
- These reductions include:

Formula:

- Foundation Program \$4,255.0 UGF reduction; and
- Pupil Transportation \$270.5 UGF reduction.

Non-Formula:

- Removing prototypical design funding of \$66.0 UGF;
  - Eliminating the following programs and all associated UGF funding:
    - Alaska Resource Education (formerly known as AMEREF) \$25.0;
    - Best Beginnings \$320.0;
    - Parents-As-Teachers \$500.0; and
    - Pre-Kindergarten Grants \$2,000.0;
  - Reducing base grant funding for the Alaska Native Science & Engineering Program (ANSEP) of \$385.2 UGF;
  - Removing one-time funding to support dual occupancy of \$200.0 UGF;
  - Reducing School Broadband Assistance Grants funding by \$672.7 UGF; and
  - Unallocated reduction of \$329.8 UGF.
- The FY2017 operating and capital budgets can be found behind Agenda Item 1.
  - Heidi Teshner, Director of Administrative Services, will be present to brief the board.

◆ **OPTIONS**

Approve the budgets as presented.  
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the budgets as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Fiscal Year 2017 operating and capital budgets for the Department of Education & Early Development.

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

**January 25, 2016**

**From: Mike Hanley, Commissioner**

**Agenda Item: 5B**

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**◆ ISSUE**

The board is being asked to approve a Secondary Education Graduate Certificate program at the University of Alaska Southeast (UAS).

**◆ BACKGROUND**

- Responding to the increased need for secondary teachers in Alaska, UAS has modified its current, approved Secondary Masters in the Art of Teaching (MAT), to offer an alternative path to certification.
- The proposed option, the Secondary Education Graduate Certificate program, will provide increased accessibility and affordability for those wishing to become secondary teachers in Alaska.
- The proposed option will maintain the quality and integrity of the current MAT program by using the same five Secondary Education Key Assessments which are aligned with the Alaska Teacher Standards.
- The proposed Secondary Education Graduate Certificate program:
  - Meets the same rigorous standards as the original Secondary MAT program;
  - Allows students to use previous educational and life experiences to satisfy the more rigorous admission criteria; and
  - Decreases the credits course load from a 36 credits to 24 credits.
- Dr. Susan McCauley, Director of Teaching & Learning Support; Sondra Meredith, Administrator, Teacher Education and Certification; Dr. Deborah E. Lo, Dean, School of Education and Graduate Studies, UAS; and Dr. Scott Christian, Administrator, Secondary Master of Arts in Teaching, UAS, will be present to brief the board.

**◆ OPTIONS**

Approve the Secondary Education Graduate Certificate program.

Seek more information.

Take no action.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the Secondary Education Graduate Certificate program.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Secondary Education Graduate Certificate program at the University of Alaska Southeast.

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

**January 25, 2016**

**From: Mike Hanley, Commissioner**

**Agenda Item: 5C**

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**◆ ISSUE**

The board is being asked to approve the minutes of its December 10-11, 2015, meeting.

**◆ BACKGROUND**

- Behind this cover memo are the proposed minutes of the December 10-11, 2015, meeting.

**◆ OPTIONS**

Approve the minutes of the December 10-11, 2015, meeting.

Amend the proposed minutes and approve the amended minutes of the December 10-11, 2015, meeting.

Seek additional information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the meeting as presented.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the minutes of the December 10-11, 2015, meeting.

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**December 10 & 11, 2015**  
**Anchorage, AK**

*Thursday, December 10*

Chair Fields called the meeting to order at 8 a.m. All members were present. The meeting began with a prayer and the Pledge of Allegiance. Because they serve on local school boards, John Harmon, Chair Fields, and Sue Hull declared a potential conflict of interest with the agenda topic regarding the use of school funds to influence elections. Chair Fields ruled there was no conflict of interest.

**Public Comment**

Tracey Wiese, past president of the Alaska Nurse Practitioner Association, supported the proposed regulation regarding fetal alcohol spectrum disorder.

Jennifer Hall Jones, of the Alaska branch of the International Dyslexia Association, asked the board to define dyslexia in regulation and allow its use in individual educational programs and to determine eligibility for special education.

Bonnie Friedman, of the Decoding Dyslexia organization, said Alaska's teachers must teach reading adequately and know how to identify students' problems with reading.

Posie Boggs of the Literate Nation Alaska Coalition said dyslexia should be defined in regulation. Teacher preparation in reading instruction is weak.

Tommy O'Malley supported the proposed regulation regarding fetal alcohol spectrum disorder.

William Green, of the NAACP's education committee, expressed concern that Alaska's children can't read well. He asked what the NAACP can do to help. He asked who is accountable for children who have problems with reading.

David Nees said that the Alaska Public Offices Commission said the board's regulation on elections complements the commission's regulations.

Christie Reinhardt, of the Governor's Council on Disabilities and Special Education, supported the proposed regulation regarding fetal alcohol spectrum disorder.

David Boyle opposed the repeal of the board's elections regulation.

Mike Bronson, an NAACP volunteer, opposed the proposed repeal of the early literacy screening regulation. He said the mandate should remain but be contingent on state funding. He called for more reading instruction in the schools.

Marilyn Pierce-Bulger said there is a high demand for diagnostic services for fetal alcohol spectrum disorder.

Lisa Parady, executive director of the Alaska Council of School Administrators and the Alaska Superintendents Association, said a superintendents' regulation-writing committee has submitted written comments. She said it was good to have an infrastructure in which the department and superintendents work together on accountability and school support systems. She thanked the board for its interest in a resolution supporting repeal of the requirement that school districts spend at least 70 percent of their operating funds on instruction. She said she was uncertain about how much money would be saved by altering the school funding formula for small schools.

Janet Donnelly, a retired teacher, said there is a lack of teacher preparation in teaching reading.

Laura Hilton wants repeal of the requirement that school districts spend at least 70 percent of their operating funds on instruction, and supports maintaining the funding formula for small schools.

Rick Smith, a retired teacher, expressed concern about the Common Core State Standards and the Alaska Measures of Progress assessment. He said testing takes a lot of time. He feels the test questions are slanted toward government-approved ideas. He said Alaska has adopted the Common Core but under its own name to cover its tracks. He asked the board to not repeal its elections regulation.

Jeanne Gehrhardt, a member of the Governor's Council on Disabilities and Special Education, supported early supports for children with disabilities and the board's proposed regulation regarding fetal alcohol spectrum disorder.

Norm Wooten supported no change to the funding formula for small schools and repeal of the requirement that school districts spend at least 70 percent of their operating funds on instruction.

Rep. Lora Reinbold said the legislature has the authority to direct education and cited a statute that doesn't allow districts to expend funds on the Common Core. She said the board's strategic plan must be approved by the legislature. She said the state should not force students to take the SAT or ACT tests. She supported the requirement that school districts spend at least 70 percent of their operating funds on instruction. She opposed repeal of the board's elections regulation. She said the board should focus on grades kindergarten to 12, not pre-kindergarten.

Stuart Krueger read a letter from Rep. Shelley Hughes opposing repeal of the board's elections regulation.

David Piazza, superintendent of the Southwest Region School District, supported repeal of the requirement that school districts spend at least 70 percent of their operating funds on instruction.

Kevin Shipley, superintendent of the Kake School District, supported repeal of the requirement that school districts spend at least 70 percent of their operating funds on instruction.

Dr. PJ Ford-Slack, part-time superintendent of the Hoonah School District, supported repeal of the requirement that school districts spend at least 70 percent of their operating funds on instruction.

Stewart McDonald, superintendent of the Kodiak Island Borough School District, supported repeal of the requirement that school districts spend at least 70 percent of their operating funds on instruction. He supported the current school funding formula for small schools.

Cheryl Schweigert, director of Special Programs at the Northwest Arctic Borough School District, said fetal alcohol spectrum disorder was not intended as a clinical diagnosis. She also opposed teacher trainings mandated by House Bill 44.

Sen. Mike Dunleavy opposed repeal of the board's elections regulation. He said the state statute on the topic should be reviewed and changed so that public funds can't be used for what some might perceive as politicking.

## **Work Session**

### **Agenda Item 1. Discussion of the Alaska Measures of Progress (AMP).**

Commissioner Hanley said superintendents are not satisfied with the usefulness of AMP's parent reports. The questions are: how do we fix this; can't we just use the Measures of Academic Progress (MAP); and can the SAT and ACT serve as the high school-level test.

Brian Gong, executive director of the National Center for the Improvement of Educational Assessment, said summative assessments, such as AMP, give general information about student achievement in the state's standards at the school year's end. It is teachers who give formative assessments. His criteria for judging the quality of summative assessments are: do they align with state standards; are they fair; do they allow for comparisons across contexts; do they incorporate the state's achievement levels precisely; are they transparent and receive oversight. He said Alaska's process of setting its achievement level scores was state of the art.

Mr. Gong said interim and formative assessments do not need to be standardized. But formative assessments are not useful for establishing strong claims about comparisons across contexts. The parent reports of summative assessments should be produced quickly, be easy to understand, be accurate, and have the right information. To provide more specific information about standards, such as student achievement regarding fractions, would require a very long test. There would have to be 50 questions on fractions alone.

Mr. Gong said it is better to use interim and formative assessments to provide information about student achievement in specific standards. In answer to a question, he said adaptive assessments provide more precise information about all students.

In answer to a question, Mr. Gong said AMP is strong in the five criteria he cited above, but there were glitches in the reporting. Alaska needs to recover the confidence of stakeholders and be specific about what they lack confidence about.

In answer to a question, Mr. Gong said states are leaving the two national assessment consortia because of cost and politics related to the Common Core. The large-population states don't feel they need the national assessment. States can compare themselves by looking at data from the National Assessment of Educational Progress.

In answer to a question, Mr. Gong said Alaska's standards are high and it will take time for schools to align instruction to the standards.

Sue Hull said the issues about AMP are: credibility, were the contract's deliverables met, and what is the best path forward.

In answer to a question, Mr. Gong said the new version of the federal Elementary and Secondary Education Act, the Every Student Succeeds ACT, maintains the same assessment requirements as No Child Left Behind and states must have standards aligned to career and college ready standards. He said Alaska is in a good position to meet that requirement.

Sue Hull moved and John Harmon seconded a motion to go into executive session to discuss the state's contract with the Achievement & Assessment Institute, which is the vendor for AMP. The motion carried unanimously.

At 11:45 a.m. Sue Hull moved to come out of executive session.

Commissioner Hanley said the department needs to understand how AMP impacts schools. The department and the Achievement & Assessment Institute will engage with superintendents and local school boards in January.

Sue Hull said the topics should be: usefulness of data, delays in receiving data, the AMP system as a whole when it is fully implemented, and the comparability of AMP results with the nation.

## **Agenda Item 2. History of loan forgiveness**

Diane Barrans, executive director of the Alaska Commission on Postsecondary Education, reviewed a PowerPoint presentation of programs that forgave part of the college loans held by prospective teachers. She also referred the board to a report from March 2014 that is on the Alaska Commission on Postsecondary Education's website. In general, such programs have a high default rate and serve few people.

## **Agenda Item 5. Early Childhood Education Core Knowledge and Comprehension.**

As a courtesy to the presenters, the board took this agenda item out of order. Panu Lucier, director of the System for Early Education Development (SEED), and Kerry Reardon, of SEED's professional development committee, reviewed documents about the early education career ladder and core knowledge and competencies. They asked the board to consider endorsing SEED's document titled *Alaska's Early Care and Learning Core Knowledge and Competencies*.

### **Agenda Item 6A. Rilke Schule Charter School.**

School organizers reviewed the school's history and spoke of plans to move into a single building. Board members praised the school for its achievements. Kathleen Yarr asked about the number of economically disadvantaged students and Alaska Native students. School organizers said they follow the Anchorage School District's lottery process and do not recruit students.

### **Agenda Item 6B. STrEaM Charter School.**

Dr. Susan McCauley, director of Teaching & Learning Support, reviewed the history of the school's application for a charter, which was delayed last year by not having a facility. School organizers said the school now has a facility. The school will declare boundaries with Bartlett High School and West High School, which allows it to give first draw to students within those boundaries.

### **Agenda Item 3. Alternatives to Certification.**

Sondra Meredith, administrator of Teacher Certification, reviewed the requirements for Alaska's regular teaching certificate and for alternate routes to certification.

Sue Hull said that a retired teacher with a lifetime certificate cannot, by regulation, serve as a long-term substitute teacher. She asked the board to review the regulation for possible amendment.

### **Agenda Item 7. Extension of UAF School of Education's Board Approval.**

Sondra Meredith, administrator of Teacher Certification, reviewed the University of Alaska Fairbanks School of Education's request to the board to extend its approval as a teacher preparation program.

### **Agenda Item 8. Student Advisor Selection.**

Barbara Thompson moved and John Harmon seconded a motion for the board to meet in executive session to interview candidates for the student-elect. The motion carried unanimously.

Sue Hull moved and Barbara Thompson seconded a motion to come out of executive session. The board named Wilfried Zibell of Norvik as student-elect.

### **Agenda Item 9. Commissioner Evaluation.**

Sue Hull moved and John Harmon seconded a motion for the board to meet in executive session to evaluate Commissioner Hanley.

The board adjourned at 6 p.m.

*Friday, December 11*

**Work Session continued**

Sue Hull moved to pull items 20C, D, E, and F from the consent agenda and place them as agenda items 14B, C, D, and E. John Harmon seconded the motion, which was approved unanimously.

**Agenda Item 10A. Arts Standards.**

As a courtesy to the presenters, the board took Agenda Item 10A out of order.

Shannon Daut, executive director of the Alaska State Council on the Arts, reviewed a report about arts education in Alaska. She said the arts promote creative and critical thinking.

Annie Calkins, a consultant to the arts council, reviewed the proposed arts standards and the process by which arts educators developed them.

**Agenda Item 10B. Report to the Legislature.**

Eric Fry, Information Officer, reviewed a draft report to the legislature and received changes from the board.

**Agenda Item 11A. Use of Funds in Elections.**

Assistant Attorney General Luann Weyhrauch reviewed the proposed repeal of the department's elections regulation. Since the time the board adopted the elections regulation, the legislature passed a statute addressing the issue and gave regulatory responsibility for elections to the Alaska Public Offices Commission, which enforces elections regulations.

Sue Hull said the board should not repeal its elections regulation because the repeal would not remedy the confusion evidenced in public comments.

**Agenda Item 11B. Challenging Courses.**

Marcy Herman, legislative liaison, explained the proposed regulation, which conforms to a recent change in state statute. She also noted that the statute would not prohibit districts from allowing students in grades 7 and 8 to challenge courses.

**Agenda Item 11C. Fetal Alcohol Spectrum Disorder.**

Commissioner Hanley reviewed the proposed regulation, noting that the department had changed it in response to public comment and after vetting by Dr. Jay Butler, the state's chief medical officer.

In response to a question, Commissioner Hanley said the department could look at adding dyslexia to the list of conditions that may make a student eligible for special education.

**Agenda Item 11D. Early Literacy Screening.**

Commissioner Hanley said the board mandated early literacy screenings in response to the availability of state funding. Now that the funding is no longer available, the department proposes repealing the regulation mandating early literacy screenings.

**Agenda Item 11E. Teacher Certification.**

Sondra Meredith, administrator of Teacher Certification, reviewed the proposed regulations and answered two questions raised in public comment.

Barbara Thompson said newly mandated trainings for teachers receiving or renewing certification should be addressed in teacher preparation programs.

Sue Hull asked about the department's process for answering questions raised in public comment. Ms. Meredith said the department has a process for answering questions on its website. Public notices for proposed regulations refer to this process.

Kathleen Yarr said teachers need a course in reading in subjects such as history and science.

**Agenda Item 11F. Participation Guidelines.**

Margaret MacKinnon, director of Assessment & Accountability, explained the regulation. She noted that the document *Participation Guidelines* refers to students in special education and to English language learners. The guidelines were changed last year to account for the Alaska Measures of Progress, and changed this year because the English language proficiency and science assessments will be administered on computers, which affects the allowable accommodations.

Sue Hull and John Harmon said it is important to say in the *Participation Guidelines* that opting-out of an assessment is allowed. Barbara Thompson said participation refers to how students take an assessment, not who takes it.

***Business session***

**Agenda Item 12A. Art Standards.**

John Harmon moved and Kenny Gallahorn seconded the following motion: I move the State Board of Education & Early Development open a period of public comment for regulation 4 AAC 04.140(a) Arts Standards. The motion passed unanimously.

**Agenda Item 13A. Use of Funds in Elections.**

There was no motion.

**Agenda Item 13B. Challenging Courses.**

Barbara Thompson moved and John Harmon seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.065 Challenging courses. The motion passed unanimously.

**Agenda Item 13C. Fetal Alcohol Spectrum Disorder.**

John Harmon moved and Kathleen Yarr seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to regulations 4 AAC 52.130(k) Criteria for determination of eligibility. The motion passed unanimously.

**Agenda Item 13D. Early Literacy Screenings.**

Kathleen Yarr moved and Barbara Thompson seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development repeal 4 AAC 06.713 Early literacy screening. The motion passed unanimously.

**Agenda Item 13E. Teacher Certification.**

Barbara Thompson moved and Kenny Gallahorn seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to regulations 4 AAC 04.210 Highly qualified teachers, 4 AAC 12.300 Certification of teachers, 4 AAC 12.305 Teacher certificate, 4 AAC 12.307 Acceptance of educator preparation programs, 4 AAC 12.308 Approval of in-state educator preparation programs, 4 AAC 12.310 Designation and qualifying scores of teacher competency examination, 4 AAC 12.315 Teachers holding regular or advanced Type A certificates on September 29, 2005, 4 AAC 12.320 Alaska teacher performance review standards; reconsideration, 4 AAC 12.330 Endorsement requirements for teachers providing special education, 4 AAC 12.345 Administrative certificate (Type B); provisional certificate (provisional Type B), 4 AAC 12.346 Type B limited certificate, 4 AAC 12.347 Special education administrator certificate (Type F); provisional certificate (provisional Type F), 4 AAC 12.355 Special service certificate (Type C); provisional Type C, 4 AAC 12.360 Advanced special services certification (Advanced Type C certification), 4 AAC 12.370 Limited certificate (Type M), 4 AAC 12.372 Limited career or technical education certificate (Type M), 4 AAC 12.375 Limited certificate for instructional aide continuing teacher education program, 4 AAC 12.380 Retired teacher certificate (Type R), 4 AAC 12.390 Early childhood education certificate (Type E), 4 AAC 12.395 Teacher endorsements, 4 AAC 12.396 Addition or removal of endorsements, 4 AAC 12.397 Mandating training requirements, 4 AAC 12.400 Emergency special services certificate (emergency Type

C), 4 AAC 12.405 Renewal of certificates, 4 AAC 12.407 Content area examinations), and 4 AAC 12.900 Definitions. The motion passed 6 to 0, with John Harmon abstaining.

**Agenda Item 13F. Participation Guidelines.**

Kenny Gallahorn moved and Barbara Thompson seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.775 Statewide assessment program for students with disabilities. The motion passed unanimously.

**Agenda Item 14A. March Dates.**

The board set March 21-22 as the dates of its March meeting in Juneau.

**Agenda Item 14B. Resolution Regarding District Cooperation.**

Sue Hull moved and Barbara Thompson seconded the following motion: I move the State Board of Education & Early Development approve the proposed resolution encouraging cooperative agreements among school districts. The motion passed unanimously.

**Agenda Item 14C. Minimum Expenditure for Instruction.**

John Harmon moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development approve the proposed resolution supporting the repeal of the statutory requirement under AS 14.17.520, Minimum Expenditure for Instruction that requires districts to spend a minimum of 70 percent of their operating fund on instruction, in acknowledgment that a system of accountability directly tied to student achievement is now in place. The motion passed unanimously.

**Agenda Item 14D. Minimum Student Count.**

Dr. Keith Hamilton moved and Kenny Gallahorn seconded the following motion: I move the State Board of Education & Early Development approve the proposed resolution requesting the Alaska Legislature to not change the minimum student count in the school funding formula.

To amend the main motion, Kenny Gallahorn moved and Kathleen Yarr seconded a motion to remove the phrase “Alaska Native” from the resolution. The amendment passed unanimously.

To amend the main motion, Barbara Thompson moved and Sue Hull seconded a motion to change the wording in the first “whereas” to read: WHEREAS, the State of Alaska has a constitutional obligation to provide a system of public schools open to all children of the state regardless of where they live. The amendment passed unanimously.

The main motion as amended passed unanimously.

**Agenda Item 14E. Career and College Readiness Assessments.**

There was no motion.

**Agenda Item 15. Libraries, Archives, & Museums Report.**

Commissioner Hanley referred the board to a written report.

**Agenda Item 16. Teaching & Learning Support.**

Commissioner Hanley reviewed the written report.

**Agenda Item 17. Assessment & Accountability.**

Margaret MacKinnon, director of Assessment & Accountability, said parent reports for the Alaska Measures of Progress should arrive in the schools in early December. She reviewed her written report.

In response to a question, Ms. MacKinnon said the department does not give personally identifiable information to the U.S. Department of Education.

Sue Hull said the department should provide information that parents and districts really need, while protecting privacy. During teacher evaluations, principals talk to teachers about student achievement without having a cumbersome system.

**Agenda Item 18. Attorney General's Report.**

Assistant Attorney General Luann Weyhrauch reviewed her written report.

**Agenda Item 19. Commissioner's Report.**

Commissioner Hanley said we are at a point of opportunity to set a new path forward regarding involvement from stakeholders and how the department does its work. The Commissioner reviewed the Governor's budget for the department. He said the department is recruiting for directors of Mt. Edgecumbe High School and the Division of Libraries, Archives & Museums. The Commissioner anticipated there will be working groups with stakeholders about implementing the new federal Every Student Succeeds Act.

Sue Hull said there is a concern about whether the department protects the rights of parents and the interests of children. The department needs to build the public's confidence.

**Agenda Item 20. Consent Agenda.**

Barbara Thompson moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the board's Strategic Plan, approval of an extension of the charter of Rilke Schule Charter School, approval of the charter of Anchorage STReAM Charter School, approval of

minutes of the September 16-17, 2015, meeting, approval of minutes of the October 9, 2015, meeting, approval of minutes of the October 26, 2015, meeting, and approval of extending the board's approval of the University of Alaska Fairbanks teacher preparation programs. The motion passed unanimously.

### **Board comments.**

Alec Burris thanked the board for the experience of being on the board. He said he looks forward to the board's strategic plan. He approved of the resolutions and regulations passed by the board. He thanked the three applicants for student-elect.

John Harmon said he appreciates the public's comments, he likes the board's strategic plan, he is glad the Every Student Succeeds Act.

Kathleen Yarr welcomes the new student-elect, Wilfried Zibell. She said she was proud of the work on the fetal alcohol spectrum disorder regulation and urged the board to press on with dyslexia.

Barbara Thompson reviewed meetings of the Alaska Safe Children's Task Force. She thanked the members of the public for their comments and the Anchorage School District for hosting the board meeting.

LTC Noll thanked the staff, the Anchorage School District, and the public who commented.

Kenny Gallahorn thanked the board and department staff. He said the board should move forward with its strategic plan.

Dr. Keith Hamilton thanked the Anchorage School District. He said the Every Student Succeeds Act and the board's strategic plan are opportunities to grow.

Sue Hull noted that there hasn't been a recent meeting with the University of Alaska regents. She urged the department to look at the regulation that prevents retired teachers from working as long-time substitutes.

Chair Fields said the department must figure out when to move fast and when to slow down. The board is ready and willing to help.

The meeting adjourned at 2 p.m.



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

**January 25, 2016**

**From: Mike Hanley, Commissioner**

**Agenda Item: 5D**

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**◆ ISSUE**

The board is being asked to approve its annual report to the legislature.

**◆ BACKGROUND**

- During the 2011 legislative session, Senate Bill 1 was introduced. It requires the State Board of Education & Early Development to provide an annual report to the legislature. The bill was signed by the Governor on June 24, 2011, and became effective on August 25, 2011.
- The bill set out requirements for a report to the legislature to be made no later than the 30<sup>th</sup> legislative day of each regular session and it must be presented in person.
- The bill further set out that the report must describe efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board.
- The legislature added intent language that requested inclusion of the most recent National Assessment of Educational Progress data in the written report.
- Behind this cover memo is the proposed final report of January 2016. It incorporates changes requested by the board at its December 10-11, 2015, meeting.
- Commissioner Hanley will be present to brief the board.

**◆ OPTIONS**

Approve the January 2016 report to the legislature.

Amend and approve the January 2016 report to the legislature.

Seek further information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the January 2016 report to the legislature.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the January 2016 report to the legislature.

# State Board of Education & Early Development

## Report to the Alaska Legislature

January 2016



## **State Board of Education & Early Development**

James Fields, Chair

Sue Hull, First Vice-Chair

Barbara Thompson, Second Vice-Chair

Kenny Gallahorn

Kathleen Yarr

Dr. Keith Hamilton

John Harmon

Alec Burris, student advisor

LTC Chris Nall, military advisor

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**INTENTIONALLY BLANK**

## **Alaska State Constitution education clause**

Section 7.1 - Public Education.

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

## **Mission of the State Board of Education & Early Development**

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

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

Not later than the 30<sup>th</sup> legislative day of each regular session of the legislature, the board shall prepare and present in person to the legislative committees having jurisdiction over education an annual report that describes the efforts of the board to develop, maintain, and continuously improve a comprehensive quality public education system, as provided for under the bylaws of the board. The report must include (1) a summary of the resolves and rationales provided in support of policy decisions made under AS 14.03.015; (2) program and curriculum changes made, discussed, or recommended in meetings held under AS 14.07.125; (3) additional information relevant to efforts made to improve and maintain the public education system.

## **STRATEGIC PRIORITIES**

In 2015, the State Board of Education & Early Development developed strategic priorities to guide the board in its leadership role and focus the department's actions on student achievement as the highest priority. Informed by the perspectives of superintendents, legislators, and school board members, the State Board established three priorities as the foundation of its plan: 1) empower local control of educational decisions; 2) modernize the state's educational system; and 3) ensure high-quality educators for Alaska's children. The strategic priorities are delineated in Appendix A.

## **RESOLUTIONS**

In March, the State Board approved a resolution in support of the legislature naming the new state archives, libraries and museum building now under construction in Juneau after Father Andrew P. Kashevaroff.

In December the State Board approved three resolutions: 1) Supporting no change to the minimum student count for school funding; 2) supporting repeal of the minimum expenditure for instruction; and 3) recommending funding of cooperative arrangement grants as provided in AS 14.14.115.

Copies of the resolutions are in Appendix B.

## **REGULATIONS AND OTHER BOARD ACTIONS**

In March, the State Board amended regulations of the Alaska Performance Scholarship (APS). The board eliminated an obsolete grace period for curriculum requirements; set the same deadline to submit materials for non-public school students and public school students; and extended the eligibility period for students experiencing enrollment delays that are outside of their control.

- In the first two years of the APS, the commissioner could grant a grace period of one extra year of eligibility for a student to meet curriculum requirements after high school graduation. The grace period existed because APS course requirements increased in the program's first two years until reaching the current levels. In those first two years, some students needed more time to take required courses.
- To be equitable, the board set the same deadline to submit materials for non-public school students and public school students.
- A student's APS scholarship money ends six years after high school graduation, unless the student qualifies for a department extension. The board extended the years of

eligibility for students who could not use their scholarship because of enrollment delays outside their control.

In March, the State Board amended regulations to the state assessment system. The board clarified language regarding substitute courses for students with a disability when the disability precludes the taking of regular curricular offerings, and clarified definitions for certificates of achievement and certificates of completion.

- The board clarified that substitute courses are to be set to grade-level standards. Students who use them are on track to receive a high school diploma. The board clarified that such students should take the state's regular standards-based assessments and not assessments intended for students with a severe cognitive disability.
- The board specified that students with a severe cognitive disability may be awarded a certificate of attendance upon completion of their individual educational program goals or at least four years of high school attendance.
- The board defined a certificate of achievement as a certificate earned by students meeting all local graduation requirements but who have not taken a college and career ready assessment (the SAT, ACT, or WorkKeys) and are therefore ineligible for a diploma. This definition aligned with language in AS 14.03.075.

In March, the State Board adopted regulations to permit an alternate route for obtaining a Type B (administrator) certificate with a superintendent endorsement. The board's intent was to encourage a larger pool of applicants for superintendent positions, in light of the many annual vacancies among superintendents. The limited Type B certificate contains many requirements: the applicant must be sponsored by an Alaska school district; have at least five years of full-time work experience in an administrative position; possess a master's degree or higher; and provide two letters of recommendation verifying expertise in key areas. Additionally, in the first three years after receiving a limited Type B certificate, the individual must complete three semester hours of educator evaluation coursework; the district's certificated evaluation system training; three semester hours of Alaska studies; three semester hours in multicultural education/cross-cultural communications; and an approved superintendent endorsement program. During the first two years of the individual's employment, the sponsoring school district must provide him or her with a mentor who is an experienced Alaska superintendent. The limited Type B certificate is valid only in the sponsoring district.

In March, the State Board raised educators' fees for certification and renewals in accordance with intent language from the legislature and in line with state statute. The intent was to cover the annual cost (approximately \$300,000) of operating the Professional Teaching Practices Commission. In recent years, the legislature had used appropriations to cover the commission's cost. For a regular certificate (good for five years), the fee increased from \$125 to \$200. For a lifetime or retired certificate, the fee increased from \$165 to \$240.

In June, the State Board amended regulations regarding student teaching, following recommendations from the Educator Certification Advisory Committee, a 13-member committee

of educators tasked with considering requirements and/or rigor for teacher certification, endorsement, and highly qualified status. The regulations set the minimum amount of time required for student teaching, criteria for serving as a student teacher, and criteria for who may supervise a student teacher.

In June, the State Board established by regulation overlapping four-year terms for members of the Bond Reimbursement and Grant Review Committee appointed by the commissioner, set a limit of two consecutive terms, and provided for vacancies and transition. The committee was created by state statute. The new regulation promotes turnover in the board.

In June, the State Board raised fees for services provided by the State Library, State Archives, and State Museum, and set uniform fees for the three entities. The division can still waive fees when it is in the public interest.

In August, the State Board amended regulations to school and educator accountability in keeping with the state's application to renew its waiver from portions of the federal Elementary and Secondary Education Act (No Child Left Behind).

In September, the State Board amended regulations to allow students who leave high school with a certificate of achievement (because they did not take a career and college ready assessment, as required by state statute) a method of earning a high school diploma. Although the legislature removed this requirement effective June 30, 2016, the high school graduating classes of 2015 and 2016 may contain students who did not receive a diploma solely because they did not take a career and college-ready assessment (SAT, ACT, or WorkKeys) while in high school. The regulations let them take a career and college-ready assessment at their own expense and receive a diploma. Additionally, for the benefit of the graduating class of 2016, the regulations expanded the reasons that a student may receive a waiver from the requirement to take a career and college-ready assessment.

In October, the State Board adopted the ranges of scores for each achievement level in the Alaska Measures of Progress assessment. The ranges of scores were recommended by 128 Alaska educators who examined the assessments in detail. This topic will be covered under Implementing Standards and Assessment on Pages 7-8.

In December, the State Board adopted a regulation to replace the phrase *secondary students* with *students in grades nine through 12* to conform to the same change in state statute, in which school districts are required to provide students in grades 9-12 an opportunity to challenge courses. (Under state law, a secondary school may include grades seven or eight.) School districts remain free to allow students in grades seven and eight to challenge courses.

In December, the State Board repealed the requirement for school districts to administer early literacy assessments to students in kindergarten through third grade. The state no longer funds such assessments. Without repeal, the assessment requirement would be an unfunded mandate.

In December, the State Board adopted a regulation to add fetal alcohol spectrum disorder to the list of health impairments that may render a student eligible for special education and related

services in a category called “child with other health impairments.” The regulation also allowed advanced nurse practitioners to diagnose fetal alcohol spectrum disorder in determining a student’s eligibility for those services. The regulation was requested by health practitioners and vetted by the state’s chief medical officer.

In December, the State Board adopted by reference the most recent edition of the publication *Participation Guidelines for Alaska Students in State Assessments*, that of December 2015, which has been updated to reflect changes in assessments for English language proficiency and science.

In December, the State Board adopted a package of regulations related to teacher certification, including but not limited to:

- The regulation incorporated the training required by a new state law into the certification requirements for initial applications and renewals, effective June 30, 2017. Training must address alcohol and drug-related disabilities; sexual abuse and sexual assault awareness and prevention; dating violence and abuse awareness and prevention; and suicide prevention.
- The regulation provided additional options for content area examinations, including required scores, for the purposes of designating a teacher as highly qualified, obtaining a certificate and initial endorsements, and adding endorsements to a teacher certificate.
- The regulation expanded the list of competency examinations to include the National Evaluation Series Essential Academic Skills, the SAT, and the ACT.
- The regulation reduced the number of required fingerprint cards to be submitted with an application from two to one.

## **The 70% Instruction Requirement**

AS 14.17.520 requires school districts to budget for and spend at least 70% of their school operating budgets each fiscal year on instruction. AS 14.17.520(d) allows a district that is unable to comply with the requirement to request a waiver from the board. The board may grant the waiver if it determines that the district’s failure “was due to circumstances beyond the control of the district.”

In March, the State Board granted waivers to the Cordova, Klawock, and Southwest Region school districts after their audited expenses for fiscal year 2014 showed that they did not meet the 70% threshold, although they had budgeted to do so.

In October, the State Board granted waiver to 24 districts that did not budget for at least 70% of their operating funds to go toward instruction in fiscal year 2015. The districts are: Alaska Gateway, Bristol Bay Borough, Chatham, Copper River, Hoonah, Hydaburg, Iditarod, Kake,

Kashunamiut, Klawock, Lake and Peninsula Borough, Nome, North Slope Borough, Northwest Arctic, Pelican, Pribilof, Saint Mary's, Skagway, Southeast Island, Tanana, Wrangell, Yakutat, Yukon Flats, and Yupiit. Eight of the districts have operating budgets of less than approximately \$3 million. Twelve of the districts have operating and maintenance budgets at or above 20%.

## **New Officers, Members and Staff**

The State Board elected James Fields as Chair, Sue Hull as First Vice-Chair, and Barbara Thompson as Second Vice-Chair, effective July 1, 2015, through June 30, 2016. John Harmon of Palmer and Dr. Keith Hamilton of Soldotna were appointed to the board. Alec Burris of Wasilla joined the State Board in July 2015 as student advisor for a one-year term.

The State Board approved Shawn Sypeck as its executive secretary.

## **Charter School Applications**

In March, the State Board approved renewals of the charters for American Charter Academy (Wasilla), Academy Charter School (Palmer), and Effie Kokrine Charter School (Fairbanks).

In June, the State Board approved the initial charter for PAIDEIA Cooperative School (Anchorage) and renewal of the charter for Midnight Sun Family Learning Center (Wasilla) and Juneau Community Charter School.

In December, the State Board approved renewal of the charter for Rilke Schule Charter School (Anchorage) and the initial charter for Anchorage STReAM Charter School.

In 2015, the State Board approved all requests for charters that it received. All such requests had been approved first by the applicants' local school board.

# SIGNIFICANT STEPS

## Implementing Standards and Assessments

Students in grades 3 through 10 take the Alaska Measures of Progress (AMP), which assesses students' understanding of the state's standards for English language arts and mathematics.

Alaska's current standards, adopted in June 2012, are the state's first to be based on the ideal of high school graduates academically ready for career training, the military, union apprenticeships, and postsecondary education.

Students first took AMP in spring 2015. The administration of these first computer-based tests was successful overall, and approximately 96% of eligible students statewide participated in the assessments.

Before releasing the assessment results, score ranges for the four achievement levels had to be determined and then adopted by the State Board into regulation.

Over 100 Alaskan educators met in July to recommend the score ranges for AMP's four achievement levels. The State Board met in August and sent out for public comment the educator-recommended score ranges. The State Board adopted those score ranges on October 9.

Statewide results from AMP's first administration reflected that approximately 35% of students met the standards in English language arts and approximately 31% met the standards in mathematics. In the first year of a challenging assessment that measures higher standards, these results were not unexpected. They are comparable to results for Alaska's students on the National Assessment of Educational Progress (NAEP). Over time, as teachers and students become more familiar with the new standards, the department anticipates that results will improve.

The first year's results for districts, schools, and students were released in mid-November. In the future, results will be released much earlier in the school year. For more information on the assessments, see Page 15; for statewide results, see Appendix C; and for district and school results, go to <https://education.alaska.gov/TLS/Assessments/Results/results2015.html>

### Concerns and responses

The department expected to release results for districts and schools in mid-October. However, the release was delayed because of concerns about data accuracy and formatting. The department is working with the vendor to resolve these issues for the 2016 assessments.

Additionally, superintendents have expressed concern that the reports about individual students, which are the reports that go to parents, do not provide information that is useful for guiding instruction.

Superintendents also expressed concern that the proposed addition of performance tasks to AMP this spring would make administering the tests more time-consuming. Performance tasks consist of short written essays and multi-step math problems. In response, the department will not implement performance tasks this spring.

In November, the department met with a working group of superintendents from the Alaska Superintendents Association to discuss concerns about the AMP reports and the benefits and consequences of gaining more data from the assessment, which might require adjustments to the assessment program. The department and superintendents also discussed solutions to delays in releasing assessment results.

A follow-up meeting is scheduled for January 2016 for the department and the test vendor to meet with superintendents to discuss how to improve the AMP reports, options for additional data from AMP, all proposed components of AMP, and options to provide a comparison of performance of Alaska's students to those in other states.

The department will continue to work with superintendents and other stakeholders through the coming months to determine how to improve Alaska's assessment system for the current year and to consider any changes based on the passage of the Every Student Succeeds Act.

### What AMP tests

AMP's reading questions require students to read and understand both fiction and nonfiction, identify central ideas, decide what words mean, and use evidence from the text to support their conclusions. Questions about writing require students to edit and revise texts by putting sentences into logical order, correcting errors in the choice of words, and correcting grammar, punctuation, and spelling.

AMP's mathematics tests require students to explain and apply math concepts and carry out math procedures with precision; solve a range of complex problems; and analyze complex real-world situations and use math models to solve problems.

AMP scores are just one source of information to help parents and educators decide whether students need more support in English language arts and mathematics. Together, parents and teachers look at the whole student. Students cannot be reduced to a standardized test score. Yet tests have their place in understanding student achievement.

AMP does not replace a teacher's classroom tests. Both types of tests have value. In classroom tests, teachers can quickly check whether students have learned recent lessons. Teachers can adjust instruction in response. Teachers will continue to give homework, classroom assignments, and tests. Teachers will continue to observe students and talk to parents.

AMP gives parents an objective check once a year to see how well their students are meeting the standards. As well, parents can check progress from year to year. Parents also can compare their students with the average performance of other students in their school, district, and state.

The public, educators, and policymakers get a snapshot of how well schools, districts, and the state are meeting the new standards, not only for students as a whole but for subgroups of students such as students with disabilities.

### Student reports

AMP is an end-of-the-year assessment that measures students' cumulative knowledge and skills, just like a high school course's final exam. AMP's student reports do not provide a score for each of the dozens of standards in a grade and subject. Alaska's standards-based assessments have never done so. To do so would require a very long test. Rather, AMP's student reports provide data overall and broken down into subscores for several main areas.

In mathematics, subscores are given for four main areas: concepts and procedures, problem solving, communicating and reasoning, and modeling and data analysis. In English language arts, subscores are given in reading literature, reading informational texts, and writing.

Student reports also provide details about the skills and knowledge represented by the student's achievement level. For example, a parent of a 4<sup>th</sup>-grader who scored in Level 2 in mathematics would learn that his or her student can use operations to solve one-step problems involving fractions or an unknown number; determine if two fractions are multiples of each other by using multiplication or division; read, write and compare multi-digit whole numbers and compare the rounded versions in different forms; compare fractions and recognize if they are equivalent and then put them into decimal form; and construct visual models to represent problems and equations.

### Tools for educators

The AMP assessment program will include tools to help educators evaluate students while instruction is taking place. These optional classroom tools are free to educators.

In the 2015-2016 school year, Alaska began offering schools short tests with nine to 10 questions that measure student learning on standards. Beginning in 2016-2017, teachers will be able to bundle short tests into a custom interim assessment that will better match the pace of instruction used in their school. By 2017-2018, teachers will be able to use interim assessments to predict how students will perform on AMP and to determine instructional support for students.

This school year, a small pool of educators is piloting additional classroom resources, including ways to elicit how a student perceives or interprets a question. The teacher then can identify misconceptions or errors and provide instructional support. The first phase will be released statewide in 2016-2017. More resources to assist instruction will be added in the future.

The department's website includes many resources to help educators understand student reports. See Appendix D for a list of resources. The resources are available at <https://education.alaska.gov/tls/Assessments/AMPResults/AMPResultsToolkit.html>

## **The Every Student Succeeds Act**

In mid-December 2015, Congress passed and the president signed into law the Every Student Succeeds Act (ESSA), which is authorized for four years. ESSA replaces both the original No Child Left Behind Act of 2002 (NCLB) and the Obama administration's waiver program under NCLB.

Alaska has operated under a waiver since the 2013-2014 school year and will continue to do so this school year. But the waiver expires August 1, 2016, and Alaska then will have to meet the requirements of ESSA.

It is expected that states will submit to the U.S. Department of Education their plans for standards, assessments, and accountability under ESSA in fall 2016.

ESSA requires states to have challenging standards in reading or language arts, math, and science, and to have assessments aligned to those standards. The standards must be aligned with the entrance requirements for credit-bearing courses in states' public universities.

Like NCLB, the new law requires states to assess students in reading or language arts and in math in grades three through eight and once in high school, and in science once in elementary school, middle school, and high school.

ESSA offers two new assessment options. States are allowed to give an end-of-the-year assessment (a summative assessment) or multiple assessments during the school year (interim assessments) that result in a summative score. In lieu of a state assessment in high school, districts can use a nationally recognized high school assessment (such as SAT or ACT) approved by the state if that assessment measures the state's standards.

Like NCLB, the new law requires states to break out assessment results for schools as a whole and for subgroups of students (English language learners, students in special education, ethnicity, and economically disadvantaged students).

ESSA requires states to create and operate a school accountability system, using criteria that includes students' test scores, graduation rates for high schools, and at least one other state-determined indicator of school quality or student success. The system may include a measure of student growth. Alaska has operated its own school accountability system under the waiver, but the state is free to make changes and submit a new plan to the U.S. Department of Education.

States can have assessment opt-out laws. Yet ESSA requires an assessment participation rate of at least 95 percent. In its school accountability system, states will have to decide how to account for a participation rate of less than 95 percent.

ESSA gives states discretion in 1) setting long-term goals for student proficiency, English language learners' proficiency, and graduation rates; 2) deciding what to hold schools and districts accountable for; and 3) deciding how to intervene in low-performing schools.

ESSA requires states and districts to use locally developed, evidence-based interventions in the bottom 5 percent of schools and in schools in which less than two-thirds of students graduate. States also must flag for districts schools in which subgroup students are chronically struggling. States will monitor districts' interventions in struggling schools.

Unlike the waiver, ESSA does not require states to evaluate teachers and principals based on data about student achievement. Requirements for teachers to be highly qualified, a term of art under NCLB, no longer exist. However, teachers must meet state-defined certification requirements.

The U.S. Department of Education has a year from the date of enactment to issue final regulations. It will not be clear until then what level of authority over standards, assessments, accountability systems, and interventions the U.S. Department of Education will assert.

ESSA gives states 18 months to align their school accountability system to the law's requirements and begin identifying schools in need of intervention. Thus, the states' new accountability systems will take effect at the beginning of the 2017-2018 school year.

## **Renewal of Alaska's Federal Waiver from No Child Left Behind**

In July, the federal government extended Alaska's waiver from major portions of the Elementary and Secondary Education Act (No Child Left Behind). Alaska's renewed waiver gave the state and school districts additional flexibility to implement school and educator accountability. With the signing into law of the federal Every Student Succeeds Act in December 2015, the waiver will not apply after August 1, 2016.

## **Alaska Statewide Mentoring Project**

The Alaska Statewide Mentor Project, a partnership of the department and the University of Alaska, has been serving school districts since the 2004-2005 school year. One of its main goals is to improve teacher retention, particularly in rural districts, so that students can benefit from experienced teachers.

Since the project began, mentors have served in 52 of Alaska's 54 districts in over 80% of Alaska's approximately 500 public schools. For 2015-16, 30 mentors are serving 328 early career teachers in 188 schools within 28 school districts. The state funds 12 mentors (nine full-time, three part-time) in 23 rural districts. The remaining mentors are funded through external sources. A federal Investing In Innovation grant funds a study that evaluates the effectiveness of ASMP in five urban districts; it supports fourteen mentors (10 urban and four rural). The

remaining four rural mentors are funded through two other federal grants. See <http://www.alaskamentorproject.org/>

## **OTHER DEPARTMENT FUNCTIONS**

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

Mt. Edgecumbe is the state-operated residential school in Sitka. The State Board serves as the Mt. Edgecumbe board. Parents and others participate on an advisory board. In June, the State Board approved a policy, as required by state statute, concerning restraint and seclusion of students. The board also approved a policy regarding land use.

In fall 2015, 431 students from 104 villages throughout Alaska attended Mt. Edgecumbe. Sixty-two percent of the student body is female. Alaska Native students compose 84% of the student population; 12% are Caucasian; and 2% are mixed ethnicity. Seventy-two percent of students meet federal guidelines for free and reduced-price lunches.

Mt. Edgecumbe freshmen and sophomores take the state's standards-based assessments (Alaska Measures of Progress) in English language arts and mathematics: In language arts, 27.6% of freshmen and sophomores met the standards, and in math 25.52% met the standards. The remaining students partially met the standards, to varying degrees.

The school's four-year graduation rate last school year was 100%. (This does not include students who transferred out of MEHS and attended another school.) Mt. Edgecumbe's attendance rate was 89%.

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

The council supports educators, artists, community-based organizations and statewide partners in delivery of arts education in school and community settings. The council awards funding to Alaskan schools, districts, educators and arts/community-based organizations in several categories. Other grants to communities also serve students through school outreach and education programs provided by Alaskan arts and culture organizations.

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

The State Libraries, Archives & Museums Building, now under construction, will place the Alaska State Museums, the Alaska State Archives, and the Alaska State Libraries in one facility at the site of the current State Museum. The new building is scheduled to open in April 2016. See <http://lam.alaska.gov/slam>.

Libraries, Archives & Museums benefits lifelong and K-12 education. Examples are:

- Live Homework Help monitors live tutoring for students in grades 4 to early college, seven days a week, from noon to 2 a.m. Use has grown exponentially in the past six years. See <http://sled.alaska.edu/homework>.
- Alaska's Digital Archives shares historical Alaskan videos, photographs and documents for students and researchers. See [www.vilda.education.edu](http://www.vilda.education.edu)
- In Alaska's Digital Pipeline are hundreds of full-text online books, magazines, newspapers and other research resources specifically targeted to elementary, middle school, high school, and college student academic needs. See <http://sled.alaska.edu/databases/>.
- Many school districts' Alaska Native language materials are scanned and available online.

### **Alaska Professional Teaching Practices Commission**

The Professional Teaching Practices Commission governs educators' ethical and professional standards and educators' compliance with state law and contractual obligations. The commission reports by fiscal year, not calendar year. In fiscal year 2015 it accepted 83 cases. Of 15 final orders, in which educators were sanctioned, 10 were for professional misconduct, four for violating a contract, and one for criminal conduct that was not drug-related. See [https://education.alaska.gov/ptpc/pdf/2015\\_annual\\_report.pdf](https://education.alaska.gov/ptpc/pdf/2015_annual_report.pdf)

# SCHOOL AND STUDENT DATA

## School Accountability System

The Alaska School Performance Index (ASPI) measures schools by a combination of data: student achievement on the state’s English language arts and math assessments; growth in the school’s student body in those assessments from the prior year; and attendance. Schools with high school students also are measured by graduation rates and student performance on college-ready assessments such as the SAT and ACT.

Because the 2014-2015 school year was the first year of the state’s new assessment, the Alaska Measures of Progress, the state does not have two consecutive years of comparable data about student achievement. Student growth from year to year is a significant factor in how schools are rated under ASPI. Consequently, the state will not issue new ratings for schools this school year. See <http://education.alaska.gov/aspi/>.

## Graduation and Dropout Rates

**In 2015, the preliminary five-year graduation rate was 78.3%.** This refers to a cohort of students who were 9<sup>th</sup>-graders five school years previously. Many graduated in four years, but others needed all or part of a fifth year. The five-year rate reflects more accurately than the four-year rate the percentage of 9<sup>th</sup>-graders that do get a diploma.

All states report a four-year graduation rate for cohorts of students. Alaska has been reporting this data since the 2010-2011 school year. A student who entered 9th grade in the 2011-2012 school year would be in the 2015 cohort. Cohorts also include transfers into an Alaska public school.

The graduation rate is calculated as the number of graduates in the cohort who receive a regular diploma by June 30, divided by the number of all students assigned to the cohort. With the repeal of the Alaska High School Graduation Qualifying Exam, more students are receiving a diploma.

	4-yr. graduation rate	Graduate count*
2011	68.0%	8,064
2012	69.4%	7,987
2013	71.8%	7,795
2014	71.2%	7,672
2015	75.6%	8,251

\*Graduate count is the number of students who graduated with a regular diploma during the school year (July 1-June 30). It includes fifth-year graduates.

Dropout rates are calculated by dividing the total number of students dropping out of public school, in grades 7-12, by the October 1 enrollment count for all students in grades 7-12.

**Preliminary information for the 2014-2015 school year shows a grade 7-12 dropout rate of 3.68%** compared to 4.0% in 2013-2014. The dropout rate generally has declined from 6.0% in 2004-2005.

## **State Assessment Results**

Students in grades 3 to 10 take the Alaska Measures of Progress (AMP), which assesses students' understanding of the state's standards for English language arts and mathematics.

Students score on a scale that is divided into four achievement levels, 1 to 4, from low to high. Students in Level 3 and Level 4 are meeting the standards. Students in Level 1 and Level 2 are partially meeting the standards, to varying degrees.

AMP is not a pass/fail test. Test scores do not affect grades, graduation, or promotion from one grade to another.

After a review by 200-plus Alaska educators, the state adopted English language arts and mathematics standards in June 2012 that are much higher than our former standards. Because of that, AMP is a more challenging test than the state's former test, the Standards Based Assessment (SBA). Results from AMP are not comparable to results from SBA. AMP measures different standards, using different questions and a different scoring system.

Students' scores on AMP in 2015 will serve as a baseline. As students take AMP in future years, we can see whether they are growing in their English language arts and mathematics skills. We are asking students to meet higher expectations. Over time, as students and teachers work with the standards, scores should rise.

For statewide results see Appendix C in this report, and for district and school results go to <https://education.alaska.gov/TLS/Assessments/Results/results2015.html>

## **National Assessment of Educational Progress**

Every two years the U.S. Department of Education, through the National Assessment of Educational Progress (NAEP), tests large samples of 4<sup>th</sup>-graders and 8<sup>th</sup>-graders in each state in reading and math. The most recent NAEP results were released in 2015.

NAEP's state and nationwide results are presented as average scores on a scale of 000 to 500. The "scale scores" fall into four categories of achievement as defined by NAEP: advanced, proficient, basic, and below basic. Thus, NAEP also reports the percentage of students who fall within those categories of achievement.

NAEP's definition of proficiency is rigorous. In NAEP, *basic* refers to partial mastery of the subject. *Proficient* refers to competency in challenging material, including knowledge, application, and analytical skills. *Advanced* is superior performance.

- In no state did 51% or more of students score proficient or advanced on the 4<sup>th</sup>-grade reading assessments.
- In no state did 47% or more of students score proficient or advanced on the 8<sup>th</sup>-grade reading assessments.
- In no state did 54% or more of students score proficient or advanced on the 4<sup>th</sup>-grade math assessments.
- In no state did 52% or more of students score proficient or advanced on the 8<sup>th</sup>-grade math assessments.

The following data, comparing Alaska results to the national average, are from the results released in 2015. Alaska's performance on the NAEP is poor. It is similar to the national average because that also is poor. Some states perform notably better than Alaska and the national average. The department has cited Alaska's performance on NAEP as one indication of the need to implement higher standards in English language arts and math.

#### Math

Alaska 4<sup>th</sup> grade: 78% basic or above; 35% proficient or above; 6% advanced.  
Nation 4<sup>th</sup> grade: 81% basic or above; 39% proficient or above; 7% advanced.  
Alaska's average scale score is 236. The national average is 240.

Alaska 8<sup>th</sup> grade: 71% basic or above; 32% proficient or above; 7% advanced.  
Nation 8<sup>th</sup> grade: 70% basic or above; 32% proficient or above; 8% advanced.  
Alaska's average scale score is 280. The national average is 281.

#### Reading

Alaska 4<sup>th</sup> grade: 61% basic or above; 30% proficient or above; 6% advanced.  
Nation 4<sup>th</sup> grade: 68% basic or above; 35% proficient or above; 8% advanced.  
Alaska's average scale score is 213. The national average is 221.

Alaska 8<sup>th</sup> grade: 71% basic or above; 31% proficient or above; 3% advanced.  
Nation 8<sup>th</sup> grade: 74% basic or above; 32% proficient or above; 3% advanced.  
Alaska's average scale score is 260. The national average is 264.

For more information, see <https://nces.ed.gov/nationsreportcard/>

**Appendix A**  
**State Board of Education & Early Development**  
**Strategic Plan**

## Guiding Principles

### The Alaska State Board of Education & Early Development will:

- Provide leadership that supports high expectations for Alaska's students and educational system.
- Support ideas and initiatives that are actionable.
- Establish trust and credibility among every stakeholder and partner involved in the process of improving student achievement.
- Be honest and transparent.

## Members of the State Board of Education & Early Development

### James Fields

State Board Chair, REAA Representative

### Sue Hull

First Vice-Chair, Fourth Judicial District

### Barbara Thompson

Second Vice-Chair, Public-at-Large

### Kathleen Yarr

First Judicial District

### Kenny Gallahorn

Second Judicial District

### John Harmon

Third Judicial District

### Dr. Keith Hamilton

Public-at-Large

### LTC Chris Nall

Military Advisor

### Alec Burris

Student Advisor

## Alaska State Board of Education Strategic Priorities



EDUCATION  
& EARLY DEVELOPMENT  
education.alaska.gov

801 West 10th Street, Suite 200,  
Juneau, AK 99811 • 907-465-2800

## Strategic Priorities—Detail

### Strategic Focus

Student achievement must be the focus of Alaska's education system. Ensuring that students are prepared to succeed in a rapidly changing world respects the public funds invested and secures Alaska's future. With student achievement as its highest priority, in June 2015 the State Board of Education & Early Development began the process of revising its strategic plan to guide its leadership as well as the actions of the Alaska Department of Education & Early Development. Informed by the perspectives of superintendents, legislators, and school board members, the State Board established three priorities as the foundation of its strategic plan.

Alaska's neediest schools replace, on average,

**1 out of 4** teachers annually.

#### PRIORITY 1

### Empower local control of educational decisions.

Alaska maintains a strong commitment to local governance of public schools. The Department of Education & Early Development strives to support districts and to facilitate improvement without unnecessary or intrusive mandates to local governance, while recognizing its responsibility to monitor compliance with state and federal law.

- Facilitate strong partnerships with and among school districts, educational organizations, and other education stakeholders in pursuit of educational excellence.
- Improve the process for input and feedback regarding State Board decisions.
- Scrutinize existing state mandates to eliminate unnecessary and/or unfunded mandates when possible and be able to fully justify any additional mandates imposed on school districts.

**67%** of surveyed superintendents responded that EED should **facilitate improvement** without unnecessary or intrusive mandates that undermine local governance.

#### PRIORITY 2

**Modernize the state's educational system.** Young people learn best when the school system adapts to each student instead of the student adapting to the system. Expanding beyond one-size-fits-all education to multiple options and increased flexibility can personalize education to meet individual needs and better prepare students for the workplace or post-secondary education. Innovative approaches to education, including effective use of technology, may accelerate learning while cutting costs and expanding opportunity.

- Increase and incentivize options and flexibility to personalize the educational experience for students.
- Promote innovative use of technology in order to increase access to high-quality coursework, improve efficiency, and amplify learning.
- Encourage and support innovative approaches to expand opportunity to overcome Alaska's educational challenges.

An education focused on students' needs and interests can increase student achievement including Alaska's **78%** five-year graduation rate.

#### PRIORITY 3

**Ensure high-quality educators for Alaska's children.** Teachers and school leaders are two of the most important in-school contributors to student achievement. Every student deserves to be taught by skillful, effective teachers and every teacher deserves the support of skillful, dedicated administrators. The recruitment, retention, and continuous improvement of teachers and administrators are an ongoing challenge for Alaska's public schools. The State Board of Education & Early Development is committed to partnership and leadership toward ensuring high-quality educators for Alaska's students.

- Develop state policy strategies for improving recruitment of high-quality teachers and administrators.
- Advocate for mentoring/coaching programs to support early-career teachers and administrators.
- Partner with the University of Alaska to improve teacher preparation, recruitment, and retention.
- Identify partnering opportunities to support ongoing, high-quality professional learning for teachers and administrators.

**Appendix B**  
**State Board of Education & Early Development**  
**Resolutions**



## **RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT**

To name the SLAM building

### **Resolution 01-2015**

**WHEREAS**, the Alaska Historical Museum and Library was established by an Act of Congress in 1900; and

**WHEREAS**, in 2016 the Division of Libraries, Archives & Museums in the Alaska Department of Education & Early Development is scheduled to open a state-of-the-art building to house, protect, and exhibit its collections; and

**WHEREAS**, Alaska Territorial Governor Thomas Riggs Jr. appointed the Most Reverend Andrew P. Kashevaroff as the first Museum Curator and Historical Librarian in 1919 and he served as such until his death in 1940; and

**WHEREAS**, Fr. Kashevaroff was a vocal and energetic advocate for the museum and library and is fondly remembered as the institution's "Founding Father"; and

**WHEREAS**, Fr. Kashevaroff was a descendent of Russian explorers and the Alutiiq people of the Kodiak region; and

**WHEREAS**, Fr. Kashevaroff's family connections, skill in languages, and experience working within Russian and Alaskan Native cultures afforded him special access to both cultures, a benefit to the library and museum; and

**WHEREAS**, Fr. Kashevaroff acquired hundreds of Russian objects and publications, and thousands of Alaska Native artifacts for the library and museum; and

**WHEREAS**, Fr. Kashevaroff was the leading historian of the Alaska Territory of the time and a highly respected scholar, educator, Russian Orthodox priest, and musician; and

**WHEREAS**, Fr. Kashevaroff took a serious approach to the study of Alaska's history and ethnology, holding himself and others to a high standard of professionalism and accuracy, assisting both amateur and professional scholars who needed information on Alaska; and

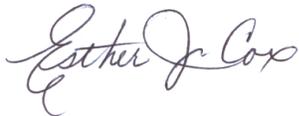
**WHEREAS**, Fr. Kashevaroff's own research, much of which is yet unpublished, focused upon Alaska, most specifically Tlingit culture, church history and specific objects within the museum's and library's collections; and

**WHEREAS**, Fr. Kashevaroff was the first to open the museum and library to the public, personally welcoming tourists, assisting researchers and encouraging children to visit and explore the museum and library; and

**WHEREAS**, Fr. Kashevaroff was the first exemplar of the scope and commitment of the Division of Libraries, Archives & Museums to protect and share Alaska's history and culture collaboratively across disciplines, so that visitors of all ages and from all walks of life can learn more about Alaska;

**NOW, THEREFORE, BE IT RESOLVED**, that the State Board of Education & Early Development recommends that the new State Library, Archives and Museum building under construction in Juneau be named the Father Andrew P. Kashevaroff State Library, Archives and Museum.

ADOPTED March 20, 2015

A handwritten signature in cursive script, reading "Esther J. Cox".

Esther Cox, Chair,  
On behalf of the State Board of Education & Early Development



**RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT**

in support of Cooperative Arrangement Grants

**Resolution 02-2015**

**WHEREAS**, the Alaska Department of Education & Early Development and Alaska's school districts intend to provide educational services in the most efficient and economical manner practicable; and

**WHEREAS**, Alaska Statute 14.14.115 encourages cooperation between school districts to provide more efficient or economical administrative or educational services by providing for a one-time cooperative arrangement grant up to \$100,000; and

**WHEREAS**, school districts continue to seek opportunities to cooperate to provide more efficient and economical administrative and educational services, and grants can incentivize further efforts; and

**WHEREAS**, school districts continue to enter into cooperative arrangements to provide more efficient and economical administrative services, and grants can incentivize further efforts; and

**WHEREAS**, school districts enter into cooperative arrangements to provide boarding and educational services to secondary students in other districts;

**NOW, THEREFORE, BE IT RESOLVED**, the State Board of Education & Early Development recommends funding for the one-time cooperative arrangement grants to be administered by the department in amounts up to \$100,000, as provided in Alaska Statute 14.14.115.

ADOPTED December 11, 2015

A handwritten signature in black ink, appearing to be "James Fields".

James Fields, Chair  
On behalf of the State Board of Education & Early Development



## **RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT**

To recommend repeal of the minimum expenditure for instruction

### **Resolution 3-2015**

**WHEREAS**, the State of Alaska now has in place a system of accountability for schools and school districts; and

**WHEREAS**, the accountability system uses assessments to measure school and school district progress in English language arts and mathematics in subgroups of students and in the student body as a whole in grades 3 through 10; and

**WHEREAS**, the accountability system is accompanied by regulations specifying actions that schools and districts must take to improve; and

**WHEREAS**, the Alaska Department of Education & Early Development has in place programs and services designed to assist schools and districts to improve; and

**WHEREAS**, since 1998 Alaska Statute 14.17.520 requires that at least 70 percent of school districts' operating fund expenditures be spent on instruction; and

**WHEREAS**, the districts and department consume staff time each year reviewing districts' instructional budgets, expenditures and requests for waivers, and preparing an annual report to the legislature; and

**WHEREAS**, the minimum expenditure requirement also places a burden on the Legislative Budget & Audit Committee to review the districts' waiver requests; and

**WHEREAS**, the department has seen that nearly all districts that request waivers are heavily affected by rising fixed costs in necessary non-instructional areas such as heating; and

**WHEREAS**, data over time has shown that from one year to the next there is a consistent number of districts that request a waiver; and

**WHEREAS**, local stakeholders provide budget oversight;

**NOW, THEREFORE, BE IT RESOLVED**, the State Board of Education & Early Development recommends the repeal of the statutory requirement at AS 14.17.520 that requires districts to spend a minimum of 70 percent of their operating funds on instruction, in acknowledgement that a system of accountability directly tied to student achievement is now in place.

ADOPTED December 11, 2015

A handwritten signature in black ink, appearing to be 'James Fields', with a long horizontal flourish extending to the right.

James Fields, Chair  
On behalf of the State Board of Education & Early Development



## **RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT**

Supporting no change to the minimum student count for school funding

### **Resolution 4-2015**

**WHEREAS**, the State of Alaska has a constitutional obligation to provide a system of public schools open to all children regardless of where they live; and

**WHEREAS**, the current funding formula provides funding for a separate school when a community has a minimum student count of ten Average Daily Membership; and

**WHEREAS**, the legislature may consider increasing the minimum student count for school funding to 25 which would affect nearly 60 schools in over two dozen school districts in order to reduce state spending on education; and

**WHEREAS**, increasing the minimum student count causes significant disruption and economic impact on rural communities; and

**WHEREAS**, in comparison to the disruption and economic impact in small communities significant savings have not been identified from increasing the minimum student count for school funding; and

**NOW, THEREFORE, BE IT RESOLVED**, the State Board of Education & Early Development respectfully requests the Alaska Legislature to continue the current minimum student count for school funding.

ADOPTED December 11, 2015

A handwritten signature in black ink, appearing to be "James Fields".

James Fields, Chair  
On behalf of the State Board of Education & Early Development

## **Appendix C**

### **AMP assessment results**

State of Alaska



**Department of Education & Early Development**  
**(<https://education.alaska.gov/>)**

STATE OF ALASKA ([HTTP://ALASKA.GOV](http://alaska.gov)) > EED (/) > TLS (/TLS/) > ASSESSMENT, ACCOUNTABILITY & STUDENT INFORMATION  
 (/TLS/ASSESSMENTS/) > ASSESSMENT RESULTS (/TLS/ASSESSMENTS/RESULTS.HTML) > 2015 ALASKA MEASURES OF PROGRESS (AMP)

# 2015 Alaska Measures of Progress (AMP)

## PRELIMINARY 2015 DATA

### Statewide Results

#### All Grades

Subject	Meets the Standards		Partially Meets the Standards		Total Tested
	Level 4	Level 3	Level 2	Level 1	
	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	
ELA <sup>2</sup>	3,287 / 4.51%	22,047 / 30.25%	26,297 / 36.08%	21,258 / 29.16%	72,889
Math <sup>2</sup>	3,986 / 5.47%	18,725 / 25.70%	33,592 / 46.10%	16,568 / 22.74%	72,871

#### Grade 3

Subject	Meets the Standards		Partially Meets the Standards		Total Tested
	Level 4	Level 3	Level 2	Level 1	
	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	
ELA <sup>2</sup>	873 / 9.06%	2,535 / 26.32%	1,731 / 17.97%	4,493 / 46.65%	9,632
Math <sup>2</sup>	1,165 / 12.07%	2,747 / 28.47%	3,992 / 41.37%	1,746 / 18.09%	9,650

#### Grade 4

Subject	Meets the Standards		Partially Meets the Standards		Total Tested
	Level 4	Level 3	Level 2	Level 1	
	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	
ELA <sup>2</sup>	843 / 8.96%	2,918 / 31.03%	1,791 / 19.04%	3,853 / 40.97%	9,405
Math <sup>2</sup>	778 / 8.27%	2,870 / 30.50%	4,473 / 47.53%	1,290 / 13.71%	9,411

**Grade 5**

Subject	Meets the Standards		Partially Meets the Standards		Total Tested
	Level 4	Level 3	Level 2	Level 1	
	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	
ELA <sup>2</sup>	380 / 4.13%	3,491 / 37.96%	2,375 / 25.83%	2,950 / 32.08%	9,196
Math <sup>2</sup>	407 / 4.42%	2,775 / 30.15%	4,558 / 49.53%	1,463 / 15.90%	9,203

**Grade 6**

Subject	Meets the Standards		Partially Meets the Standards		Total Tested
	Level 4	Level 3	Level 2	Level 1	
	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	
ELA <sup>2</sup>	276 / 3.06%	3,099 / 34.40%	3,736 / 41.47%	1,899 / 21.08%	9,010
Math <sup>2</sup>	706 / 7.83%	2,170 / 24.06%	4,597 / 50.96%	1,547 / 17.15%	9,020

**Grade 7**

Subject	Meets the Standards		Partially Meets the Standards		Total Tested
	Level 4	Level 3	Level 2	Level 1	
	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	
ELA <sup>2</sup>	311 / 3.47%	2,374 / 26.45%	4,219 / 47.01%	2,070 / 23.07%	8,974
Math <sup>2</sup>	218 / 2.43%	2,449 / 27.29%	4,863 / 54.20%	1,443 / 16.08%	8,973

**Grade 8**

Subject	Meets the Standards		Partially Meets the Standards		Total Tested
	Level 4	Level 3	Level 2	Level 1	
	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	
ELA <sup>2</sup>	198 / 2.16%	2,653 / 28.95%	4,512 / 49.24%	1,801 / 19.65%	9,164
Math <sup>2</sup>	136 / 1.48%	2,226 / 24.27%	5,771 / 62.93%	1,037 / 11.31%	9,170

**Grade 9**

Subject	Meets the Standards		Partially Meets the Standards		Total Tested
	Level 4	Level 3	Level 2	Level 1	
	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	
ELA <sup>2</sup>	279 / 3.08%	2,687 / 29.69%	3,962 / 43.77%	2,123 / 23.46%	9,051
Math <sup>2</sup>	343 / 3.80%	2,024 / 22.42%	3,103 / 34.37%	3,557 / 39.40%	9,027

**Grade 10**

Subject	Meets the Standards		Partially Meets the Standards		Total Tested
	Level 4	Level 3	Level 2	Level 1	
	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	Count / Percent <sup>1</sup>	
ELA <sup>2</sup>	127 / 1.50%	2,290 / 27.08%	3,971 / 46.96%	2,069 / 24.46%	8,457
Math <sup>2</sup>	233 / 2.77%	1,464 / 17.39%	2,235 / 26.55%	4,485 / 53.29%	8,417

\* Results cannot be published without releasing personally identifiable information.

<sup>1</sup>The percentage of students at each achievement level only includes students who participated in the content assessment.

<sup>2</sup>ELA = English Language Arts; Math = Mathematics

## **Appendix D**

### **AMP tool kit for educators**

State of Alaska



## Department of Education & Early Development (<https://education.alaska.gov/>)

STATE OF ALASKA ([HTTP://ALASKA.GOV](http://alaska.gov)) > EED (/) > TLS (/TLS/) > ASSESSMENT, ACCOUNTABILITY, & STUDENT INFORMATION  
(/TLS/ASSESSMENTS/) > AMP RESULTS TOOL KIT

# AMP Results Tool Kit

Information to help educators and parents understand and use the reports and results from the 2015 AMP assessment.

## Understanding AMP Reports

AMP Reports: Overview of Components for Educators

(AMPReports\_OverviewOfComponents\_forEducators.pptx) – pptx

Understanding AMP Reports: An Overview for Educators

(Understanding\_AMP\_Reports\_OverviewforEducators.pptx) – pptx

Interpretive Guide for the 2015 AMP Assessment Results (Interpretive\_Guide.pdf) - pdf

Student (pg 20-21) (IG\_Callouts\_Student.pdf)

School Summary (pg 22-23) (IG\_Callouts\_School\_Summary.pdf)

School Detail (pg 24-25) (IG\_Callouts\_School\_Detail.pdf)

Achievement Level Summaries for all Grades on ELA & Math AMP Reports (IG\_AL\_Summaries.pdf) - pdf

Protecting Student Privacy and Data Suppression on AMP Reports

(Student\_Privacy\_and\_Data\_Suppression\_on\_AMPReports.pdf) – pdf

Glossary

AMP Reports Feedback Form (<http://www.akassessments.org/score-reports-feedback>)

## Resources for Educators to Use with Parents

Understanding Your Student's Scores

All Achievement Levels - *coming soon!*

ELA

Math

By Grade Level and Achievement Level - *coming soon!*

ELA

Grades 3-5: Level 1, Level 2, Level 3, Level 4

Grades 6-8: Level 1, Level 2, Level 3, Level 4

Grades 9-10: Level 1, Level 2, Level 3, Level 4

Math

Grades 3-5: Level 1, Level 2, Level 3, Level 4

Grades 6-8: Level 1, Level 2, Level 3, Level 4

Grades 9-10: Level 1, Level 2, Level 3, Level 4

Parent Brochure: A Parent's Guide to AMP's First Results (Brochure\_PARENT\_GUIDE\_TO\_AMP\_Results.pdf) - pdf

Newsletter Content, for use in school newsletters

AMP Updates (Drop-InNewsletter\_AMPUpdate\_Oct2015.docx) - word

AMP Statewide Results (Drop-InNewsletter\_AMP\_statewideResults.docx) - word

What Kind of Test Is AMP? (Drop-InNewsletter\_AMP\_whatKindofTestisAMP.docx) - word

AMP Reports Are Coming Home (Drop-InNewsletter\_AMPreportsComingHome\_Oct2015.docx) - word

Fact Sheet: AMP Score Results (Fact\_sheet\_AMPscoreResults.pdf) - pdf

Letters to Accompany Student Reports

*COMING SOON*, Optional Cover Letter From Commissioner Hanley

TEMPLATE - Superintendent Letter (template\_AMPresults\_cover\_letter\_from\_superintendent2015.docx) - word

## Score Setting

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PowerPoint: July 2015 Presentation by Marianne Peire, AAI, Setting Cut Scores on AMP (SettingCutScores\_AMP\_July2015.pptx) - pptx

Fact Sheet: Determining AMP Achievement Levels (AMP\_Achievement\_Levels\_FactSheet.pdf) - pdf

## Understanding How AMP Measures Alaska's Standards

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Connection Maps: A Tool for educators about ELA/Math Standards

ELA Overview

Math Overview

ELA by Grade Level

Math by Grade Level

Released Items: from AMP 2015 Assessment by Grade Level

ELA (AMP\_Released\_Items\_ELA\_OCT2015.pdf) - pdf

Math (AMP\_Released\_Items\_Math\_OCT2015.pdf) - pdf

A Comparison of the Standards Based Assessment (SBA) and the Alaska Measures of Progress (AMP) (Math&ELA\_AMP\_SBA\_Items\_Comparison.pptx) - pptx

Achievement Level Descriptors (ALDs): A description of what students should know and be able to do

ELA (/tls/Assessments/AMPresources/AK-ELAALD-Grades3-10.pdf) - pdf

Math (/tls/Assessments/AMPresources/AK-MathALD-Grades3-10.pdf) - pdf

Progression of Claims, Targets and Achievement Level Descriptors

English Language Arts, Grades 3-5 (3\_5Claims\_Targets&ALD.pdf) - pdf

English Language Arts, Grades 6-8 (6\_8Claims\_Targets&ALD.pdf) - pdf

English Language Arts, Grades 9-10 (9\_10\_Claims\_Targets&ALD.pdf) - pdf

Math, Grades 3-10 (ProgressionOfClaims\_Math.docx) - word

Summative Assessment Framework (SAF)

Quick Guide: Claims, Targets, Standards, Evidence Statements Defined  
(AMP\_QuickGuide\_ClaimsTargetsStandards.pdf) - pdf

Alaska Standards and the Summative Assessment Framework - pptx